THE ROLE OF VOCATIONAL GUIDANCE IN THE ELEMENTARY SCHOOL

A Thesis Presented for the
Degree of Master of Arts

by

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Approved by:
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Chapter I

Introduction

Of all the various movements in the field of education in the past century, the Vocational Guidance Movement is one of the most important. Started in Boston by Frank Parsons as a community service in 1908, the movement spread rapidly and soon was absorbed into the educational system. It is interesting to note that the major emphasis in vocational guidance work has been on the secondary and college level, and that it has been neglected or ignored in the elementary school. It is the major purpose of this thesis to show that vocational guidance is not only a desirable but necessary function of elementary education, and that vocational guidance activities may be carried on in the elementary school in a variety of ways.

Prior to the advent of the Industrial Revolution there was little need for vocational guidance as it is known today. Life was predominantly agricultural and, even in the trades, there were relatively few occupations from which to choose. The life work of a young person was largely determined by the occupation which had been the family work for generations, and training was carried
on through a process of apprenticeship determined by
the family and guild.

With the coming of the Industrial Revolution
and the rise of the Machine Age life became more com-
plex and new problems came to the fore. From a simple,
rural society based on agriculture and a few trades there
evolved a complex, urban society based on technological
production which brought forth many new trades and skills.
Young people were faced with a confusing variety of
skills and occupations from which to chose a life work.
Choices were made by a process of trial and error, and
it is not surprising that they frequently resulted in
frustrations and dissatisfactions. It became increas-
ingly obvious that some method of intelligent choice of
vocation would have to be employed if workers were to
achieve optimum satisfaction and security from their
vocations.

It was in order to avoid the frustrations and
disappointments of haphazard vocational choice that
Parsons first organized his Vocational Counseling Bureau.
His idea was to select occupations and advise people on
the basis of careful testing and analysis of personal
qualifications. The results of his work became known,
and other such centers were established throughout the
nation. Educators became interested in the educational
implications of Parsons' work, and the Vocational Guid-
ance Movement was adopted into the school system.
The nature of vocational guidance. The National Vocational Guidance Association officially defined Vocational Guidance in 1924 as follows:

Vocational Guidance is the giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it. 1

The Association then proceeds to set forth the purposes of Vocational Guidance in the following terms:

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

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

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

4. To secure better cooperation between the school on the one hand and the various industrial, commercial, and professional pursuits on the other hand....

5. To help adapt the schools to the needs of pupils and the community, and to aid the pupil in obtaining the equality of opportunity which it is the duty of the public schools to provide. 2

It would seem, however, that vocational guidance cannot consistently be defined per se, but must be considered in terms of guidance as a whole field. Guidance


2Ibid. pp. 15-16.
is a total activity, from which no one aspect may be divorced without seriously affecting all other aspects. It is a whole which is greater than the sum total of its parts. In referring to vocational guidance, then, it is necessary to keep constantly in mind the fact that one cannot consider the vocational aspect of life without considering the social, educational, emotional, and physical aspects as well. A knowledge of the whole is needed in order to understand the part.

The neglect of the elementary school in the general concept of vocational guidance is probably due in part to a failure to consider guidance as a total activity; in part to a limited definition of vocational guidance activities; and in part to a misunderstanding of the purposes of elementary education. John M. Brewer, one of the leading authorities in the field of guidance, uses guidance and education synonymously in most of his writing. While there is considerable disagreement on this point, the writer feels that Brewer is correct in his concept. Education is a process of guiding young people (or old people, for that matter) in such a way that they may become useful citizens of a democratic society. In terms of this concept, guidance cannot be ignored in elementary education, for guidance and education are the same thing. Furthermore, since vocational guidance is a facet of guidance that cannot be totally
divorced from guidance as a whole, some form of vocational guidance activity is necessary in the elementary school.

For the purposes of this thesis, vocational guidance will be defined as that aspect of guidance activity which deals with the occupational aspects of life, including attitudes toward, concepts of, and ideas about occupational life and living.

Traxler, another authority in the field of guidance, while not stating that education and guidance are the same, seems to imply this concept in his definition:

Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order.3

And again:

The point will bear repeating that guidance as defined by those who approach the problem rationally 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. This concept of guidance epitomizes our democratic philosophy. It is as enduring as democracy itself, for basically it is democracy applied to the life of the school.4


It will be noted that in the above attitudes, ideas, and concepts are implied as well as factual knowledge. When one considers the fact that attitudinal development starts with the awakening of consciousness of environment after birth, and has reached a semi-permanent state when the child enters school, it is difficult to see how anyone can deny the importance of guidance work, vocational or otherwise, in the elementary school.

The nature of elementary education. It was stated above that the writer feels the neglect of elementary education in guidance activity to be due, in part, to a misconception of the purposes of elementary education. This misconception is usually a concept of a school whose sole raison d'etre is the acquisition of certain basic tools or facts of knowledge. In other words, the elementary school is conceived as a place where children learn to read, write, and "cipher" in order that they may progress when they reach the secondary school and/or vocational school and college.

The elementary school, like vocational guidance, is to be conceived as a part of a continuous whole. The writer feels that education, as synonymous with guidance, is a process of the whole. The elementary school is, however, not so much a facet or aspect of education as a convenient administrative unit. Education is a continuous whole, progressing through stages of development to the final achievement of a "complete and mature self-
guidance". As it has been defined as guidance, the purposes of education, and thereby of elementary education, are the same as the purposes of guidance which have been stated previously in Traxler's definition.

For the purposes of this investigation, elementary education is defined as being that phase of education which has to do with the development of children until they reach puberty, or about twelve to fourteen years of age. It includes, under the standard school organization, the grades from Kindergarten through the sixth or, in some cases, the eighth grades. This has been known as the period of childhood.

The purpose of philosophy has been defined as being the integration of all knowledge. This purpose may be further extended to include the integration of all knowledge in terms of a specific purpose or goal as, a "philosophy of life" or "philosophy of government". Such an integration of knowledge in terms of purpose or goal serves the very necessary function of providing consistency and continuity of action. Without it, action tends to become aimless or useless in that nothing is accomplished. It is necessary, therefore, to have a stated philosophy of education to provide the guiding purpose and unity of activity that is necessary for the achievement of goals.

A philosophy of education may be said to have four major aspects: 1) the nature of the society within which
the philosophy will operate; 2) the nature of the individual organism; 3) the nature of the process by which this organism learns; and, 4) the role of the school in terms of the other three aspects.

The nature of American society. The American people live in a society which is traditionally democratic. The concept of democracy prevalent in American life is, however, generally delimited to a form of government in which the people participate and which interferes as little as possible in the daily life of the people. "That government is best which governs least" seems to be the guiding criterion for the great majority. Freedom of action is the keynote of the democratic society for most people.

Democracy is, however, more than a mere form of government. It is a way of life based on the worth of the individual, cooperative action, and the free use of intelligence. Dewey defines democracy as follows:

Democracy...means voluntary choice, based on an intelligence that is the outcome of free associations and communications with others. It means a way of living together in which mutual and free consultations rule instead of force, and in which cooperation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty, and knowledge are cherished in order that each individual may become what he, and he alone, is capable of becoming.5

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Freedom in such a society means respect for the rights of one's fellow man rather than "every man for himself" and every man free to do what he pleases.

The first major concept of democracy is the worth and dignity of the individual. Each human possesses certain rights and abilities which must be cherished and developed for him and for society. Democracy takes no account of race, color, creed, or economic status in determining worth, as each is a worthy individual by virtue of being a human being.

The second major consideration of democracy is that of cooperative action in the solution of human problems. The lack of cooperation and willingness to compromise in the face of opposition is one of the things that is wrong with the American society today. Cooperation is an outcome of consideration of the rights of others and of the worth and dignity of the human individual. Wherever that consideration is lacking, cooperation is impossible.

The third major aspect of democracy is the use of the free play of intelligence in all walks of life. This, in turn, is an outcome of cooperation and the worth of the individual. Wherever the use of intelligence is denied, democracy does not exist. The use of intelligence in solving problems implies, among other things, an absence of emotion in the situation. Agencies of communication in operation today are denying, in effect,
the use of intelligence by the use of emotionalized terminology and the stifling of opposition. Intelligence in action looks at all aspects of a situation in order to find a solution.

The nature of the individual. Some of the prior concepts of the nature of the human being held that he was a passive animal, a divine creation, or a product of his ancestors. Modern science has brought forth the organismic concept of the nature of the human animal. In essence, the organismic concept says that man is an active, purposing being who is essentially the product of his environment and who is unique in all respects.

In considering the behavior of the human organism, one must think in terms of units or wholes. Previously, psychologists and others spent much time studying the brain, nervous system, and other parts of the body in an attempt to explain human behavior. Learnings, behavior patterns, and the like were conceived as developing in logical manner from the simple to the complex, or from the part to the whole. Under the organismic concept of behavior, it is necessary to proceed from the whole to the part. The organism acts in terms of wholes first, then proceeds to the part rather than from the part to the whole. The new-born infant's movement are movements of the entire body and of the large muscles which develop first. As development proceeds, the smaller muscles begin to develop and the movements are
gradually restricted to specific parts of the body.

The "field concept" of modern physics has given rise to another aspect of the human behavior pattern hitherto unrecognized. In essence, this theory states that all matter is located in a field of influence or controlling force which operates to condition behavior. "Every atom is located in a 'field' and is continuous with that field, and every field is, in turn, overlapping with other fields, world without end." The field concept has been recognized in part by most people for a number of years with respect to the gravitational theory and fields of magnetic and electrical force. Modern physics has now extended this concept to include all matter in fields of influence of which the gravitational, magnetic, and electrical forces are only a part. Every object in an environment thus exerts an influence upon every other object, and is, in turn, influenced by these other objects. Thus every object exists in relationship to every other object, and not as an entity. The human being is no exception to this influence. He operates in terms of his environment, and his behavior is influenced by all the forces and objects within that environment.

In an explanation of behavior, it is necessary to think in terms of the entire situation, of the total sum

of environmental factors that play upon the organism. This pattern, or configuration, of phenomena is what is known as the gestalt, and it is to the gestalt of an environment that one must look for an explanation of behavior.

Purposeful activity is another aspect of the individual that must be considered. The movements of the organism have a definite function to perform, in other words, they have purpose directing them. Human behavior is essentially purposeful in nature, and activities are directed toward a goal. As has been stated before, the organism exists within fields of force, coordinating and conflicting, which play upon him and influence his behavior. The essential difference between the human and the inanimate object in this respect is the presence of purpose. A projectile fired from a gun travels in a straight line until some extraneous force plays upon it to change that course. It has no function of changing course within itself, but only in terms of some outside force such as wind and gravity. The human has these forces at work, too, but possesses purpose or drive that enables him to counteract and continue on his straight course. Human behavior has been described in terms of these forces and the constant effort of the organism to return to the central course. Raup\(^7\) calls this status of centrality

\(^7\)Robert B. Raup, Complacency, the Foundation of Human Behavior. (New York: The Macmillan Company. 1930).
"complacency" and is one of those who describe behavior in terms of the effort to restore a "complacent status". Complacency in this sense might better be described as "dynamic unity" for the purpose of defining its nature, as it is used to define the "oneness" of purpose that makes the human different from the inanimate object.

Finally, the organism is essentially unique in all respects. No two human beings are exactly alike, nor is exact likeness possible, as no two can have the same environment. The effect of the environment on human nature has been indicated and, as there can be no two humans with exactly the same environmental conditions, there can be no two humans exactly alike. Biological science has shown this difference to be true of all life and not restricted to the human being. The uniqueness of the organism becomes all the more apparent when it is pointed out that the universe is now conceived as emerging or becoming rather than as having become. The environment is constantly changing its character and changing the character of the objects within itself.

The nature of learning. It has been shown that the environment plays an important role in influencing the character of human behavior. Experience with the effects of the environment and the consequences of certain types of behavior are the predominant factors in the learning situation. For example, children learn the concept "hot" through experiencing hot objects.
The association between the word "hot" as spoken by the adult and the unpleasantness of placing a hand on the hot object provide a lasting experience which will help to prevent him from placing his hand again upon the same object. As he encounters other hot objects the concept grows until the word "hot" becomes an abstraction that may be applied to all things which are hot.

Learning takes place when experience is reconstructed by intelligence and applied to other experiences. It consists in selecting familiar aspects of a new situation and applying old consequences. This reconstruction of experience takes place when established modes of behavior are no longer adequate for the situation and new responses need to be made. Learning must have purpose. When the behavior pattern is upset, purpose enters to re-establish a pattern, experience is reconstructed, and learning takes place.

The importance of purpose in the learning situation cannot be underestimated. It was indicated that purpose is necessary to learning, but the full effect was not shown. When the purpose is remote, learning is less effective than when the purpose is immediate. As an example, fliers during the recent war were taught to recognize enemy aircraft from basic silhouettes. It was found that when the fliers were in training in a situation remote from actual fighting conditions, they learned the craft less effectively than when they were
taught recognition in combat areas where their lives might depend upon their ability to recognize the enemy plane. When goals are immediate and purposes understood, learning is more effective than when goals are remote.

Learning takes place through experience. It is necessary at this point to indicate that, while all experiences carry some learning, all experiences are not educative to the same degree. An educative experience may be considered to be an experience which leads successively through further experiences and more learnings. It is also necessary to remember that, in the philosophy herein expressed, one cannot consistently speak of an experience per se. In terms of the gestalt principle, experience is a continuous matter and has no definite beginning or ending.

The role of the school. In terms of what has been said it would seem that the role of the school in American life is first to provide young people with experience in democratic living and human relationships, and second to provide young people with the necessary skills of living together in a democratic society.

Experience in democratic living involves participation in all of the activities of the school. Pupils must be permitted and encouraged to assist in making the curriculum fit the community and general environment. While their experience is insufficient to be
cognizant of the nature of curriculum construction and educational theory and practice, nevertheless they are able to plan with their teachers in terms of their problems and the problems of their community. The school then should become a democratic community in itself.

Guidance and education are the same thing essentially. Guidance in democratic living, in living and working with others, in cooperative and individual planning is therefore a very necessary part of the school's activities. Guidance frequently has to do with the discovery of interests and abilities that are unknown at the time to the individual. Guidance activity should be so planned as to lead to eventual self-guidance or to more mature thinking and planning.

Finally, the school should be concerned with the promotion of optimal living in all areas of life activity. The areas covered by the school should include all areas of life that are possible to include. The school must provide a carefully planned and constructed environment for the promotion of optimal living including facilities for improving healthful living.

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6Adapted from Boyd H. Bode, *Progressive Education at the Crossroads.* (New York: Newson & Company, 1938.)
CHAPTER II

REVIEW OF RELATED STUDIES

In compiling data pertinent to the topic of this thesis, the writer found that comparatively little had been done or written in the field of elementary school vocational guidance. The *Education Index* listed less than a dozen articles on the subject in the period 1920 to 1946. Of these articles, only one was found that was pertinent to this study.

No books have been written in this particular field as far as the writer could determine. It was therefore necessary to utilize the works dealing with general vocational guidance and guidance as a whole, adapting to the elementary school some of the ideas expressed. Many of the authors include a chapter or paragraph on the role of the elementary school, but much of their expressed opinion eliminates the elementary school from vocational guidance activity.

Allen¹ in his book deals largely with the role of vocational guidance as defined by the National Vocational Guidance Association, and makes no mention of elementary school work. His writings deal exclusively with

theory and secondary school guidance activity.

Brewer, a leading authority on guidance, has a different conception. He believes that the elementary school has a definite role to play in vocational guidance work. A class in occupations is recommended starting with the fourth grade and continued through the senior high school.

Cohen, another writer, gives the elementary school work to do in the field of vocational guidance, starts his work at the Kindergarten level with the development of interest in occupational life, and starts to develop a general insight in the common occupations at the sixth year of school. Prior to that the fundamental processes are stressed as being necessary in occupational life.

Edgerton would develop an elementary interpretation of the relationships of occupations in the elementary grades based on the natural interest of children in adult occupations.

Myers includes an entire chapter on the role of the elementary school in which he states that while the

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study of occupations in the elementary grades is not desirable for vocational guidance purposes, it is desirable from a standpoint of general education and may make a valuable contribution to later vocational guidance work as such. The writer feels that this is an unnecessarily limiting view in terms of the concept that guidance is education and therefore the study for general education purposes is a study for guidance purposes.

In an earlier book, Myers\(^6\) opposes the use of occupational information in the elementary school as conflicting with the aims of elementary education.

Traxler\(^7\), an authority in the general field of guidance, does not specifically deal with vocational guidance. His concept of guidance as a total field would, however, utilize vocations as an aspect of guidance work. Since he proposes a guidance program throughout the school system, the work of vocational guidance is implied in a general guidance program for the elementary school.

The report of the Whitehouse Conference Committee on Vocational Guidance\(^8\) deals largely with statistics and recommendations. These writers point out the fact that fifty percent of the children who enter the first

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grade leave before they complete the eighth grade, and they use this as a basis for recommending some form of vocational guidance work in the elementary school.

Yale, another writer in the field of guidance, stresses the importance of guidance activity in the elementary school as being most effective during the years when attitudes are being formed. He says that guidance should be planted in the elementary school as the basis for a worthwhile guidance program.

The only article on the subject that was found to give any constructive aid in this study was written by Jensen, who stated that guidance in the elementary school was largely the problem of the classroom teacher, and that vocational guidance purposes in elementary education should deal with the relationships of occupations and occupational living. She says:

Very important is the democratic idea of building up in the children an appreciation of all types of work, and assuring them that no kind of work is degrading, if it is necessary or makes life easier or pleasanter for others.

Tiebout's article\(^2\) dealing with the psychiatric


phases of guidance work was also found helpful in general concept, although it did not deal specifically with the work of the elementary school.

The dearth of material available in the field of elementary school vocational guidance has been indicated in this chapter. The writer may have overlooked some other works which were not available, and has utilized only one work of certain authors because the ideas expressed in the other works either were not applicable to this thesis, or duplicated the ideas expressed in the book used. In the following chapters, the writer will attempt to show that vocational guidance activity is most important in the elementary area, and will propose a method of utilizing vocational guidance and guidance activities in the elementary school curriculum.
CHAPTER III

THE NEED FOR VOCATIONAL GUIDANCE IN THE ELEMENTARY SCHOOL

As has been stated, the usual definition of vocational guidance tends to limit activities in this field to the realms of the secondary school and college. When one considers, however, that the major purpose of such guidance is to help young people find their proper roles in life, and when it is recognized that a broad field of occupational concepts and ideas about living together is necessary before definite choices can be made, it becomes obvious that some work in this field must be done in the elementary school.

The need for understanding occupational life in general and developing attitudes toward vocations is not the only basis for desiring vocational guidance in the elementary school. The data concerning educational attainment of adults in the United States, the current rise in juvenile delinquency, and the natural vocational interests of children also indicate a need for some form of vocational guidance activity.

The nature of a vocational guidance program in the elementary school will be discussed in Chapter IV. In this chapter, the bases for the writer's conviction that vocational guidance is a natural and desirable outcome of elementary school work will be developed.
Educational attainment of adults in the United States.

In spite of increased enforcement and scope of attendance laws and more universal educational facilities, many persons in the United States leave school before completing the elementary grades. Data from the Census of 1940 show that the median educational attainment of adults twenty-five years of age and over is eight and four-tenths grades. It is granted that many of these persons left school before the present attendance laws came into force, and that, in many instances, facilities for further education were lacking, but the data indicate that over half of the adults in this age group have failed to complete the elementary school.

In the age group from twenty to twenty-four years, the median grade is eleven and two-tenths. This shows an increase in attendance law enforcement and in educational facilities, but the figure is still too low. In this case, the number leaving school before completing the elementary school is one-third of the total group.

In both groups many persons have left school and entered occupational life without adequate preparation and have chosen occupations through a process of trial and error. This is a costly and sometimes frustrating process, resulting many times in failure to achieve adjustment and security in life. It has been estimated that this process costs industry in the United States approximately one million man-hours annually.
In Table I the census data regarding educational attainment will be found.

**TABLE I**

**EDUCATIONAL ATTAINMENT OF ADULTS**

**IN THE UNITED STATES**

**CENSUS OF 1940**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age 20 - 24 years</th>
<th>Age 25 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>None</td>
<td>102 361</td>
<td>.9</td>
</tr>
<tr>
<td>1 - 4</td>
<td>508 406</td>
<td>4.4</td>
</tr>
<tr>
<td>5 - 6</td>
<td>709 607</td>
<td>6.2</td>
</tr>
<tr>
<td>7 - 8</td>
<td>2 400 003</td>
<td>20.9</td>
</tr>
<tr>
<td>9 - 11</td>
<td>2 672 439</td>
<td>23.2</td>
</tr>
<tr>
<td>12</td>
<td>3 666 404</td>
<td>31.9</td>
</tr>
<tr>
<td>13+</td>
<td>1 056 338</td>
<td>9.2</td>
</tr>
<tr>
<td>16 &amp; up</td>
<td>384 946</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>11 500 504</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Median grade:</td>
<td>11.2</td>
<td>8.4</td>
</tr>
</tbody>
</table>

Table I shows that 32.4 percent of the adults between the ages of twenty and twenty-four and 60.4 percent of the adults twenty-five years of age and over have failed to complete or have just completed the elementary school. The elementary school, as herein used, refers to grades one through eight.

Inasmuch as the occupational requirements of most industries today call for high school graduates, it is indicated by Table I that some form of guidance activity should have been carried on in the elementary schools.

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which were attended by the adults who failed to complete the elementary school. Such guidance activity, in pointing out the need of education in occupational life, and in developing occupational relationships, would have been of great help to those who found "tough sledding" in choosing an occupation.

School survival rates. Closely allied to the problem of educational attainment is the holding power of the school. The turnover in education is far greater than is generally supposed, and far greater than is justified by the present attendance laws and educational facilities. It is granted that some of the factors that enter the picture are lack of facilities for handicapped children, remote rural areas, and weak enforcement of the laws governing attendance, but the major factor would seem to be that the school itself, through a failure to understand child nature and provide for the interests of children, is failing to hold the children in school who are not "academically minded" or whose parents favor their leaving to supplement the family income.

Table II shows the school losses for the years 1933 to 1941 and 1934 to 1942 inclusive. These figures are drawn from the entire school population of the United

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States during these years and show the losses per one thousand pupils enrolled in the fifth grades in the base years. The writer estimates that during the recent war the holding power of the schools lessened as more young people left school to enter war industry, and, in many cases, parents relaxed supervision and attendance laws were less well enforced, resulting in many young children leaving school.

TABLE II

SURVIVAL RATES PER THOUSAND FIFTH GRADE PUPILS
IN THE UNITED STATES, 1933 TO 1941 AND 1934 TO 1942

<table>
<thead>
<tr>
<th>Grade</th>
<th>1933-34</th>
<th>1934-35</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>6</td>
<td>944</td>
<td>953</td>
</tr>
<tr>
<td>7</td>
<td>895</td>
<td>892</td>
</tr>
<tr>
<td>8</td>
<td>836</td>
<td>842</td>
</tr>
<tr>
<td>9</td>
<td>792</td>
<td>802</td>
</tr>
<tr>
<td>10</td>
<td>688</td>
<td>712</td>
</tr>
<tr>
<td>11</td>
<td>594</td>
<td>590</td>
</tr>
<tr>
<td>12</td>
<td>512</td>
<td>513</td>
</tr>
<tr>
<td>Grad. HS</td>
<td>462</td>
<td>467</td>
</tr>
</tbody>
</table>

It will be noted from Table II that less than one half of the pupils enrolled in the fifth grade in the base years 1933 and 1934 graduated from high school, and there is a considerable loss between grades five and eight. In the years 1934 to 1937 there is a 15.8 percent loss and in the years 1933 to 1936, a 16.4 percent loss. Of all the pupils enrolled in the fifth grade, 53.8 percent failed to graduate from high school.
in 1941 and 53.3 percent failed to graduate in 1942.

Educational attainment and occupational success.

It is well known that educational attainment is important in occupational life in modern times. As has been mentioned, most industries now ask for a secondary school education as a prerequisite to obtaining employment. This is largely due to the highly technological nature of American society which requires some degree of general knowledge on the part of all of its members. In many cases, a college degree or some training beyond the secondary school is desired.

The writer has had experience in counseling adults who were insecure in their present positions or undetermined and bewildered as to their occupational choices due to lack of education, improper guidance, or war service and injury. One of the most difficult cases he has had involved a man of some forty years of age with a third grade education and a back injury which necessitated a job with a minimum of manual labor and activity. This man was forced to pass up many good positions and jobs which would have been physically appropriate for him due to the lack of education indicated. Although he left school at a time when education was not as important as it is today, the same type of experience may well be ahead for those children who are not kept in school through proper guidance. Since many of the children who leave school leave before they complete the
elementary grades, the case is in point for elementary school guidance work.

The rise in juvenile delinquency. In almost every issue of any daily newspaper in the United States today one reads of crimes and misdemeanors being committed by children and adolescents. The current rise in juvenile delinquency is a matter of serious concern to the school, since the school is charged with developing good citizenship.

It is becoming increasingly apparent that something must be done to stem the rapidly rising tide of juvenile delinquency, and that present methods are failing to cope with the needs of the problem. The houses of correction and other institutions charged with the housing of delinquents are overcrowded and the increase is steady. The size of the problem makes it anything but insignificant.

The problem of the juvenile delinquent, who may be called a "socially handicapped" child, is not restricted to the realm of the adolescent or to the secondary school. Many of the crimes and misdemeanors are committed by young children in the elementary school years. As far back as 1932, the White House Conference stated that three percent of the elementary school children in the United States were either socially handicapped or potentially socially handicapped.\(^3\) The figure has

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since increased. Griffin states that if the trends of the past twenty years are followed, only thirty-four to fifty-eight of one hundred elementary school children selected at random without regard to age, sex, or grade will become good citizens, self-supporting and hard-working. ⁴

These facts are a serious indictment of the American public school system if interpreted as the failure of the schools to provide for the normal interests of childhood and to provide proper guidance in all aspects of life. The schools of this country are charged with a specific responsibility, namely: the production of good citizens in a democratic society. The current rise in juvenile delinquency is an indication of their failure to do just this.

Causes of social handicap. Many theses have been proposed as the cause of juvenile delinquency. Among these are: lack of security, lack of proper adjustment to life, heredity, lack of intelligence, and various environmental factors such as poor housing and slum conditions, evil companions, family conditions, and the influence of crime movies, radio programs, and "comic" books.

All of the theses mentioned have some bearing on

the total problem. However, case studies show that all of these have bearing in varying degrees, and that no two cases have identically the same factors or combination of factors. Of all the theses presented, probably the most important is the environmental aspect. The factors of the environment that have been noted are directly responsible for some of the other conditions. Lack of intelligence may be both an hereditary and an environmental influence. The factor of heredity itself is probably one of the least important, since studies have shown that children of criminals may be developed into good citizens through placement in different environmental situations.

Delinquency and education. Many of the causes of social handicap suggested are directly related to school activities. Wherever individual differences are not taken into account, provision is not made for special work for children of low intelligence or teachers rely solely on textbook material and take no interest in the children as individuals, there is real danger of developing delinquency. These factors lead to loss of security, lack of interest, and poor social adjustments.

Information from two schools of correction in the state of Ohio shows that the delinquents committed to these two schools are slightly below average in intelligence and over age in grade. The median intelligence quotient for girls committed to the Girls Industrial
School, Delaware, Ohio was found to be 87.71 and the median intelligence quotient for boys committed to the Boys Industrial School, Lancaster, Ohio was found to be 83.0. The range for the scores from the Girls Industrial School was 99 and the range for the scores from the Boys Industrial School was 91.

Figure 1 on page 32 shows the distribution of Binet-Simon Intelligence Quotients for girls enrolled in the academic school of the Girls Industrial School. The mean intelligence quotient was 87 with a standard deviation of 5.71, showing only a slight skew from the normal distribution.

Figure 2 on page 33 shows the distribution of intelligence quotients for boys committed to the Boys Industrial School. The mean intelligence quotient was 86.2 with a standard deviation of 15.62, showing a strong skew away from the normal curve of distribution.

The age-grade distribution for girls enrolled in the academic school at the Girls Industrial School is shown in Table III on page 34. Age-grade distribution for girls not enrolled in the academic school is shown in Table IV on page 35, and is based on grade attainment prior to commitment to the school.

Grade placement of the boys in the academic school at the Boys Industrial School was not available. Table V on page 36 shows the grade attainment of boys
Figure 1

DISTRIBUTION OF INTELLIGENCE QUOTIENTS FOR GIRLS ENROLLED IN THE ACADEMIC SCHOOL OF THE GIRLS INDUSTRIAL SCHOOL, DELAWARE, OHIO
Figure 2

DISTRIBUTION OF INTELLIGENCE QUOTIENTS FOR BOYS COMMITTED TO THE BOYS INDUSTRIAL SCHOOL, LANCASTER, OHIO

MEAN = 86.2
MEDIAN = 85.0
MODE = 75
0% = 15.42
TABLE III
AGE-GRADE DISTRIBUTION OF GIRLS
ENROLLED IN THE ACADEMIC SCHOOL
OF THE GIRLS INDUSTRIAL SCHOOL,
DELAWARE, OHIO

<table>
<thead>
<tr>
<th>Age Grade below</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>8</td>
<td>7</td>
<td>17</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
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<td>8</td>
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<td>5</td>
<td>12</td>
<td>23</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>17</td>
<td>16</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
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<td>0</td>
<td>2</td>
<td>14</td>
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<td>28</td>
</tr>
<tr>
<td>11</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
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<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>15</td>
<td>31</td>
<td>77</td>
<td>55</td>
<td>23</td>
<td>7</td>
<td>1</td>
<td>212</td>
</tr>
<tr>
<td>Age Grade below</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>Total</td>
<td></td>
</tr>
<tr>
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</tr>
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<td>3</td>
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<td>0</td>
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<td></td>
</tr>
<tr>
<td>7</td>
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<td>0</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>9</td>
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<td>1</td>
<td>5</td>
<td>14</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td></td>
</tr>
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<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>3</td>
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<td>0</td>
<td>14</td>
<td></td>
</tr>
<tr>
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<td>0</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>2</td>
<td>28</td>
<td>51</td>
<td>22</td>
<td>4</td>
<td>1</td>
<td>112</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE V

**NEW BOYS ADMITTED TO THE BOYS INDUSTRIAL SCHOOL, LANCASTER, OHIO DURING 1946 BY CHRONOLOGICAL AGE AND GRADE PLACEMENT AS SHOWN BY THE STANFORD ACHIEVEMENT TEST**

<table>
<thead>
<tr>
<th>Age Grade</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>Total</th>
</tr>
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<td>0</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>36</td>
</tr>
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<td>1</td>
<td>12</td>
<td>12</td>
<td>31</td>
<td>20</td>
<td>13</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>22</td>
<td>15</td>
<td>11</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>19</td>
<td>21</td>
<td>6</td>
<td>2</td>
<td>66</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>27</td>
<td>8</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
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<td>0</td>
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<td>2</td>
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<td>6</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>10</td>
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<td>0</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>31</td>
<td>62</td>
<td>111</td>
<td>118</td>
<td>52</td>
<td>2</td>
<td>385</td>
</tr>
</tbody>
</table>
committed to the school as shown by the Stanford Achievement Test.

Figure 1 shows that the majority of the girls at the Girls Industrial School are not extremely below normal intelligence, and would tend to discount intelligence as a major cause of delinquent behavior. Indeed, many of the major criminals of this country have been of above average or superior intelligence. However, the fact that they are slightly below average would indicate that low intelligence may have a minor effect on the rate of delinquency. These girls would be more easily led into anti-social behavior than the girl of average or better intelligence.

Figure 2 shows that the majority of the boys at the Boys Industrial School are below average intelligence, and would indicate that low intelligence might be a stronger factor in the delinquency of boys than it is in girls. In both cases there is an indication that low intelligence has a role to play in the breeding of delinquency, but the fact that there are boys committed with intelligence quotients above 110 would show that other factors are involved and these may be more important than intelligence.

Tables III, IV, and V indicate that the delinquent girls attained a higher grade level than did the delinquent boys. There may be several reasons for this fact, but it would seem that boys tend to leave school
younger and to become disinterested in school more easily when the school fails to meet their needs. Then, too, there are more avenues of work and escape open for boys than for girls. In each case, the girls and boys are considerably over-age in grade. The modal grade attained is in each case an elementary grade, thus placing a large share of the responsibility for the prevention of delinquency in the hands of the elementary school.

By far the majority of these girls are committed for immorality and this fact would seem to indicate that the problem is one of environment and proper use of leisure time. These girls are problems because they have not been guided in the right direction and their normal interests and abilities have not been considered in their school work. The problem is one of guidance concern, and the nature of elementary school vocational guidance may well have significant contributions to make toward the solution of the problem.

The majority of the boys were committed for auto theft and burglary. While there is a significant difference in the reasons leading to the commitment of boys and the commitment of girls in corrective institutions, the basic problem is generally the same as that stated in the preceding paragraph.

It is submitted that the occupational maladjustment of young persons, the problems inherent in the maladjustment and reasons for the maladjustment may have
definite bearing on the problem of juvenile delinquency. The schools, for the most part, make little or no provision for the interests and abilities of the slow-learning group or for those whose interests are not academic in nature. These pupils leave school at the earliest possible opportunity in order to go to work or to find something that appeals to their interests. Since they have little ability of an employable nature, they fall into idleness, menial work, or other undesirable types of activity. The logical outcome in this case is delinquent behavior and consequent cost to society.

In view of the statements and facts that have been shown, there exists a very definite relationship between delinquency and education. Whether this relationship is based on lack of guidance, neglect of interests and individual differences, or on the isolation of the school from true life situations is more or less insignificant. The important thing to remember is that the relationship does exist and that it is up to the school to do something about it.

Vocational guidance has a very definite part to play in any school program designed to cope with the problem of juvenile delinquency. In the elementary school, it serves four major purposes: 1) it provides for the varied interests and abilities of individual pupils, 2) it helps in stimulating proper use of leisure
time, 3) it serves as a point of emphasis in keeping children in school through an understanding of the need for education in American society, and 4) it emphasizes the human relations and various aspects of good citizenship inherent in occupational life.

The present approach to the problem of delinquency seems to be of two major types: 1) the negative approach of building more and better houses of correction and the harsh enforcement of disinterested law, and 2) the constructive or positive approach of education for citizenship. As long as the first approach mentioned holds sway, the problem will continue to exist as it always has. The schools of this country need to break loose from their "ivory towers of scholastic idealism" and take an active, dynamic, realistic part in the betterment of school and community for the education of democratic citizens. This program is inherent in a good guidance program which deals with the necessary adjustments to life at all stages of development.

The vocational interests of children. Another factor which aids in establishing the need for elementary school vocational guidance is the natural interest of children in the vocational lives of adults. It has been argued that children in the elementary grades are not sufficiently mature to know their own vocational interests, and that the interests of children change with such rapidity that a program of vocational guidance
is wasted on them. The answer to this argument is first that children are very much interested in the vocational lives of adults, and second that a program of vocational guidance in the elementary school is not designed to prepare the children for specific vocational goals, but rather to develop in them the general concepts of the relationships of occupations, attitudes toward work, ideas about occupational life, and general knowledge of the scope of occupations in this country that will help them to become better adjusted to life at their own stage of development, and will enable them to make intelligent vocational choices in later vocational guidance work.

As anyone who has watched young children at play can tell, children are very much interested and concerned with occupational life. Edgerton says: "...children from approximately six to twelve years of age are much concerned with the occupational activities and situations in which adults are engaged."

This concern with occupational life is manifested in the every day play life of the child. He plays at being a grocer, fireman, policeman, and parent. The occupations represented in the play activities are those with which he comes into daily contact, and the scope

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of his understanding increases as he matures. As the child advances in maturity and conceptual development, the occupational interests reflected in his play change. These changes follow certain rather definite trends which may be classified under three major headings:

1) the interests of young children (ages six to twelve),
2) the interests of those in middle childhood (ages ten to fourteen), and
3) the interests of adolescents. It will be seen that these periods overlap to some degree due to the individual differences in the way children develop.

Pressey and Robinson⁶ report a study of the vocational interests of children in which the vocational interests of boys from eight and one-half to eighteen and one-half years of age were classified under the three headings listed above. Boys from the first group (eight and one-half to ten or twelve) were reported to be primarily interested in those occupations having active and dramatic roles, boys from the period of middle childhood began to consider the more mechanistic types of work, and the adolescent considered the social prestige inherent in occupations, thus favoring the professions and "white-collar" jobs. Girls were reported throughout as being interested in the standard feminine vocations and

more "genteel" work. It is suggested by the writer that the expressed interests of girls as reported reflects more of social convention than it does a true interest. From his own personal observations, he believes that little, if any, sex differentiation between vocational interests exists in the period of childhood. When young girls are released from the social pressures of parents and community, they are equally as interested in active and dramatic occupations as are young boys. It would seem that differences in this respect are differences of the individual organism rather than of sex.

The vocational interests of children and their play activities may be effectively integrated into a program of elementary school vocational guidance. Brewer says: "The purpose of play in the child's life seems to be to enable him to understand his world and to develop qualities that shall enable him to take his place in that world."7

When the purpose of understanding the social world in relation to occupational life is considered as an outcome of elementary school vocational guidance, and the purpose of play, as stated by Brewer, is also considered, it becomes apparent that these two can be integrated in the school. The understandings desired can be best developed, perhaps, through a coupling of play and information gleaned through various school activities.

7John M. Brewer. op. cit. p. 55.
Conceptual development. The effect of play activities and the conceptual purposes of elementary school vocational guidance have been noted. Conceptual development starts with the awakening of consciousness after birth and continues throughout life. Attitudinal development, as a part of conceptual development, also starts at birth and has reached a fair degree of permanence by the time the child is six years of age. These attitudes are determined by the social environment within which the child lives, and are closely akin to habit in this respect. Indeed, attitudes may be called "habits of thought", or "habits of relationships".

The importance of habits and concepts in vocational guidance work cannot be overlooked. Younger children are more easily influenced by the attitudes of others than are older children, although experiments have shown that even on the college level speeches designed to influence thought can affect attitudes markedly. Attitudes toward certain types of occupations must be overcome or corrected before vocational guidance can be effective. Emotional overtones can wreak havoc with the best laid plans.

Occupational attitudes. There are probably four attitudes regarding life in the occupational world that are of greater importance than others. These are attitudes regarding relative importance of occupations, race relations, religious attitudes, and general human relations pertaining to occupational life. These attitudes
may be said to be the chief causes of industrial strife, malcontent, and maladjustment in the United States today. They appear in all occupations and walks of life.

The relative importance of occupations is one of the foremost attitudes to be found among people. Somehow the American people have built up the attitude that certain occupations are honorable and others degrading. Whether this be based on monetary income, social prestige, or a combination of factors, it is undoubtedly present and an unhealthy condition. Consideration of the professions as the highest element in occupational life has led to an unrealistic view on the part of the young people. Edgerton reports the occupational choices of secondary school pupils as shown in Table VI.

**TABLE VI**

**OCCUPATIONAL CHOICES OF 15,263 SECONDARY SCHOOL PUPILS***

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Choices of pupils</th>
<th>By Census of 1920</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Agriculture</td>
<td>15.2</td>
<td>0.3</td>
</tr>
<tr>
<td>Professional</td>
<td>32.9</td>
<td>40.1</td>
</tr>
<tr>
<td>Business, Clerical</td>
<td>14.1</td>
<td>28.4</td>
</tr>
<tr>
<td>Mechanical Trades</td>
<td>6.4</td>
<td>----</td>
</tr>
<tr>
<td>Transportation</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Women's work</td>
<td>----</td>
<td>9.5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.4</td>
<td>4.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>20.4</td>
<td>14.1</td>
</tr>
</tbody>
</table>

*Note: The percentages in this table do not total 100%. Evidently Edgerton has omitted some data not considered pertinent to the table.*

Table VI shows that the influence of the professions from a social and monetary standpoint has resulted in a decidedly unrealistic set of vocational objectives on the part of the secondary school pupils surveyed. Although the figures shown in the table are at least twenty years old at this writing, the situation still exists and in approximately the same ratio.

The matter of race relations is also extremely important in occupational life. In many communities, persons other than members of the white race find it extremely difficult if not impossible to find occupations other than the most menial work. Despite their abilities and the possibility of an important contribution to the betterment of society, members of these minority racial and ethnic groups are not permitted to enter the vocations represented at the top of the social scale. This attitude is carried through to the school, and, in many communities, is being effectively taught in the schools due to the prejudices of the teachers and administrators.

The same type of prejudice is found in the field of religion. Here again is a type of prejudice that is found to be taught in the schools through the ignorance or prejudices of teachers. It is, as a matter of fact, the most common type of prejudice found in the schools inasmuch as many communities insist that the teachers be of the Protestant faith.

The relationships between and within occupations is
the final type of attitude under consideration. Many persons fail to realize the interdependence of the occupational fields and of the workers in each. The failure to realize this interdependence is one of the chief causes of strife in the industrial world today. Relations between employee and employer, worker and worker, and occupation and occupation must be established on the basis of human dignity rather than on the master-servant or autocratic base. When such a basis for the human relations inherent in occupational life is established, the current strife will be a thing of the past. It is in the elementary school where this type of concept can be developed best.

As has been mentioned, the attitudinal development starts at birth and is fairly well established by the age of six years. Since the school receives the child at the age of six, it is in the elementary school where the necessary changes in attitude may be made and must be made if the pupil is to enter secondary school with a healthy set of attitudes that will enable specific vocational guidance to take place effectively.

The need for vocational guidance in the elementary school is great. Due to the conceptual and maturity levels of the elementary school pupils, this guidance is not to be concerned with the "choosing, preparing for, entering upon, and making progress in" vocations, but is a matter of developing concepts of,
attitudes toward, and ideas about occupational life and relationships. The need is based on the facts that the writer has presented in connection with educational attainment, the rise in juvenile delinquency, and the normal vocational interests of children. All of these things have shown that the solution to the problems is essentially the business of the elementary school in preventing further occurrences, and that they are essentially matters of guidance, and especially of vocational guidance.
CHAPTER IV

A SUGGESTED PROGRAM

In the previous chapter, the need for an adequate program of vocational guidance in the elementary school was established. It was suggested that the aims and purposes of such a program be: 1) to develop concepts of, ideas about, and attitudes toward occupational life; 2) to establish the need for adequate education in the minds of the pupils; and 3) to help the pupils to become aware of their own potentialities and of the types of occupations that exist with special emphasis on the qualities of human relationships in each.

The present chapter will be concerned with two major items. The first of these is the nature of modern elementary education, and the second deals with the ways in which a program of vocational guidance may be carried on in the modern elementary school.

For many years educators have been stressing the need of an educational curriculum built around a life situation rather than on subject-matter accomplishment. The exact nature of this type of curriculum is a matter of considerable dispute in educational circles, but it is generally agreed that the school must become more lifelike rather than the stilted place it has been in
the past. The fundamental basis of the program that seems to be the most constructive is the understanding of modern society and the development of the use of the method of intelligence in solving human problems. In the secondary school, such a program is a type of "core" curriculum. In the elementary school, it is based on the development of units of work dealing with society and the interests of the pupils. There are several major aspects of this type of work that can be distinguished. First, the broad areas of the curriculum develop directly from staff determination of the philosophy, purposes, and scope of the school. Second, while the general scope and sequence of the units is planned in advance through staff policy making, the specific units develop from the democratic process of cooperative planning by teacher and pupils, and the theme of the unit develops directly from the interests of the pupils. Third, the actual work of the unit is based on as much direct experience as practicable, and pupil participation is at an extremely high level. Fourth, the units cut across subject matter lines and tend to integrate all areas of knowledge in the solution of human problems. Fifth, the unit organization and methods of teaching tend to aid in understanding human relations, society, and also aids in the development of integrated personalities.

A school organized in this way may be said to be
democratic, experience-centered, and to be concerned with helping the pupils to live fully and richly on their own level of development while, at the same time, developing understandings of their school and society.

The absence of subject matter lines in the curriculum is of great significance. It can, however, be misleading and is one of the bases of the attack on "progressive" education. There is a place for everything, and the fact that subject matter has held a prominent place in education for so long a time is indicative of the fact that it has some educational value. A logically organized system of knowledge, which is the definition of subject matter used herein, is an essential aim of education, as it indicates that a level of generalization and utilization of knowledge has been reached. However, logical organization is a goal rather than a starting point, and, as such, develops from and through experience. When the logical organization is used as a starting point, it has no meaning and is difficult to master, but when it develops through the experience of using and generalizing, it falls into a natural setting in the education of an individual and is ready for use in the solution of problems. Children learn best through first-hand experience and the opportunity to make their own generalizations and abstractions. The presentation of an unfamiliar and highly organized system of knowledge such as arithmetic or history to a child who has not had
the experiental background necessary for understanding is both confusing and frustrating. This practice is, however, widely used in the schools today, and may account for the many failures in school work.

The unit of work and vocational guidance. The unit plan of school work is probably the most constructive plan for general education that has yet been developed. Basically, the unit is founded on the experiental concept of education, and its purpose is to enable children to gain an insight and understanding into the nature of the democratic society. To this end, the unit of work is planned cooperatively by children and teachers, deals with some broad phase of modern society, and integrates all pertinent subject matter into one unified whole related to the subject of the unit.

Throughout the unit organization there is need for a central theme or topic. In many units prepared in schools today, this central theme is missing or obscured by traditional subject matter concepts on the part of the teachers. The central theme of the unit must, by the definition of the unit of work given above, deal with some important phase of modern society. This theme, in terms of the purpose of this thesis, should have a direct bearing on the occupational aspects of modern society.

Since occupational life is a central theme in modern life, it must be a central theme in any unit of work
designed to develop insights into modern society. The development of these insights is the purpose of vocational guidance in the elementary school as defined by this thesis. The question may well arise from teachers as to how occupations or vocational guidance may enter certain types of units or as to how this theme is pertinent in all units desired. The following paragraphs will attempt to answer this question.

The first step in answering the question noted in the preceding paragraph is to analyze a typical unit of work as found in the elementary schools today. The unit selected is one dealing with transportation. The children and the teacher have selected this very important aspect of life for study. First a title is chosen and then a plan of action made. Children divide themselves into committees or groups for carrying out types of research for presentation to the whole group. The class visits local transportation facilities and may study past methods of transporting people and goods. All or most traditional subject matter areas are called upon to provide additional information and enlightenment.

The learnings that result from the unit are checked through various types of review work such as committee reports, tests, films, individual reports, summarizing discussions, and exhibits or plays. The typical unit will attempt to develop knowledge of some such specialized phase of the society, or a general over-all view.
of society. It does not, however, fulfill the requirements of elementary school vocational guidance. In the unit on transportation that was sketched previously the children would normally learn the ways in which people and goods are carried from place to place, how dependent society is upon its means of transportation, and would acquire some skills such as arithmetical processes, reading, writing, and facility in speech. They would not normally be led to develop attitudes toward the industry, concepts of the scope of the industry in its relationships to workers and to other industries, and ideas about the relative importance of this in comparison with other industries. They would not normally be led to evaluate an industry or its products in terms of society, nor would they be led to understand the role of the worker in society and what general qualifications are needed in occupational life.

The purpose of a unit is the understanding of society and adjustment to the problems and demands of society. As has been seen, this is another aspect of vocational guidance in the elementary school that is not usually realized. It would seem that the unit must provide for the outcomes of vocational guidance in its scope and sequence, and it is submitted that a unit thus planned may have more meaning for the students and be more interesting to them than one which ignores the human side of the picture.
The unit on transportation that was hastily sketched would then include the relationship of the transportation industry to other industries, the dependence of all people as well as society in general on this field, the working conditions found and what can be done to improve them, and the relationships between workers in this and other industries.

It has been seen that unit organization cuts across subject matter lines in integrating all pertinent human knowledge in the solution of problems and the development of broad understandings. Since every teacher cannot be a specialist in all areas of human knowledge, it is necessary for teachers to have specialized help available in the school. The teacher should be a specialist in some area of knowledge, and know where to obtain aid in the other fields.

The six areas of human knowledge. For the purposes of broadening subject lines and presenting a scope of knowledge that is related, all traditional subject matter areas have been grouped into six broad fields. These are: the language arts, the social sciences, the natural sciences, the mathematical arts, the related arts, and health and physical education. While all six have general bearing on the problem of vocational guidance, each one has certain significant contributions to make to the guidance area. For this reason, each of these six areas will be discussed briefly in terms of
its contribution to vocational guidance.

The language arts. The language arts include those subjects whose prime concern is the communication of ideas between men. The contribution of this field to elementary school vocational guidance is obvious. Without a means of communication, occupational relationships could not exist. Language is the key to the existence of these relationships, and this fact should be made clear to the pupils as they study occupational life. In addition, occupational relationships, concepts, and other outcomes of elementary school vocational guidance are better developed through the use of various language-centered media such as pamphlets, books, and news publications.

The social sciences. The social sciences include all subject matters directly concerned with the understanding of society. Since the aim of the vocational guidance program is the understanding of industrial society and adjustment to it, the social sciences have, by definition, a very close relationship with vocational guidance. Any effort to understand any aspect of society, be it occupational, social, moral, or educational, involves the use of the social sciences to some degree.

The natural sciences. This area is concerned with the understanding of the physical environment. Again, there is a strong positive correlation between this
field and vocational guidance, since the understanding of modern industrial society involves an understanding of the technological nature of that society and the scientific principles which are involved.

The mathematical arts. The mathematical arts might well be considered as a highly specialized type of language art, since mathematics is the language of relationships. The program of vocational guidance in the elementary school is directly influenced by the mathematical arts, since the basic understandings of society involve relationships. Pupils must be shown that the present society could not possibly exist without mathematics, and that even such items as houses, clothing, and food are dependent upon this field.

The related arts. The related arts result from the union of the similar fields of fine arts and industrial arts. The contribution of this field to vocational guidance is similar to that of the other fields, but is also unique in that the technological nature of society and the understanding of that society are here best shown through actual experience in working with skills and ideas important in vocational life. The former fields which have been combined to form the related arts were thought of as "aesthetic" and "practical". The result of their union is both aesthetic and practical, and both aspects are necessary in the type of vocational guidance proposed in this thesis.
Consumer education is one of the major outcomes of the vocational guidance program proposed. Dale lists three aspects of consumer education in connection with the industrial arts. These are: 1) Basic understandings of the skills and processes of economic goods; 2) The aesthetic aspect of economic goods, in other words, the development of "taste"; and 3) The relationship between the worker and the conditions under which goods are produced. It would seem that, under these aspects of consumer education, the related arts have a very definite and important contribution to make to the program of vocational guidance.

Health and physical education. Health and safety are inextricably interrelated, and physical education is an important aspect of health education. As in the other five areas, there is a definite contribution to be made to the vocational guidance program from this area. Safety factors in industrial life are of the utmost importance, and a healthy body is a pre-requisite to most occupational successes. Pupils learn to look for the safety factors and develop the understanding of health as a factor in vocational life. They learn that their own health is an important safeguard to the health of others and that a strong body is essential to most occupations.

The program of vocational guidance in the elementary school. Throughout the curriculum as outlined in this chapter there is a need for a central theme or purpose. This purpose has been stated as the development of good citizens of a democratic society through the understanding of society and of democratic principles and practices. The elementary school is dedicated to the development of these basic understandings and to the enrichment of life at each age level. Inasmuch as vocations are a major aspect of life in any society, vocations may be said to be one of the central themes of the life or experience-centered curriculum.

Many teachers in the elementary school now teach in the vocational guidance spirit and give vocational guidance without realizing it. This is due to the fact that many of the textbooks in use in the schools of the nation use vocations as a point of interest, and to the fact that vocational understandings often develop from field trips made for a totally different purpose.

The relationship between the vocational guidance program and the six major areas of knowledge listed is very close. Vocational guidance can provide the central, unifying theme of the six areas, and can also provide the central theme for any type of experience unit desired. The vocational aspect is one of the major areas of social living, and thus finds an important place in any curriculum based on life in a democratic
The program of vocational guidance in the elementary school is not a separate part of the curriculum, but is inherent within it. Rather than a separate course in vocations, it is recommended that the vocational aspects of life be utilized as a central theme or topic for unit organization. This usage would accomplish three major purposes: 1) it would provide for a central theme directly related to community, state, national, and world living and a theme that is basic to the social organization of the nation; 2) it would provide for pupil interest and the development of the concepts that are the desired outcomes of vocational guidance activity and of the elementary school; and 3) it would provide for a common ground of understanding in units dealing with foreign countries and peoples.

The first major accomplishment of the vocational theme in the building of units as stated above is that of using a theme that is basic to the social structure of the society in which the children live. Inasmuch as the necessity for earning a living is ever-present, the use of vocations as a central theme will provide a common ground of experience for unit activities. Community and national events and living may be tied together through the common ground of industry and vocation. Units can be based on broad vocational or industrial
areas and may show the relationships between local, state, and federal organizations. Such themes would include transportation, power, government, manufacturing, the various broad fields of industry built around certain raw materials such as rubber, coal, and so forth, and on broad professional themes such as medicine, labor, and management. These are only a few of the opportunities that exist under such organization.

The second accomplishment is pupil interest and the development of occupational concepts dealing with relationships and human interaction. It has been stated that children are much concerned about vocational life and such a theme will help to provide lasting interest and will develop the conceptions of democracy and human relations that are a part of the desired outcomes. Again, the broad fields of industry play an important part in the unit construction. Labor and management relations, crime, public health and the like all deal with some form of vocational life.

The third accomplishment is a common ground of understanding in dealing with foreign nations and peoples. The need for work has been stated as a common need. When people of other lands are studied with the common need of work as a theme, and when their methods are compared with those of Americans from a standpoint of common purposes, it will be easier for the children to understand that all men are basically the same and
have the same common needs and purposes in life.

The separate guidance program. Among the writers who advocate vocational guidance in the elementary school are many who desire a special class in occupations starting at different levels. This separate class is one aspect of a separate guidance program with its own staff and a unique role in the school. The major aspects of the separate guidance program are: a separate class in vocations, special guidance counselors for each grade level, regularly scheduled interviews with the pupils, and a program of tests and measurement designed to determine aptitudes, intelligence, and other aspects of the pupil's personality.

Such a program is not recommended in the elementary school for the following reasons: 1) it tends to set the vocational aspects of the curriculum apart from the rest, thereby destroying the relationships between occupations and life, and resulting in a loss of integration; 2) it does not lend itself to the unit plan of organization based on human relationships and social needs; 3) the guidance program is essentially the province of the classroom teacher, for the teacher is better qualified to know the pupils intimately than any other member of the staff; and 4) it is based more strongly on specific vocational guidance than on the development of concepts and attitudes.
The grade level where the program should start.

There is considerable disagreement among writers who recommend a program of vocational guidance in the elementary school as to where the program should start. It is the opinion of the writer that this program should start on the Kindergarten level with the play activities of the children and gradually increase in scope throughout the entire school experience. This opinion is based on the natural vocational interests of children, the necessity for early attention to attitudes and concepts, and the nature of unit organization.

The major outcomes of a program of vocational guidance in the elementary school are: 1) an understanding of the technological nature of American society and of the human relations inherent therein, 2) an understanding of the ways in which occupational fields are interrelated and interdependent, 3) the development of democratic habits of thought, concepts, attitudes, and ideas related to occupational life, and 4) an understanding of the needs of education, health, and personality in occupational life.

Occupational life in its various aspects will become the central theme of the curriculum as a part of social life, and the various occupations or fields of occupations may become the topics of various individual units. The units are to be developed cooperatively by both teacher and pupil according to a pre-determined
general scope which is determined by total staff planning.

The guidance program is, in the long run, the responsibility of the classroom teacher. The teacher should be well versed in occupational life and should make effective use of direct experience, films, records, and other teaching aids in helping the pupils develop the concepts and attitudes desired as outcomes.
It will be seen that schools must be better staffed and equipped to carry on a program of vocational guidance in the elementary school than they are at the present time. Since the program is based on the understanding of the nature of democratic society and the vocational aspects of life in such a society, teachers and administrators must be fully aware of the nature and practices of democracy and of occupational life.

This chapter will deal briefly with the types of equipment necessary for a program of vocational guidance in the elementary school, with the problem of teacher selection and training, and with administrative organization.

Equipment. A program such as has been outlined can be carried on without special equipment if absolutely necessary. However, the program will be more effective with certain types of teaching aids on hand. A wide range of occupational materials should be available in pamphlet, book, film, and picture form. Whenever first-hand experience is not available or practicable, ample opportunity for the use of vicarious matter must be present. A 16mm sound projector and a transcription player
should be available in the school and wide use made of films, filmstrips, slides, and recordings dealing with various aspects of occupational and social life. Many such materials are now available on all grade levels.

Charts, graphs, models, and materials for making models and other visual aids should be available. Samples of different types of industrial products may be had from the firms who produce them either free of charge to schools or at a nominal cost. In many cases, children can procure these items as part of a unit activity and then leave them in the school for future reference.

Textbooks and supplementary books should be plentiful for research work, and the books should be carefully screened for vocational materials. Many teachers are now engaging in vocational guidance unknowingly through the use of materials in the texts used. In some cases, the texts present erroneous matter, either through being out-of-date or containing material that is not applicable to certain sections of the country. Care should be taken to insure that material used is timely and accurate for the section of the country in which it is used.

Teacher training for elementary school vocational guidance. It will be seen that a program such as that suggested will require broadened concepts and understandings in the elementary school teachers. Rather
than technical knowledge in the areas of education alone, teachers must have understandings of occupational life and relationships, genuine interest in children and the way in which they develop, and knowledge of the ways in which the areas of knowledge are interrelated in social living.

There are two major aspects of teacher training that must be considered. These are: 1) the selection and formal training of potential teachers, and 2) in-service training for professional growth. Both of these major aspects will be considered in their relation to the program suggested in this thesis.

Selection and training of potential teachers. The teachers in the elementary and secondary schools of this country at the present time are, in the main, improperly trained for such a program as has been suggested. The acute teacher shortage that exists today has brought many unqualified teachers into service on emergency certificates, and the certification requirements of many states are low or have been relaxed. According to a recent article, one out of every eight teachers in America today is new on the job, and one out of every ten holds an emergency certificate because they are not qualified to meet the certification requirements.¹

In considering the needs of the program suggested, the first criterion for teacher selection is a broad background of experience in occupations and human relationships. This background may be from direct experience or from vicarious experience, but it must be broad and accurate. This is not to say that teachers must be experts in all walks of life, or must be familiar with the finer points of all occupations, but it does mean that teachers should be conversant with the general needs of all broad fields of occupations, know something about their requirements and procedures, and have an understanding and knowledge of the human relationships implicit in each. The lack of such understanding and knowledge is one of the reasons that prompted George Bernard Shaw to make his famous statement: "Those who can, do; those who can't, teach".

A second criterion for the selection of teachers and teacher material is an understanding and appreciation of child nature and development, coupled with a genuine love for children and their problems. Tact, sympathy, and the ability to deal forthrightly and intelligently with these problems is of great importance.

The third criterion to be considered in this thesis is the knowledge of subject matter itself. A good teacher must know well the field that he is teaching in order to make the material understandable to children. In the case of the elementary school, this means broad
understanding of the main points involved in the six major areas of knowledge that have been listed. Specialized knowledge, while helpful, is not so important as broad, general knowledge and the ability to develop understandings and concepts in children.

Many teachers colleges and universities are now demanding work experience on the part of their teacher trainees. This work experience should cover a broad range of occupations if possible and an understanding of the relationships between occupations and community life. Wherever possible, actual experience in working with people is important. Work experience as a welder is good, but less important than some form of social work, clerking, or other occupation that requires personal contacts and dealing with people. Courses have been set up which will enable trainees to acquire experience in vocational lines, and have proven helpful in developing social sensitivity and knowledge of human relationships.

Vicarious experience in occupations is acceptable in lieu of direct experience. Movies, radio programs, reading materials, and similar forms of vicarious experience are generally helpful in building concepts. In many ways, these aids may prove more valuable than the direct experience in that they consider the important points to be learned and eliminate the unnecessary details. They also serve as time-saving devices, for the
background of experience that is desired would take years in direct experience.

In developing understanding and appreciation of child nature, maturation, and a love for children and the problems of childhood, teacher training institutions may employ two methods: 1) actual experience in working with children, and 2) course work in child development and child nature. It is not to be assumed that either of these two methods is more important than the other, for each acts as a supplement to the other, and serves to broaden the concepts to be developed.

Finally, a broad general education is essential to good teaching, for it serves the purposes of knowledge of the subject areas which will be developed in the units; an understanding of how all areas of knowledge contribute to the solution of problems; and, if properly developed, understanding of how all areas of knowledge contribute to the essential reasons for the existence of the experience curriculum. A broad general education is necessary to broad understanding and concepts of human relationships. This is essentially the aim of so-called "liberal" education, or, as Dewey says, "Liberating education".

In-service training for professional growth. The formal training of a teacher does not end with graduation from the college or university and the achievement of certification. New problems and practices are
continually coming to the fore, and the teacher must keep constantly in step with the results of research, the latest educational developments, and the solution of new problems. Such professional growth is achieved through further study toward advanced degrees, and through a continuous program of in-service training carried on by the principal and other administrative leaders.

In-service training is the responsibility of the administrative staff of the school system. It is their duty, among others, to help the teachers to develop professionally, and to keep in touch with new practices and educational developments in general. This training is given through such means as committee action, workshops, research activities, and professional reading.

Teachers must be encouraged to continue their professional education and to engage in original research. Administrators must allow the teachers time for such professional growth, and should reduce the teaching load for the purpose of such activities.

**Democratic school administration.** In any curriculum based on experience and vocational guidance of the type suggested, democratic concepts are a desired outcome. In terms of the philosophy expressed in chapter one of this thesis, democratic ideals are developed through experience in democratic living. Teachers cannot live democratically with their pupils unless they,
too, are permitted to live in democratic relationships with the school administration. Administrators should never forget that the teacher is, or should be, a professional equal, and should encourage cooperative action in all areas of school and social life.

Instead of the vertical line and staff organization of the school system, democratic school administration follows a horizontal pattern as shown by Figure 3. This diagram of democratic organization was developed by the staff of the University High School, The Ohio State University, Columbus, Ohio.

Administrators, as well as teachers, should be aware of the nature of child development and should have a genuine love and appreciation for children. In fact, there is no room in any area of the school system for a person who does not have a love and appreciation of children, coupled with a knowledge of child nature and development. The purpose of the school is to provide for the optimal development and richness of living for every child in the school system. This purpose carries over into every walk of life, and is based on the quality of human relations present in the school, the richness of present living, and the understanding of the world in which the child lives.
1. Policy-Making Level

2. Research and Planning Level

3. Teaching-Learning Situation

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Figure 3

DEMOCRATIC STAFF ORGANIZATION
Figure 3 has shown the organization of the staff for democratic administration. Without such administration, the democratic ideal as an outcome of the school is but a dream. Children and adults alike learn through purposeful, creative, active participation, and the democratic ideal must be realized through such cooperative participation.

Vocational guidance activity is a very necessary part of any democratic school system, since the existence of democracy depends to a great extent on the presence of happy, well-adjusted, and well-informed workers in its industries and occupations.
CHAPTER VI

SUMMARY AND CONCLUSIONS

It has been shown that a very definite need exists for adequate vocational guidance in the elementary school. This type of vocational guidance is not concerned with the "choosing, preparing for, entering upon, and making progress in occupations", but rather in developing attitudes toward, ideas about, and concepts of occupational life and living in relation to the whole of life.

Children in the elementary schools are very much concerned with the occupational lives of the adults around them, and reflect this concern in their play activities. The occupations represented in the children's play follow certain rather definite trends. The first play activities concerned with occupational life are those at the stage of early childhood when the children dramatize the occupational lives of the adults whom they see in every day life. This is followed by a period of dramatic and active occupations, representing both the active nature of the child and an increased concept of life and broadened horizons. Following the active period is the trend toward future goals, and a period wherein boys are apt to follow a mechanical bent, indicating that the technological nature of American society
is beginning to have its effect. Finally, the social prestige of occupations makes its entrance, and the professions enter the field. These stages are not definitively fixed, but are overlapping in many respects. Some persons never progress beyond given stages of development with respect to these occupational concepts. Many adults are still in the adolescent stage of social prestige, and others are pre-adolescent and even childish in their occupational concepts.

In addition to the normal interests of children in the occupational aspects of life, the educational attainments of adults and the rate of school withdrawals establishes a need for guidance toward the vocational lives of future citizens. Need for education in occupational life must be shown and broader concepts of occupational relationships developed.

The program in the elementary school should be one of experience-centered activities with adequate opportunity for conceptual development and creative activity. Occupations and their relation to human relationships, social living, and full adjustment may be used as a centralizing factor in the experience-centered curriculum of the elementary school. Units of work may have as their central theme the occupational aspects of life in the American society. Democratic relationships and broad occupational concepts should result from such a program.
Finally, teachers selected to teach in such a program should be carefully selected and trained in vocational guidance work; should have had experience in broad aspects of many occupational lines, either direct or vicarious; and should be familiar with the nature of children, the subject areas taught, the unit method, and should be professionally minded and democratically spirited.

Vocational guidance, as an aspect of democratic life and social living, is essential to the final realization of democracy and a society in which every member is an active, democratic, happy co-worker.
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