

failing on the part of workers in vocational education to attribute too much general spread or transfer to these qualities listed under social understanding. A person is supposed to have qualities of character which he can apply to almost any situation. But it may very well turn out that the carefulness or the patience of a street car motorman is quite different from the carefulness or patience of a street car conductor. The question is at least worth raising, whether "job wisdom" should not be taught in a situation closely resembling the actual job. Psychological principles seem to favor the notion of close association of ideas and to disfavor the notion of depending upon transfer.

The importance of these facts for vocational education are patent. What shall we say of an industrial school which gives 50 per cent of the students' time to developing

skills, 30 per cent to classes in mathematics, drawing, and science, and 20 per cent to general studies such as English, civics, hygiene, etc? If these schools are neglecting an opportunity, what shall we say of an analogous plan in a professional school, such as law or dentistry, where the human factor is no doubt even more important?

The facts have importance for vocational guidance also. They indicate that exploratory courses should place children in situations where these qualities of character will be called into activity, and that classes in occupations should then carry on a correlative discussion of problems relating to job wisdom.

For personnel men these facts indicate the importance of shop morale and of the development of character qualities through employee activities and employee leadership.

TRAINING RECOMMENDED FOR COUNSELORS¹

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Obviously the first step in attempting to determine the training needed by one who is to engage in any occupation is to note with some care the work involved in the occupation. It is important also to note the level of educational attainment of those with whom one who follows the occupation will be associated in his work.

Are duties universal? When one undertakes to list the duties of a vocational counselor, he finds himself face to face with the fact that no set of duties for this officer has

gained general acceptance as yet among school administrators. In one school he has large administrative responsibilities, serving practically as an assistant to the principal. In another school he is looked upon primarily as a teacher whose business it is to assist pupils in acquiring a certain body of knowledge and in interpreting and evaluating this knowledge in relation to their own lives. Among those who are directly responsible for vocational guidance activities, however, a fairly definite conception of the job of the vocational counselor in the junior and senior high school is gradually developing.

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General education. The vocational counselor should possess at least such a liberal education as is usually acquired in obtaining a bachelor's degree from a reputable college or university by a student who is capable, alert, and industrious. (As will be noted more fully later, he should have in addition at least as much specialized preparation as our best universities require for a master's degree.) This amount of general education is desirable not only because, if well planned, it gives reasonable assurance of breadth of view, but also because it gives necessary prestige to the counselor among his fellow teachers. The counselor must command the respect and confidence of the teachers associated with him, and this is not easy if his general education is less than theirs. Such a general education is needed, also, as a foundation for some of the specialized training which should be taken as a graduate student. The undergraduate work should include hygiene, general biology, and a course in heredity, and should be particularly strong in the fields of sociology, economics, psychology, and education, including approximately two-thirds of the courses listed under these special headings in the discussion which follows.

Sociology. It is recommended that a course in the principles of sociology be followed by other courses dealing with urban sociology, community problems, the family, and the principles of social case work. As these courses are given in the University of Michigan they comprise fourteen semester hours of work. A counselor who is to prove effective in helping boys and girls interpret occupational information and try-out experiences in terms of their individual characteristics and limitations must take into account

the family and community environment from which they come. Since there is a close similarity between social case work and vocational counseling, he should be able to take advantage of the principles and methods which have been developed through years of experience and study in this related field.

Economics. In addition to knowing the fundamentals in this field the counselor should take courses dealing with labor problems, industrial and business organizations, and personnel management—a total of twelve to fifteen semester hours. Such courses are essential to a proper understanding by the counselor of the occupational information which he presents to his pupils and to the giving of sound advice in placement matters. Such courses are valuable also in calling the counselor's attention to important ramifications of the vocational guidance problem in the management of business and industry.

Psychology. It is recommended that a course in general psychology be followed by one or more courses in educational psychology, with emphasis upon the learning process, the psychology of individual differences, social psychology, group and individual intelligence tests, statistical method as applied to mental and social measurements, vocational psychology with special reference to selection, assignment, transfer and promotion of workers, and abnormal psychology or the psychology of exceptional children. These courses call for eighteen to twenty semester hours of work. In every one of the six aspects of the vocational counselor's work mentioned above, one or more of these phases of psychology has important applications. Educational psychology has its chief significance in his teaching of occupational informa-

tion. The psychology of individual differences and the results of intelligence tests have important applications in advising concerning choice of tryout experiences, in helping pupils to interpret occupational information and experiences in relation to their characteristics and limitations, in advising concerning a special course in occupational information, a course in the technique of individual counseling, observation and practice work in counseling, and a special problems course. This calls for twelve semester hours of work, the problems course calling for four hours and each of the others, two hours.

The first of these courses should give the student an overview of vocational guidance, an appreciation of its place in a system of public education and of its relation to the various parts of society, a general idea of what constitutes a comprehensive program of guidance, and an understanding of the counselor's place in such a program. The second should acquaint him with information concerning a wide range of occupations, and with the procedure in gathering and using such information effectively. It should involve first-hand investigation of opportunities and requirements in one or more occupations. The course in the technique of individual counseling should aim to aid the counselor in bringing to a focus in his interview with a pupil occupational information and the psychological, social and educational data available. Analysis of data and methods of procedure in typical cases would claim considerable attention. Observation and practice work are, of course, fundamental in training for such an occupation as that of vocational counselor. The purpose of the special problems course is to introduce the counselor

to research methods in his field and to build up an interest in making investigations later in his work as counselor.

Only a minimum requirement. It should be understood that the above constitutes the minimum training desirable for a counselor. Industrial or business experience, even though limited to summer employment, will prove an additional asset of decided value. One who looks forward to vocational counseling from the beginning of his junior year in college will find it possible to complete this preparation in one year after receiving his bachelor's degree. Many of those who prepare as undergraduates for high school teaching will have had enough work in economics, sociology, psychology, and education to make it possible for them to complete the above minimum in one year of graduate study. It is recommended that this minimum be considered necessary and adequate for the master's degree.

For some years to come few will be interested in going further than this in preparation for vocational counseling. Those who do wish to go further should be expected to take additional work of research character in vocational guidance and such further work in the cognate fields, as history of education, special problems in individual differences, race psychology, social psychiatry, immigration, the labor movement, personnel management, etc.

Who should be trained. No discussion of the training of vocational counselors can be considered complete which does not take into account selection of those who are to be trained. We cannot afford to go on indefinitely taking all comers, be they few or many, and trying to make counselors of them. Vocational guidance, like charity, begins

at home. If it is worth anything its principles certainly should be applied in selecting those who are to be trained for vocational counseling.

Since the work is essentially educational in character, since it deals with youth in the period of adolescence, and since it calls for some degree of maturity and experience, counselors will come mostly from junior and senior high school teaching positions. Inexperienced undergraduates who are interested in becoming counselors should be advised that the best approach to this work at present is through teaching. They should be advised further to try themselves out in vocational counseling, along with their teaching, by assisting in the counseling work of the school. For some time to come it will be from these and from other teachers already in the system that superintendents and high school principals will select most of those who are to serve as counselors. Occasionally they will select some one from outside the system who has already obtained the desired training, but more often they will select from within the system chiefly upon the basis of personal qualifications, either requiring the individual who is chosen to prepare himself better for the work or leaving the question of further training to his own initiative.

Those who are interested in promoting effective counseling, there-

fore, are faced at the present time with the double problem of selling to school administrators the idea of adequate special training for counselors and of aiding these administrators to develop and use suitable personality and other standards for selection of counselors. When vocational counseling gains the recognition it deserves as a highly specialized educational function, responsibility for selecting those who are to be trained for this work will rest more directly upon those who provide the training. In meeting this situation we shall need to develop a technique of selection that will provide reasonable safeguards against the waste involved in trying to prepare people for this important occupation who stand little or no chance of succeeding in it.

It will be noted that in this discussion only vocational counseling has been considered. No attention has been given to counseling in matters of health, morals, social activities, and the like, except in so far as these may be involved in vocational counseling. This has been done deliberately because it was believed better to give the discussion as definite a focus as possible. In the opinion of the writer, the program of training proposed above would be found fairly adequate for these other aspects of counseling also, but the limits of this paper do not permit of discussion of this question.