

PLACEMENT OF THE HIGH SCHOOL STUDENT IN  
BUSINESS AND IN INDUSTRY

by

Vernon Wallis Mulvin

A Thesis submitted for the Degree of

MASTER OF ARTS

in the Department

of

EDUCATION

*Accepted*

THE UNIVERSITY OF BRITISH COLUMBIA

April, 1938

## PREFACE

## PREFACE

Since the publication, in the Fall of 1937, of the programme on Guidance in the Senior High School syllabus, the guidance committee, of which the author was chairman, has received many requests for further information and assistance. The reason for these demands is obvious. Outside of the city of Vancouver, there are few high schools in the province with trained guidance teachers, and the course itself is new, democratic and revolutionary.

In an attempt to satisfy this insistent demand for further information, the secretary of the committee, Mr A.J. Dodd, and the writer intended to collaborate on a handbook for administrators and teachers to accompany the course. In this, some of the more difficult sections were to be set out in detail. For technical reasons such a joint work could not be used as a thesis in partial fulfilment of the requirements for the degree of Master of Arts at the University of British Columbia. In order to overcome this difficulty and at the same time make a worth-while contribution, it was decided that each should take a particular aspect of the field, treat it in his own way and submit the resulting study as his thesis. Mr Dodd, in his thesis, is stressing the vocational guidance side of the subject, this important topic, consequently, being mentioned only incidentally in this work.

The aim of the present thesis is to make clear the meaning and application of the placement of the high school student in business and in industry.

The Class Survey, Counsellor's Provincial Transfer Card, and Counsellor's Record Card, which appear in the Appendix, were devised by the author. They have been adopted in the new Programme of Studies for the Senior High Schools of British Columbia. Various schools throughout the province have reported that they find them of value. Any further material in this thesis which appears in the new syllabus is the work of the writer.

Grateful acknowledgment is made to the guidance committee, Dr. H.B. King, Dr. J.B.W. Pilcher and many others, whose advice and criticism have proved of great help. In particular, thanks are due to Dr. J. Morsh, whose painstaking counsel has made this work possible.

V.W.M.



## TABLE OF CONTENTS

	<u>Page</u>
Preface .....	i
Chapter I      Introduction .....	1
II      Guidance in Relation to Placement..	9
III      The Organization and Administration of Placement .....	42
IV      The Follow-Up System in Placement	50
V      Social Agencies in Placement Work	55
VI      Employment Certification of Minors	62
VII      Scholarships.....	67
VIII      Vocational Information and Research.....	73
IX      Publicity.....	78
X      Conclusion.....	84
XI      Appendix.....	88
XII      Bibliography.....	105

## CHAPTER I

### INTRODUCTION

## CHAPTER I

### INTRODUCTION

The term 'Vocational Guidance' is in general use on this continent, but it has been given so many applications that it is frequently misinterpreted. Among school-men in this province, the title, 'Guidance' is preferred because of its wider implications. This term includes educational, civic, social, avocational and leadership guidance, as well as vocational guidance in its true sense. The ultimate aim of all guidance is to assist the student to choose, to prepare for, and to become placed in the vocation for which he is best suited. To function effectively, placement must be such that it will give promise of success and happiness to the individual and must enable him to make the maximum use of his talents towards progressive adjustment, and, consequently to well-adjusted progress and advancement.

In dealing with the subject of placement, it is essential that the field of guidance be reviewed, for placement depends for its success upon the effectiveness of the guidance programme as a whole. Placement is the objective of a good guidance programme, which should prevent the product of the high schools from being thrown upon the labour market to reach its destination in whatever way it can. In a well-directed guidance programme, which gives adequate attention to the vocational, educational and personal phases, placement

will be facilitated.

Until recently, the subject of guidance has not received the attention that it deserves. True, it has been the concern of teachers since time immemorial, although many of them may not have realized the fact. That great trinity, the greatest of our stable institutions, the home, the church and the school, have each attempted, too often in an incidental manner, to guide our youth in the way they should go. But have these forces realized that good guidance, to be effective, must be an organized effort in the process of formulating individual goals, and of modifying them progressively in accordance with the developing capacities, interests and needs of the individual?

Too often, the home is so near the border-line of mere subsistence that the earliest opportunity is taken by parents to make the child a bread-winner, regardless of mental, physical or mechanical aptitude for the work available, to say nothing of future prospects. The inevitable result is that labour turnover amongst 'teen-age employees is tremendous. Employment mortality of this group aggravates the unemployment situation and plants the seed of social discord. Home guidance does have a very definite place in our social structure, but it is too often neglected, thus throwing an added burden upon the school. Then again, the 'broken home', more common to-day than ever before, is responsible for a

very large number of our juvenile misfits and delinquents. The so-called 'social' home may also be at fault, where the child is left to fend for himself, while the parents spend a great part of their time on the golf course or at the bridge table.

Many of our churches are doing noble work in one or another of the fields of guidance. Some are doing little or nothing. If the church is to maintain its rightful place in the community, it must, of necessity, assume its full responsibility towards this problem. By so doing, it will help to ease the burden from the already too heavily-laden school.

The guidance programme in the senior high school is not a new departure, but rather an organized effort on a practical basis. It is based upon the foundations laid in the home, in the church, and in the earlier grades of the school, but dealing with them in greater detail, with the objective, placement, always in view. Heretofore, guidance has been haphazard and incidental, and the problem child has been the one to receive most attention. The subject concerns itself, however, with all the students all the time they are in the school, and even on into post-school years.

Lest there be some misunderstanding of the subject, a brief resume of guidance in action may be in order. It should be noted that each high school must work out its own

programme, suited to its own needs, but, in the main, the following outline is applicable to any high school, large or small, rural or urban.

The responsibility for the administration and supervision of the programme rests with the Principal or Head. 'As is the Head, so is the school, and so is the guidance programme'. It is assumed that he is sufficiently alive to his duties to enlist the interest of all members of his staff in a study of such problems as (a) the reasons for students leaving school; (b) what becomes of such students and graduates; (c) the causes of subject failures and withdrawals; (d) the lack of student leadership; (e) retardation and misplacement in classes; (f) problem cases; and (g) opportunities for employment in business and in industry. (It is regrettable that there are high schools in the province where some, if not all, of the above items receive no attention.)

The ideal situation is the establishment, in each high school, of a guidance department devoted to the study of the problems of educational, vocational and social adjustment of each individual student and his eventual placement in business or in industry. In order to do this, there should be a counsellor for each 200-300 students, selected because of particular ability or training. (See chart in Appendix, pages 39-41.)

For convenience the counsellor's work may be divided into four main divisions, viz:

- (a) Personnel records and research, i.e., a cumulative case history of each student.
- (b) Individual counselling, including an entrance and withdrawal interview with each student.
- (c) Group counselling, i.e., class instruction on guidance topics.
- (d) Placement and follow-up, i.e., placing students in their chosen vocations and assisting them to readjust themselves thereafter.

In the school the results to be expected from such a programme are improved effort, improved morale and the elimination of dead wood in the curriculum and staff, since each subject, in my opinion, must eventually become elective. The responsibility for progress is placed very largely upon the student and as a result disciplinary problems will disappear almost entirely.

Curricula in high schools today are becoming vocational rather than cultural, yet the reasons for student withdrawals from school are seldom given consideration. Whether the students are prepared for work or not is of no import and, yet our high schools are rated as efficient. Whether or not students obtain employment is of little moment, yet we complain of the cost of relief and the upkeep of governmental institutions for juvenile delinquents.

Only recently has the task of placing the high school student in business and industry become a part of the work of our schools. Organized guidance work in this province is new, and vocational guidance has overshadowed all other forms of the subject wherever it has become established in our school system. In addition, the city of Vancouver unfortunately discontinued its vocational guidance bureau during the depression before it had become firmly established. This fact has militated against the setting-up of a similar office, here or elsewhere in the province, and so, placement is carried on in only isolated cases. It is for this reason that this work deals primarily with placement. The opening section covers the place of guidance in the senior high school, for without guidance, effective placement is impossible on an organized basis. The wastage in business and in industry caused by misplacement is so familiar that it is unnecessary to stress this result of the lack of guidance, but rather to emphasize the positive angle of successful placement.

For the present, each high school must carry out its own guidance programme and make its own placements. An effort was made by the Guidance Committee to have the provincial governmental Departments of Labour and Education collaborate on an industrial or occupational survey of the province. They agree that this is an imperative need for the success of a guidance programme, but to date have not



seen their way clear to undertake such a project. Until this is done each school must work out its own system in its own way.

## CHAPTER II

### GUIDANCE IN RELATION TO PLACEMENT

## CHAPTER II

## GUIDANCE IN RELATION TO PLACEMENT

Guidance in the high school aims to bring about a union between the school and the workaday world, to check up on the school product from the vocational stand-point and to correlate the school curriculum with life and the community.

The method calls for an analysis of the vocations in business and industry as a basis for all school activities, and, working from the outside in, the shaping of the school programme to the conditions pertaining to the business of living.

Guidance, as the term is used today, covers a very comprehensive field. An adequate treatment of the subject includes a knowledge of the student, educational and course guidance, civic, moral and social guidance, guidance in extra-curricular activities, as well as vocational guidance, placement and follow-up studies.

In order to assist the student intelligently it is necessary to have as complete a knowledge of him as possible. The wide variations in the capacities and interests of individuals require that this information be readily accessible and cumulative throughout the school life of the

student. This may be obtained from three main sources, the student himself<sup>1</sup>, scholastic records and reports, and the results of standard tests and measurements. With this information available, the counsellor is ready to begin his work.

The High School Class Survey will give the counsellor a case history of each student, covering family, physical, school and social records, and future plans. So simple are these forms that counsellors may have class teachers take charge of their completion, starring any outstanding points which they may deem worthy of immediate attention. This relieves the counsellor of considerable routine work and, it has the added advantage that it enlists the co-operation of home room teachers in the study of the individual differences of their own students.

The family record, for example, may disclose a 'broken home', father unemployed or on relief, step-father, or parents deceased, any one of which facts may be the reason the student is or is likely to become a problem case. With such information, irregular attendance, truancy, indifferent work or behaviour becomes more readily understandable by the class teacher. He may pass this information along to the counsellor immediately, and the latter will

---

<sup>1</sup>See High School Class Survey in the Appendix, pp. 89-93.

interview the student in order to assist him to solve his problem.

One example will suffice to illustrate the point. A boy of seventeen was doing mediocre work in school. His attendance was irregular and he was often tardy. Investigation disclosed that the boy had been absent for the class survey. He was given it eventually and the conditions brought to light demanded immediate attention. The parents were separated, and the boy was attempting to do the housework, look after a younger brother and attend school, while the father worked only occasionally. At the interview, the boy stated to the counsellor that he would like to go farming, and that an uncle on the prairies was prepared to give him employment. The mother was persuaded to take charge of the younger brother, and the elder boy, with some assistance, was able to go to the uncle, where he is now a worthy and useful citizen. Such a case is guidance in action.

The physical record is sufficiently comprehensive to bring out any defects in the health of the student. It is noteworthy that students are, without exception, exceedingly frank in answering the questionnaire. The medical department welcomes, enthusiastically, the physical record class survey, for it simplifies their routine work, and, with new students especially, draws the attention of the school nurse to cases which require immediate care.

The case of George B. will give a picture of what may be done. In going over the information handed in, a class teacher found that this boy reported himself as twelve pounds underweight, tired easily, had frequent sore throat, and estimated the number of times absent in the last year on account of illness as ten, the cause being given as 'too sick to attend'. The case was passed on to the school nurse, who immediately examined the boy and called the school doctor, who referred him to the Chest Clinic. Here it was found that he was suffering from tuberculosis. Rest and treatment were prescribed, and he is now well on the road to recovery.

Another department which is appreciative of such information is the physical education department, where, in most high schools, considerable attention is given to remedial work. Students who report heart trouble or other serious defects may need to be exempted from the more strenuous physical exercises, while others may be in need of corrective exercises to remedy such conditions as flat feet, spinal curvatures, etc.

Then again, the survey may bring to light the excessive use of tobacco, unbalanced diets, insufficient sleep or exercise. These may well be taken as lesson topics for special emphasis by the subject teacher of health.

Those students with defective hearing or eyesight should be noted, so that seating plans may be arranged to

their advantage, the students so affected being referred to the school nurse.

The school record is a report of the student's progress, past and present. A class teacher will find much food for thought in perusing the answers of each student in the light of his level of intelligence, rank in class and conditions of study. It should be a challenge to the teacher to ascertain whether the deficiency, if any, is the fault of the student or the teachers, and to try to find a remedy.

The student's attitude towards work will be shown by his response to the various items appearing in the social record. If he has been able to adjust himself so that he is gainfully employed during a portion of his spare time, the probability is that he will be able to adjust himself in permanent employment. It also affords an opportunity for the counsellor to compile a list of needy boys, who may be assisted to find work, if and when openings occur.

Future plans are, of course, subject to revision, but the student's answers to this page may very well designate his future vocation. Facts may come to light which reveal the weaknesses of the school or the students. For example, a boy may state that he intends to leave school as soon as he can get work, the reason being that he desires shop work and dislikes academic work. Adjustment in his course will prevent his early withdrawal and afford an opportunity for

him to receive training in the work which he likes.

Scholastic records and reports today are so familiar that they do not receive the attention they deserve. Much valuable information may be gained by the counsellor from the progress report, and it serves as a fruitful source of information for the interview.

Students who are not working to capacity may be asked to find the reason for poor standing, and very often surprising information may be forthcoming.

Standard tests and measurements are sufficiently well known that it is unnecessary to deal at length with them here. The Intelligence Quotient of every student should be known, and if the results of achievement, special abilities and aptitudes are known, they are invaluable instruments in guidance, and no counsellor can afford to neglect them.

Educational Guidance has for its aim, the assisting of students in choosing, preparing for, entering upon, adjusting themselves to, and making progress in their courses, in their present and future educational programme. It should lead the student to appreciate the necessity for and the value of education, to choose intelligently his curricular and extra-curricular activities and to progress in them. In addition, it should make him familiar with educational opportunities and encourage a desire for further



education and training, so as to give a broader understanding, more tolerance and greater appreciation of the joy of living. Finally, through extra-curricular activities, each student should be enabled to secure, during his leisure time, the re-creation of body, mind and spirit which will be manifest in the enrichment and enlargement of his personality.

Civic Guidance aims to assist citizens-in-the-making to a clearer concept of community interest and civic responsibility. It should give students an understanding of the political and economic organization, local, provincial, federal and international, and a knowledge of world problems. The individual's service to, and leadership in, school and home, will largely determine the place he will take as a citizen of his city, his country, and of the world. Some form of student government, adapted to the size of the school, will do much to inculcate the principles and practices of citizenship in its many ramifications. It will reduce problems of discipline and go far towards enhancing the tone and spirit of the school.

Moral and Social Guidance are to assist the student to form right habits of work and conduct, and to develop high ideals of living; to assist him to learn to form right judgments and to accompany them by right action; to develop, through instruction and practice, correct social relationships and correct social usage. Direct instruction must seek

to instil self control, self reliance, reliability, honesty, fair play, co-operativeness, clean-mindedness, kindliness, toleration and loyalty. This is a large order. The problem method will be found most efficacious, particularly with such topics as etiquette, manners, morals and social relationships. All teachers should also be on the lookout for opportunities for drawing the attention of their students to outstanding moral and social questions when they arise.

Guidance in extra-curricular activities includes guidance for leisure, for leadership, for participation in club work and in student government. As the need for the advantageous use of leisure time has become recognized, so the schools are endeavouring to meet this need in the formation of clubs, recreational activities, concerts, dramatizations, choirs and orchestras, debates, oratorical contests, mock parliaments, school magazines, student council, house system, etc. Success in this work calls for a tremendous amount of careful planning and the co-operation of all members of the staff. Wise and judicious supervision on the part of the staff and, especially, the principal in encouraging this form of activity will do much to make it the potent force it should be in raising the tone and spirit of the school.

Through Vocational Guidance the individual is assisted in choosing an occupation, preparing for it, entering

upon it and progressing in it. Under existing economic conditions, with keen competition and a high degree of specialization, the service of guidance is more essential than ever. The economic loss suffered by the individual and by society through wrong placement usually comes from misguided or unguided human energy. Ideally, everyone should do that work which he is best fitted by natural ability and inclination to do, and should acquire the utmost training possible for such work. The decision that determines what this life work shall be is far too important to be left to chance or the caprice of individual initiative.

A serious criticism of our educational system is that, in many cases, graduates know almost nothing of the opportunities for employment or for training in the business of making a living. Some have made no choice of a vocation, others have made choices with no knowledge of the most fundamental facts, and still others have made well-considered choices, but do not know how or where to market their services or to secure the specialized training for success. This condition prevails, too often, with the graduate, while the plight of the withdrawal or 'drop-out' is even more serious. With no initial objective he drifts from one temporary position to another, but with lengthy periods of unemployment and 'job-hunting' between jobs. The lack of educational credentials makes him an easy victim of those who prosper by exploiting juvenile labour.

Systematic training in the study of vocations is not advocated as a complete and sure cure for all this wastage and labour turnover. But it will go far towards helping students to prepare themselves for engaging in the serious business of making a living. In order to be most effective, the guidance officer must see to it that the programme reaches the majority of students before the 'peak of leaving' is reached. In order to do this, he must consult the records to learn at what age or grade the greatest number of withdrawals takes place.

Placement has for its objective, the placing of the individual in his chosen vocation. To function effectively, it must have placed him in the vocation which gives promise of success and happiness, and where he will make the maximum use of his talents. Failure of students to enter their chosen vocations when they first leave school may result in serious misplacement, with consequent loss to themselves and society.

Until such time as an industrial or occupational survey of the province is available, counsellors or placement officers must gather this information themselves. The work is difficult and calls for the expenditure of a great deal of time and energy. In large urban school systems, by a judicious division of labour, a number of schools might well undertake such a survey on a modified scale, commencing with

key industries, such as shown in the Appendix, pages 97-98.

The follow-up study of all placements is a necessary part of the guidance programme. The facts revealed will prove extremely useful to the administrator and counsellor. There is no better way for knowing the educational and vocational opportunities of the community than to study the paths and trails leading from the high school into further education or employment. Current conditions concerning supply and demand of marketable skills will be known, and school curricula will need to conform to them. This survey will also discover cases of maladjusted workers so that guidance and encouragement may enable them to readjust themselves.

The recent rapid increase in our high school attendance makes some kind of guidance programme almost imperative. The accompanying chart, taken from enrolment as given in the Annual Reports of the Department of Education at Victoria, shows that while the increase in total enrolment in all schools from the year 1912-13 to 1935-36 was 20 percent, the increase in high school attendance was 78 percent. Further, although total attendance in all schools for the five year period, 1930-31 to 1935-36, shows an increase of only 5 per cent, high school attendance for the same period shows the amazing increase of 184 percent. It is apparent that twenty-five years ago attendance in high school was the

privilege of the few, but today it is regarded as the right of the majority. This means that our high schools are faced with a tremendous task if these young people are to receive the aid in guidance which they deserve.

Table I

COMPARISON OF INCREASE IN TOTAL SCHOOL ENROLMENT AND HIGH SCHOOL ENROLMENT				
Year	Total Enrolment	Ratio to 1912-13.	High School Enrolment.	Ratio to 1912-13.
1912-13	57,608	1.	2,680	1.
1913-14	62,263	1.08	3,007	1.12
1914-15	64,624	1.12	3,912	1.45
1915-16	64,570	1.12	4,770	1.78
1916-17	65,118	1.13	4,841	1.81
1917-18	67,516	1.17	5,150	1.92
1918-19	72,006	1.25	5,806	2.17
1919-20	79,243	1.37	6,636	2.48
1920-21	85,950	1.49	7,259	2.71
1921-22	91,919	1.59	8,634	3.22
1922-23	94,888	1.65	9,220	3.44
1923-24	96,204	1.67	9,889	3.69
1924-25	97,954	1.70	10,597	3.95
1925-26	101,688	1.76	11,779	4.39
1926-27	105,008	1.82	12,906	4.82
1927-28	108,179	1.88	13,516	5.04

Year	Total Enrolment	Ratio to 1912-13.	High School Enrolment.	Ratio to 1912-13.
1928-29	109,558	1.90	14,545	5.43
1929-30	111,017	1.93	14,675	5.48
1930-31	113,914	1.98	16,197	6.04
1931-32	115,919	2.01	18,134	6.76
1932-33	116,816	2.03	18,552	6.92
1933-34	115,792	2.01	18,932	7.06
1934-35	117,233	2.04	19,969	7.45
1935-36	116,722	2.03	21,119	7.88
Taken from Annual Reports, Department of Education, Victoria, B.C.				

The necessity for guidance in the school is also indicated by the decline in proportion of youth in employment. The influx of youth into the high schools is definitely related to a decline in the numbers in employment. The trend is shown by the figures given in the census returns of the Dominion Bureau of Statistics for the years, 1911,<sup>1</sup> 1921<sup>2</sup> and 1931.<sup>3</sup>

<sup>1</sup>Canada Year Book, 1922-23, p. 698. Table 1.

<sup>2</sup>Canada Year Book, 1929, p. 140. Table 49.

<sup>3</sup>Dominion Bureau of Statistics, Seventh Census of Canada, 1931. Bulletin No XXXIV, Ottawa, 1933.

Table II

TOTAL POPULATION 10-24 YEARS OF AGE AND NUMBER AND PER CENT ENGAGED IN GAINFUL OCCUPATION			
<u>Male</u>			
Year	Total Population 10-24 yrs.	Engaged in Gainful Occupation	Per Cent
1911	1,088,947	638,348	58.62
1921	1,214,351	626,997	51.63
1931	1,529,919	754,313	49.31
<u>Female</u>			
1911	992,374	187,769	18.92
1921	1,209,657	243,155	20.10
1931	1,491,212	322,905	21.65

While it is true that the number of females gainfully employed shows an increase of 1.18 per cent for the year 1921 over the year 1911, this is more than off-set by the decrease in the number of males, which equals 6.99 per cent. These data are open to slight criticism, since they take in the age group to 24 years. The trend bears out the conclusion, however, that the burden of distribution and adjustment of students to educational and vocational opportunities is being shifted to progressively higher levels



of age and training. This being so, our high schools, in order to give the greatest service to the greatest number, must progressively adjust their programme to meet the increasing demand.

The rapid increase in high school attendance today calls for a variety of fundamental modifications not required in the more selective high school of a few years ago. With the expanded and differentiated curriculum, educators generally have become interested in the problems of individual differences, the broadening of interests and the discovery and development of special abilities. So complex are these problems that unless students are assisted in making wise choices of work and of elective subjects in the senior high school, failure, maladjustment or loss of morale may occur. A well-organized guidance programme, on the other hand, will enable the students to utilize to the fullest possible extent the human resources of intelligence, special abilities, interest, personality and initiative, which go to make up a happy and contented democratic citizenry. Guidance thus becomes one of the essentials of a modern democratized secondary school.

Reference has been made to the expanded and differentiated curriculum of the modern high school. This feature alone makes a well-organized guidance programme an indispensable factor in any high school. The old type of

high school offered no option of work to the student. With the provision of two or more curricula, the question arose as to which the student was to pursue. In most cases, parents were not in a position to offer intelligent guidance in the matter. The duty, therefore, devolved upon the school. In most cases, administrators accepted the challenge, although there are still high schools in the province in which students are forced to decide for themselves their educational career, with little or no help from anyone.

Since the Great War, curricula have been drawn up with admittance to occupations or occupational groups as the objective, rather than cultural or academic training. This means that the selection of a curriculum or of a subject of specialization now becomes equivalent to choosing one's occupation, even if temporarily. Thus guidance, becoming vocational, involves a knowledge of the tremendous field of occupations in our diversified social structure, a knowledge of where the student may go, and how he may get there.

The school of former days manifested little or no interest in the student who was eliminated, especially the unsuccessful one. Even today, too many of our high schools are content to look upon such withdrawals as a boon, rather than as an indictment of faulty administration. The holding power of any high school may well be used as a measure of its success.

Guidance is necessary to augment, where possible and desirable, the forces which would reduce the withdrawals. The more democratic high school which we now have must concern itself with all of its students, the unsuccessful as well as the successful, the withdrawal as well as the graduate. Generally speaking, the student who withdraws is an unadjusted student. The poor adjustment may be, and usually is, of minor degree, but even this may lead to serious disturbance if not properly handled.

Speaking of the modern view of progress, Lumley says one of the conditions is:

"Universal educational opportunity for those who can profit by it, and the earlier turning of all others into channels of useful vocation."<sup>1</sup>

Yet the student who leaves school because he is 'fed up' (the number of such would surprise the most sceptical), or because he has been forced to withdraw on account of a breach of regulations, is seldom, if ever, guided or assisted into gainful employment. These withdrawals are usually the result of ignorance - ignorance of the role that is to be played, ignorance of how to co-operate with others, or ignorance of the requisite skill or accomplishment that would enable him to work with others. Hoag says:

"There are masses of people who do not understand the situation; who have never had it explained to

---

<sup>1</sup>Lumley, F.E., Principles of Sociology, McGraw-Hill Book Co. Inc. New York, N.Y., 1930. p. 481.

<sup>2</sup>Hoag, E.B., Crime, Abnormal Minds and the Law, Bobbs-Merrill Co., 1923, Introduction p. XI.

them why they should give up their individual rights and conform to the mandates of the group. .... there is a very considerable proportion of people who have not sufficient intelligence to understand the situation. And another group, who, while they have a good degree of intelligence are suffering from mental sickness, and cannot reason clearly or cannot control their own impulses."

It would appear, then, that the careful consideration and guidance of these individuals on withdrawal is a duty to the community. Only in this way, can the distribution and adjustment to opportunities for training of all our students in the high schools be realized, and so secure for them placement in occupations suited to their capacities and needs. Such placement, with its natural complement, systematic follow-up should ensure definite establishment in life work for the great majority and make for a happy and contented society. It is now recognized that many of our juvenile delinquents are youths who have been unable to secure suitable or any employment. Through misspent leisure and association with the anti-socially inclined they are easily led into crimes from which guidance and placement might have saved them. The more effective and efficient the guidance and placement, the greater will be the decrease in juvenile delinquency.

That parents and students experience the demand for guidance is evidenced by the numbers of persons who exploit this need. Certain widely advertised and alluring methods claim to be able to list and classify types of individuals

and to provide quick and reliable ways of discovering qualities of character and special aptitudes for certain occupations. If this could be done much time and money would be saved and the process of guidance would be much more sure. Unfortunately human beings are prone to follow anyone who claims to have a short cut method to wealth, happiness or success.

It is the duty of the school to enable the student to secure reliable information about the dangers of such spurious methods of guidance as phrenology, physiognomy, astrology, graphology, fortune-telling and the like. They should learn to compare these methods with those which utilize trustworthy information or are based on frank discussion with experts. Thus many "character analysts" would automatically become eliminated by a programme which is founded on scientific research and common sense, and the public would be saved much time, money and many delusions.

On this point Jones<sup>1</sup> says:

"Reputable papers and magazines are full of cleverly worded advertisements of these so-called 'experts', and there is a compelling appeal in their arguments. Human nature is too prone to seek the short-cut process."

"Every careful teacher and guidance worker should be on his guard against these methods. Up to the present, no reliable short-cut method has been discovered or devised to enable us to analyze the complexities of human character. We still are forced to the long and often tedious process of

---

<sup>1</sup>Jones, Arthur, J., Principles of Guidance, McGraw-Hill Book Co. Inc., 1930. p. 199.

individual investigation. We should be profoundly thankful that this is true, for success in the field of guidance depends upon the degree to which we keep our eyes fixed upon the individual and his own peculiar needs."

One of the economic factors indicative of the need for guidance in our high school is the changed condition of labour and industry, more particularly the specialization in industry. In early pioneer days men were all-round workmen doing all or almost all the operations necessary in their particular vocations. But modern life demands that production be speeded up, that industry be specialized, and that each man learn to do one thing and do it well, in order that mass production may result.

The division of labour is so familiar today that it is not necessary to elaborate, save to point out that such a classification as 'lumberman' for example, may be sub-divided into as many as 19 specialized occupations, many of which may be further sub-divided.

While specialization is most marked in manufacturing, it also applies to office work, farming, trading, banking, governmental work, the professions and personal service. Thus we see that when life was simple, occupations few, and educational opportunities equally meagre, there was much less need than now for systematic help in selecting a life work.

An important change in our economic life, which has

a bearing on the increased specialization above, and also on the need for guidance, is the increasing proportion of our population in urban centres. The accompanying chart shows that in the last decade, urban centres in Canada absorbed nearly 77 per cent of the total increase in population, while in British Columbia, 86.8 per cent of the increase was found in urban communities.<sup>1</sup>

Table III

RURAL AND URBAN POPULATION OF CANADA AND BRITISH COLUMBIA

1891, 1901, 1911, 1921 and 1931

Canada

British Columbia

	<u>Population</u>	<u>Per Cent</u>	<u>Population</u>	<u>Per Cent</u>
1891-				
Rural	3,296,141	68.2	60,945	62.08
Urban	1,537,098	31.8	37,228	37.92
1901-				
Rural	3,357,093	62.5	88,478	49.52
Urban	2,014,222	37.5	90,179	50.48
1911-				
Rural	3,933,696	54.6	188,796	48.10
Urban	3,272,947	45.4	203,684	51.90
1921-				
Rural	4,435,827	50.5	277,020 <sup>2</sup>	52.81
Urban	4,352,122	49.5	247,562	47.19
1931-				
Rural	4,804,728	46.3	299,524	43.14
Urban	5,572,058	53.7	394,739	56.86
Numerical Increase in the Decade 1921-1931				
Rural	368,901	23.21	22,504	13.20
Urban	1,219,936	76.79	147,177	86.80

<sup>1</sup>Canada Year Book, 1934-35, p. 149. Table 38-39

<sup>2</sup>South Vancouver - 32,267

Point Grey 13,736

Total ..... 46,003 classified as rural 1921  
urban 1931

Other movements of the population increase the need for guidance and complicate its problems. Since much of the work in this province is seasonal, families move about considerably and this means a shifting school population. For this reason the Counsellor's Provincial Transfer Card<sup>1</sup> (see Appendix, page 94) has been prepared by the Department of Education. Its purpose is to enable the counsellor of the last school the student attended to pass on to the counsellor of the new school to which a student transfers, details which will enable him to appreciate the new student at his worth, and have him placed accordingly. Heretofore, no such record has been available, and the result has been, too often, a maladjusted student and an early withdrawal.

Another need for guidance often cited from the economic world is change of vocation and labour turnover. Maladjustment through careless selection of employees causes a high rate of labour turnover. Such shifts are economically and socially wasteful and may be reduced by an adequate programme of guidance in the high schools so that care in placement will place the right person in the right position.

In a democratic high school, the necessity for guidance is obvious. Vocational choices are going to be made whether or not anything is done about it. Service is the ideal of the life of every high school and, since this is true,

---

<sup>1</sup>Dept. of Education: Programme of Studies for the Senior High Schools of British Columbia, pp. 446-447.



careful planning on an organized basis must be substituted for the haphazard system of trial and error.

The programme of guidance must be carefully adjusted to the differing needs and opportunities of the students in different sections of the school system. Certain more or less definite groups will complete a full high school course with success, others will leave school as soon as possible. Favourable and unfavourable home conditions will necessitate variations in the programmes of individuals. Being democratic, the high school must care for each and every one of these cases, and by so doing, it will produce more highly developed individuals, more efficient citizens and a more progressive state.

At this point the organization and administration of guidance may be considered.

A. In the large Urban School System. (See charts pp. 39-41.)

The ideal organization for carrying out the guidance programme as laid down in the new High School Programme of Studies would be centralized in the Department of Education at Victoria, (chart 1). Acting under a supervisor or director of guidance and placement, district supervisors would be responsible for their respective districts. The duties of such supervisors might well be undertaken by the present inspectors, who are familiar with this work.

Criticism may be made that, owing to geographic conditions in this province, such a plan is impracticable. As Dr. King says in his plan for the reorganization of the educational system:

"The officials already exist. What is proposed is a reorganization of their functions and titles. Vocational Guidance has been added, because Vocational Guidance (which includes the giving of vocational information) should be Provincial in scope." <sup>1</sup>

For the present, guidance in British Columbia is to be decentralized, i.e., each high school must work out its own programme independently. In a large urban school system, this need not prevent the establishment of a central organization of direction, such as that of the District Council. (chart II)

In the suggested programme, as shown in chart II, the superintendent or inspector will direct the efforts of his supervisory staff. The supervisors are charged with the responsibility of improving instruction in their various departments. Here, all academic and special subjects receive attention. No supervisory staff is complete without a supervisor of guidance, an official who is directly responsible for improvement in the work of the guidance staff.

Working directly under the superintendent, there should be a central supervisory staff for the improvement of

---

<sup>1</sup>King, H.B., School Finance in British Columbia, King's Printer, Victoria, B.C., p. 127, vol. IV.

the counselling service. This service should be made available to all teachers engaged in the work. It will include the administration and use of educational and psychological tests and a guidance clinic.

This central bureau should also record home visits, and keep an accounting of student additions, transfers and withdrawals. In addition, group guidance methods, curriculum and guidance research, health examinations, occupational and industrial surveys, placement and follow-up studies, should be included in the service of this department.

The advantages of such a centralized bureau are manifold. It would keep the superintendent informed of the progress of the work in each high school. It would co-ordinate the work, insuring uniformity, co-operation and systematic supervision, as well as avoid duplication of efforts. As will be seen later, the advantages in placement and follow-up work will well repay the additional expense.

#### B. In the Small Rural School System.

While conditions in any two high schools are never the same, the tentative plan (chart III) is sufficiently flexible to be applicable to conditions in any high school, rural or urban. The principal has charge of the organization within his school and he undertakes to organize his school with due regard to curriculum requirements, of which guidance is one. The guidance responsibilities of the school

administrator include the delegation of guidance functions to counsellors, guidance teachers and subject teachers. He supervises all guidance activities and develops the morale and spirit of his school. The revision of the school programme and student activities are his responsibility. The disposition of all serious problem cases comes under his jurisdiction.

In the small school, it is probable that much of the counsellor's work will be performed by the principal or his assistant, if he has one. Inasmuch as the functions of administrators and counsellors are somewhat different, they are herewith set out at some length.

The responsibility for implementing the guidance programme falls upon the principal, as well as the supervision of its progress. 'As is the principal, so is the school, and so is the guidance programme.' He it is who selects and supervises the counsellors, just as he does the subject and home-room teachers. The spirit and morale of the school, the continuous progressive revision of the school programme and curriculum, the supervision and encouragement of extra-curricular activities and the study of problem cases referred to him by the counsellors are all part of his work.

A capable subject teacher, interested in his subject and his students, can do much to arouse interest and right attitudes. Good subject motivation, leadership development,

attention to individual differences, good team-work and a high professional spirit are all requirements. He will stress the occupational information of his subject, arrange try-out projects in it, and encourage and develop specific abilities. In addition, remedial instruction is necessary for those handicapped in his subject. He should be able and willing to sponsor at least one club or activity and finally, he must co-operate with the counsellors and the home room teacher.

A home room teacher is also a subject teacher and should teach the class he enrolls. (In some high schools in the province this is not the case.) A helpful, friendly, personal interest in each student is a first essential. Orientation of school life and routine, health, records, reports and attendance, the development of school citizenship, leadership and personality are his care. He must co-operate with counsellors and subject teachers and investigate problem cases, passing only those to the counsellor which he is unable to solve himself.

Counsellors are chosen by the principal because of special personality, special training, and a superior professional attitude to their work. Those of his subject teachers who have shown, in marked degree, the ability to co-operate, to establish friendly student-teacher relationships, teacher-teacher relationships, parent-teacher relationships and an interest in and understanding of the

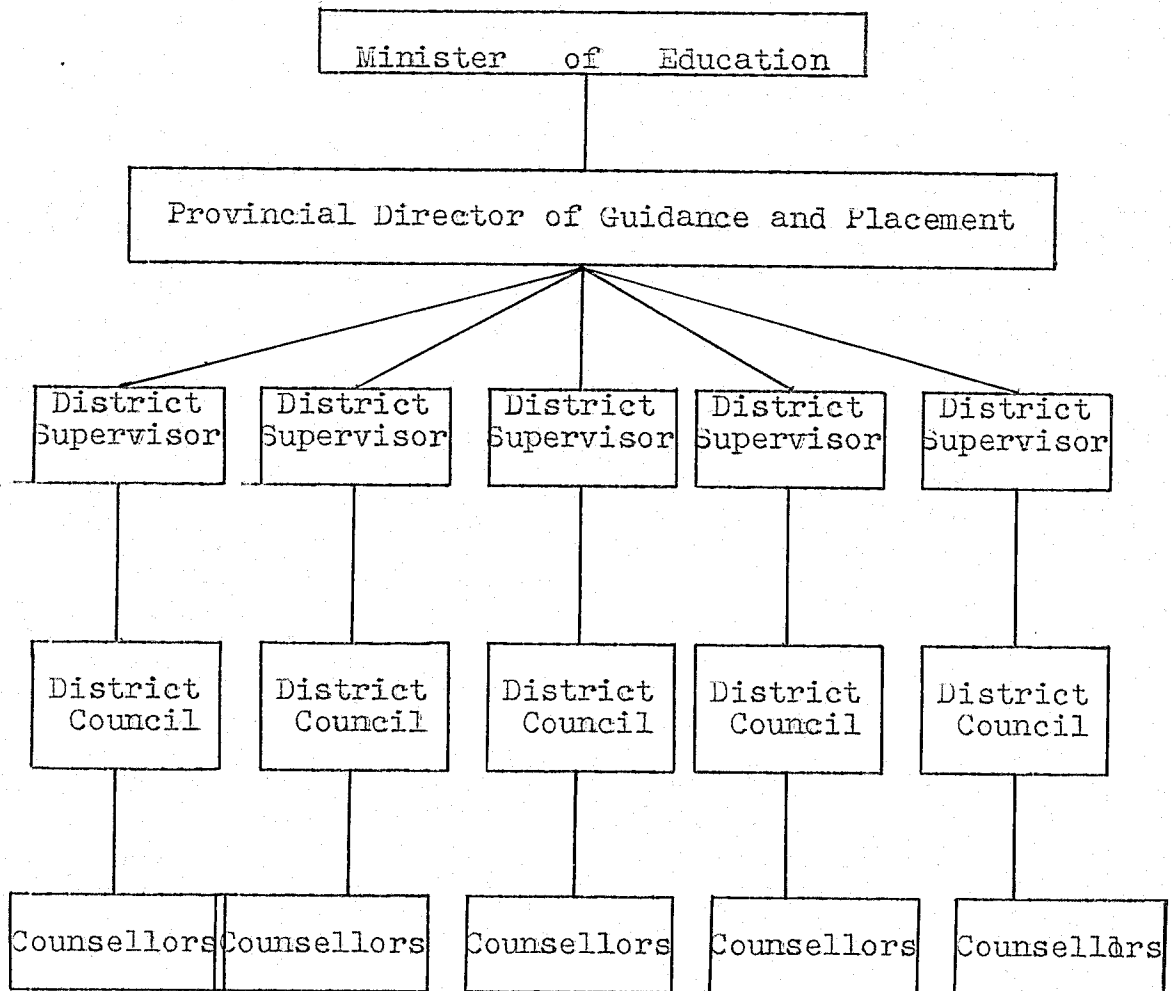
value of records and research will be found most suitable.

His numerous duties may be briefly set out as follows:

1. The assembling of a complete case history of each student. (See Appendix, pages 89-93). Each record must be carefully studied for individual differences and maladjustments; and items of importance must be brought to the attention of the student and the department concerned.
2. Group and individual counselling, which demand that the counsellor have a special programme to ensure time for work and continuity in instruction of educational, vocational and social problems.
3. Interviews, placement and follow-up work in all their ramifications will also demand considerable time. In passing, it should be noted that interviews can only be conducted successfully in privacy, in an atmosphere conducive to the obtaining of the fullest confidence of the student.
4. He must make full use of and co-operate with the special services provided, such as health, attendance, testing and psychological bureau and placement office, bringing to their attention cases which he feels are in need of their services. In the event of any or all of these services not being available, the deficiency may be met by

co-operation with outside districts, agencies, etc., where such may be had.

In conclusion, it should be noted that counsellors only perform those functions which cannot be performed effectively by others, and counsellors should not be expected to administer punishments if they are to retain the fullest confidence of the students.

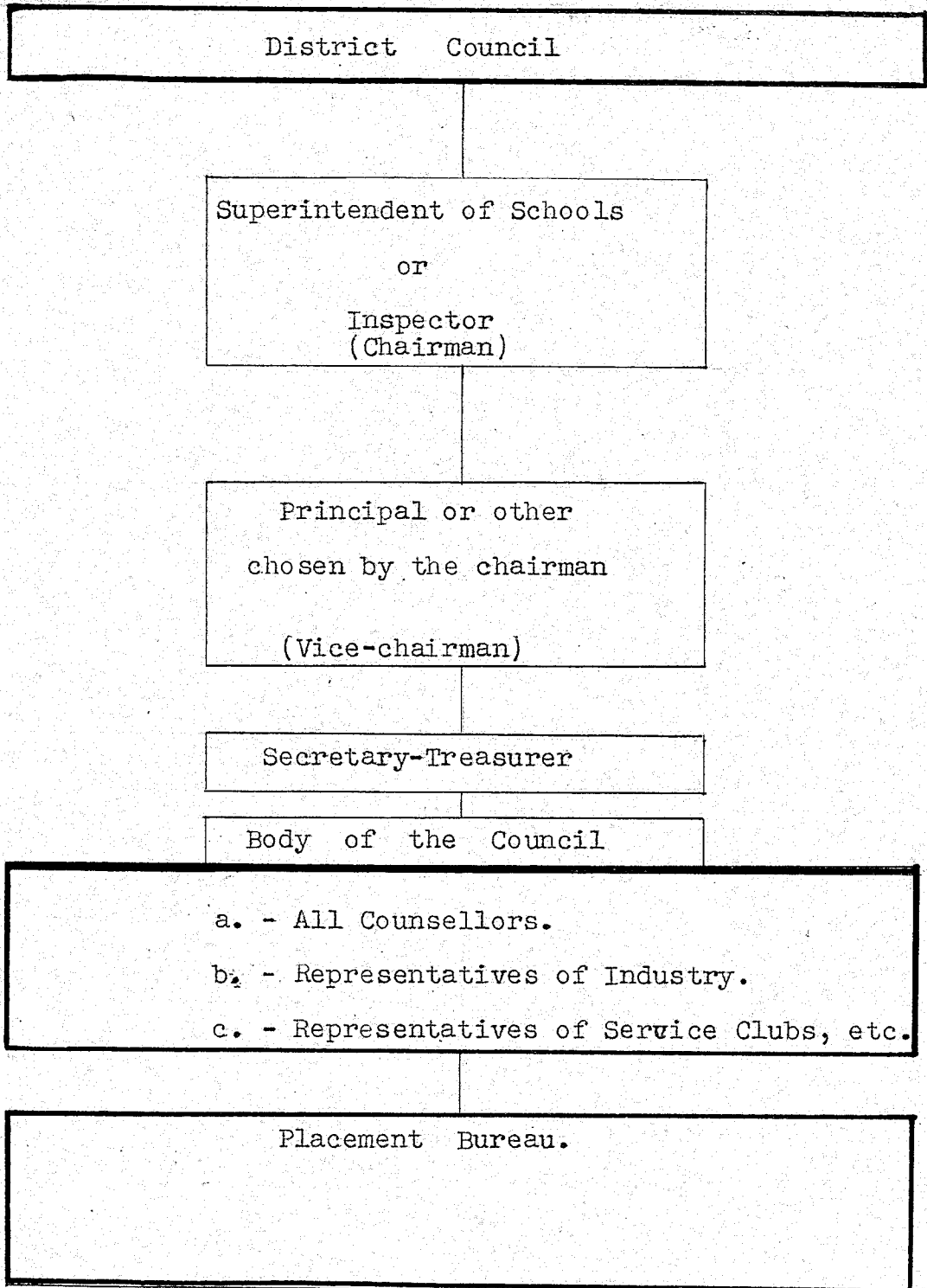
C H A R T I.Provincial Organization of Guidance

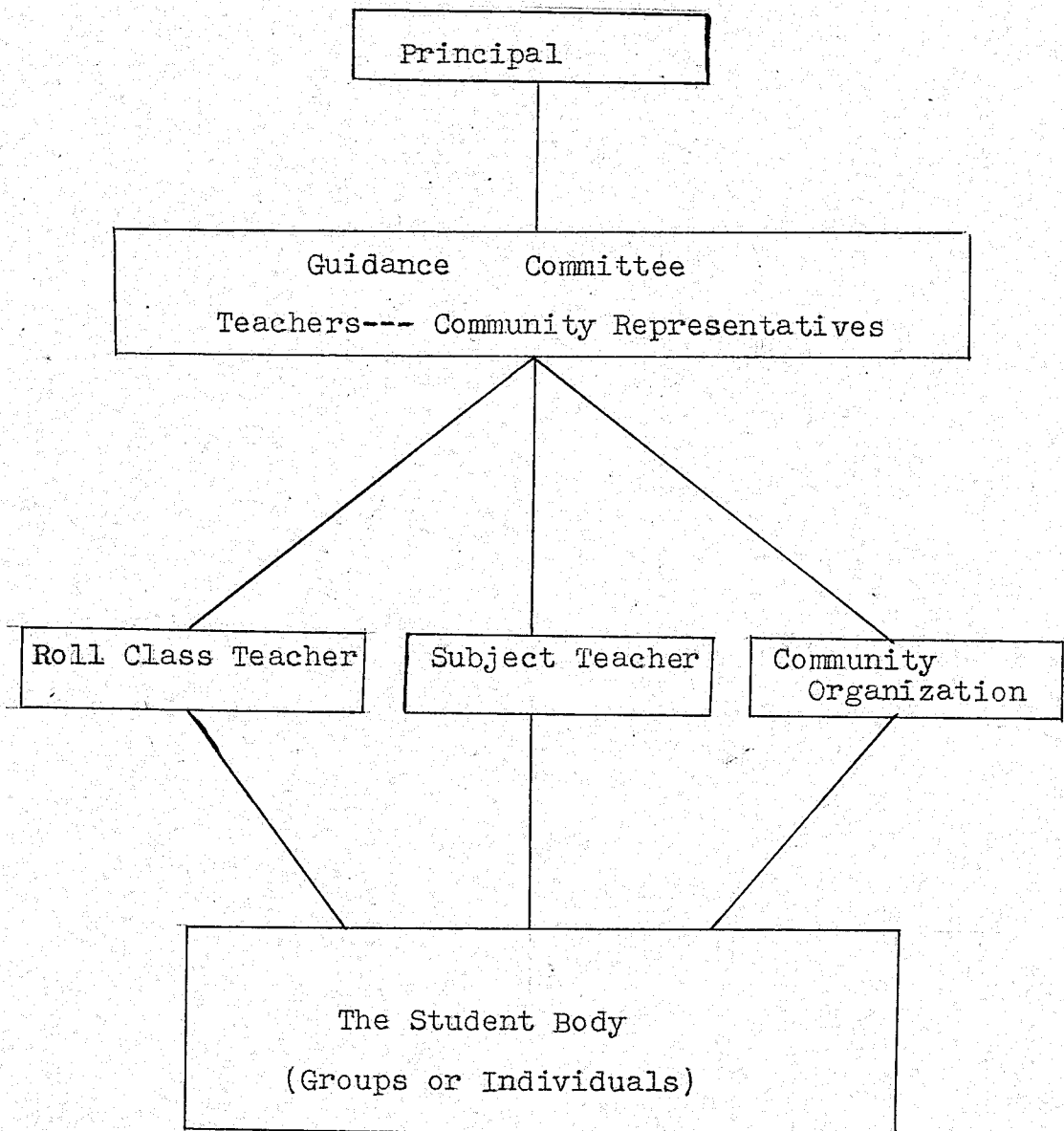


C H A R T   I I .

Guidance Organization for a Large School System

---



C H A R T   I I I .Guidance   Organization for a Small School System

### CHAPTER III

#### THE ORGANIZATION AND ADMINISTRATION OF PLACEMENT

## CHAPTER III

## THE ORGANIZATION AND ADMINISTRATION OF PLACEMENT

Placement is the work of placing the student in his chosen vocation and assisting him thereafter to adjust himself for further progress. In order to be effective, it should be preceded by a careful programme of guidance. Thus, the student, having informed himself of conditions and opportunities for occupations corresponding to his abilities and interests, is in a position to have made definite vocational plans, and to have prepared himself for a definite field of work.

The services rendered by the placement bureau, whether it be located in the high school or in a central bureau, are similar. It acts as a clearing station for applicants for work, passing them on to positions deemed suitable to their individual capabilities. This means that the bureau must have a comprehensive, cumulative case history of each student. The employers of labour will demand much detailed information of applicants and the placement officer will require this information in order to select the individuals best suited for certain positions. It will also prove a fertile field of information for officers who have cases of maladjustment in employment to assist, as well as for interviews and individual counselling.

By serving as an articulating element between school and work, the bureau plays an important part. It supervises choices of positions on the one hand, and adjustments on the other, making placements and replacements, carrying out or supervising follow-up studies so that those who are to travel the same road beyond the school may learn from the experience of previous placements. Thus, each successive class should be able to learn much of value from the experience of former classes. Usually, such experience is not recorded, so that administrators and teachers know only of the conspicuous successes and failures among their former students. Accurate and complete statistics can be obtained only by systematic and repeated follow-up surveys.

Each school aims to provide the type of education most suitable to each student. Having completed the process, the school should assume the responsibility of marketing its product. But over-emphasis of the finding of positions may lead to the resultant over-shadowing of the guidance activities. These latter carry over into employment, although the gap between school and work is wide. Employment to the student means entering upon a strange, new world, where he meets new conflicts and situations for which his past experience have not prepared him. He will need help and advice which he knows he can trust, and which he knows is authoritative, unbiassed and sympathetic.

The school has a reputation for impartiality with students and employers. It cannot be accused of ulterior motives in the advice offered or the service rendered. It is not encroaching on the work of any agency already in existence, and it should be borne in mind that the final decision must, at all times, be made by the student. It makes no attempt to curb individual initiative, and no one is compelled to accept its services. Everyone is free to make his entrance upon work in his own fashion. Those who do avail themselves of its services are advised how they may make the greatest use of their own resources in seeking a position or in earning advancement. The ultimate goal of all guidance is the development of the ability to guide one's self.

In a large, urban school system, a central placement bureau is a great advantage, although no single form of organization of placement is suitable for all communities. Local conditions must govern many of the details. It is essential, however, that it be an integral part of the school system. The plan of organization should recognize the fact that it is primarily for counselling and secondarily for placement. All placement work in the school system should be closely co-ordinated and cleared through a central office which deals with all employers. In this way, the official in charge of the central office has his finger on the pulse of the labour market at all times, and is in a position to give

expert advice to applicants for positions. An advisory committee of employers may be of assistance in creating a more adequate understanding of the work and more generous co-operation on the part of employers.

The functions of the placement office are to make contacts with employers, to receive calls from employers when vacancies occur, to interview applicants and refer suitable ones to employers, and to follow up all placements after a short period, and again after a longer interval. While the personal interview is more satisfactory in follow-up work than by letter, it is much more expensive in time and money. In addition, the central office will direct and standardize the work of the counsellors in the individual high schools, especially in follow-up surveys.

The placement office is also closely related to the other child welfare departments of measurement and testing, attendance, discipline, home visiting, employment certification and the guidance clinic for problem cases. It may prove advantageous in a large school system to place the supervision of educational and vocational guidance and placement under the direction of an assistant superintendent, who would co-ordinate these services.

In large cities of over 200,000 population, at least two placement officers and adequate stenographic help would be required. For cities of 100,000 population or less, one

placement officer and a secretary should prove adequate.

At the outset, progress will be slow, but careful placements will encourage employers to make repeated requests for assistance. It is by such work, coupled with a definite campaign of sane publicity by recognized methods, that the bureau may establish itself and fulfil a need that has been felt for sometime.

The registration of applicants deserves consideration. Whether this function is carried out in the high school or the placement bureau, the procedure will be the same. The school has one advantage, and that is that the counsellor will likely know more about the applicant and is, therefore, better situated to judge the suitability of the student for a certain position. On the other hand, if all applicants are registered with the central office, where some form of rating is used on applicants' cards, less delay will be experienced in filling vacancies. Whichever system is used, the bureau should interview each applicant before his interview with the employer. It will afford an opportunity for the placement officer to 'size up' the applicant, and at the same time to give any counsel he may see fit. It will also give the applicant a chance to ask any questions he may desire and, above all, it will have the effect of making the applicant more confident of himself, which is a desirable feature. At the same time, the bureau should keep a file of 'applicants sent', and a notation should be made of the disposal of each



case. In this way, tabulation of results for future study will be easy, and employers, who are making use of the service, may soon be classified.

The solicitation of positions for students will prove, at the commencement, a difficult task for the placement officer. He must be prepared to expect rebuffs, for employers will have to be shown by results that such an agency is necessary. After the first year, files of the names and addresses of the employers of graduates will constitute a list of the users of the school product. This list is a by-product of the follow-up survey.

The placement officer engaged in seeking vacancies should learn to do so systematically. Since a governmental survey of industry and business is unlikely at present, he must make his own. To be of value it must be kept up to date, as conditions change rapidly. In a large school system, the various high schools can be allotted certain industries and in this way the information may be gathered and made available to all.

In the Appendix, pages 97-98, are shown two brief charts on logging and mining which may serve as a beginning in making a study of industries. These have been tried and found highly successful in vocational guidance. As time goes on, they may be expanded and improved from the information gained through follow-up work.

In the two charts, the legend shows the scholastic standard required for the different positions. It is not intended that these standards be adhered to slavishly, but are to serve merely as a guide. The wages are standard average for the current year, but subject to modification in keeping with the size of the camp. Pre-occupational training varies considerably, and no hard and fast rules can be laid down. Since lumbering and mining are two of the chief industries in this province, and because a large number of high school students will find their way into the vocations connected with these industries, it is imperative that they should receive attention.

## CHAPTER IV

### THE FOLLOW-UP SYSTEM IN PLACEMENT

## CHAPTER IV

## THE FOLLOW-UP SYSTEM IN PLACEMENT

Supervision of employment or 'follow-up' has two major objectives. The first is the service provided for the young employees. Many problems met in first positions will not have been anticipated in the high school programme and others may not have been adequately covered to prepare the student to meet them successfully without assistance. The second objective is a check up on the guidance programme in the high school. In the last analysis the test of a good guidance service is the ability and capacity of former students to meet the demands of their work after leaving school so that they may become well adjusted, happy citizens.

Not all students will obtain employment in positions which they wish to enter. A follow-up questionnaire such as that in the Appendix, pages 100-103, makes it possible to discover these and make re-placements, if the first position is not satisfactory or promising. Whether to remain in or resign from a position is a difficult problem for a young person to solve, and the guidance service should give assistance in this matter when needed. The total future plans of the student should be considered along with the chances of employment in the occupation desired. The fact that he is not succeeding in his work is evidence of the need for guidance. If he is not succeeding in his personal

relationships, a frank discussion of the situation may help him. In the Appendix, page 99, are the results of a study by Brewer in this regard. Of 4,375 cases of discharge, over 62 per cent were based on lack of ethical responsibility, and about 34 per cent on lack of efficiency.<sup>1</sup>

The follow-up programme will be much more effective if an evening office hour can be arranged "to give an opportunity to boys (and girls) in employment to call for advice or help or to report progress".<sup>2</sup> The presence of such a service should be made known to all students before they leave school.

The long range survey as used in Providence, Rhode Island, is described by Allen. In this city, information is obtained about students one, three and five years after they leave school. These surveys are made by the counsellor who advises the students during their three year term in high school. The combined results of the different schools make a report for the entire system. It has been found that the percentage of students furnishing information is very high. Briefly the programme is as follows:

- "1. In the orientation course of the eleventh and twelfth grades, the pupils study the follow-up reports that have been made of previous classes. This fact tends to arouse their interest and to prepare them for the follow-up studies of their own class. The class adviser and the supervisor

---

<sup>1</sup>Brewer, John M., Occupations, Ginn & Co., Montreal, P.Q., 1936, pp. 107-8.

<sup>2</sup>Annual Report, 1936, Headmaster's Employment Committee of the Incorporated Association of Headmasters of Public Secondary Schools in co-operation with the Ministry of Labour, London, England. p. 6.

in their talks to the class, stress the importance of such studies, the need of promptness and accuracy, and the confidential nature of the facts given. Thus they do all in their power to insure a favorable, co-operative attitude on the part of the pupil.

2. When the time for beginning the study approaches, the adviser usually invites the class officers to his home some evening to discuss plans for a class re-union. Sometimes they address the envelopes at this meeting, and usually enclose a preliminary notice of the class re-union together with the follow-up questionnaire. An envelope addressed to the class adviser is also enclosed with a letter urging a prompt answer and full co-operation in the study. Usually from 30 per cent to 60 per cent of the pupils will answer immediately.
3. After about two weeks, a second letter is sent to those who have not responded. It contains another copy of the questionnaire and a very urgent plea for co-operation. Usually this brings replies from 20 to 30 per cent more of the pupils.
4. The adviser calls the remaining pupils on the telephone, sometimes with the assistance of class officers. This brings replies from most of the delinquents.
5. The last 5 per cent of the pupils are the most difficult to reach. Some have moved away, some are discouraged and sensitive, and some are simply indifferent. Visits to the home by the adviser or by one of the home visitors are usually necessary in a very few cases.
6. Impossible as it may seem, many one-year students show 100 per cent returns, and the record is seldom below 97 or 98 per cent. Many three year follow-up studies show 95 per cent of replies. The number is seldom less than 92 or 93 per cent. Five year studies usually range between 85 and 90 per cent.
7. When the questionnaires are all accounted for, the adviser treats them statistically, using previous studies as models. The assistance of the supervisor of placement is always available and welcome, especially to new advisers.

8. Each study is then mimeographed by the central office and sent to all advisers, principals and staff officers. Later, the studies of all the advisers of the grade in the different schools are combined to make available a picture of the city as a whole."<sup>1</sup>

Such a survey requires some organization and considerable work, but results will well repay the effort. Allen lists three main uses which may be made of the facts.

1. In orientation courses for succeeding classes.
  - (a) List of colleges and opportunities offered.
  - (b) List of occupational opportunities and employers.
  - (c) Knowledge of wage conditions.
  - (d) Knowledge of occupational supply and demand.
  - (e) Other educational opportunities.
2. In curriculum research and revision.
  - (a) Causes of failures in education and employment.
  - (b) Effectiveness of tryouts and training.
  - (c) Occupational opportunities and training required.
3. In placement and counselling.
  - (a) File of users of school product.
  - (b) Records of employers and pupils.
  - (c) Unadjusted graduates.<sup>2</sup>

The course in guidance and placement as laid down in the new Programme of Studies for the Senior High Schools of British Columbia is similar to the Providence plan as set out by Allen.<sup>3</sup> Several schools in the province are using it with remarkable success. Notable examples are Kitsilano and Lord Byng high schools and the junior high schools of Vancouver. Their success is due in no small measure to the initiative and enthusiasm of the counsellors, and the support

---

<sup>1</sup> Allen, Richard D., Continuous Follow-Up Survey in Senior High School, Vocational Guidance Magazine X, pp 105-110. December 1931.

<sup>2</sup> Ibid. pp. 106-108

<sup>3</sup> Allen, Richard D., Organization and Supervision of Guidance in Public Education, Inor Publishing Co. N.Y., 1934.

and co-operation of the principals and staffs of their respective schools.



## CHAPTER V

### SOCIAL AGENCIES IN PLACEMENT WORK

## CHAPTER V

## SOCIAL AGENCIES IN PLACEMENT WORK

One of the most useful of our social agencies in placement work is the Bureau of Tests and Measurements.

Tests of general intelligence are the ones in most common use today. Such tests propose to measure an individual's general native capacity to learn or to profit by experience. They do not claim to measure the whole personality, nor to indicate special abilities, disabilities, or particular fitness for one line of work or study as opposed to another. They offer, therefore, no basis for strict vocational guidance, other than to say, 'this child stands high in the ability he shows to profit by the experiences and interests which he has encountered to date.' One has no basis for assuming that a student would make a better lawyer than a doctor, or a better carpenter than a plumber, but one may feel reasonably safe in recommending that his mental capacity warrants, for example an opportunity for professional training or other position demanding a high degree of mental ability.

Various other types of tests which would be useful to guidance and placement officers are available, but are used but little for several reasons. Chief of these, is that they are too involved or difficult to administer as now

constructed. Diagnostic tests for occupations, special aptitude tests, tests of manual dexterity, personality rating scales, educational achievement and trade tests have been devised and promise possibilities.

The uses to which the results of mental tests may be put in guidance work are educational guidance, vocational guidance and placement.

Segregation of the feeble-minded and 'dull-normal' in special rooms for them on the basis of mental tests is one service in school adjustment common to most junior and senior high schools in the province. More and more practical work in a modified curriculum is the present trend towards facilitating their adjustment to industrial life.

Classification in the regular grades is the main purpose of the testing of the majority of students. As a basis for dividing grades into 'ability groups', or classes, considerable progress has been made, but care must be taken to re-grade when further data are available, such as marks, progress, application to work, etc. In this regard, teachers and counsellors must be alert to note exceptional cases.

A solution to problem or behaviour cases may be arrived at by a careful study of the results of psychological examinations. Inferior or superior intelligence may be at the root of the trouble; e.g., a student of marked ability

may be a problem case because, through faulty grading, he finds himself in a group which offers little or no competition and where the work is much too easy, thus giving him the opportunity to become a nuisance.

In educational guidance, choice of courses may be determined on a broad basis by the Intelligence Quotient. For example, students with an Intelligence Quotient of less than 110 should be advised to avoid the classical or academic course, and to take the vocational course, while those below 80 should be directed into the industrial course.

While it is generally recognized that certain types of trade training require considerable ability, others can be handled by less promising students; but as yet no great progress has been made in helping students to choose training on the basis of special aptitudes or disabilities as revealed by tests. Herein lies a fruitful field for research.

Mental tests, other than intelligence tests, are seldom used in recommending students for positions. If a student of high mental capacity wishes to enter an unskilled occupation which shows no possibilities of advancement, the counsellor or placement officer would quite properly endeavour to persuade him to aim higher. Similarly, the student of low mental ability who wishes to enter one of the professions would be dissuaded from such a course.

As an aid to educational and vocational guidance and placement, tests are used extensively in guiding students through the regular established school programme and have given satisfaction in that they serve to indicate the rate at which one can best proceed and the amount he can properly absorb. These tests are also used for segregating those students mentally unable to derive benefit from the ordinary curriculum.

Physical fitness for an occupation determined in the modern health clinic, is basic to all vocational adjustments. The guidance programme cannot be said to function if students are placed in employment or allowed to enter an occupation for which they are not physically qualified, or in any occupation if they are not physically fit to work, or if they are allowed to remain at work in an occupation that is physically injurious. Until such time as our laws provide that no students shall leave school for work except those who meet certain physical standards, the guidance worker cannot keep physically defective students out of unsuitable employment.

The physical standard for employment is therefore, quite as important from the vocational guidance point of view as an adequate educational standard. Among the recommendations of the U.S. Children's Bureau Committee on physical standards for working children are several, the

relation of which to guidance is close and obvious.

- "1. The minimum age for the entrance of children into industry should be not younger than 16 years. Since it is recognized that the physiological and psychological readjustments incident to pubescence (which in the vast majority of cases are not completed until the sixteenth year) determine a period of general instability which makes great and special demands upon the vitality of the child. It is of paramount importance that he should be protected during this period from the physical and nervous strain which entrance into industry inevitably entails.
2. No child between the ages of 16 and 18 should be permitted to go to work who is not fit for the work at which he is to be employed.
3. The physical fitness of children entering industry should be determined by means of a thorough physical examination conducted by a public medical officer appointed for this purpose.
4. With each change of employer another examination should be made before the child is again permitted to work, the mode of procedure to be the same as in the issuance of the original permit.
5. All employed children up to the age of 18 should have at least one yearly physical examination, to be made by a public medical officer appointed for this purpose."<sup>1</sup>

Thus the physical examination in conjunction with the employment certificate gives the counsellor placement officer a basis for the prevention of misplacement of students in employment; and it has the further advantage that it helps to determine the effect of various occupations upon the health of young persons.

---

<sup>1</sup>Physical Standards for Working Children, pp. 7-8.  
U.S. Children's Bureau Publications No 79. Washington, 1924.

Service Clubs and Welfare Organizations are also fruitful sources of assistance.

Full use should be made of any organizations whose support and co-operation can be enlisted in guidance and placement work. Kiwanis, Rotary and similar clubs are usually anxious and willing to supply speakers on vocational subjects. Invariably they will also arrange for high school groups to visit industrial plants during working hours. In addition, copies of pamphlets on vocations, etc. are often available gratis. The guidance worker will find a number of agencies anxious and willing to help. Care should be taken in selecting them, and once chosen, they should be kept busy. The ingenious counsellor will see to it that he always has a problem for them to solve or an objective to reach. The job of raising funds for the scholarships may very well be taken care of by one or more of these organizations. Their support and encouragement will mean much to the guidance and placement movement.

## CHAPTER VI

### EMPLOYMENT CERTIFICATION OF MINORS



## CHAPTER VI

## EMPLOYMENT CERTIFICATION OF MINORS

Vocational guidance is a process of informing and advising, and in itself should in no way involve compulsion. But the effectiveness of the process depends to a large extent upon the existence of legal restrictions upon the employment of minors. Without such restrictions it is impossible under present conditions to keep a large number of immature girls and boys in school long enough to get an education and impossible to keep them out of unsuitable kinds of work or to maintain any supervision over their early working years. If the guidance programme is to function effectively, the school or some closely allied agency, such as a central bureau, must have authority to supervise the transition from the school to the situation.

At present in British Columbia, minors are free to accept employment as soon as they have reached the school leaving age, which is 15 years.<sup>1</sup> In fact many leave a year earlier than this in schools where administration is lax. For the majority of occupations offering any definite promotional possibilities, a common school education at least, together with some technical training, is generally needed. In the case of students of low mentality, instead of

---

<sup>1</sup>Manual of The School Law and School Regulations of the Province of British Columbia, p. 72, sec. 159 (1).

permitting them to leave school for work as soon as they cannot keep up with the regular work, some form of supervised training within their capacity up to 15 years of age is even more necessary than for the normal child.

Physical fitness for an occupation is basic to all vocational adjustments, yet in this province at the present time, no medical examination is demanded of minors entering business or industry, with one exception. The Metropolitan Health Board of Greater Vancouver recently introduced a measure, making it compulsory for restaurant workers to be examined, thus including minors.

The only governmental certification of minors in this province at the present time is that of apprentices under the Apprenticeship Board. It would appear that we are far behind the more progressive parts of the United States where this procedure is the rule.

Without a central placement bureau, which would be the logical centre for the issuance of employment certificates, the responsibility could be delegated to the school principals. On evidence of age, school record and promise of employment, the school principal would issue the certificate, subject to proof that the student had passed a physical examination by a duly qualified public health officer. But this procedure would only follow after the counsellor has held an interview

with the child and his parent or guardian. In the case of an orphan, some other member of the staff, delegated by the principal, might assume the duty of guardian for the time being. If it seemed advisable, the counsellor might inform the parent and child of the disadvantages of early school leaving, the limited opportunities for employment that are open to young workers and the kinds of training the schools offer. Cases of economic necessity may cause a large number of the applications. Each should be carefully considered, and if it is deemed advisable, an effort should be made to keep the student in school through a scholarship grant or suitable part time employment. (see chapter VII, Scholarships)

When changes of employment are made, it should be compulsory by law for minors to return to the issuing office for new certificates. This would entail another physical examination and an interview with the counsellor. Here the applicant would be advised as to more suitable or desirable work, and given assistance in finding such work, if the occupation in which he has been engaged seemed unsuitable.

If and when our child labour law includes provision for the employment certification of minors, then, and only then, will guidance workers be able to maintain contact with the individual young wage-earner and to supervise the early years of his working life. Further than this, the vital importance to the school and to industry of the records of

employment certificate issuance cannot be too strongly stressed. The Director of the vocational bureau of Cincinnati sums it up as follows:

"Statistics of working permits are vital statistics of the school. They correspond to the death rate of the community. The usefulness of statistics of the death rate depends on how accurately they are analyzed. Most communities plan their campaigns of health and sanitation on the basis of their vital statistics. The statistics regarding working permits should have just as direct a bearing on school problems."<sup>1</sup>

Such a conception of the employment certificate as a laboratory test of the efficiency of the schools in terms of what becomes of the children who leave school to go to work, lends special interest and significance to the child labour law from the point of view of vocational guidance.

---

<sup>1</sup>Woolley, H.T., The Issuing of Working Permits and Its Bearing on Other School Problems., School and Society, Vol. 1, No. 21, May 22, 1915, pp. 726-733.

## CHAPTER VII

### SCHOLARSHIPS

## CHAPTER VII

### SCHOLARSHIPS

A fund for the assistance of deserving students should be available for the use of the guidance department in any senior high school. Every year, even in prosperous times, a number of students are forced to leave school on account of circumstances beyond their control, such as loss of parents, illness in the home, unemployment of parents, economic necessity of the family, etc. Too often, these students are the bright, promising ones, who, given a reasonable opportunity, would make their mark. To date, no concerted action has been forthcoming to prevent this wastage of one of the finest assets of our country, the potential leaders of tomorrow, who are so badly needed.

The objection so often raised to such a proposal is that no money is available. Any guidance department worthy of the name will challenge such a statement. Society goes to great lengths to care for the delinquent, yet neglects to provide for some of the best citizens of tomorrow, because they leave school quietly, without attracting attention, and least often, the notice of the authorities of the juvenile court.

Any good high school, rural or urban, which is functioning to capacity, will provide for a careful systematic exit-interview with each withdrawal to insure

guidance for placement. It is part of the work of such school to know where such students are headed for and what the ultimate result of the withdrawal may be. Too long have we been satisfied to accept the situation, and, while admitting that it is a problem, yet, absolutely nothing is being done about it. Such worth-while assets must not be allowed to disappear. The question is, in what practical way may they be provided for?

In this province, scholarships have not become common in our high schools. One or two schools, at present, are using them to advantage in a small way. Our legislators readily grant large sums annually for the best live-stock, etc., at summer and winter fairs. It is reasonable, then, to expect our governments to set aside a fund to provide the minimum of necessities so that worthy students may be maintained in school. The grant should be considered always as educational, rather than as a relief measure. The degree of financial aid may be ascertained through an inquiry into the family situation by the counsellor, following methods and standards approved by the best relief agencies, but with the understanding that the information will be private and confidential.

It seems strange that we trouble to build civic buildings, roads, bridges, etc., costing millions of dollars, yet are satisfied to see some of our best students forced

into 'blind-alley' occupations. From such, they may never emerge, 'certainly not to the heights they might have attained, if the few extra years' training necessary had been provided to equip them to take their proper place in society.

Sources of revenue, other than governmental, are such organizations as the service clubs, Parent-Teachers Associations, community chest and welfare organizations. Large sums are collected and expended annually on playgrounds, hospitals, swimming pools, etc., all of which are recognized as worthy contributions to social well-being. But, if some of this revenue could be diverted to care for needy students, the contribution to society of such students would well repay the expenditure.

Philanthropic individuals who wish to be of real service may here find an outlet for helping others that will repay, not only themselves, but their country as well.

The administration of such a fund may be carried out in any one of several ways. The one which has been found most successful is that of a school or community trust, which accepts, after careful investigation, recommendations from the local school or community authorities. The machinery for administrative purposes need not be elaborate, or expensive.

Preliminary investigation to establish eligibility is, of course, a necessity and more essential, if anything,



to enlist the co-operation of parents or guardian in the student's educational programme or objective. Opposition may be encountered and will have to be broken down.

Counsellors and class teachers should always be on the lookout for bright students who may need financial assistance.

Scholarships, as above stated, may not be large, but should be awarded on a short time basis, not extending over a month between payments. In fact, weekly or fortnightly payments may be found preferable. This permits of ready budgeting for immediate needs, and has the added advantage of permitting the administrator to interview the recipient at regular and frequent intervals, when advice and counsel may be sought by the student or given by the counsellor. In this way, progress is noted and an understanding effected, the results of which can not be measured, but which should be considerable.

Experience has shown that, for high school students, the direct gift plan is more advantageous than the loan scheme. For university assistance, the loan system may be justifiable, but not for high school aid. If the student wishes to continue to university, the very fact that he has to repay a high school loan may discourage him from further encumbering himself. If it is his endeavour to complete only high school, the repayment may be a heavy burden, especially as his earnings in employment at first may be relatively small and subject to the fluctuations of the labour market.

Then, too, as is often the case, the student receiving the loan may be the eldest in the family, and, thus, will be called upon to assist younger members of the family or even parents, as soon as he becomes a wage-earner.

The subject is one demanding attention and our school-men, and more particularly those in charge of guidance, are most certainly being remiss in their duty, if the subject is not brought forcefully to the attention of our leading citizens. The human factor cannot and must not be neglected when the need is so great and the opportunity for service is so pronounced.

## CHAPTER VIII

### VOCATIONAL INFORMATION AND RESEARCH

## CHAPTER VIII

## VOCATIONAL INFORMATION AND RESEARCH

If the student in school or seeking employment is to be assisted in planning for his future occupation or in finding employment, the counsellor, the placement officer, the parents and the student must have information on a variety of industries and occupations and on local opportunities for employment and conditions of work. The amount of detail and the emphasis will differ for the different age and grade groups, but each group must know the facts that are significant for its purposes, the information must be concrete and up-to-date, and as nearly first hand as is practicable. If a full time investigator can be employed to study occupations and industries, this is, of course, an advantage.

The first step in a programme of occupational or vocational research is to compile as much general background information as possible, in forms suited to the requirements for which the information is to be used. The preparation of reading lists and the assembling in systematic order in school libraries and in the offices of counsellors of all available literature bearing on vocations and related subjects will do a great deal to make the existence of such material known to vocational guidance teachers and students.

Much excellent information on specific occupations

and industries, as well as information of a general nature, can be obtained from secondary sources, and before a counsellor or department undertakes the assembling of any new material through first hand investigation, it should study available publications and, wherever practicable, use them. If not suitable, often they may be adapted for local use at slight trouble and expense. Thus time, effort and money may be saved by taking similar studies made in other cities and using them. There are a number of occupations, such as those in the building trades, and many commercial and professional occupations in which a large number of workers are employed in every city. In these occupations, conditions vary little from city to city, and information on them, if it is accurate and covers the essential points, will do quite as well for one place as another. For example, an analysis of the work of a nurse applies to Vancouver as well as to Ottawa and, to the small town as well as the large city. Even in the case of such workers as machinists, auto mechanics, or printers, where there is greater variation between cities on points such as conditions of work, unionization and relative importance of the trade, there is little or no difference in the essential processes of the trade, type of training necessary and the general line of promotion in the trade.

In the case of occupations of special local importance, of which no suitable studies have been made that

can be adapted to the local situation, it is necessary that the counsellor make his own. The numbers employed in the occupations will determine whether it warrants study, unless, for some specific reason, a minor occupation requires study. The aim should be to show students what qualifications and preparation are needed to achieve success in them, and to show, more especially those thinking of leaving school to enter the crowded occupations, how little opportunity most of them offer. The skilled trades, and business, and professional occupations should be studied to indicate to students the value of adequate vocational training, as well as to furnish guidance workers with information on the qualifications and training needed for these occupations.

The most valuable survey for guidance purposes is one made, or at least planned, supervised, and analyzed by a person especially trained in research in this field. For this reason, the provincial government is the logical medium through which such a survey of this province should come. Failing this, a permanent staff of one or more experts in this work is the ideal for large centres able to provide the same.

Under existing conditions, it will be necessary for senior high schools to make their own surveys. Chart IV of the Appendix, page      is a copy of a questionnaire to employers which might be used as a start. Any such form

must not be too lengthy to cause employers annoyance, yet must include the essential details one is desirous of learning.

Reports on results of surveys should be of two distinct types. Technical reports with detailed information for guidance workers and pamphlets specifically adapted for the use of students and parents.

The final test of the value of such surveys for vocational guidance purposes is the extent to which the information is used and the way in which it meets the needs of those engaged in guidance work. The facts presented and the method of presentation should be subjected to frequent criticism from many interested sources with a view to whether or not they fulfil the requirements of the various groups to be served.

CHAPTER IX

PUBLICITY



## CHAPTER IX

## PUBLICITY

If guidance and placement in the senior high school are to become the established practice, a great deal of publicity work is necessary. In the first place, it must begin in the schools, to break down the apathy, ignorance and passive resistance which exists among schoolmen of the 'old school' type. These people, mostly academic men, can see nothing but the scholastic or cultural type of education. In many cases, the only way of winning their support and co-operation is for the counsellors and placement officers to produce results. This done, they can usually be won over and may become real enthusiasts in support of the work.

A definite programme of publicity should be outlined by the administrator, acting in conjunction with the counsellors in each high school. This may include staff meetings, with the counsellors leading the discussion but being careful to solicit the co-operation of the other members, rather than to demand it. Talks by carefully chosen speakers from business and industry on the particular occupation in which they are engaged is a profitable use of the guidance period. If the speaker is given an outline of the way in which the counsellor wishes the subject handled, it will link up with his group guidance work. It also forms a method of introduction for the placement officer, who may

wish to approach this firm at a later date. Such speakers at school assemblies should be picked from key industries or businesses which are familiar to a majority of the students and in which they are interested.

Methods of making and establishing relationships with employers are many. Counsellors may arrange to give addresses at meetings of business and industrial organizations. Service clubs and similar organizations offer a field for this type of publicity. Personal contact, through actual visits to the places of business, and an interview with the employment manager or, in the smaller establishments with the proprietor himself, are frequently productive of immediate results.

The list of employers who have taken applicants will prove a valuable asset. It is a difficult problem to find places for juniors in periods of industrial depression. If friendly relationships have been established with employers when they have called for help when a vacancy occurred, they are more likely to respond when called upon to place a particular applicant when no vacancy has been reported.

Circularization, if done systematically, and the issuing of a regular bulletin to employers of juniors are methods which have proved valuable, but they involve work and expense. The first placement which an employer accepts should be acknowledged by the placement officer. This

courtesy should never be overlooked and, in fact, it may prove advantageous to acknowledge all placements, thus strengthening friendly relationships.

Trade and labour organizations may be of vital assistance, especially in the placing of apprentices, and their good will is at all times something which the office should desire and seek.

Contact must be maintained with the various social agencies of the community and use made of them, when required. It is an integral part of the plan of all-round service to the student that those charged with the work of placement should understand how such co-operation can be effected, and should be able to command it for the good of applicants. In fact, the entire community must be made conscious of the scope and importance of the work. An advisory committee or committees, composed of outstanding representatives of various interests in the community may prove the nucleus about which the placement office may commence its campaign of publicity.

The daily newspaper, especially the Sunday edition, is a medium which should be used extensively. The editors should be approached and the plan explained to them. They will usually be found more than generous in their reception, and it may even be possible to secure space regularly for worth-while articles, reports, etc. This is a type of work

in which the assistance of other members of the staff, and particularly counsellors may be encouraged. Careful diction and a bright, breezy style will add much to the interest created.

Trade journals are another source through which to reach the public. Articles for these should be written with some bearing on the industry in question and should be carefully composed.

The radio should be used on all possible occasions, and most broadcasting stations will be found most receptive to the idea. The ingenuity of the counselling service will discover a variety of programmes which should prove both entertaining and instructive. Those in charge of such broadcasts from among the counsellors should familiarize themselves with the technique required before the microphone so that full benefit may be derived from the programmes by the listeners.

In every community there are exhibitions of one kind or another where displays may be arranged. These may be posters, charts, or projects of a varied assortment, but all having for their purpose, the publicizing of the guidance and placement programme. The local fair invariably has a school exhibit. Here posters made by the art departments may be displayed. They may form subject topics for addresses, newspaper articles or pamphlets, which may be developed by

students or teachers.

The guidance and placement programme contributes not alone to the student, the employer and the school, but given a properly organized plan of advertising, it may become a real community builder. Upon the harmonious adjustments which the placement office is able to effect will rest, in no inconsiderable measure, the happiness and prosperity of a coming citizenry.

## CHAPTER X

## CONCLUSION.

## CHAPTER X

## CONCLUSION

One of the most serious criticisms of our educational system is that in many cases the graduates of our secondary schools and universities are unable to adapt themselves to conditions of employment. If this is true of graduates, the position of withdrawals is even more serious. They possess neither educational credentials, nor developed craft skills, and as a result drift about from one temporary 'blind-alley' job to another. This condition is a reflection on those charged with planning the educational policy of the province. It can be overcome by a programme of guidance and placement that will prepare students to meet successfully the problems with which they are sure to be confronted. This must result in radical curricula revision better suited to the interests, needs, abilities, and prospects of students, which will fit them more adequately for the business of making a living. Investigation and research must be carried on over a period of years to establish the nature of the problems of young people after they leave school, the best methods of preparing students to meet these problems and the best method of utilizing the services of the various bodies, governmental and otherwise, that may be of assistance.

Earlier in this thesis, attention has been drawn to the social agencies used in placement work, in view of the

fact that their co-operation and influence is too often neglected. Fullest use should be made of their assistance, especially that offered by service clubs and welfare organizations, such as Kiwanis, Gyros, Lions and Y.M.C.A. Since the members of these organizations are voluntary helpers, enthusiasm may outrun discretion, and it is for this reason that their efforts need to be directed along the most useful lines.

Employment certification of minors has been found to be a most useful adjunct to placement though, as yet, it has not been adopted here. By means of such a system, carefully compiled data are readily available on the labour situation at all times.

Scholarships are not common in our high schools at present, though some few schools do reward the best students. Invariably this award is not sufficiently large to be of any real value in furthering educational placement. There is, at present, a decided lack of organized distribution of endowments in all of our educational institutions.

Vocational information and research must constantly be carried on to have counsellors and placement officers well informed on supply and demand of the labour market. This entails a great deal of effort on the part of an efficient staff, but for the achievement of successful placement this phase cannot be neglected.



Publicity is a crying need of our entire educational system. Too long have we hesitated to advertise our educational activities. If the school is to maintain its place of leadership in the community, it must make the fullest use of every justifiable means at hand to bring to the attention of the public, the paramount place which it holds in the community. Guidance and placement must be recognized as the core about which our entire educational system is constructed.

## CHAPTER XI

## APPENDIX

## CHAPTER XI

## APPENDIX

A Class Survey1. Family Record.

The following questionnaire is for the purpose of gathering some general statistics about your class in school.

1. Name ..... Class ... Birth Date .....  
(day month year)
2. Address ..... Tel. No..... Age .....  
(years) (months)
3. Where born? .....
4. How many in household? .... In family? .... At home?.....
5. Father's name ..... Country of birth .....
- or
6. Step-father's name ..... Country of birth .....
7. Mother's name ..... Country of birth .....
- or
8. Step-mother's name ..... Country of birth .....
9. Name of guardian ..... Country of birth .....
10. Father or Mother deceased? (state) .....
11. Both parents at home? .....
12. Children at home .... At school ... At work ...Unemployed..  
(under school age) Total .....
13. Father's occupation ..... Working? ..... On relief.....
14. Mother's occupation (if other than at home).....
15. How many of family completed -  
 (a) Elementary school.....  
 (b) High school.....  
 (c) University.....  
 (d) Business or.....  
 Trade school.....  
 (e) Any other (state).....

## APPENDIX

A Class Survey2. Physical Record.

Date.....

Name.....

Class.....

1. Height.....ft.....inches.
2. Weight.....lbs. Overweight.....lbs. Underweight... lbs.
3. What is the condition of your general health?.....
4. Do you tire easily?.....
5. Do you suffer from headaches or other pains?....Where?....
6. What contagious diseases have you had? Diphtheria.....  
Scarlet Fever?.... Whooping Cough?...Measles?...Others (state)
7. Have you ever had trouble with your eyes?.....
8. Have glasses been recommended for you?.....
9. Do you wear glasses now?.....
10. Have you ever had trouble in hearing?.....
11. Have you ever had any heart trouble?.....
12. Have you ever had stomach trouble?.....
13. Have you any other physical defects? (state).....
14. Have you ever had a major surgical operation (state).....
15. Name any illness that has kept you out of school a month  
or more.....
16. Name any serious injuries you have ever suffered.....
17. What is the condition of your teeth?.....
18. Do you have trouble in breathing through your nose?.....
19. Do you have a frequent sore throat?.....
20. Have you had your tonsils removed?..... Adenoids?.....
21. Have you a tendency towards nervousness?.....
22. Have you, or have you had a speech defect?.....
23. Have you ever been in a fresh air class?.....
24. Have you regular hours for sleep?.....How many?.....
25. What time do you usually retire?.....Arise?.....
26. Do you exercise every day?..... What games? (state).....
27. Do you drink coffee?..... Tea?..... How often per day?...
28. Do you smoke?..... How many per day?.....
29. Estimate the times absent in last year because of illness  
..... Cause.....
30. Do you have a good breakfast usually?.....
31. Of what?.....
32. What is your usual time for meals?.....

## APPENDIX

A Class Survey3. School Record

Date.....

Name.....Class.....Course.....

1. What Elementary schools did you attend?.....
2. What Junior High school did you attend?.....
3. What other High school, if any, have you attended?.....
4. Did you attend any other school in any other province  
or country?.....
5. Why did you choose this school?.....
6. What subjects do you like best?.....
7. Why?.....
8. What subjects do you dislike most?.....
9. Why?.....
10. How long do you study each night? (average).....
11. Which subject takes the most time?.....
12. Have you a room at home to study in quiet?.....
13. Is the light good? .....
14. Is it warm?.....
15. Do others study with you? (state).....
16. Is there anyone at home who can intelligently assist  
you?.....
17. Do you play a musical instrument?..... What?.....
18. Do you play in the school orchestra?.....Other?.....
19. To what school clubs do you belong?.....
20. To what school teams do you belong?.....
21. What was your last rank?..... Out of?.....
22. About where do you usually rank?.....
23. Could you do better?.....
24. In what subjects would you like help?.....

## APPENDIX

A Class Survey4. Social Record

Date.....

Name..... Class.....

1. What regular duties do you do at home? (chores, etc.)....  
.....
2. Do you receive an allowance?.....How much?.....
3. Have you a job outside your home?.....
4. What?..... Employer.....
5. How much do you earn per week?.....
6. How many hours do you work per day?..... Per week?.....
7. How late do you work at night?.....
8. Would you like a job for after school?.....  
Saturdays?.....
9. What?.....
10. In what work have you had experience?.....
11. How much money do you spend per week? On pleasure?.....  
..... On necessities (carfare, etc).....  
Total.....
12. Have you a Bank Account?.....
13. How do you spend your spare time?.....
14. Do you belong to the Guides, Scouts, Taxis, etc.....  
(state).....
15. To what other clubs outside school do you belong?.....  
.....
16. What Sunday School do you attend?.....
17. What Church do you attend?.....
18. How do you spend your summer vacation?.....

## APPENDIX

A Class Survey5. Future Plans

Date.....

Name.....

Class .....

1. When do you intend to leave school?.....19.....
2. Do you intend to complete your High School Course?.....
3. If not, why?.....
4. If going to work, is it to help at home?.....
5. Do you expect to go to University?.....
6. What do you want to do to earn your living?.....
7. What are you doing to prepare for it?.....
8. To whom have you talked about this work?.....
9. Do your parents wish you to follow this work?.....
10. In what other occupations are you interested?
  - 1st choice.....
  - 2nd " .....
  - 3rd " .....
11. List any relatives who might assist or advise you.

NameOccupation

- |         |       |
|---------|-------|
| 1. .... | ..... |
| 2. .... | ..... |
| 3. .... | ..... |

12. List any friends who might assist or advise you.

NameOccupation

- |         |       |
|---------|-------|
| 1. .... | ..... |
| 2. .... | ..... |
| 3. .... | ..... |

## APPENDIX

Counsellor's Provincial Transfer Card

Name..... Grade..... I.Q.....  
 Reason for transfer .....  
 School transferred from..... to .....Date.....  
 Father's name..... Occupation.....  
 Mother's name..... Occupation.....  
 Step-parent..... Guardian.....  
 Brothers (ages)..... Sisters (ages).....  
 \*Home circumstances.....  
 Health..... (state disabilities).....  
 \*Sports..... Hobbies.....  
 Other activities.....  
 Strong subjects.....  
 Weak subjects.....  
 \*Special aptitudes.....  
 Educational plans.....  
 Vocational plans.....  
 Character.....  
 \*Remarks.....

.....  
 (Signature of Principal)

.....  
 (Signature of Counsellor)

\*Any detail of value.



## APPENDIX

Counsellor's Record Card

Boys.

Name..... Grade ..... Class .....  
 Address.....Tel. No.....Locker No.....  
 Date of birth.....Place.....I.Q.....  
 Previous school.....  
 Father's name..... Birthplace.....Occupation....  
 Father's address.....  
 Mother's name..... Birthplace.....Occupation....  
 Mother's address.....  
 Step-parent..... Guardian.....Occupation....  
 Brothers (ages)..... Sisters (ages).....  
 \*Home circumstances.....  
 Health (state disabilities).....  
 Sports.....Hobbies.....  
 Other activities.....  
 Strong subjects.....  
 Weak subjects.....  
 Special aptitudes.....  
 Educational plans: (a) Student.....(b) Parent.....  
 Vocational plans: (a) Student.....(b) Parent.....  
 If employed while attending school, state work.....  
 Name of employer.....  
 \*Comments: (a) Appearance..... (b) Temperament.....  
                  (c) Character.....  
 \*Any detail of value.

## APPENDIX

Counsellor's Record CardInterviews

1. Date..... Reason.....  
Counsel.....  
Remarks.....
2. Date..... Reason.....  
Counsel.....  
Remarks.....
3. Date..... Reason.....  
Counsel.....  
Remarks.....
4. Date..... Reason.....  
Counsel.....  
Remarks.....
5. Date..... Reason.....  
Counsel.....  
Remarks.....

Withdrawal Interview

Date..... Reason.....  
 Destination.....  
 Remarks.....  
 .....  
 .....

Follow-up.....  
 Date 1..... 2..... 3.....  
 4..... 5.....

Remarks.....  
 .....  
 .....

## APPENDIX

Mining Chart

	Position	Wages	Pre-Occupational Training
A	1. Manager	\$250-1000 mo	M.E. Graduate. Long experience for big jobs.
A-B	2. Mine Sup't	200- 500 "	Usually M.E. Graduate. Practical experience.
B-C	3. Mine Foreman	175- 275 "	Practical training.
B-C	4. Master Mechanic	175- 300 "	Practical mechanical training.
B-C	5. Chief Account't	150- 300 "	Business training. C.A. an advantage.
A-B	6. Chief Engineer	175- 250 "	Graduate in Engineering.
A-B	7. Mill Sup't	175- 450 "	University Graduate in Metallurgy.
C	8. Mine Shift Boss	\$6.25-7.50 day	Practical experience.
C	9. Mill Shift Boss	6.00-7.00 "	" "
A-B	10. Assayers	\$125-250 mo	M.E. or Assay certificate.
B	11. Surveyors	125-250 "	Engineering training.
D	12. Mill labor	\$4.25-5.50 day	Unskilled.
C-D	13. Miner	3.50-6.00 "	Skilled - practical training.
C-D	14. Timberman	4.50-6.00 "	" " "
C-D	15. Hoistman	5.50 "	" " "
C-D	16. Motorman	5.50 "	" " "
C	17. Muckers, Trammers & other labor	3.75-5.00 "	Unskilled.
D	18. Samplers	3.75-5.00 "	"
D	19. Outside labor (general)	3.75-4.25 "	"
C-D	20. Blacksmith	4.75-6.25 "	Skilled - practical training.
C-D	21. Mechanics	5.00-6.50 "	" " "
D	22. Teamsters	5.00-5.75 "	Unskilled.
D	23. Truck Drivers	4.50 "	"
D	24. Tram labor	3.75-4.50 "	"
D	25. Tram operators	4.75-5.25 "	Semi-skilled. Practical training.
C-D	26. Cooks	6.50 "	Experience necessary.
D	27. Flunkies	4.00 "	Course in Cookery an advantage. Chance for advancement.

Letters refer to Scholastic standing prerequisite.

# LOGGING CHART

Position	Wages	Pre-Occupational Training	Remarks
A. 1. Superintendent	\$300-450 per month	University Engineering Course or exceptional natural ability + long experience in woods.	Practical experience
A.B. 2. Assistant Superintendent	\$250-350 per month	ditto	ditto
A.B. 3. Foreman	\$250 per month	Often none-long experience or B.A.Sc.	May work up to Superintendent
B.C. 4. Timekeeper	\$125-200 per month	Business Course.	May also be store-keeper
B.C. 5. First Aid Man	\$125-175 per month	St. John's Ambulance Certificate for current year.	On call at all hours
B.C. 6. Scalers	\$150-250 per month	Lumber Course &/or Log Scaler's Certificate.	Or training on the job
C. 7. Skidding Engineers	\$7.50 per day	Steam Papers.	Correspondence or Night School plus experience
C. 8. High Riggers	\$7.50 per day	Experience.	Dangerous-Steady nerves, good physique
C. 9. Locomotive Engineers	\$7.00 per day	Ry. Training+Steam Papers.	Strenuous work-mechanical ability.
C. 10. Tractor & Diesel Engineers	\$6.75-7.75 per day	Diesel &/or Auto Courses or none.	ditto
C. 11. Brakemen	\$6.65 per day	None-Mechanical Training an advantage.	Correspondence or Night School - experience.
C. 12. Donkey Engineers	\$6.50 per day	Special Examination (fee-\$5)	Experience as Junior cook
C. 13. Cooks	\$6.50 per day	Experience necessary	Chance for advancement
D. 14. Flunkies	\$4.00 per day	Course in Cookery an advantage.	to Head Cook.
D. 15. Whistle Punk	\$4.00 per day	None	Chance for advancement
D. 16. Chokermen	\$4.50 per day	None	Hard work-chance for advancement.
D. 17. Fallers & Buckers	\$6. to \$6.50 per day	None	ditto
D. 18. Boom Men	\$4. to \$5. per day	Scaler's certificate or none	ditto
D. 19. Labourers	\$4.00 per day	None	ditto
Minimum Wage-40¢ per hour-48 hour week-Promotion rapid-Labour turn-over high-Work seasonal. Letters refer to Scholastic Standing prerequisite.			

## APPENDIX

REASONS FOR DISCHARGE FROM INDUSTRY

## 1. Lack of efficiency in skill and technical knowledge:

	<u>Per Cent</u>
Incompetence	25.3
Slow	4.6
Physically unadapted	3.9
Spoiling work	<u>.4</u>
	34.2

## 2. Lack of ethical responsibility ('job wisdom')

Insubordination	11.1
General unreliability	10.4
Absenteeism	10.1
Laziness	7.2
Trouble making	4.1
Drinking	4.1
Violation of rules	3.2
Carelessness	2.7
Fighting	2.4
Misconduct	2.3
Dishonesty	2.1
Loafing or sleeping	1.8
Dissatisfied	.5
Habitual lateness	<u>.4</u>
	62.4

## 3. Miscellaneous reasons 3.4

---

 100
 

---

Covering Letter to Accompany Questionnaire to  
Employer.

Date.....

The Manager

Co.....

B.C.

Dear Sir:

..... months ago we sent you one  
of our students,..... to fill the  
(name)  
position of..... with your company.

We are making a Follow-Up survey of our  
placements and would appreciate it if you would fill  
in and return the attached questionnaire at your  
convenience.

Thanking you, I am,

Yours very truly,

Counsellor.....

High School.....

Questionnaire to Employer

A survey of the class of which..... was  
(name)

a member is being taken. Please rate him on the following points. This information will be treated as strictly confidential, and will not be used in any way detrimental to yourself or your firm.

	<u>Below</u>	<u>Average</u>	<u>Above</u>
1. Ability.....	_____	_____	_____
2. Accuracy.....	_____	_____	_____
3. Appearance.....	_____	_____	_____
4. Concentration.....	_____	_____	_____
5. Co-operation.....	_____	_____	_____
6. Health.....	_____	_____	_____
7. Industriousness.....	_____	_____	_____
8. Mechanical skill.....	_____	_____	_____
9. Reliability.....	_____	_____	_____
10. Resourcefulness.....	_____	_____	_____

General Remarks \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_

\_\_\_\_\_ Position

\_\_\_\_\_ Company

Note: If the school can be of service to you, please call or write.

Covering Letter to Accompany Questionnaire to  
the Student.

Date.....

To.....

.....

.....

Dear.....:

We are making a Follow-up survey of your class, and would be glad if you would fill in the enclosed form. If there are any further points about your work that you would care to add, please do so.

Your information will be treated as confidential.

Thanking you and wishing you success,  
I am,

Yours sincerely,

Counsellor.....

High School.....



Questionnaire to the Student

Please rate your occupation on the following points.

This information will be treated as strictly confidential, and will not be used in any way detrimental to yourself.

1. Present Employer \_\_\_\_\_
  2. Address \_\_\_\_\_ Telephone \_\_\_\_\_
  3. Your present position \_\_\_\_\_
  4. Working conditions \_\_\_\_\_
  5. Rate of pay \_\_\_\_\_
  6. Chance of promotion \_\_\_\_\_
  7. What training, if any, are you taking now for promotion, other than your work? \_\_\_\_\_
  8. What courses, if any, would have been better for you?  
\_\_\_\_\_
  9. Are you satisfied with your present position? \_\_\_\_\_  
Prospects \_\_\_\_\_
  10. Is there some other position or occupation you would prefer? (state) \_\_\_\_\_
- Remarks or suggestions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_

Class \_\_\_\_\_ Year \_\_\_\_\_

Note: If the school can be of service to you, please call or write.

## CHART IV

SURVEY QUESTIONNAIRE TO EMPLOYERS

1. Firm Name.....
2. Location of Plant.....
3. Nature of Industry.....
4. Is the general trend of this industry towards expansion?.....
5. How many employees, 15-18 years, do you expect to add in 1938?.....
6. How many employees, 19-21 years, do you expect to add in 1938?.....
7. How many employees, 22-25 years, do you expect to add in 1938?.....
8. Is there now, a shortage of suitable help in this line?...
9. Is there now, a surplus of suitable help in this line?...
10. What are conditions of entrance to this occupation, re -
  - (a) Schooling.....
  - (b) Technical Training.....
  - (c) Experience.....
  - (d) Open or closed shop.....
  - (e) Others.....
11. Does a system of Apprenticeship exist in this industry?...
12. If not, would such a system be advantageous?.....
13. Are there opportunities for training in this occupation in your firm?.....
14. As to conditions of work (a) is it steady or seasonal?...
  - (b) What are the hours?.....
  - (c) Does the work cause (a) mental strain? (b) Physical...
  - (d) Is overtime usual?.....
  - (e) Is the work hazardous?..... If yes, please state....
15. Does this occupation carry compensation?.....
16. Are the opportunities for advancement (a) good?.....
  - (b) fair?.....(c) poor?.....
17. Are relations between employer and employee generally amicable?.....
18. What is the percentage turnover of employees per annum?.....
19. Why?.....
20. Would you be willing to secure help required through Senior High Schools, provided they could be supplied?.....
21. Are annual vacations the rule, (a) With pay?.....
  - (b) Without pay?.....
22. How many days sick leave per annum are permitted.....
  - (a) With pay? .....
  - (b) Without pay?.....
23. Have you a pension scheme?.....
24. What is your policy, re salary increases?.....
25. State below any ways in which, in your opinion, our schools could better prepare students for the work in your particular industry.....

## CHAPTER XII

## BIBLIOGRAPHY

## CHAPTER XII

## BIBLIOGRAPHY

The bibliography is a suggestion of readings especially valuable to Administrators, Counsellors and Teachers. That there is much good material not listed is understood.

The starred items are doubly recommended.

- \* Allen, Richard D. The Inor Group Series, Vol.I, II, III, IV.

Vol. I. Common Problems in Group Guidance.  
 Vol.II. Case Conference Problems in Group Guidance.  
 Vol.III. Self Measurement Problems in Group Guidance.  
 Vol. IV. Organization and Supervision of Guidance in Public Education.

Inor Publishing Co., New York, N.Y. 1934.

Allen, R.D. Continuous Follow-Up Survey in Senior High School, Vocational Guidance Magazine, No X. December 1931. pp. 105-110. The National Occupational Conference, 551 Fifth Avenue, New York, N.Y.

- \*Apprenticeship Act of B.C. - Regulations, etc.  
 Apprenticeship Council of B.C., 907 Stock Exchange Building, Vancouver, B.C.

Bliss, W.B. Your School and You, Allyn & Bacon, San Francisco California, 1927.

- \*Brewer, John M., Occupations, Ginn & Co., Montreal, P.Q. 1936.

Broady, K.O., School Provision for Individual Differences Teachers' College, Columbia University, 1930. Columbia University Press, 2960 Broadway, New York, N.Y.

- \*Burt, C.L., The Young Delinquent, Appleton, D. 1925. Century Co., New York, Canadian Agent, Ryerson Press, Toronto, Ont.

- \*Carver, T.N., et al., Trade Foundations, (a compilation) Guy M. Jones Co., 1919.

- Cohen, I.D., Principles and Practices of Vocational Guidance Century Press, 1929.
- Cottler, J. and Brecht, H.W., Careers Ahead, Little, Brown & Company, 1933. Boston, Mass.
- \*Department of Education, Programme of Studies for Junior High Schools. Programme of Studies for Senior High Schools. Free-Text Br., Dept of Education, Victoria, B.C.
- Edmonson, J.B. and Dondineau, A.D., Vocations Through Problems, The Macmillan Company of Canada, 1936 Toronto, Ont.
- Ernst, C.H., What Shall I Be?, Appleton, 1928.
- Ernst, C.H., Opportunity Ahead, Appleton, 1929.
- \*Filene, C., Careers for Women, The Macmillan Company, 1927.
- \*Fitch, J.A., Vocational Guidance in Action, Columbia University Press, 1935.
- Gardiner, G.L., How You Can Get a Job, Harper Bros, New York 1934. (Canadian Agent, Busson Book Co.)
- Giles, I.K., Occupational Civics, The Macmillan Co., 1936.
- Graham, W.C., How To Get a Job During a Depression, Associated Press, 1932, 347 Madison Avenue, New York, N.Y.
- \*Headmasters' Employment Committee, Annual Report of The Incorporated Association of Headmasters of Public Secondary Schools in co-operation with the Ministry of Labour, 41, Tothill St., Westminster, London, S.W. I.
- His Majest's Stationery Office, Choice of Careers Series, Adastral House Kingsway, London, W.C. 2.
- Hatcher, O.L., Guiding Rural Boys and Girls, McGraw-Hill Book Co., Inc., 1930, New York, N.Y.
- Hoag, E.B., Crime, Abnormal Minds and the Law, Bobbs-Merrill Co., 1923, Indianapolis, Indiana.
- Holbrook, H.L. and McGregor, L.A., Our World of Work, Allyn and Bacon, 1929, San Francisco, California.

- \*Jones, A.J., Principles of Guidance, McGraw-Hill Book Co. Inc., 1930 New York, N.Y.
- \*King's Printer, Canada Year Book (current issue) Ottawa, Ont.
- Kitson, H.D., I Find My Vocation, McGraw-Hill Book Co. Inc., 1931, New York. N.Y.
- Kitson, H.D., Psychology of Vocational Adjustment, J.B. Lippincott & Co. 1925, Philadelphia, Penn.
- Kiwanis Club, Vancouver, B.C., Pamphlets in Vocational Guidance.
- \*Koos, L.V. and Kefauver, G.N., Guidance in Secondary Schools The Macmillan Co., 1932, Toronto, Ont.
- League for Social Reconstruction, Research Committee, Social Planning for Canada, Nelson, Thomas & Sons, Toronto, Ont.
- Leuch, M.S., Fields of Work for Women, Appleton, D. Century Co., New York, N.Y., 1931.
- Lumley, F.R., Principles of Sociology, McGraw-Hill Book Co. Inc., 1928.
- McKown, H.C., Home Room Guidance, McGraw-Hill Book Co. Inc. 1935.
- \*Magoun, F.A., Problems in Human Engineering, The Macmillan Co., 1932.
- \*Menninger, K.A., The Human Mind, Alfred Knopf, New York, 1936, (Canadian Agent, Ryerson Press)
- Myers, G.E., Little, G.M. and Robinson, S.A., Planning Your Future, McGraw-Hill Book Co. Inc. N.Y., 1934.
- \*National Occupational Conference, Occupations, Vocational Guidance Magazine, N.A.C. 551 Fifth Ave. N.Y.
- Proctor, W., Vocations, Houghton Mifflin Co., San Francisco, California, 1929.
- Rexford, F.A. et al, Beyond School, Henry Holt & Co. Inc., New York, 1933.
- \*University of British Columbia, Calendar, University of B.C. Vancouver, B.C.

U.S. Children's Bureau, Physical Standards for Working Children, Publication No 79, Washington, D.C. 1924.

Woolley, H.T., The Issuing of Working Permits and Its Bearing on Other School Problems, School and Society, Vol. I, No 21, May 22, 1915.