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**A PROPOSED VOCATIONAL GUIDANCE PROGRAM FOR THE
FISHER HIGH SCHOOL, ATHENS, TEXAS**

**PAYNE
1953**

A PROPOSED VOCATIONAL GUIDANCE PROGRAM FOR
THE FISHER HIGH SCHOOL, ATHENS, TEXAS

By

Lamar Charles Payne

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Science

in the

Graduate Division

of

Prairie View Agricultural and Mechanical College

Prairie View, Texas

May, 1953

BIOGRAPHY

Lamar Charles Payne was born May 13, 1925, the first son of the three children born to Edward and Dorelia Payne of Hempstead, Waller County, Texas.

He worked on the home farm with his parents.

His academic career began at the Sam Schwarz Training High School which was located two miles from his residence. After completing the eleventh grade in Hempstead, he entered Prairie View Agricultural and Mechanical College. In May, 1941, he graduated from the high school department. He entered Prairie View Agricultural and Mechanical College in the fall of 1941 and graduated in May, 1945, earning a Bachelor of Science Degree in Agriculture.

After his graduation he served as Vocational Agriculture Teacher of the J. H. Rowe High School, from 1945-1947.

He accepted the position as vocational agriculture teacher of the Fisher High School in February of 1947, where he is now employed.

The writer engaged in graduate study at Tuskegee Institute, Tuskegee Institute, Alabama, during the summer of 1948, and at Prairie View Agricultural and Mechanical College, Prairie View, Texas, the summers of 1949, 1950, 1951, and 1952.

APPROVED BY:

Chairman of Student Advisory Committee

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4/30/53

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L. C. P.

DEDICATION

To my parents, Mrs. Dorelia Payne and Mr. Edward Payne; my sister, Mrs. Pauline Watson; my brother, Mr. D. N. Payne; my wife, Carrie B. King Payne; Professor G. L. Jingles and his wife, Mrs. S. L. Jingles.

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CHAPTER I

INTRODUCTION

Today's students are moving out into a world increasingly filled with older people. A declining birth-rate, more effective medical care, and restricted immigration combine to advance the average age of the total population. Furthermore, industrial and economic changes have produced a different pattern and distribution of jobs, decreasing the proportions in traditional trades, increasing the semiskilled, clerical, and distributive jobs.

Pertinently, student mortality and withdrawal rates in grades nine through twelve, which average about 45 per cent in the country at large, indicate that less than one-half of the ninth grade students complete the education they start. Certainly, incomplete high-school courses raise doubts that the job of democratic education is being well done.

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

Statement of Problem

This study is an attempt to introduce modern points of view of learning through vocation and to improve the courses of study now offered in Fisher High School to meet the needs of the students who enroll there. Since both boys and girls have distinct problems in determining their needs, the following questions are pertinent in arriving at a solution: (1) What special plan can be made to improve vocational outlook? (2) How can the percentage of failure be minimized? (3) Why is it that some students do not complete their high school training?

The Purpose of this Study

The purpose of this study has five aspects and they are as follows:

1. To suggest a plan for a vocational guidance program in the Fisher High School.
2. To determine why so many male graduates of this school volunteer for the army after finishing high school.
3. To determine why so many of the girls drop out of school.
4. To determine to what extent the scholastic program of the Fisher High School, has been of value to the graduates and drop-outs in providing the incentive for individual students to

become aware of abilities, desires, interests, needs, and patterns of life conduct.

5. To find out if the school has helped these students meet their needs.

Delimitation of Study

This study was made primarily to include all grades of the Fisher High School. The students under investigation in this study include both graduates and drop-outs of the Fisher High School who had left during the years, 1947-51, inclusive. Eighty of these students studied are graduates and 35 are considered as drop-outs.

The antecedent presented is valid, however, in similar situations where youth need assistance in choosing, preparing for, entering upon, and progressing in an occupation.

Sources of Data

The data for this study were secured from the following sources:

1. The Fisher High School records in the principal's office concerning enrollment, attendance records, ages, promotion, and graduation.
2. The annual reports and minutes in the

administrative office of the superintendent of Athens City Public Schools.

3. Interview with graduates of the school, ex-students, local faculty members and citizens of Athens.
4. Interviews with businessmen of Athens, Texas.
5. Athens Daily Review and the Dallas Morning News.
6. Professional literature in the field of vocational guidance from the W. R. Bank's Library, Prairie View Agricultural and Mechanical College, Prairie View, Texas.

Definition of Terms

Guidance implies first of all recognition and understanding of the individual and creation of conditions that will enable each individual to develop his fullest capacities and ultimately to achieve the maximum possible self-guidance and security both economically and socially.

The term graduates as used in this study shall be those students who have received diplomas from Fisher High School, Athens, Texas after finishing the twelfth grade.

The term drop-outs shall refer to those students who discontinued attending the Fisher High School and did not later enter any other school.

Occupational information shall refer to accurate and usable information about jobs and occupations; it includes information about industries and processes directly related jobs; it includes useful data about occupational trends and supply and demand of labor.

A position is a group of tasks performed by one person.

A job is a group of similar positions in a single plant business establishment, educational institution or other organizations.

Job analysis is an intensive direct method for obtaining the pertinent facts about jobs. It includes the observation of the job and the reporting of facts which are obtained in conversation with workers, supervisors, and others, who have information of value.

Review of Literature in the Field

Various studies, ranging from individual cities to state-wide investigations, have been made in relation to setting up and maintaining an effective guidance program in our public schools. These studies have dealt with such factors as the number graduated those who left school before graduation, cause to drop-out, and remedial measures.

Various factors or combination of factors, both inside and outside of the school have been assigned as the

cause of withdrawals and numerous connective devices have been suggested and used to remedy the conditions that exist.

Darley used data concerning fifty-two cities collected over a period of ten years, 1935-1945, and found that a fifty of the white children entering city school stay only to the eighth grade with only about a third graduating from elementary school and less than one in ten graduating from high school.¹

In a survey made by Steward of factors which affect the education of Negroes in rural elementary schools, in Louisiana, the data were grouped under three general headings: (1) general features taking in the number of Negro families, pupils from 6 to 18, the number of pupils not in school, and the number of schools provided for Negroes as to kind and types; (2) buildings, types of buildings, ownership, structure; and (3) equipment, kinds of cloak rooms, facilities for heating, lunches, and adequacy of the fuel supply. Out of 133,876 students between the ages of six and eighteen, 32,133 were out of school. There were 1,053 schools for 101,743 students.²

¹John G. Darley, Testing and Counseling in the High School Guidance Program, p. 193.

²W. W. Steward, "Factors Affecting the Education of Negroes in Rural Communities in Louisiana." Journal of Negro Education, (January, 1949), p. 86.

CHAPTER II

TECHNIQUES OF COUNSELING

The Counseling Interview

Since the interview is the heart of the counseling process, the inability to study it as a research problem has delayed an understanding of the characteristics of good and bad interviewers. No matter how much material we collect about students, the sheer collection of it will be of little value unless the material is discussed in a series of interviews with the student and other interested individuals. No matter how good the material is, this goodness will be relatively unimportant unless the material is wisely handled in the interview. The interview is truly the primary process by which actual counseling and treatment in regard to student problems are started and carried on.

Bingham and Moore, who have written extensively on the interview, weigh that it has three primary purposes: getting information, giving information, and changing attitudes. These purposes are supposed to represent what the interviewer hopes to achieve in his interview situation. In counseling or guidance the interview usually has all three of these purposes, and it is sometimes difficult to

keep the purposes clearly separated in one's mind during the interview.¹

The interview can be used to find out what the student's financial background is in relation to further education, or to find out what relationships exist between the student and various members of his family, or to get information about the student's apparent motivation, maturity, or personality. In such situations the facts which the interview yields should be added to the facts already collected by means of tests, questionnaires, reports from other people, grade records, and other judgment-making devices.

In that same interview, however, the counselor will probably have to give information to the student. The student must find out about his relative strong and weak points as indicated in the data collected. In addition, he must learn about training opportunities, job requirements, and types of post-high school or parallel high-school training. It may be necessary to reconcile his incorrect beliefs about himself with the counselor's more accurate knowledge of him.

At the same time, the counselor may have to help the student revise his attitudes or beliefs in regard to

¹W. V. Bingham and B. V. Moore, How to Interview, p. 308.

his personal adjustment problems. It may be necessary, for example, to change his attitude toward his teacher and his subject by showing him the possible importance of the work he is now taking as a means of fulfilling his later plans. If the student is upset by fancied mistreatment from one teacher, it may be necessary to modify or adjust his feeling toward that teacher. If he believes that his family is nagging him or putting obstacles in the way of his development, it may be necessary to clarify his relations to his family so he will see they are not necessarily persecuting him as an individual.

The writer feels that it is obvious that the counselor may have to interview the adults who control the student's life, in order to see their viewpoint or help change their attitudes about him. The counselor should be encouraged to assume the initiative and much of the responsibility for diagnosis and for treatment. It has been extensively employed in many clinics and is widely used by administrators. It assumes in many cases, that the maturity, experience, information, and training of the counselor should be put to good use. This is accomplished by assigning to the counselor a major leadership role in the interview, and this approach can often be helpful:

1. If the counselee has reached a state of desperation and needs a strong shoulder before

getting started on his own power.

2. If the counselee lacks starting ability in the interview and someone needs to turn the starting.
3. If the counselee can and should assume most of the responsibility for procedures to be followed later.
4. If the counselee is rather clear and certain concerning the problem and its solution.
5. If the counselee can and will accept the result of the interview and will not lose his own self-directive powers in the process.²

The following statements illustrate the major characteristics of the counselor-directed interview sometimes referred to as directive interviewing:

1. The counselor assumes a large part of the responsibility for the solution of the counselee's problems.
2. The counselee accepts this counseling relationship.
3. The counselor collects information about the case.
4. The counselee provides information, takes tests,

²Clifford Erickson, The Counseling Interview, p. 220.

fills out blanks.

5. The counselor studies and interprets data.
6. The counselor and the counselee study the information, analyze the causes of difficulty and then formulate the solutions.
7. The counselee decides on plans for the future and begins to implement these decisions.
8. The counselor records the interview and follows-up the case.³

The real danger spots of the approach are as follows:

1. If the counselee finds it possible to shift to the counselor what should be his responsibilities.
2. If the problem has emotional complications and this procedure may neglect some of the most important aspects of the interview.
3. If the evidence is not clear and the procedures to be followed are uncertain.
4. If the initiative of the counselee and his relations to the counselor will be hampered.

This approach places in the hands of the counselee

³Ibid., p. 352.

the opportunity and the responsibility for the direction of the interviews. The counselor is primarily an interested listener, a sympathetic "ear," a reflector of counselee ideas and feeling.

The method has sometimes been labeled and non-directive. Its advocates claim that the counselee has the necessary resources to solve his own problems. They claim that the most effective therapy can result from this type of counselee propulsion.

The non-directive type of interviewing provides a warm, friendly, accepting atmosphere. In this atmosphere the counselee releases the pent-up emotions, clarifies his own feeling, learns to understand his own reactions, and perceptions of self and environment.

This approach is usually most helpful when:

1. The counselee is under considerable tension.
2. The counselee has several emotional blocks that prevent intellectual analysis.
3. The counselor is a highly skilled technician in the use of this method.
4. The solution to the counselor's problem requires him to assume considerable responsibility for decision and action.
5. The probable causes of the difficulty are obscure and complicated.

This method of interviewing is characterized by the following steps:

1. The counselee voluntarily applies for help by reference, or at the suggestion of someone else.
2. The counselor expresses a willingness to try to be of assistance.
3. The counselee may try to shift the responsibility to the counselor.
4. The counselee either accepts the responsibility for solving his own problem or withdraws from the interviewing procedure.
5. The counselee is given every opportunity to express himself more objectively and freely.
6. The counselee begins to formulate suggestions for the solution of his own problem.
7. The counselee makes decisions and begins to carry out his decisions.

The Co-operative Approach

Another method (or combination of methods) is rapidly growing in use. This growth comes from a recognition by the on-the-job counselor that he has always had to use a variety of approaches. The co-operative approach is built upon a number of ideas. These would include such

statements as:

1. The interview provides a joint opportunity and responsibility for release, diagnosis, planning, and implementation. The extent or degree of participation by interviewer and interview will vary and shift in accordance with individual considerations.
2. Both participants are interested in and have some responsibility for the outcomes of the interview.
3. Both participants will contribute to an understanding of the purposes of the interview and the respective roles to be played.
4. Both participants will need to use accepted principles of learning in order that the outcomes may be most fruitful.
5. Both participants recognize the right and the responsibility of the counselee to make and to carry out the decisions and plans.⁴

General Methods of Treatment

Williamson, in his book "How to Counsel Students" has presented the most comprehensive discussion of individual

⁴Anna Y. Reed, Guidance and Personnel Services in Education, p. 327.

clinical work in guidance. He lists five methods which are basic in bringing about student adjustment. They are as follows: (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.⁵

The writer deems it necessary to consider specific examples of these five methods in relation to a vocational problem of inappropriate choice of level of job; the inappropriate choice is due to parental pressure. A student is choosing engineering when the most appropriate choice would be a trade school, assuming that the counselor has already determined that the parents are responsible for the choice of engineering. Here is what may be done in such a case: (1) force conformity, (2) change the environment, (3) select an appropriate environment, (4) learn needed skills, and (5) change attitudes.

Williamson has one other listing of five categories in his text; he outlines the five procedures that a counselor could use in a series of interviews with a student.

⁵F. G. Williamson, How to Counsel Students, p. 562.

They are as follows:

1. Establish rapport, that is, get the student's confidence.
2. Cultivate self-understanding on the part of the student.
3. Plan a program of action for the student to carry out.
4. See that the plan of action is carried out.
5. Refer to other specialists or competent individuals.⁶

Of these five, what specific procedures may we list for the student whose family insists that he be an engineer? Establishing rapport is a step common to any type of counseling.

Cultivating self-understanding can be accomplished by the following methods:

1. Explaining to the student the irrational bases of many vocational choices with special reference to parental influence on choice.
2. Explaining the generally correct methods of making a choice in terms of a knowledge of assets, liabilities, interest types, and

⁶Ibid., p. 562.

occupational profiles.

3. Making a specific list of a wise series of alternative choices for this student in the light of the test material about him.
4. Persuading him to take up the matter thoroughly with his family in the light of his improved self-understanding.

In planning a program of action, it may be done in the following ways:

1. The counselor may reinforce his procedures in the second step above by having the student get college catalogs for engineering courses and for trade-school.
2. The interviewer and student may plan together to try out certain courses in pre-engineering subjects and trade-school subjects.
3. They may also decide that one of them must talk to the parents. Although the counselor may still have to deal with the parents if the student is unable to cope with them.
4. Furthermore, the possibility of referring the student and his parents to successful men in the field should not be overlooked.

In carrying out these plans of action, the counselor must:

1. Arrange for follow-up interviews to see that the student has done his part.
2. It may even be necessary to write letters of references or set the stage for interviews with other people. References may be made as was suggested either to men who are successful in the field, to industries of plants in operation, or to sources of information in published form.
3. The counselor must make a clear division of responsibility for his share and for the student's share in carrying out a total program.⁷

It is fairly obvious that in treating student problems, counselors do not have as many guaranteed specific methods as the doctors have for the localization of infection for removal of pain, or for surgery and medication. It is true in medicine that a good diagnosis does not automatically lead to a cure; this is even more true in clinical work with students, partially because almost

⁷Ibid., p. 583.

every other adult who is in contact with the student is sure he knows what is best for the students. Adults have always been willing; in fact, almost too willing, to tell young people what to do. In the face of so much amateur competition, a trained or semi-trained clinical worker cannot always make his voice heard in the clamor that surrounds the student.

CHAPTER III

PRESENT STATUS OF VOCATIONAL GUIDANCE
AT FISHER HIGH SCHOOL

Background

Athens is a sparsely settled, primarily agricultural town, having a population of 12,000. It is one of the main distributing centers for agricultural products and a large retail trade center. Throughout the city there are two high schools, one white and one Negro with a total enrollment of about 2,300 students. Of these students, Fisher High School includes about one-fourth of the student population.

On file in the city branch of the State and Federal Employment Office, there were between 100 and 150 young workers for whom placement was difficult, if not impossible, either because they had no work experience to satisfy employers' demands, or because limited placement opportunities were available in a relatively narrow band of occupation.

In addition to the guidance and adjustment problems of youth in school and youth applying for jobs, other community agencies were trying to help the young people. The program for out-of-school youth attempted to provide limited

work experience of value to the individual. But without knowing the individual potentialities, the work experiences so provided were not always suitable. In other instances, recreational programs through the Y. M. C. A. and similar organization were available but were not always used by the young people whose social adjustment would be improved by the program, either because of financial limitations or because the very shyness at the heart of the social adjustment problem prevented the young person from making the contact by himself.

It would be difficult for any one agency in a community so defined to maintain extensive and technically competent guidance activities; so the stage was automatically set for some type of co-operative program.

Development

In September, 1947, an informal group called the Fisher Guidance Association planned a series of occupational information programs for young people in the community. The entire emphasis in the meetings was placed on supplying occupational information only, without attempting to relate this information to the individual capacities and interests of the young people involved. The city superintendent of schools in subsequent months became

further interested in the possibilities of guidance work, and in September, 1949, arranged for the principal to discuss guidance programs at a meeting of the city school men and other interested individuals.

Throughout this phase of the development of the program, interested community members attended lectures and demonstrations on the problems and techniques of guidance. The principal of the Fisher High School asked to have some of his seniors included in the testing and counseling and this was done.

The loosely organized committees were set up with two purposes: one, to broaden the base of the demonstration project by arranging to finance a testing program in the spring for all graduating seniors in the school; and two, to find ways and means of making a community guidance project a permanent activity.

In the spring of 1949, preparation was made to give all graduating high school seniors a test. This test was to be secured from the California Test Bureau.

Financing the Program

Out of the meetings of the organization committee,

there evolved a plan whereby the superintendent of the city schools undertook the first financing of the guidance program.

Funds from other sources such as, P. T. A. and other civic organizations permitted the employment of a part-time counselor who spent the summer interviewing a large number of the school seniors tested in the spring. These interviews were carried on with those young people who did not plan to go on to the college and in cases where the student did plan to go on, the test data was forwarded to the personnel officer of the college.

Counseling System

The Counseling system in the Fisher High School consists of two 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 supervisions, 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. They were trained in that capacity. In addition to periodic meeting with the supervisor for instruction

and training, the teacher-counselors have their own organization which meets to discuss the various problems and techniques related to counseling.

The Fisher 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-counselor assists in the rehabilitation of discipline cases. The work of the teacher-counselor has in the past been supervised by the director of the guidance center, but a large share of the supervision will be borne in the future by the dean of women as her training competency increase.

The teacher counselors initiate one conference with each of their advisers every semester to plan his program for the coming semester and to make a periodic check of his adjustment in school. Any classroom teacher who feels that a student is not working up to capacity fills out a blue slip which indicates the reasons for probable failure. This blue slip is then sent to the parents asking them to come to the school for an interview.

If the teacher-counselor desires additional information before signing the slip, he can request the classroom teacher for more complete details and the reasons for fail-

ing 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.

The students' folders described are placed in a central file where they are accessible to all teachers. If a teacher uses a case folder, her signature is placed on a record card in each folder which indicates the extent the file is utilized and which teachers are most interested in the progress of a particular student. Realizing that counseling is a part of the total guidance program, two faculty committees were appointed, each dealing with one phase of the total program. Each of the committees was headed by a chairman who in turn was a member of the general guidance committee. The general committee, composed of the chairman from each subcommittee, met monthly to consider recommendations of each of the 12 committees and to prepare group recommendations to the school administration.

The twelve committees with the functions of each are listed as follows:

1. Student and record articulation.
2. Student cumulative record.
3. Testing and evaluation.

4. Curriculum research and revision.
5. Homeroom system.
6. Pupil attendance.
7. Student extracurricular and social life.
8. Youth guidance committee.
9. Vocational aspects.
10. College information.
11. Special student problem.
12. Teacher in-service training.

In order to increase the effectiveness of the guidance program in the Fisher School, a close co-operative relationship was worked out with the local branch of the state employment service. The school provides the employment service with the student's scholastic and test record, observations, and ratings by three teachers, and a summary of his contacts with the guidance department for all students of the school who register at the employment service. This information facilitates placement service, and the young people as a result, have a better chance to identify themselves with occupations which are in keeping with their interests and abilities. In many instances the students do not know, or say that they have not heard, of the employment service when they are advised to register. This co-operative enterprise between the school and the employ-

ment service will be continued, and an even closer relationship developed as time goes on. As one ultimate goal of all guidance effort is satisfactory occupational adjustment for each individual so that he may take his proper place in society, no guidance program can overlook the placement phase.

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 were invited to come to the school and to lead a discussion on their particular field of work.

Need

It has been pointed out that the function of guidance has broadened with the increasing complexity of the educational function and society's relation to it. One need for guidance grows directly out of individual pupil maladjustments. Numerous studies have been made pointing out the nature of the maladjustment and the need for a guidance

program in all schools. A recent survey of Athens' Public Schools indicates that pupil failure, absence and truancy, eliminations, vocational misfits, college and university misfits, problems of pupils in industry and business, social, emotional, and personal maladjustments, and health and behavior problems show the need for a guidance program. The alarming manifestations of some youth toward delinquency and crime have heightened the need for some measure of counseling, adjustment, and control.

A second need for a guidance program grows out of the pupil's sincere yearnings for truth, for assistance in solving his problems, and for aid at strategic points in his maturing process.

Functions of Guidance

In setting up a program of guidance at Fisher High School, several principles were definitely kept in mind. These include recognition of the individual capacities and needs of each pupil, his immaturity, the increasing complexity of the world about him, varying home conditions and opportunities as well as parental attitudes, strategic position of the school and the teachers, unspecialized nature of the child's abilities, urgency of emergency situations, and the need for progressive self-guidance as the child develops.

The program of guidance for Fisher High School were based on these principals which may be classified as follows:

1. Providing the right information, collecting, classifying, and disseminating data essential to an adequate guidance service.
2. Co-operating with other individuals and groups who can assist in any way in planning and carrying out the program.
3. Counseling service--individual and group.
4. Teaching of guidance in those situations where instruction is deemed beneficial.
5. Guidance through teaching and learning situations and experiences.
6. Placement service--with adequate follow-up.
7. Research service--especially in relationship to problems of child study and educational and occupational data.

As the guidance program developed, it was necessary to make provision for records and the collection of much information about each pupil, his home, and his environment. These records were properly housed and made available in the principal's office. Proper utilization was made of facilities available within the community itself.

Pupil Records

Home and Family-- This includes information of a personal nature which identifies the pupil as a person and in relation to this home and family background.

Physical and Medical Status-- This includes such information as will be revealed through a thorough medical examination, together with observations of a physical nature which might be made by a nurse or health teacher.

Personal and Social Development-- This includes personal interests, achievements, intentions, attitudes, activities, problems, behavior, aptitudes, and similar information.

Scholastic Progress-- This comprises a complete cumulative scholarship record, including distinctions, failures, scholarship patterns, attendance, tardiness, and school attended.

Test Information-- This includes a record of all tests--intelligence, achievement, aptitude, personality, reading, etc.

This comprehensive information about pupils is systematically organized for use. The intention here is not to duplicate records and other data collected and available through other sources, such as the health folders and attendance records, rather these form an integral part of the program. The effective use of this information

depends upon the guidance personnel. Naturally, a specialist would make greater use of certain materials, but there is no specialist in the school, at present the teacher will have to make use of the information according to his or her abilities.

Evaluation

It is highly important that some measure be provided to test the results of guidance. Such as these are significant and are used:

1. Holding power of school.
2. Wise pupil planning.
3. Wise pupil understanding and decision.
4. Pupil self-direction.
5. Wide pupil range of interest and activities.
6. Cordial relationships within school and home and community.
7. Success of pupils both in and beyond the school.
8. Evidence of character development and leadership.
9. School morale.

CHAPTER IV

THE STATUS OF GRADUATES AND DROP OUTS

In the schools of a half-century or more ago there was little need to keep strict account of all the children of the school district.¹ Only a little schooling was essential for one to be able to take his place in the economic and social life of the community. When compulsory education came to be established, it was difficult for many parents to comprehend its significance in even the most loosely administered form. However, now that society has demanded mass education for all of its children, it is essential in the writer's opinion that the school authorities should know the whereabouts of all children and provide a means of insuring a semblance of regular attendance and improvise curricula to meet the needs of the various individuals.

Of the 115 graduates and drop outs of the Fisher High School, 80 are graduates; 40 boys and 40 girls.

It is generally agreed that in order to find out the success of a high school; it is necessary to get opinions of the graduates and drop outs. An investigation was made

¹William A. Yeager, Administration and the Pupil, p. 25.

of the graduates and drop outs of Fisher High School to see to what extent the school had influenced their lives. Table I indicates that since 1947, eighty students had finished Fisher High School. It shows that in 1947 there were nine boys and seven girls graduated; in 1948, there were six boys and nine girls; in 1949, there were ten boys and seven girls; in 1950, there were five boys and ten girls; and in 1951, there ten boys and seven girls.

TABLE I

RECORD OF GRADUATES FROM 1947 TO 1951

Years	Graduates		Total
	Male	Female	
1947	9	7	16
1948	6	9	15
1949	10	7	17
1950	5	10	15
1951	10	7	17
Totals	40	40	80

TABLE II

RECORD OF DROP-OUTS FROM 1947 TO 1951

Years	Drop-Outs		Total
	Boys	Girls	
1947	1	3	4
1948	4	6	10
1949	5	4	9
1950	3	4	7
1951	2	3	5
Totals	15	20	35

Table II above shows the record of drop-outs of students in Fisher High School from 1947 to 1951. It indicates that in 1947, there were one boy and three girls; in 1948, there were four boys and six girls; in 1949, there were five boys and four girls; in 1950, there were three boys and four girls; and in 1951, there were two boys and three girls which make a grand total of fifteen boys and twenty girls that dropped out of school from the period of 1947 to 1951.

Location of Graduates Who Entered College

In order to determine whether Fisher High School is meeting the needs in this area, it was necessary to investigate the migratory trends of the graduates. Young² states, they, therefore, should return to the community which has paid the cost of their training along with reward for the sacrifices made to educate them.

TABLE III

LOCATION OF SIXTY-FOUR GRADUATES WHO ENTERED
COLLEGE FROM 1947 TO 1951

Location	Graduates		Total	Per Cent
	Male	Female		
Mary Allen	8	4	12	15
Bishop	2	10	12	15
Texas	8	16	24	30
Prairie View	6	2	8	10
Texas Southern	7	1	8	10
Totals	31	33	64	80

Table III above shows that 15 per cent of the

²Robert Young, Migratory Trends of High School Graduates, pp. 148-51.

students who were graduated from Fisher High School from 1947 to 1951 entered Mary Allen College; 15 per cent entered Bishop College; 30 per cent entered Texas College; 10 per cent entered Prairie View College; and 10 per cent entered Texas Southern University.

Curriculum Pursued

Table IV reveals the curriculum pursued by thirty-one male students who entered the various colleges which is

TABLE IV

CURRICULA PURSUED IN COLLEGE BY THIRTY-ONE BOYS WHO HAD GRADUATED FROM FISHER HIGH SCHOOL FROM 1947 TO 1951

Courses	Number
Agriculture	1
Barbering	8
Business Administration	8
Industrial Arts	3
Music	1
Pre-Medicine	3
Physical Education	3
Religious Education	3
Social Science	1
Total	31

revealed in Table III. It indicates that one pursued vocational agriculture; eight pursued barbering; eight, business administration; three, industrial arts; one, music; three, pre-medicine; three, physical education; three, religious education; and one, social science.

Table V indicates the eight different curricular that were taken by the thirty-three girls who entered college had finished from the Fisher High School. It implies that 14 of the total entered college pursued beauty culture; 5 pursued business administration; one pursued English; two

TABLE V

CURRICULA PURSUED BY THIRTY-THREE GIRLS WHO HAD GRADUATED
FROM FISHER HIGH SCHOOL FROM 1947 TO 1951

Courses	Number
Beauty Culture	14
Homemaking Education	2
Business Administration	5
English	1
Music	2
Elementary Education	5
Physical Education	2
Social Science	2

pursued homemaking education; five pursued music; two pursued elementary education; two pursued physical education; and two pursued social science.

Occupations of Drop-Outs

Table VI which follows will reveal the various occupations that the drop-outs of Fisher High School entered as a life vocation. Seven or 20 per cent were

TABLE VI

OCCUPATIONS OF THIRTY-FIVE DROP-OUTS OF FISHER HIGH SCHOOL FROM 1947 TO 1951

Occupation	Male	Female	Total	Per Cent
Maid	0	7	7	20
Laundress	1	2	3	8.5
Janitor	3	0	3	8.5
Bell Boy	6	0	6	17
Porter	3	0	3	8.5
Sanitation	2	0	2	5.7
Housewife	0	2	2	5.7
Hospital Attendant	3	4	7	20
No Response	2	0	2	5.7
Totals	20	15	35	100.00

engaged as maid in private homes; three or 8.5 per cent were engaged as laundresses; three or 8.5 per cent were engaged as doing janitorial work; six or 17 per cent were engaged as bell boys; three or 8.5 per cent were engaged as porters; two or 5.7 per cent were working with the sanitation of the city; two or 5.7 per cent were housewives; seven or 20 per cent were working in the city hospital as hospital attendants; and two or 5.7 per cent did not respond.

TABLE VII

DISTRIBUTION OF DROP-OUTS FROM FISHER HIGH SCHOOL

Reasons	Frequency	Per Cent
Working	7	20
Moved out of the School District	10	22
Inability to do school work or get along in school	3	0.85
Married	5	14
Mothers	8	22
Varied	2	0.57
	35	79.42

Table VII accounts for drop-outs of students from the Fisher High School during the years, 1947-51. Of the students who left school during the four years, inclusive, there was not a record as to the reasons why. Seven or 20 per cent of the 35 students whose records were available had been working; ten or 28.5 per cent moved out of the school district; three or 8.5 showed inability to do school work or get along in school; five or 14.3 per cent, married; eight or 22.8 per cent had become mothers; while the remaining two, or 5.7 per cent, left for the following reasons: deceased, broken homes, army, and economic conditions.

CHAPTER V

THE OPINIONS OF THE GRADUATES AND DROP-OUTS
CONCERNING THE SCHOOL CURRICULUM

In organizing this program the graduates and drop-outs were asked which subjects have been most useful in their occupational life since leaving school. Table VIII reveals the subjects which have been most useful to graduates and drop-outs in their occupational life since leaving school. It shows that 25 of the total number claimed English was the most useful; ten implied that mathematics was the most helpful; 30 replied that homemaking was the most useful; and 10 claimed all subjects proved very useful to them.

TABLE VIII

SUBJECTS LISTED AS BEING USEFUL IN OCCUPATIONAL
LIFE OF GRADUATES AND DROP-OUTS STUDIED

Subject	Number
English	25
Homemaking	30
Mathematics	10
Agriculture	40
Social Studies	0
All Studies	10
Total	115

In planning an effective guidance program, it is the writer's opinion to secure all data possible from the ones who have either graduated or dropped out in order to have a working knowledge for establishing a more functional guidance program for the children who are in school. In the light of this assumption, the graduates and drop-outs were asked to suggest subjects not offered in school which might have been helpful to them in their life's work. Table IX implies that 85 suggested that commercial courses should be added to the curriculum; 34 replied that trades such as, printing, manual training, and nurse education should be added; 10 replied that chemistry and laboratory facilities should be added; 17 replied that a course in beauty culture should be added; 12 replied that mechanical, electric, and civil engineering courses should be added; 17 replied that French, Spanish, and Latin should be added; 12 replied that music, drafting, and blue printing should be added; and 115 replied that a course in physical education should be offered in the curriculum.

TABLE IX

SUGGESTIONS OFFERED BY GRADUATES AND DROP-OUTS
CONCERNING SUBJECTS NOT OFFERED

Suggestions	Number Replying		Total
	Male	Female	
Commercial Courses should be added	35	50	85
Trades:			
Printing	5	2	7
Manual Training	15	0	15
Nurse	0	12	12
Science:			
Chemistry and Laboratory Needed	5	5	10
Cosmetology:			
Beauty Culture	2	15	17
Engineering:			
Mechanical	2	0	2
Electric	1	1	2
Civil	8	0	8
Foreign Language:			
French	1	1	2
Spanish	3	4	7
Latin	5	3	8
Art:			
Music	4	5	9
Drafting and Blue Printing	3	0	3
Recreation:	All	All	115

It is generally agreed that a placement and follow-up play a pertinent part in a well rounded guidance program. The graduates and drop-outs of Fisher High School were questioned as to how they secured information concerning job openings. Table X reveals how these graduates and drop-outs of Fisher High School learned about job openings.

TABLE X

HOW GRADUATES AND DROP-OUTS LEARNED ABOUT JOB OPENINGS

Source of Job Information	Number	Per Cent
Member of Family	12	10
School Authorities	15	13
Public Employment Agency	38	30.9
Personal Application	10	8.1
Contracts	15	13
Newspaper "Ads"	6	5.2
No Reply	19	16.2
Total	115	100

Table X shows that twelve, or 10 per cent of the graduates and drop-outs were informed through members of the family or a friend. Fifteen, or 13 per cent were

informed by school authorities; thirty-eight, or 30.9 per cent were assisted by public employment agencies; ten, or 8.1 per cent, made personal applications to secure employment; fifteen, or 13 per cent, made contracts for jobs; six or 5.2 per cent, were aided by newspapers ads; while nineteen, or 16.2 per cent, did not reply.

CHAPTER VI

PROPOSED ORGANIZATION AND ADMINISTRATION OF THE GUIDANCE PROGRAM AT FISHER HIGH SCHOOL

Guidance workers or student personnel workers have many of the faults and virtues of a missionary. Usually one person or a small group of people get the urge to "do something" about the problems of young people. They often find many youth serving agencies already in operation and many sympathetic listeners. But the momentum of their enthusiasm may slow down in the face of financial, technical, or traditional limitations.

It is quite likely that community-wide co-operation within relatively small geographic limits is the most effective attack on the youth problem. In such a program, local strengths can be used, and local leadership can command continuing co-operation. Furthermore, a pooling of many small financial backings to make the program work is needed.

A recent survey of 115 students from Fisher High School, of which 80 were graduates and 35 drop-outs is certainly indicative of the lack of adequate guidance practices existing in the school. It must also be noted that the graduates and drop-outs in no way indicated the quality of the existing guidance program. Certainly in many cases,

although the guidance function is claimed, much additional work would be necessary to bring the program to a local of minimum efficiency. The scope of the efforts required would necessitate a much larger staff and outlay than was available. Therefore, it was decided that the most feasible approach to establish a guidance program and to develop techniques, principles, and procedures which would pave the way for the students who are now under training in the Fisher High School, is to point the way toward a complete guidance program. Efforts will largely be confined to distribution of informational materials and laying ground word for future services by developing a consciousness of the need, as have been revealed by the survey, for guidance and benefits that would accrue from the establishment are considered a more effective program.

It is of interest to note the different responsibilities that each of the school personnel will have to assume in establishing an effective program. Myers¹ says that the duties of a program of guidance is not necessarily confined to the school personnel. He further states that the school board should add a guidance specialist or a counselor to the faculty.

¹George E. Myers, Principles and Techniques in Guidance, p. 193.

Revision of the Present Curriculum

It was found, after considerable research and experimentation over a period of time that the curriculum should be revised. The graduates and drop-outs of Fisher High School surveyed by this researcher indicated that the following courses should be added to the curriculum:

(1) Woodworking, (2) sheet metal work, (3) electricity, (4) pattern making, (5) machine shop work, (6) shoe repairing, (7) auto mechanic, (8) printing, (9) and agriculture. These are the trades that should be added to the school curriculum.

The principal of Fisher High School was informed in accordance with the observations made by the graduates and drop-outs concerning the courses which should be offered in the school. He immediately began making plans for the courses to be offered or added to the curriculum, as follows: (1) He reported the findings to the local superintendent regarding the initiating of the courses, and (2) contacted the State Education Agency in regard to adding the extra courses.²

It was pointed out to him by the local superintendent and Texas Education Agency that in the course of five years that they would be eventually added but at the present time,

²C. L. Jingles, Interview, August 18, 1952.

there was little or no hope for any consideration along that particular line; however, if he could find efficient personnel in woodworking and shoe repairing, he could add those courses in the curriculum for the ensuing school year of 1952-53.

The homemaking department in the school should be expanded to prepare the girls for a better type of domestic service, because they are often employed as cooks, maids, dressmakers, and housewives. Interestingly enough, it was revealed that such training should be secured before the student finishes high school and the courses should be started at the junior high school level.

The trade courses would offer the students many opportunities to help prepare them to meet the demands of industry and for leaders and skilled workmen, in the various technical professions and vocations.

Reeder suggests that English, chemistry, and foreign languages should be stressed in the school.³ These are the courses the students have the most trouble with in college. Mathematics should be stressed also. The students can use these subjects if they do not go to college. Business administration should be added to the school curriculum. Negroes need to learn more about business, and

³Ward G. Reeder, Fundamentals of School Administration, p. 199.

teachers should stress this idea more than that they should go into some type of business.

The Role of the School Personnel

The school superintendent must, of course, be the leader in the organization and administration of such a program. While it would be desirable for every school superintendent to have had some formal courses in guidance, it is also true that he might gain a practical philosophy of guidance through a course of self-study. At the same time he will realize that it is inadvisable for him to develop his own philosophy, make plans, and "inflict" them on the members of his staff. Rather he will pursue the more democratic policy of studying with the members of his staff in order that they may together develop a philosophy and a planned program of guidance services adequate to meet the needs of all enrolled in the school. He will work closely with all members of the faculty in the formulation and instigation of objectives and plans. He will accept the fact that unless all the members of the staff are "sold" on the program and willing to co-operate in it, it will be of little value to the students and will stand a good chance of failing.⁴

⁴Leslie L. Chisholm, Guidance in the Small School, p. 194.

The Principal's Role-- The principal likewise has an important role in the organization and administration of guidance. Being responsible to the superintendent for the success or failure of the program, he acts as the coordinator of all that is done and the administrator of special services which will be delegated to highly trained personnel. He may delegate authority for various phases of guidance to the assistant principal, department heads, deans, class advisers, counselors, visiting teachers, psychologists, and psychiatrists.⁵

The Classroom Teacher-- Since guidance problems are interwoven with instructional activities, the most valuable contribution to guidance is made by the classroom teacher when learning is looked upon as guidance. As Chisholm points out:

In the school in which the classroom teacher assumes responsibility for guidance, there is no forbidden ground dividing his instruction and guidance responsibilities. The teacher helps pupils study their own abilities, select work, appraise their own progress, and the things necessary in an adequate program of guidance. In the actual classroom work, the teacher is sensitive to and understands the level of interest and ability of the pupils and adapts the work to individual needs or helps the student revise his choice of school

⁵Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization, p. 381.

activities so as to get those experiences in harmony with his needs.⁶

The Homeroom Teacher-- The guidance activities of the classroom teacher are complementary to those of the homeroom teacher to whom the major responsibility for administering the guidance program is assigned. The functionally is a desirable arrangement since the homeroom teacher theoretically takes the place of the parent in all matters concerning the welfare of the pupil in school. It is also a logical outgrowth of departmental organization for the simple reason that the traditional subject specialist is too much concerned with his subject and has too many pupils in class to give time or thought to their needs. Unless the pupil is assigned to a homeroom teacher, there is no other person to whom he can turn for help or who can give to him the sense of security that he desires.

The guidance functions of the homeroom teacher are taken over in some secondary schools by class advisers, although most class advisers are limited in their expression of guidance services to the planning of pupils' schedules, the reviewing of school marks, and selection of institutions for higher learning. Their work is supplemented by deans of students, and counselors to whom pupils are assigned for

⁶Chisholm, op. cit., p. 316.

particular types of problems.⁷

The Counselor-- The counselor is the school's specialist in guidance. In schools of 300 students or more he may be expected to devote his entire time to this program. In large schools he will need full-time or part-time assistants who have had considerable training in the guidance field. In a small school both he and those who work with him will teach as well as perform guidance services.

In addition to counseling students, he will be the principal's agent in supervising the guidance work of other members of the staff, including homeroom teachers. Also, he will represent the principal and the bureau in supervision of the teaching of occupational information and in providing as effective occupational explorations which are practicable. Upon him will rest responsibility for gathering and keeping to date the student's records used in counseling interviews, for obtaining additional information concerning health and mental characteristics of individual pupils by sending them to health and psychological examiners, and for sending these records on to the placement office when the pupils seek employment.

The counselor should be a person that has broad

⁷Anna Y. Reed, Guidance and Personnel Services in Education, p. 247.

experience. The person should have had the following courses:

1. Sociology, psychology, commercial and industrial arts.

Meyers states that a counselor should possess the following qualifications:

1. A personality which attracts and gets on well with adolescents.
2. Sufficient maturity to command the respect of pupils and fellow teachers.
3. Should possess a general education like the average high school teacher.
4. Successful experience as a teacher.
5. Should have some business or industrial experience.

The Dean of Girls and Boys Role-- The dean of girls and boys has an important role to play in the guidance program. Dean of girls is employed more often than of boys, especially in the smaller schools probably because the assistant principal is often a man, serving largely in the capacity of a dean. Deans of boys today in our public schools perform four principal guidance functions:

1. Counseling about choice of subjects.
2. Counseling about extra-curricular activities.
3. Counseling about choice of college.

4. Counseling about choice of a vocation.

The dean of girls carries on these four activities as major functions, but they also engage in social and disciplinary guidance much more frequently than the dean of boys. The dean of girls is more likely to be the actual director of the extra-curricular program, as contrasted with specific counseling in the program than the dean of boys. The deans place students on jobs and follow them up. They are responsible for the success of the graduates.

The Assistant Principal-- The smaller schools do not have assistant principals as frequently as do schools with enrollments of 2,000 or more. The assistant principal performs the following functions in the guidance program:

1. Counsels with pupils regarding matters of personal conduct.
2. Counsels with pupils about choice of subjects.
3. Counsels with pupils about choice of college.
4. Assumes responsibility for disciplinary and social guidance.
5. Counsels with pupils about choice of vocation.
6. Counsels with pupils about using special abilities.
7. Counsels with pupils about overcoming specific handicap or disabilities.
8. Carries on placements of pupils on the job.
9. Does follow-up work on vocational placement.

Financing the Program

In the final analysis, most of the real handicaps standing in the way of a comprehensive guidance program go back to the lack of adequate financial support for schools. In fact, if the school had a sufficient amount of money, the problems caused by an overburdened staff, inadequately trained teachers, and the like, could be eliminated without delay. In other words, those responsible for the guidance work have an interest in the problem of adequate financial support for the schools, and the program of guidance will be affected both directly and indirectly by the amount of financial support enjoyed by the school.

Although the foregoing problem should be recognized and no attempt should be made to minimize it, it should not be used by school officials as an escape. The school of today is faced with the very practical and urgent problem of affording all youth who may come within the jurisdiction of the school adequate guidance. In the long run, and generally from the short-time point of view as well, there is no satisfactory excuse for not making significant headway in the realization of this need. It is on the basis of such a realization, followed by a modest program of significant guidance endeavors, that those schools which are handicapped through lack of funds to carry out a more

adequate guidance program may secure better financial support. This point of view was inferred in the following statement by the National Education Association:

But after all, the most effective instrument in interpretation may be the school system itself. An organization in which the children are happy and are making progress enlists readily the support of parents. When co-operation and goodwill exist between the schools and the other community agencies, such as playgrounds, libraries, churches, police, and courts, public support of educational progress are likely to be wholeheartedly given.^e

While the lack of sufficient funds for the general support of the school is a real handicap to a guidance program, any energetic high school staff which has a genuine interest in boys and girls and which takes time to familiarize itself in the area of guidance will be able to work out plans whereby a worthwhile, although in many cases a modest, guidance program can be started. There are some, of course, who propose that they cannot undertake a program of guidance because they do not have already available rows of mahogany files, stacks of standardized tests, and many other similar types of supplies and equipment. There are others who propose that there is no use starting

^eAmerican Association of School Administration, The Improvement of Education, Fifteenth Yearbook, Washington, D. C., National Education Association, 1937, p. 168.

anything unless you can do all of it immediately. Both points of view are definitely handicaps to guidance work.

We cannot afford to add a new program, "We do not have the time," and "Our staff is already overloaded" are the excuses most frequently given for a do-nothing attitude toward the development of guidance programs. In reply to such statements, Chisholm has suggested, "The schools which have no financial leeway either have a thorough spring house cleaning (1) by carefully analyzing the relative significance of many of their present activities in comparison to the same amount of time being devoted to guidance and then discarding the less important things, or (2) assigning less extra-class responsibilities from one or more periods of classroom instructions.

As a matter of fact, financing this program need not be a major stumbling block. In our school we can and do find time and money to do those things we want most to do. The products of the public schools should be well adjusted individuals who are good citizens able to earn a living and make a significant contribution to the society which provided their educational. If this is our major task, let us then analyze our present contributions and determine to turn out better products in the future. We must decide to put the first thing first. We need some cash for the following: (1) records, if printed, (2) tests,

(3) occupational information, and (4) professional reading materials for teachers.

Many civic and community organizations are usually anxious to have contributions toward financing adequate testing program for ample materials containing occupational information if only permitted to do so. In many schools, students, class, and Parent-Teacher Associations have or will earn funds which they would like to have used in this way.

The success of this program depends far more on the administrators' and faculty members' awareness of the needs of students and a desire to meet these needs than on the amount of money available for use in developing it. Through wise planning on the part of all staff members, time can be found for this program. All the suggested activities should not be initiated at one time. Concentration might be given to one activity or service at a time. It will be surprising how rapidly the whole program will develop.

The very small high schools should take care of their guidance program either through the services of the regular faculty or provide the salary of the specialist from local funds. In most schools the guidance program is carried on by the regular faculty and in many cases this proves very satisfactory.

A guidance program can be financed if you have forty teachers by the state superintendent; he has the choice of a counselor or a supervisor for every forty classroom teacher units. If the school, such as the one mentioned of less than four hundred pupils, does not have as many as forty teachers, a counselor is not provided through state funds. It is therefore necessary that the very small schools take care of their guidance program either through the services of the regular faculty or provide the salary of the specialists from local funds. ⁹ In most schools the guidance program is carried on by the regular faculty and in many cases this proves very satisfactory.

Nevertheless, there is no provision made under the present education set up for a counselor unless there are forty or more classroom units according to Article 2922-13A of the Gilmer-Aiken Law. ¹⁰

Tests-- Testing is one of the more important techniques employed by teachers and counselors for gathering information about a pupil and for helping him to work out his adjustment difficulties. Data are gathered by means of tests that shed light upon the pupil's mental capacity,

⁹Arthur E. Traxler, Techniques of Guidance, pp. 327-330.

¹⁰Jerry C. Bensley, Texas School Law, 1950, p. 327.

school achievement, vocational interests, special aptitudes, and character and personality traits.¹¹

Two different kinds of intelligence tests are used in counseling and guidance work. One is an individual test which should be administered by a person who is trained and experienced. Special skills are involved in giving this test and in interpreting its results for diagnostic and prognostic purposes. The other is a group intelligence test which is given to several pupils at the same time. Although some skill is involved in its administration, the teacher can acquire it quickly. The results of this type of test have value for educational and occupational guidance when used in relation to other known facts about the individual. There is a danger, however, of placing too high a reliance upon the group test because it is apt to rate inferior pupils too low, or to penalize those who are very slow, emotionally disturbed, or those who fail to follow directions accurately. In general, these tests should be considered merely as tools, not as ends, in counseling.

Administration of Tests-- Determining who shall administer the tests and when they shall be administered

¹¹Chamberlain and Kindred, op. cit., p. 394.

is the test of the administrator. In most situations, tests administered to groups can best be given by classroom teachers in the regular classroom situation or in the homeroom. Individual testing can best be handled by counselors or teachers who have responsibilities for counseling.

It is also the administrator's duty to provide sufficient in-service training for the teachers to enable them to administer, score, profile, and interpret the tests according to directions. Teachers should be admonished to adhere closely to directions and to remember that the testing situation differs considerable from the teaching situation.

In recording test results, use a standardized means of converting raw scores that have been agreed upon and understood by the faculty, such as the percentile ranks.

In addition to standardized achievement tests, teachers can use or make use of test scores derived from aptitude tests. These are tests which have for their primary purpose "the measurement of one's potential ability prior to opportunity for special training. . ." The types of special abilities or aptitude, measured to a greater or less degree by aptitude tests, are usually classified as (1) manual, (2) mechanical, (3) clerical, and (4) professional. With the exception of those pertaining to pro-

fessional fields, the others are relatively inexpensive and practical in their value for occupational guidance and counseling. The Revised Minnesota Paper Form Board Test, for example, can be administered in 20 minutes and it is easy to score.¹²

Since aptitude is closely related to interest and since interest is held to be a major factor in success, attention has been directed toward the measurement of an individual's interests. Some standardized test or inventories of interests have been worked out, notably the Kuder Preference Record and the Strong Vocational Interest Blanks of Men and Women. There are no right or wrong answers in these tests. Instead, the person being examined is asked to tell whether he likes or dislikes, or is indifferent to each item listed.¹³

While space does not permit the listing of all the good tests in each area, the names of those tests more frequently mentioned in current literature or guidance programs are given below. It is not the intention of the researcher to infer that this is a complete list.

¹²Reed, op. cit., p. 247.

¹³Ibid., p. 173.

Tests of Scholastic Aptitude: American Council on Education Psychological Examination for High School Students, (1) for grades 9-12.

Differential Aptitude Tests, for grades 7-12.

Kuhlman-Anderson Intelligence Tests, for grades 1, first semester; 1, second semester; 2, 3, 4, 5, 6, 7, and 8; 9-12.

New California Short-Form Tests of Mental Maturity, for grades; Kindergarten-1; 1-3, primary series; 4-8, elementary series; 7-9, intermediate series; 9-Adult, advanced series.

Ohio State Psychological tests, for high school.

Otis Self-Administering Tests of Mental Ability, for grades: 4-9, intermediate; 9-12, higher.

Terman-McNemar Test of Mental Ability, for grades: 7-12.

Achievement Tests: Co-operative Achievement Tests, for grades 7-12.

Metropolitan Achievement Test, for grades 1-12.

Gray-Votaw General Achievement Test.

Progressive Achievement Tests for grades 1-9.

Stanford Achievement Tests for grades 2-9.

Vocational Interest Tests: Brainard Occupational Preference Inventory, for high school.

Glecton Vocational Interest Inventory, for high school.

Occupational Interest Inventory, for high school.

Kuder Preference Record--Vocational, Form GH, for high school.¹⁴

No attempt has been made here to discuss or to list the names of tests of reading readiness, individual tests of scholastic aptitude, personal and social adjustment tests, or aptitude tests. Such tests are best given on an individual basis as need for them arises and should be given with extreme caution--preferably, someone who has had considerable experience in testing. It is most important that specialists be consulted when plans are being made for giving any of the above-mentioned tests and when the services of a trained counselor or psychologist are not available in the school.

Follow-Up Service-- The follow-up service includes those activities which measure the effectiveness of the total school program (including the guidance program) in its efforts to meet the needs of individuals and fulfill the purposes of education.

The follow-up studies should seek to gather and analyze data which will answer these questions:

1. How many young people are actually finding jobs?
2. Where and in what types of employment are these jobs found?

¹⁴Clifford Froelich and Arthur Benson, Guidance Testing, pp. 85-86.

3. To what extent does the counseling and training given by the school help them in securing employment?
4. What agencies are offering assistance to young people in securing jobs?
5. What happens to those boys and girls who drop out of school before graduation?
6. What information can former pupils provide which will help the schools to counsel and train young people still in school?
7. What percentage of young people continue their education?
8. What avenues of higher education do young people choose?
9. What percentage of pupils who enter high school actually graduate?
10. What further assistance can the school offer young people who have left school?
11. What are attitudes of graduates and leaving pupils toward their former school? Do they show evidence of having used the counsel given them when they were in school?¹⁵

¹⁵"A Plan for the Study of Youth Who Have Left School," Albany, New York: New York State Education Department, 1940, pp. 6-7.

When teachers assist students in determining their places within the school curricula or extraclass activities, they may easily follow up the student to determine the effectiveness of the placement. When students have enrolled in college, reports from the institution indicate their success in college. When students are employed in the local community personal contacts with employers and the students themselves will reveal the effectiveness of those placements. However, what happens to drop-outs, to those who leave the community to seek employment, to those who have gone beyond one year of college, and to those who entered other kinds of training?

A follow-up study will provide objective data which may be used:

1. To evaluate and improve the guidance program.
2. To evaluate and improve instruction.
3. To determine the effectiveness of the curriculum in the light of the experience of former students.
4. To justify changes in the curriculum as need for change is revealed.
5. To enable the school to keep in touch with former students for the purpose of giving them further assistance when needed.

6. To improve the services of the school and the community.
7. To show significant trends of employment.
8. To explain and enliven ideas in the fields of economics, sociology, etc., that might otherwise remain abstract.¹⁶

The placement service includes all those activities within the school which are designed to assist the student in taking the next step after he has decided what that step shall be. The placement service attempts to provide the student with the connecting link between the situation in which he now finds himself and the new situation into which he is going whether that situation be within the school of which he is now a part, and institution of higher learning, or some other training situation, or a place in the work-a-day world.

The purposes of the placement service are outlined by Hutcherson¹⁷ as follows:

1. To counsel students after leaving school.
 - a. Encouraging needy students to continue their schooling after-school, vacation,

¹⁶George Hutcherson, Practical Handbook of Counselors, p. 91.

¹⁷Ibid.

and part-time work.

- b. Arranging conferences with students and parents of students who are dropping out because of adjustable difficulties.
2. To make job-getting a part of every student's training program.
3. To bring the school and the employer and youth into close co-operation.
 - a. Reducing waste on the part of employers and youth by properly matching youth and jobs.
 - b. Creating goodwill towards the school on the part of the employer, youth, and parents.
4. To serve as a clearing-house for job problems of boys and girls. The school should assume responsibility for the following kinds of placement; these placements are found within the school--involving such activities as:
 - a. Contacting students in "sending schools" to acquaint them with the curricular and extraclass offerings in the high school.
 - b. Having orientation programs before the opening of school or in homerooms to acquaint students with curricular and extraclass activities.
 - c. Maintaining a wholesome attitude toward changes in the schedule to meet the needs of the students.
 - d. Being willing to organize an activity program designed to supplement the class experiences of the students and to meet their needs.
5. On part-time jobs for after-school hours, weekends, and vacations involving such activities.
 - a. Contacting local employers to determine their needs for part-time workers and their willingness to co-operate with the school by hiring students recommended by the school.

- b. Determining--either through questionnaires or interviews--those students who desire or need part-time employment and those who would be willing to work during particular rush seasons.
 - c. Having readily accessible the names of individuals available for part-time work, their training and experience (if any) hours available, etc.
 - d. Counseling with individuals prior to their making application to assure their knowing the best times and methods for applying and, after employment, to a certain adjustment to the job, progress being made, and job satisfaction.
 - e. Interviewing the employer to determine the student's success on the job.
 - f. Assisting the student in analyzing and interpreting his part-time work experience as a basis for determining his occupational objective.
 - g. Co-operating with employer to safeguard the health of the student.
6. On full-time jobs for all school leavers--graduates and drop-outs--involving such activities as:
- a. Contacting local employers and those in nearby towns to ascertain the "entry" occupations, the need for workers, requirements to be met the salary schedule, living quarters available, etc.
 - b. Making this information available to students either through bulletin board announcements, the school paper, or personal contact.
 - c. Making certain that drop-outs and graduates alike know how to fill out application forms, write letters of application, dress for and participate in an employment interview.

- d. Counseling with every drop-out and graduate about his immediate plans of the future.
 - e. Arranging tours or trips to nearby towns to visit business houses and industries to enable students to establish contacts, observe employment procedures, personnel practices, etc.
7. In the next training situation whether it be junior college, senior college, business school, nurse's training, part-time or evening school, school or beauty culture, trade or technical school, apprenticeship training, or on-the-job training--involving such activities as:
- a. Aiding students, through group conferences--probable in the homerooms--to become informed about entrance requirements of these various training.
 - b. Counseling with each student with regard to his specific course of a specific kind of training, offerings of each, tuition cost during training, expected outcome as a result of each type of training, etc.
 - c. Protecting students from "gyp" school, correspondence courses, etc.
 - d. Making it possible for students to visit campuses--probably on "high school day" or some similar event.
 - e. Aiding students to submit transcripts, letters of application and recommendation, birth and health certificates, and other required data.
 - f. Co-operating with parents in assisting each student in the selection of the training situation in which he is most apt to succeed and the one which will best enable him to attain his occupational objective.

If the local school has set up a committee to develop plans for the placement service as a part of the organized

program of guidance services, there are several things it will want to consider before making any recommendations.

1. Where is the nearest office of the State Employment Service? Does a field representative visit our community regularly? Is he able to meet the needs for placement of all our drop-outs and graduates? Will the needs of our students be met better if we contact him and secure his co-operation?
2. In our school, do we have a counselor, a coordinator, an agricultural teacher, a commercial teacher, and a home economic teacher?
3. To enable the school to keep in touch with former students for the purpose of giving them further assistance when needed.

CHAPTER VII

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

It was found in this study that one of the most perplexing problems in school administration is maintaining an effective guidance program. This study was made of 115 graduates and drop-outs of Fisher High School for the purpose of suggesting a plan for a vocational guidance program in the Fisher High School; (2) to determine to what extent the scholastic program of the Fisher High School, has been of value to the graduates and drop-outs in providing the incentive for individual students to become aware of abilities, desires, interests, needs, and patterns of life conduct; (3) to find out if the school has helped these students meet their needs; and (4) to find out why so many of the students drop out of school.

In establishing this proposed program of guidance for Fisher High School a survey was made of the graduates and drop-outs from 1947-51.

In Chapter II, there was an attempt to determine the techniques of counseling, and it was found that the counselor's techniques may be classified under five general

categories, (1) forcing conformity, (2) changing the environment, (3) selecting the appropriate environment, (4) learning needed skills, and (5) changing attitudes.

Chapter III showed the present status of vocational guidance at Fisher High School as to the origins, need, functions, and records kept of the graduates and drop-outs.

Chapter IV reveals the status of the students who left Fisher High School. Of the 115 who left school, 60 were boys and 55 were girls. Table I revealed that forty boys and forty girls graduated from Fisher High School from 1947-51. Table II indicated that 15 boys and twenty girls dropped out of school from 1947-51. Table II revealed that thirty-one boys and thirty-three girls entered college but the survey did not show how many of the 64 students dropped out of college. Table IV revealed the curriculum pursued by the thirty-one boys who had graduated from Fisher High School, and it revealed that eight enrolled in barbering and business administration which was the highest and one enrolled in agriculture, music, and social science, which were the lowest. Table V showed the curricula pursued by the thirty-three girls who had graduated from Fisher High School, and it indicated that fourteen students enrolled in beauty culture and one pursued English. Table VI revealed the different occupations of thirty-five drop-outs of Fisher High School from 1947 to

1951. It showed that 20 per cent were engaged in maid services and hospital attendants. Table VII showed the distribution and the reasons for the students to drop out of school and it revealed that 10, or 22.0 per cent, moved out of the school district; and two, or 5.7 per cent, left for the following reasons; deceased, broken homes, army, and economic conditions.

Chapter VI dealt with the organization and administration of the guidance program at Fisher High School. Table VIII showed the subjects that were useful in occupational life of graduates and drop-outs studied. It indicated that 40, or 34.7 per cent, claimed that agriculture was the most helpful subject offered; and none selected social studies as being useful in securing an occupation. Table IX showed the suggestions offered by graduates and drop-outs concerning subjects not offered, and it revealed that commercial courses should be added to the curriculum by 85 students including 35 boys and 50 girls. Table X showed how graduates and 30.9 per cent, or 38 of the students surveyed, found jobs through Public Employment Agencies.

Conclusion

With the growth and changing of population, new problems are ever rising, so whatever the status of the

graduates and drop-outs, the characteristics of the eliminates, and the characteristics of the present student body are, they should be analyzed.

The following conclusions are based on the findings presented in this formulation of a proposed program of guidance for Fisher High School. Since approximately 80 per cent of these students have had college training, and about 20 per cent of the total number studied were drop-outs, it seems that a college preparatory curriculum is justified.

Students are not being given sufficient vocational information or experiences since approximately 25 per cent of them are still undecided as to their chosen vocation.

The employment of the group as a whole can be considered satisfactory although only about 92 per cent of them are working.

In developing a program of guidance, Fisher High School should not only prepare the students for existing vocations, but it should develop those latent possibilities of the students as a contributing factor in a democratic society.

Since we have a large percentage of the students employed in a domestic service, occupation is sufficient evidence of the need of a vocational preparation service in

the school.

The school should follow up students after having placed them on the job.

Although the marital difficulties or the lack of marriage of about one-fifth of this group may not be seen directly to have a relationship to a vocational guidance program the theory may be advanced that proper vocational guidance and a counseling service will aid in helping an individual to adjust himself more happily to many aspects of his everyday life and contacts, which may in turn improve his chance for a successful marriage.

Undoubtedly, the interests of those students who left Fisher High School require a more flexible curriculum.

Recommendations

In the light of the preceding conclusion, the following recommendations seem defensible:

1. That the present college preparatory curriculum of Fisher High School be altered so as to include more vocational types of experiences and preparation.
2. That the school will offer a course in occupational guidance. This will not only serve better to prepare its youth for the actual experience they are likely to face, but should also help to retain students, thereby lowering the number of drop-outs and raising the number of graduates.

3. That the vocational opportunity of the community be surveyed, so that vocational counseling will be able to point out the opportunity that does or does not exist in the home community.
4. That the school set up a placement service, either independently, or in connection with some already established.
5. That follow-up studies be made periodically to determine the needs of the students and to ascertain to what extent the students fit their particular jobs.
6. The guidance organization be considered at all times a living, growing thing; never static, but always moving toward a smoother, fuller attainment; changing in accord with the social situations which it reflects and the educational standards it hopes to perpetuate.

It is further recommended that every teacher should be required to take three or four courses in guidance before leaving college. Every student in college should have some laboratory experience in guidance before finishing from college. There should be a county guidance supervisor if each school cannot afford a counselor. This county guidance supervisor should function in the guidance field as much as the county health nurse works in her respective field.

The teachers should perform the following duties in the guidance program:

1. Arrange tryout projects in the subject.
2. To train students to recognize their present and future problems.

3. To lead different clubs or activity which aids development of student personality.
4. To co-operate with the counselor in obtaining the adjustment of the pupil.
5. To furnish information to the counselor about the interests, abilities, and attitudes of each pupil.
6. There should be a cheerful room set aside as the guidance and counseling counter in the school.
7. There should be necessary paraphernalia in the counseling office and a good filing case large enough to contain 8 by 11 manila folders.
8. Vocational courses such as clothing, cooking, waiting tables, laundering, woodworking, drafting, and auto mechanics should be included in the curriculum in order to give the necessary training in industries so they will be prepared to make a decent living whether they go to college or not.
9. That some type of testing program be conducted in the school to see how well the students are making progress.
10. Some type of commercial courses as typing, shorthand, and simple bookkeeping should be offered.
11. The school should be provided with an extensive, well-balanced library and a full-time librarian. (This person should have a degree in library science).
12. The school should be provided with addition of classrooms, equipment, and instructors as are necessary to make the changes and additions herein recommended.
13. The school should be equipped with a science laboratory and all the necessary equipment for the teaching of elementary science and high school science.

14. The principal should cover material in the guidance program.
15. Field trips and excursions to industrial plants and to trade schools should be planned twice a year.
16. Individual case studies should be made on each student.
17. The school system should provide the students with work experience by aiding pupils to obtain part-time work experience.
18. Career day should be set aside by carrying on discussion of various vocations by outside speakers.
19. Students should be asked to list vocations that they are interested in.
20. Group guidance should be carried on during homeroom periods.
21. The teachers should work with parents.
22. The teachers should work with the community agencies.
23. Each teacher should make wise use of visual aids material in teaching students.
24. Occupational surveys should be made in the community each year.

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P. O. Box 862
Athens, Texas
May 13, 1952

Dear Former Student:

We are organizing a study entitled, "A Proposed Program for the Fisher High School." The purpose of our study is to determine to what extent your high school experiences have been of benefit to you since leaving high school and having secured, this information, we hope to plan a better program for our present high school students.

In order to make a successful and worthwhile survey we need your help, and this we sincerely solicited. Throughout the questionnaire an effort has been made to reduce the amount of writing required by you.

List of probable answers to questions have been given and you are asked to check (X) or write (no) before the one or ones that best represent your attitude. In a few places you have been asked to make written statements.

Complete frankness from you is earnestly solicited. Anything less than that detracts from you is the value of your reply. You may feel assured that information contained in this blank will be treated in a strictly confidential and impersonal manner.

Your name need not be signed.

Please bear in mind that you can aid us greatly by filling out the questionnaire and returning it in the enclosed envelope.

Yours very truly,

Lamar C. Payne

QUESTIONNAIRE

Name _____ Date _____

Place _____ Sex _____

1. If you were a 9th or 10th grade graduate, did you enter some other accredited senior high school?

Yes _____ No _____ If so, please give name of school _____

2. Reason for selecting this school _____

3. Did you graduate? Yes _____ No _____

4. If you did not further your education after leaving high school, did you feel a need for further education?

Yes _____ No _____

5. Check one or more of the following to show what you have done to fulfill this need:

(a) Correspondence courses _____
 (b) Self-directed study _____

6. Check your reason for not furthering your education:

(a) Dissatisfied with school _____
 (b) Dislike for teachers _____
 (c) Wanted to work _____
 (d) Earnings necessary _____
 (e) Job available _____
 (f) Needed at home _____
 (g) No desire _____
 (h) Ill health _____

7. Concerning your college education:

(a) Name of college _____

- (b) Date of entering _____
 (c) How long did you attend? _____
 (d) What course did you follow? _____

8. If you finished, what degree did you receive:

- (a) Bachelor _____
 (b) Master _____
 (c) Ph. D. _____

9. If you did finish, check your reason for dropping out?

- (a) Job available _____
 (b) Lack of money _____
 (c) Too much social life _____
 (d) Could see no value in it _____
 (e) Preferred to work _____
 (f) Poor grades _____
 (g) Other reasons _____

10. What kind of service would you like for the school to give you after leaving school? Check (yes) if desirable: (No) if not.

- (a) Give assistance in getting a job _____
 (b) Offer opportunities for further study along lines of personal interest _____
 (c) Keep in touch with you until you are definitely on your own _____

11. List courses pursued in college:

- (a) Agriculture _____
 (b) Barbering _____
 (c) Business Administration _____
 (d) Industrial Arts _____
 (e) Music _____
 (f) Physical Education _____
 (g) Religious Education _____
 (h) Social Science _____
 (i) Beauty Culture _____
 (j) Homemaking _____
 (k) English _____
 (l) Elementary Education _____

12. Give your present occupation _____

13. Age at which first full-time job was secured _____

14. If you are not working at present, give your main reasons:

15. Give approximate salary _____

16. Are you married? Yes _____ No _____ (Circle One)

17. How many children do you have? _____

18. Regardless of available opportunities what kind of work would you like to do most? _____

19. Check the subjects that you deem have been useful to you in your occupational life:

- (a) English) _____
- (b) Mathematics) _____
- (c) Homemaking) _____
- (d) Agriculture) _____
- (e) Social Studies) _____
- (f) Others) _____

20. Please suggest any courses that you think should be offered in this curriculum that is not offered at present:

_____, _____
_____, _____
_____, _____
_____, _____
_____, _____

21. Name the agency that is responsible for your getting a job.

Athens, Texas

P.O. Box 862

May 7, 1953

Dr. J.M. Drew

Dean of Graduate School

Prairie View A.M. College

Prairie View, Texas

Dear Dr. Drew:

I would like to get some information on what date the candidates for graduation for Sunday, May 17, 1953 will get their letters from you all and other information concerning graduation that perhaps candidates living away from Prairie View donot know about.

Thanking you in advance for this information.

Yours truly,

Lamar C. Payne
Lamar C. Payne