

Problems of the New Apprenticeship

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THE training of American youth for skilled occupations which was made possible by President Roosevelt's Executive Order of June 7, 1934, is frequently referred to as "the new apprenticeship." While the program fostered by the Federal Committee on Apprentice Training differs from the old apprenticeship in many respects, one of the most striking of the new features is the emphasis placed upon a more intelligent occupational distribution of skilled workers. In launching this program, which makes it possible for employers to train bona fide apprentices at less than the minimum wage of the codes, full provision has been made for vocational guidance, counseling, and self-analysis before apprenticeship is begun. This will enable a wiser choice of a skilled occupation by the individual boy or girl.

Authorities agree that one of the best devices for securing a balance between supply and demand of workers in all skilled fields would be to extend apprentice training to an infinitely wider variety of occupations. We have been too prone in America to consider apprentice training as having application only in such well-known trades as that of the printer, machinist, plumber, and electrician. This has meant that an undue proportion of young people have been funneled into these occupations to the utter neglect of hundreds of other equally attractive skilled vocations.

There is a dire need for occupational information about newer fields of work and about skilled occupations which, although employing large numbers of people, are not well known. If we could widen the spread of occupations in which

apprenticeship applies, we could secure a better distribution of skilled workers. The shortage of thoroughly trained artisans, which became evident in many occupations even in the depth of the depression, brings the importance of this problem into a conspicuous position.

Public schools have a tremendous responsibility in giving young men and young women such information about occupations and particularly about occupational trends as will enable them to know what the possibilities of absorption are in the occupation, nationally, in the state, and locally. There is need for factual information concerning a much wider range of skilled occupations.

The occupational information which has already been gathered, as well as that which is in the process of being secured, needs to have much wider dissemination over the country to meet the needs of a comprehensive national apprentice program. If young people in every school in America can be provided with this information, they will be able to make a much wiser choice, will be able to select apprenticeship in an occupation suited to their individual needs, aptitudes, and interests.

Providing facts about trends in occupations is difficult, involving as it does prediction of what is going to happen to a given occupation. Young people can be given information, however, about what has happened in all occupations up to this time and, on the basis of this, they can make sound conclusions themselves. For example, the trends revealed by the United States census figures indicate that carriage-making as a skilled occupation is definitely in the graveyard.

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that blacksmithing is definitely on the toboggan, that embalming is on a plateau, that welding is in the ascendancy, and that airconditioning is in the occupational "nutsey."

Conclusions reached by trade associations, labor unions, educators, and others about the skilled worker situation in America seem to build an incontrovertible case for immediate attention to the problem of training skilled mechanics. Further statistical verification of such statements as the following is deemed desirable: "The average age of skilled workers in the United States is over forty-five years"; "We are facing an impending shortage of skilled workers"; "There are between five and six million unemployed youth in the country under twenty-five."

Fears have been expressed by some that the federal-state program of apprentice training will result in an overcrowding of many skilled crafts. The Executive Order issued by President Roosevelt and a subsequent Administrative Order issued by Secretary of Labor Perkins, as well as other rules and regulations formulated by the Federal Committee on Apprentice Training and the State Committees on Apprentice Training, have established safeguards which will more effectively

than ever before control the number entering any given occupation. Local trade advisory committees, composed of an equal number of employers and employees, will determine quotas of apprentices to be admitted to their occupation and will pass on each contract submitted for approval. These local trade advisory committees need the benefit of statistical data which will enable them to make wise decisions.

With respect to the integration of such occupational data, the utmost cooperation and assistance has already been assured from quarters such as the following: the Occupational Research Section of the National Vocational Guidance Association, the National Occupational Conference, the Research and Standards Division of the United States Employment Service, the United States Bureau of Labor Statistics, and the Division of Vocational Education. The Federal Committee on Apprentice Training urgently hopes that it will be possible to integrate occupational research by all groups in such a way that the findings will be made available to the thousands of individuals occupying prominent positions in every state in the country who are serving in the promotion and control of apprentice training.

Guidance in Breathitt County, Kentucky

MARIE R. TURNER

MY WORK is in the hills of eastern Kentucky. We have only one highway and one railroad to accommodate 22,000 people. There are 98 one- and two-room schoolhouses. The majority of these must be reached on horseback, and even on horseback many are very difficult to visit. As schools are

located deep in the various hollows of the streams, you are likely to get lost unless you are familiar with the county.

A few months ago, I was driving a Ford coupe and, although I had been traveling for one and a half days, I was only 47 miles away from home. No car and only a few wagons had ever been

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over the road before. Twice men had to stand on the running board to keep the car from turning over. I coasted down the mountain side and my car cautiously crept up to an old lady cutting stove wood. She jumped as I blew the horn and screamed; then she began yelling for her husband, who was peacefully smoking his pipe by the fireside, "Hey, Jim! Kum here quick! Pon my word, if here ain't one of them wagons with no hosses to it." As I tell you of our work perhaps you, like the old lady, will think that here is something that you know of through hearsay only, something not quite real.

There are no industries in the county. Lumbering and mining are of the past. The people are forced to make a meager living on small hillside farms where the fertile soil has been washed away.

In going over the county, we saw so many idle boys and girls that we began to realize what a problem we were facing, not only with in-school boys and girls but out-of-school youth as well. It was then that the Southern Woman's Educational Alliance, through its president, began to give us advice on the guidance of rural young people. After attending the conference of the National Vocational Guidance Association in Cleveland, we were thoroughly convinced that a well planned guidance program was the only solution for our problem.

We were conscious of two things: first, that we must get facts upon which to base our program, and, second, that we must have trained persons to carry this program forward.

Before starting our program, many specialists and others considered, in a conference in Washington, the agricultural conditions and the many handicaps in the county. They agreed upon various broad and flexible recommendations as to how

to formulate a guidance program for the benefit of its young people. Breathitt County is a typical county of the Appalachian area, and if this program is a success in Breathitt it will solve the problem for the whole area.

A County Planning Council was organized, which is composed of the business men and women of the county. It was hard for it to function effectively in the beginning, as this was an entirely new experience for these people, but under the counsel and cooperation of the University of Kentucky, the National Occupational Conference, and the Southern Woman's Educational Alliance, the council is now studying its many problems and is really functioning with creditable effectiveness.

Our first work was to start a county survey. O. E. Baker, of the U. S. Department of Agriculture, prepared a special interpretation of the 1930 county census data, which proved to be most valuable. Through the National Occupational Conference, we secured the services of W. I. Gooch, who gathered and compiled the occupational statistics for Jackson, the county seat. Fifteen large scrapbooks were compiled from our only county newspaper. These books include clippings on such topics as crime and delinquency, recreations and social life, school news, and other matters. In fact we have a mirror of the county for one year, from the country pie supper to the President's ball. Juvenile delinquency and crime records are being studied covering a period of ten years. Those of you who have not heard of the crime record of Breathitt County cannot really appreciate the character of this study.

Then came the problem of how to get trained teachers. It was impossible for the teachers of the county to go away to

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college for a summer term since college graduates had received that year for teaching only \$65 a month for a term of seven months. Through the University of Kentucky an extension class was held in the county, thirty-one teachers completing the course. Instructors experienced in guidance training were secured. The class found the course very interesting and teachers carried the work on into the schools. Under the leadership of the University of Kentucky a demonstration school will be conducted this year in connection with the Guidance Institute. This school will represent a combination of guidance and progressive education, and should develop a well grounded progressive school. Thus we are making the best of local resources.

Schools opened in July with a very enthusiastic group of rural teachers. Not only did they have a new conception of education and a better knowledge of how to study boys and girls, but the legislature had passed a sales tax raising the per capita levy from \$5 to \$12, which would mean a great increase in salaries; and we were able to employ both a rural school supervisor and a music supervisor for the first time. The school supervisor, a graduate of Columbia University, began an intensive study of the schools and, following up the work begun in the Guidance Institute, received the heartiest cooperation from the teachers. He, of course, met with many difficulties in visiting the schools, and more than once was lost among the sheep paths of the mountains.

New records were placed in the schools—autobiographies wherein the children gave their own points of view and the "home and parent records" which were checked against the autobiographies. Here we realized more than ever the need for guidance, for many students ex-

pressed a desire to know more about occupations instead of stating a choice. They showed an eagerness for enlightenment and a longing for an opportunity to take their places in the occupational world.

A series of speakers, eight in number, was provided by the University of Kentucky to speak to the high schools, to give information on different occupations and to advise students on the vocation in which they were interested or for which they were adapted.

All children expressed a desire for more reading material, and this year a traveling library was carried on horseback to various parts of the county. During a period of nine weeks, 932 books were delivered by two persons to the families in remote districts. The percentage of illiteracy runs high, due to scarcity of reading material and the difficulties encountered in going to school. Out of nearly 7,000 school children, about 325 now enter high school and approximately 60 graduate. There are only two high schools in the county and children are forced to walk several miles to get to school.

We have endeavored this year to promote a program for the out-of-school young people. Work shops with minimum equipment have been provided at two centers. We now have a director in arts and crafts for three centers; also a very beautiful small art studio in Jackson. An art exhibition was provided by Leila Mechlin, and colored prints were given by the Carnegie Corporation. Log Cabin Shops will be a part of the school curriculum next year. The logs are available; the only problem will be the equipment. There is a great need for shops and vocational schools in the Kentucky mountains. Fine young people are longing for something to do, and are sadly in

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need of vocational guidance and training.

In one of our opportunity centers or adult education classes, we have an enrolment of 48 young people, ranging in age from 16 to 25 years, with a 6th grade education as the average, who walk from a radius of six miles, in the snow, rain, and mud, to get a taste of art, music, and shop work. Many of these youngsters come from home environments in which crime has been almost commonplace. Breathitt has a reputation to live down!

Now for a total picture of the situation: Here in the rugged hills of eastern Kentucky, is a region, large in area, with only one highway and one railroad, with robust, patriotic, and enthusiastic young

people, longing for education and opportunity but financially handicapped and restricted. Now the region has a County Planning Council, studying its numerous problems under expert technical advice. It is promoting a county survey, compiling and studying its court records of juvenile crime and delinquency for the past ten years, studying boys and girls through autobiographies and other records, and providing guidance training for its teachers. With a beautiful and picturesque mountain county as the scene of action, and these basic activities under way, the program gives promise of developments which will have far-flung social consequences.

Other High Spots in Guidance Practice

AT THE same meeting at which Mrs. Turner spoke, Roy A. Hinderman described very interestingly the guidance work of the Wisconsin High School of the University of Wisconsin. The general objective of this experiment is the improvement of the secondary school curriculum. Two objectives are recognized: (1) the provision for intellectual growth through the mastery of subjects elected by the pupil from the regular curriculum; and (2) the development of adjustment skills through pupil participation in four core constants. These objectives were discussed at length in Mr. Hinderman's address.

An extensive program of counseling and guidance for 1,400 boys and girls of junior high age-level was described by Asenath E. Tarr, counselor at the Forest Park Junior High School, Springfield, Massachusetts. A survey of Miss Tarr's report reveals the scope of this four-point program:

1. *Helping pupils in their home and*

community adjustment. The counselors cooperate with the city health department, which provides school doctor and nurse services, and with the Teachers' Club, whose welfare fund finances professional care of teeth and eyesight for needy cases. The school offers classes in lip reading, sight conservation, corrective speech technique, and prevention of disease, and provides free lunches for the undernourished. The Parent-Teacher Association contributes necessary shoes and rubbers and often second-hand clothing. Interest in becoming a worthy member of the household and the community is stimulated largely through group guidance conferences.

2. *Planning with pupils both the arrangement and completion of their junior high program.* In the seventh grade, guidance is directed toward adjustment problems and toward reducing subject failures to a minimum. In the eighth grade, where elective courses are offered, group guidance supplies information as

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to various courses and counselor interviews follow when indicated. Through program adjustments and trial promotions, subject non-promotion is again reduced to a minimum. Auxiliary classes care for special cases. In the ninth grade information is given in group conferences about elective subjects and also about the requirements at the three high schools, trade school, and the colleges. Individual conferences often follow. With the consent of the principal, program changes are made whenever they seem to be for the child's best interest. Such adjustments include changing teachers, passing on trial in a subject, changing courses, or changing schools.

3. *Presenting to pupils reliable occupational information.* In the eighth grade, information is offered about workers in Springfield. Some courses are offered for industrial workers and in them authentic available statistics about jobs are given. Each senior high school counselor is in touch with personnel workers in industry and places as many graduates as possible. The trade school and its counselors offer training for industrial workers and furnish job analysis information, statistics about jobs available in the city, and placement and follow-up service. The Boys' Trade School last year placed 70 to 75 per cent of its graduates at an average wage of \$13.57 per week. Mr. Morrison, the counselor, has made a detailed occupational survey of all electrical workers employed in Springfield, from helpers to engineers. His survey lists 1,200 jobs. Later on information will be available on printing, baking, woodworking, automobile repairing, and, in fact, every industry. Workers are trained for the jobs open. In the girls' trade school courses are offered in trade dressmaking, waitress service, foods and catering, and home-making. In addition,

there are short-unit courses in winding armatures, soldering, assembling, burning, operating cash registers, marking in laundries, and hosiery topping. When employment managers need trained workers, in short-unit courses, the trade school proceeds to do the training. Girls who are efficient get jobs, and if they fail they return to the school for more training. At the present time, the trade schools have enrolled college graduates and high school graduates who have combed the city for jobs.

4. *Helping pupils to choose wisely the next step after junior high school.* Pupils completing the ninth grade make a choice of schools from the Classical and Technical High Schools, High School of Commerce, and Trade School; or, rarely, they go to work. Accurate information is given, based on the opportunities offered, the child's ability, his school achievement, and his plans for the future. But decisions are always left to the parent and child.

C. R. Maddox, Director of Guidance of the Thornton Township High School, Harvey, Illinois, gave an account of guidance as practiced in the Thornton Township High School. Excerpts from his address reveal an interesting venture in organization:

"The superintendent is head of the organization for guidance. He is assisted by the director of guidance and four class principals, each of whom is in charge of the homeroom teachers for his particular class, and by the dean of girls, the dean of boys, the head of the commercial department, and the head of the vocational department.

"The organization of the guidance program is a unique variation from the ordinary practice of placing one adviser in charge of a class for its entire four years. The director of guidance with a

group of fourteen carefully selected and well seasoned homeroom teachers is permanently assigned to the freshmen students. This makes it possible for the pupils of each incoming freshman class to be introduced to the meaning and practices of high school life by a corps of teachers who have a thorough and sympathetic understanding of the problems confronting them. Upon the completion of the freshmen year the pupils are placed in charge of another class principal and another corps of homeroom teachers who continue with them for the remaining three years. The experiences of the past six years have amply justified the organization described. The freshman organization gives both the class principal and the homeroom teachers a permanence of interest in beginning students and depth of insight into their problems, while the three remaining years

under the same class principal and homeroom teachers give a permanence and continuity to the school life of the students which cannot be attained by an annual change of advisers. . . .

"A large percentage of students needing guidance are successfully cared for by the homeroom teacher. In case the homeroom teacher finds it impossible to assist the student because of a lack of time or training, she refers the case to the appropriate class principal. The class principal secures all pertinent information concerning the student in question and gives counsel in accordance with these findings. In so far as the crowded program of the director of guidance has permitted, his office has collected such test results and data of a statistical nature as are needed for the adequate guidance of the students of all four classes. To these data all guidance officers have access."

Loose Leaves from a Convention Notebook

THE most pressing problem in the field of guidance is not necessarily the failure of youth to take advice. Much of the trouble resides in *those who are trying to give guidance*, stated Eleanor R. Wembridge, Referee of the Cleveland Juvenile Court. Only one person in twelve ever goes to college, yet we have not adjusted our programs of guidance to do justice to the eleven who need it most. Educational guidance for those who go to college and on into professional life, yes; but why do we not give adequate attention to vocational, social, and moral guidance for those who frequently bear the most trying burdens of life and are least able to bear them? These adolescents are driven by *emotion*, not by *reason*, and the more these persons need

guidance the more they are likely to resent the type of guidance that is available. Ordinary people, who must be content with mediocrity, must get joy out of life by emotional satisfactions. It is this group, and not the upper group, that is in need of special attention. You cannot overemphasize the drive of people's egos or of their sex emotions, or the importance of family situations, but there are very few sympathetic, understanding counselors who are capable of taking in these human conflicts, who are able to feel how others are driven when they are not driven themselves. And they must be understood, Mrs. Wembridge asserted, if we are to guide these individuals, if we are to take our places at the frontier of the social forces operating today.

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In a session on "The Individual Graduate—His Personality Assets and Liabilities," Jean L. Shepard of R. H. Macy and Company presented the facts as employers find them and Kathryn Rothwell presented the graduate's point of view. Elton Mayo, of the Graduate School of Business Administration of Harvard University, commented on an implicit assumption in such discussions which he found astonishing. Apparently the graduate goes out of college as an individual and society feels no responsibility for him. Society has no discipline into which he must fit; does not ask how can we a little better fit this individual into the general scheme. Such a picture, if it were true, Mr. Mayo felt, would represent the extreme of social disintegration. He mentioned the Western Electric Company's experiment which has demonstrated that the function of the individual is determined by his position in the system in which he lives; that the control of the individual by the group is the supreme fact in determining the attitude of the individual toward the whole situation of earning his living. It is a matter of developing a habit pattern which equips the individual easily and automatically to cooperate with others. If there is no such pattern of collaboration, society will fail.

The Kula system in the Trobriand Island shows how a pattern apparently semi-irrational results in collaborative action. With elaborate seasonal ceremonies, the natives of the coast exchange pink shell necklaces for white shell armlets with the natives of the island. Incidental in this ceremony is the exchange of commodities—for example, of vegetables for fish. Barter and generosity are a social habit. Our industry and our society have been found lacking in capacity for collaboration in the ordinary social point of view. And a higher capacity for

human cooperation is required than ever before. The road which industry is taking, and will have to take, Mr. Mayo concluded, is the mental hygiene road, the real basis for which is this pattern of collaboration among human beings.

Frank Leavitt, Associate Superintendent of the Pittsburgh Public Schools, led a discussion of "Vocational Guidance and the Homeroom Teacher." Two major practical considerations, from the counselor's point of view, were emphasized. Conditions should be such that the counselor finds (1) an opportunity to present information to the pupils in the form of lessons arranged by the counselor and taught in the homeroom period by the homeroom teacher; and (2) that the information in the hands of the homeroom teacher is available to him and is easily accessible when he is called upon to deal with some individual case. The homeroom teacher has or ought to have more intimate information than the subject teacher regarding home conditions, moral and social standards, general aptitude and ability, attitude toward school work in general, as well as regarding grades and attendance.

In his "Comparisons of Satisfied and Dissatisfied Teachers" Robert Hoppock, Assistant to the Director of the National Occupational Conference, found some "statistically significant differences." Satisfied teachers averaged seven and one-half years older, were ten pounds heavier, were more religious, more of them taught in cities of 10,000 or more population. The dissatisfied teachers included a larger number who seemed to be emotionally maladjusted; also a larger number whose parents were not happily married. Thirty-one per cent reported job demands which hurt their consciences; forty per cent

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would prefer another boss. Teaching was rated as a desirable and interesting occupation by both groups. The dissatisfied group appeared smaller in a sampling of 500 teachers than in a sample of the general adult population.

In her study of the "Crucial Points for Students in Their Responses to Vocational Guidance," Isabel K. Wallace, Vocational Counselor, University of Rochester, analyzed the contacts made with 149 college women by the vocational counselor and sought the points where students seek guidance most readily. She summarizes:

"In an analysis throughout four and one-half years of the response of students to vocational guidance, the following points appear crucial: in type of student, the student who enters with a vocational aim and changes it during college years, and the student who enters undecided as to vocation; in type of guidance, individual vocational interviews. The times which appear to be crucial to the students are, first, the senior year and immediately after the senior year; and second, the sophomore year."

William H. Stead, Associate Director, United States Employment Service, in explaining the development of employment service standards, stated that during the past two years a national public employment service has been gradually evolving from two parallel institutions. There were in existence at the time the Wagner-Peyser Act was passed, in June 1933, some 23 state services. These have been affiliated with the United States Employment Service and gradually developed into a federation of state services with the basic standards prescribed by the federal office. At the same time, in order to serve public works and private em-

ployment in all the areas in the country not covered by the existing employment services, there has been in existence the National Reemployment Service, which has gradually evolved from a net-work of temporary county offices, spread over every county in the country not served by the state offices during the period of CWA, to the present structure of some 500 district reemployment offices with approximately 1,300 temporary local branches.

Throughout the entire period the two parallel services have been brought closer and closer together, and as the state employment services affiliate and develop they absorb the existing National Reemployment Service offices.

Throughout the period, efforts have been made to apply the same standards of employment office operations to each service with the result that we now have a uniform statistical program in both the state and Reemployment services, and we have essentially similar standards of office operation, selection and training of personnel, maintenance of employer contacts, and other phases of employment office operation. At the same time continuous efforts have been made to improve the routine operations of the personnel in all of these offices.

A long-run program of research has been inaugurated which is designed to develop improved techniques in the employment office. At the present time emphasis in the research program is in the direction of developing job specifications with respect to all jobs that are handled in employment offices. An effort to group or classify occupations in such manner as to facilitate compilation of useful occupational trends, as well as the transfer of workers from one occupation to another and the development of objective techniques for the selection and referral of

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workers, is being made. It is hoped that the later developments in this program may result in making available both improved techniques and improved information for purposes of vocational guidance.

What preparation should counselors have? Judging from the panel discussion under the direction of Fred C. Smith, there is no one answer to this question. Professor Myers of Michigan says, "Take them young, train them well, and give them a chance"; Walter B. Jones of Pennsylvania State Department of Education would mix training with experience; while Superintendent Edwin A. Lee of San Francisco would insist on maturity as one of the most necessary elements. C. E. Partch of Rutgers University insists on a broad training in sociology, psychology, economics, and education, acquired through institutional training and field experience. Clare Lewis of the New York State Division of Junior Employment insists on industrial or business experience, while Leona Buchwald, Supervisor of Guidance and Placement in the Baltimore Schools, is a firm believer in the value of teaching experience.

The consensus of opinion was that no one group should set up standards of training, and it was therefore recommended to the convention that a committee be appointed to study the problem during the coming year and to bring in recommendations next year.

R. W. Heim, State Director for Vocational Education, Delaware, stressed the importance of offering to students in vocational schools a social understanding of each vocation, along with the training in skills and technical knowledge emphasized in the past. "Vocational relationships," he said, "are difficult to under-

stand. Guidance in the vocational program in the future must stress the 'social aim,' if the future workers are to render effective service to themselves and their fellow men."

Mrs. Franklin D. Roosevelt addressed the joint luncheon groups of the American Council of Guidance and Personnel Associations on Friday. Mrs. Roosevelt made a strong plea that deans and vocational guidance experts strive to prepare young people to fit into the life of the communities in which they live so that they can put down roots and mean something to the people about them. Education should teach cooperation as individuals and as a nation. Addressing educators, she said in conclusion: "It will be, I believe, very much the kind of a country that you make it. I hope we as a nation are as grateful as I am as an individual for the leadership and the example which all of you give to us who are amateurs."

"Concentration of social power wherever it occurs becomes in essence a social trust," asserted Dean Henry Lester Smith of Indiana University, President of the National Education Association; "Leadership means concentration of social power. The factors involved in leadership are the merits of the leader, the specific work to be done, the setting of the situation, and the character of the group involved. Methods of leadership may be listed as personal and physical interrelation, background position, leadership through art, the stressing of opportunities and obligations rather than grievances, the rallying of followers around the nucleus of a common cause, inter-creation, and indoctrination on a basis flexible enough to provide for change.

"It is my belief," said Dr. Smith, "that education can train for leadership both

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in the profession and in general social planning. The steps in providing leadership are the selection of the leader; training; experience; provision of a trained group to be stimulated by the leader; and assumption of responsibility by the leader. It is the business of education not merely to train boys and girls to make a living, but also to train men as leaders to preserve and develop civilization, and as citizens and consumers to participate intelligently in all the aspects of modern life."

Ruth Strang of Teachers College, Columbia University, reported to the National Association of Deans of Women on a research project on "Understanding High School and College Girls." Dr. Strang found, in general, "a hierarchy of unfavorable qualities associated with poor adjustment, and another 'personality syndrome' for the superior group. Although many variable factors were evident in the individual records, the abler students seemed to possess, in large measure, health and vitality, ability to work with people, enjoyment of social activity, balance, a wholesome congenial home environment, superior scholastic achievement, and certain gifts such as an attractive personal appearance and intelligence. The average group were less dynamic, rather colorless, slightly low in many desirable qualities or markedly low in one or two. The poorly adjusted group tended to be withdrawing and conspicuously lower in the characteristics in which the superior group were high. Especially did they seem to lack balance and a positive optimistic outlook."

Under the chairmanship of O. Latham Hatcher, the Rural Section had a busy time at the convention, but its activities have also been varied and effective be-

tween conventions. In the search for a workable definition of the term "small town" in relation to the work of the Rural Section, the conclusion was reached at Atlantic City that a small town is "rural" for guidance purposes when, psychologically and in terms of certain kinds of service, it faces largely toward the rural population. Example: a town where the main county high school for rural young people is located.

Small-town and rural representation in NVGA occupational research has been encouraged, in view of the great lack of authentic information about rural occupational opportunities and of the desirability of keeping as many young people as possible on farms and in small towns. A joint committee of the section to act with the Committee on Branch Associations has been formed under the chairmanship of Roy N. Anderson, and the cooperation of a group of rural-minded persons having wide contacts in their respective states has been secured. The relationship between the rural department of the National Education Association and the NVGA Rural Section has shown increasing solidarity of interest. A committee of the Rural Section is cooperating with the rural departments of the NEA and the Southern Woman's Educational Alliance in a joint study, now well under way, of the preparation of rural teachers for participation in guidance service. As the day is probably far distant when full-time counselors will be financially possible for most rural schools, the necessity of training teachers in guidance work is gaining more and more recognition.

The problem of unemployed youth was the subject of a lively panel discussion, led by Franklin J. Keller. While statistics were questioned and varied points of

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view were expressed, the consensus was that the problem—or rather, problems—of this large group must be tackled, with courage, on the broad front of vocational training and guidance, constructive leisure-time activity, and a program which would combine educational with work needs. A long-time program was agreed to be imperative in what constitutes nothing less than a national crisis in the lives of young people. Government assistance and government leadership were deemed indispensable. Emphasis was placed on the desirability of extending the CCC idea, of securing recognition for young people in the work-relief plan, of furnishing adequate funds to the Office of Education for establishing a Division of Youth Education and Service, of continuing the development of opportunities for apprenticeship training, of closely coordinating the efforts of the various departments and bureaus of the federal government concerned with an integrated program for youth, and of fostering local programs under some sort of federal supervision. This discussion, in which the floor participated, furnished the Committee on the Convention with material on the basis of which it formulated a statement of policy, with specific recommendations, for action by the general body of the NVGA at its final session.

Miss Ellen S. Woodward, Director, Women's Work, FERA, raised some pertinent questions about the colleges: "The community, the social structure, the nature and kind of jobs are changing every hour. Does the college realize this? Does the college have a personnel force that keeps its students acquainted with the daily and hourly changes that are going on outside of the college walls? . . . If the college is asleep as to these necessities, your girl will graduate and do what

a great number are now doing—hunt for jobs that are not there, a course which leads only to mental frustration."

"The General Federation of Women's Clubs," said its president, Mrs. Grace Morrison Poole, "has long stood for the necessity of deans in our high schools as well as in institutions of higher learning. . . . It is true, of course, that in the drive to curtail our expenditures it is difficult to convince boards of education that a woman who is chosen primarily to lead the girl along the right direction in educational life is as necessary as the one who teaches her algebra and Latin. . . . Sometimes you probably wonder if it is worth while—you have to deal so completely in futures, and direct results are not apparent. But there must be this great satisfaction as well, that you are actively engaged in preparing for the life of tomorrow the most valuable asset any nation has—the youth of the land."

In commemoration of the first formal gathering of guidance workers in Boston in 1910, one evening meeting was devoted to "The Story of the Founding of the Association." Susan J. Ginn, director of guidance in Boston, presided and Jesse B. Davis, Professor of Education at Boston University and the first secretary of the National Association, acted as toastmaster. Frank M. Leavitt, Associate Superintendent of Schools at Pittsburgh, and the first President of the Association, W. Carson Ryan, Director of Education in the U. S. Office of Indian Affairs and the first editor of the *Bulletin*, which in course of time became *Occupations*, and Meyer Bloomfield of New York City, one of the original promoters of the movement, reminisced most interestingly concerning the beginnings and growth of the guidance movement.

GUIDANCE AT WORK

Richard D. Allen, Assistant Superintendent of Schools, Providence, Rhode Island, offered a "four-point program" which has been practically put into effect in Providence. This program would (1) extend the benefits of mothers' aid to families on relief, (2) provide scholarships for high school children who want to remain in school, (3) establish state-supported evening schools for those unable to attend school in the daytime, and (4) extend the scope of the CCC and inaugurate national schools throughout the country, open to all.

A panel discussion on "What Is a Good Guidance Program in a Secondary School?" led by Sara M. Sturtevant, Teachers College, Columbia University, disclosed some of the difficulties in the way of developing such a program, such as: (1) a lack of trained workers, (2)

a lack of clear definition of the task, (3) a lack of understanding on the part of the administration, and sometimes of the teachers, (4) a lack of comprehension in regard to the costs in money, time, training, (5) often a lack of equipment (*e.g.*, telephone), and (6) a lack of financial resources to meet the personnel ideal.

Among the program features were a demonstration radio broadcast—a playlet in which a young job applicant is interviewed by a vocational counselor and by an employment manager—and a class in occupations brought from the Buttonwood Junior High School, Mount Holly, New Jersey. But the good things of the convention are too numerous to describe, and we cannot even mention them all. Visitors were very appreciative of the Hospitality Room provided by the New Jersey Association.