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A HAND-BOOK
ON
VOCATIONAL GUIDANCE

by

MARY SHIDLER FARNSWORTH

B.A., Cornell College, Mt. Vernon, Iowa

Presented in Partial Fulfillment of the Requirement for the
Degree of Master of Arts.

State University of Montana

1935

Approved:

Freeman Daughters

Chairman of Board of Examiners

W. G. Bateman

Chairman of Committee on Graduate Study

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PREFACE

It became increasingly apparent when reading and studying guidance materials that while there were many worth while text books on occupations and many well worked out outlines for vocational guidance programs being used by city and state departments of education that much was still left for the teacher to do in organizing her course and in coordinating her materials. It was with the thought of organizing and coordinating much good material that this Handbook on Vocational Guidance was written.

There has been an attempt to present a variety of materials in each unit. When pupils are studying the various occupations there is a tendency for the work to become uninteresting to both the pupils and the teachers. It is difficult to arouse interest in a mass of details, especially when the pupils have no immediate intention of entering the occupation studied.

"One of the greatest needs today is the devising of ways by which the occupational information we already have may be used to advantage by the teacher and counselor."-1

Part I deals very largely with educational guidance. The educational problems discussed will be of interest to pupils no matter what their vocational aim.

The theme at the close of Part II or the Career Book will summarize nicely what the pupil has so far learned about the method of studying an occupation. The acquiring of a technique for the study of an occupation is, after all, one of the principal reasons for any course on occupations. The Career Book cannot be completed satisfactorily until Part III has been completed. The best results will be secured by planning the work in that way.

Part III is very important. Every boy and girl should be familiar with the opportunities in his or her own community. It is just human for people to think that "distant pastures are greener" but often in going to new fields they miss real opportunities lying right at their own door.

There have been few materials put in this book which will immediately go out of date, such as statistics. Every teacher has access to up-to-date statistical material and should use it in teaching such a course. Two good sources of this kind of material are the World Almanac and the Statistical Abstract of the United States which are published each year.

The sources drawn upon in preparing this book have been numerous. A bibliography is included.

I wish to express appreciation to all who have helped in any way in the preparation of this thesis and more especially to Dr. W. R. Ames of the State University of Montana for the use of materials, and for his encouragement and helpful advice.

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c. Representative Industries
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- The American Girl - Girl Scouts, 670 Lexington Ave., N.Y.
- The American Magazine - 250 Park Ave., N.Y.
- Boys' Life - Boy Scouts of America, 5th Ave., N.Y.
- N.Y.A. Journal - 1201 Sixteenth St., N. W. Washington, D.C.
- Occupations - The Vocational Guidance Magazine - Published by the

National Occupational Conference, 522 Fifth Ave., N.Y. City
in cooperation with the National Vocational Guidance Assoc.
Issued 9 times per yr.

The Open Road - 348 Boylston St., Boston, Mass. (Each no. contains
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Fairchild, C.B. - Training For The Electric Railway Business.
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(e) Professional Service

Allen, F.J. - The Law As A Vocation. Harvard. 1919
 Cabot, Richard. - Training and Rewards Of A Physician. Lippincott
 1918
 Freidel, J.H. - Training For Librarianship. Lippincott. 1921
 Hammond, J.H. - The Engineer. Scribners. 1921

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Charters & Whitely - An Analysis of Secretarial Duties and Traits.
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 Doughton, Isaac - Preparing For The World's Work. Scribners. 1922
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 Each chapter's work is summarized by means of a test.
 (new-type)
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 1931. 144 p.

J. BOOKS ON SELF-GUIDANCE

- Babson, Roger W. - Finding A Job. Revell. 1933
 Calkins, E.E. - Care and Feeding of Hobby Horses. Leisure League
 of America. 30 Rockefeller Plaza, N. Y. City. 1934. 25¢
 Fancher, Albert - Getting A Job And Getting Ahead. McGraw-Hill
 1931
 Graham, W.C. - How to Get A Job During A Depression. Association
 Press. 1932 \$1.00
 Ryder, Violet & Doust, H.B. - Make Your Own Job. Wilson. 1933

II. GUIDANCE LEAFLETS

This series is by Walter J. Greenleaf. Specialist in higher education and is being published by the U. S. Office of Ed. They may be obtained by purchase (5 cents each) from the Supt. of Documents, Government Printing Office, Wash. D.C.

Leaflet
 Number

- ___ 5.....Law
- ___ 6.....Medicine
- ___ 7.....Dentistry
- ___ 8.....Journalism
- ___ 9.....Librarianship
- ___ 10.....Architecture (revised)
- ___ 11.....Civil Engineering
- ___ 12.....Electrical Engineering
- ___ 13.....Mechanical Engineering
- ___ 14.....Pharmacy
- ___ 15.....Nursing
- ___ 16.....Forestry

Guidance Leaflets (Continued)

- _____17.....Music
- _____18.....Veterinary Medicine
- _____19.....Chemistry and Chemical Engineering
- _____20.....Art
- _____21.....Home Economics
- _____22.....Optometry

III. TESTS

Brewer Vocational Guidance Score Blanks for Junior High schools.

C.H. Stoelting Co., 424 N. Homan Ave., Chicago, Ill.

Toops, Tests for Vocational Guidance of Children (Ages 13-16)

Teachers' College, Columbia University, N.Y.

Thurstone, Vocational Guidance Tests. Tests in arithmetic, algebra, geometry, physics and technical information to determine engineering interests to be given in senior year.

Specimen set, 40 cents. World Book Co., Yonkers, N.Y.

Thurstone, Employment Tests. (A series of examinations designed to serve as a supplement to the interview with an employee in order to determine the applicant's general fitness for the position. Especially valuable for commercial students.)

World Book Co. Yonkers, N.Y.

Eagle-Stenquist, Home Economics Test, Three series, Forms A and B. for grades 5-9. World Book Co. Yonkers, N.Y.

Stenquist mechanical Aptitude Tests. Manual to be ordered separately. Tests I and II with Key and Class Record. For grades 6-12. World Book Co. Yonkers, N.Y.

Patterson, D.G. "The Minnesota Mechanical Ability Tests". Vocational Guidance Bul. Vol II "9. Minneapolis Public Schools, 1928

IV. FREE FILMS*

The following have films for distribution on which there is no charge except for transportation.

1. American Brass Co., Waterbury Conn. 3 films--mining and fabrication of copper & brass products--serve all U.S.
2. Am. Distributing Corporation, 1518 Davenport St., Omaha, Nebraska 225 films--educational & entertainment subjects--rental, sell, a few FREE.

*"1000 and One" is a catalogue of Non-Theatrical Films and contains a wealth of material. It is published by The Educational Screen, Inc., 64 E. Lake Street, Chicago, Ill. Price 75¢

FREE FILMS (Continued)

3. American Osteopathic Association, 430 N. Michigan Ave., Chicago, Ill. 1 film on osteopathy--serve all U.S.
4. American Society for Control of Cancer, 1250 Sixth Ave., N.Y. City 3 films free to professional and educational groups--serve all U.S.
5. American Steel & Wire Co., 208 S. LaSalle St., Chicago. 4 films industrial subjects--"free"--serve all U.S.
6. Andlauer Film Co., Ozark Bldg., Kansas City, Mo. Producer and distributor of industrial and educational films--"free"--serve principally mid-west.
7. Armour & Co., Union Stock Yards, Chicago. 1 film--"Processing of Star Ham"--"free"--serve all U.S.
8. Atlantic Motion Picture Service, 739 Boylston St., Boston, Mass. General educational and industrial subjects--rent and some "free". Serve New England only.
9. Atlas Educational Film Co., 1111 S. Blvd., Oak Park, Ill.--many "free"--some rent--serve all U.S.
10. Burroughs Adding Machine Co., 6071, Second Blvd., Detroit, Mich. 1 film--industrial subject--"free"--serve all U.S.
11. Canadian National Railways, Motion Picture Library, Montreal, Canada. 40 films--travel subjects--"free"--serve U.S. and Canada through Passenger Representatives.
12. Carnation Co., Oconomowoc, Wis. 1 film--"Milk"--"free"--serve all U.S.
13. Cereal Soaps Co., 334 E., twenty-seventh St., N.Y. City. 1 film on care of hair--"free"--serve all U.S.
14. Chas. High Films, 1213 S. Boulder Ave., Tulsa, Okla. Producers and distributors of educational, industrial, theatrical, and teaching films--100 films--60 "free"; the rest rent or sell--serve all U.S.
15. Chicago Film Laboratory, Inc., 1322 Belmont Ave., Chicago. Producers and distributors of educational and industrial films--63 subjects--"free"--serve all U.S.
16. Church and School Film Exchange, 315 Polk Bldg., Des Moines, Iowa. 500 films--educational, religious, and entertainment--rent, sell, and a few "free"--serve all U.S.
17. Cleveland Twist Drill Co., 1242 E. 49th St., Cleveland, Ohio. 1 film--industrial subject--"free"--serve all U.S.
18. Colgate--Palmolive--Peet Co. 919 N. Michigan Ave., Chicago. 2 films--dental health--"free"--serve all U.S.
19. Coward Shoe, Inc., 270 Greenwich St., N.Y. City. 3 films industrial and health subjects--"free"--serve N.Y. and Boston areas.
20. Culver Military Academy, Publicity Dept., Culver Ind. 10 films--CMA activities--"free"--serve all U.S.
21. Cunard Steam Ship Co., Advertising Dept., 25 Broadway, N.Y. City. 65 films--"free"--serve all U.S. through branch offices in cities.
22. Davis & Geck, 217 Duffield St., Brooklyn, N.Y. 21 films--surgical subjects--"free"--serve all U.S.

23. Defrenes & Co., Wilkes-Barre, Pa.--5 films--industrial subjects rent & "free"--serve country east of Missouri
24. Films of Commerce Inc., 35 W. 45th St., N.Y. City. Films on commerce and industry, health, home economics--"free"--serve all U.S. from local exchanges.
25. Ford Motion Picture Laboratories, Detroit, Mich. Producers & distributors of industrial subjects--sell or loan "free"--serve all U.S. through Ford dealers.
26. Frank R. Church Films, 829 Harrison St., Oakland, Cal., Producers and distributors of industrial and educational films--26 subjects--sell-rent, some "free"--write direct for nearest source.
27. Fruit of the Loom Mills, 715 Hospital Trust Bldg., Providence, R.I. 1 film--industrial subject--"free" or will sell-serve all U.S.
28. William G. Ganz, 507 Fifth Ave., N.Y. City. 50 subjects--educational and industrial--rent, sell, a few "free"--serve all U.S.
29. General Biological Supply House 761 E. 69th Pl., Chicago. 1 film--biological subject--sell and "free loan"--serve all U.S.
30. General Electric Co., Visual Instruction Section, Schenectady, N.Y. Many industrial subjects--"free" or sell-serve all U.S. through Exchanges, but for 35mm non flam write headquarters.
31. Goodyear Tire & Rubber Co., Advertising Dept., Akron, Ohio. 26 films--industrial subjects--"free"--serve all U.S.
32. Hammermill Paper Co., Advertising Dept., Erie, Pa. 1 film--on paper making--"free"--serve all U.S.
33. Hanna Engineering Works, 1765 Elston Ave., Chicago. 1 film--"The Age of Riveted Steel"--"free"--serve all U.S.
34. Health Products Co., 113 N. 13th St., Newark N.J. 1 film--health subject--serve all U.S.
35. Hercules Powder Co., Advertising Dept., Wilmington, Del. 10 films--"Free"--serve all U.S.
36. Hershey Chocolate Co., Motion Picture Div., Hershey, Pa. 1 film--"free"--serve all U.S.
37. John Hancock Mutual Life Insurance Co., Boston, Mass. 3 films--health subjects--"free"--serve all U.S.
38. Metropolitan Motion Picture Co., Film Exchange Bldg., Detroit, Mich. Producers and distributors of industrial subjects--6 films--"free"--serve all U.S.
39. Metz Laboratories, Div. of Motion Pictures, 170 Varick St., N.Y. City. 1 film--medical subject--"free"--serve all U.S.
40. Minimax Co. Ad. Dept. 185 N. Wabash Ave., Chicago. 1 film--industrial subject--"free"--serve all U.S.
41. Modern Woodmen of America, Rock Island, Ill. 9 films--scenic and fraternal subjects--"free"--serve all U.S.
42. Montgomery Ward Co., Photographic Unit, Chicago, Ill. 1 film--Chicago Exposition--"free"--serve all U.S.
43. National Committee on Boys and Girls Club Work, 430 S. Michigan Ave., Chicago. 1 film--educational subject--"free"--serve all U.S.
45. National Society for the Prevention of Blindness, 450 7th Ave., N.Y. City. 3 films--care of the eyes--"free"--serve all the U.S.

46. National Tube Co., 1802 Frick Bldg. Pittsburg, Pa. 2 films--industrial--"free"--serve all U.S.
47. Northern Pacific Railway, Passenger Traffic, St. Paul, Minn. 15 films--scenics of the Northwest--"free"--serve all U.S.
48. Penzoil Co., Ad. Dept. Oil City Pa. 1 film--industrial subject--"free"--serve all U.S.
49. Perfect Circle Co., Hagerstown, Ind. 3 films--Industrial subjects--"free"--serve all U.S.
50. Pycope Incorporated, Joplin Mo. 1 film--dental health--"free"--serve all U.S.
51. Quaker Oats Co., School Health Service, 141 Jackson Blvd. Chicago. 2 films--industrial subjects--"free"--serve all U.S.
52. Ray-Bell Films, Inc., 817 University Ave., St. Paul, Minn. Producers and distributors of industrial and educational film--45 subjects--"free"--serve all U.S.
53. Reading Iron Co., 401 N. Broad St., Philadelphia, Pa. 1 film--industrial subject--"free"--serve all U. S.
54. Rhineland Refrigerator Co., Rhineland, Wis. 1 film--on refrigeration--"free"--serve all U.S.
55. Rowland Rogers Productions, 151 46th St., N.Y. City. 4 films--"free"--serve all U.S.
56. Singer Sewing Machine Co., Singer Bldg. N.Y. City. 1 film--"Manufacture and Use of Sewing Machines".--"free"--serve all U.S.
57. Stone & Webster Engineering Corp. 49 Federal St., Boston, Mass. 5 films--industrial subjects--"free"--serve all U.S. Also distribute through Y.M.C.A. National Council of Motion Picture Bureau.
58. Tanners' Council of America, 41 Park Row, N.Y. City. 1 film--on leather--"free"--serve all U.S.
59. U.S. Bureau of Reclamation of Reclamation, Wash. D. C.--19 films--irrigation subjects--"free"--serve all U.S.
60. U.S. Dept. of Agriculture, Office of Motion Pictures, Wash. D.C. 265 films--agriculture, forestry, highway construction, wild life, conservation--"free"--serve all U.S. Write headquarters to learn nearest source.
61. U.S. Dept. of Labor, Women's Bureau, Wash. D.C. 4 films--women in industry--"free"--serve all U.S.
62. U.S. Recruiting Service, 641 Washington St., N.Y. City. 87 films--travel and navy subjects--"free"--serve all U.S.
63. U.S. Rubber Co., 1790 Broadway, N.Y. City,. 1 film--industrial--"free"--serve all U.S.
64. U.S. Steel Corporation, Bur. of Safety, Sanitation & Welfare, 71 Broadway, N.Y. City. 10 films--industrial and welfare--"free"--serve all U.S.
65. University Extension Divisions, Museums, etc.
Large no. of films--mainly educational, some entertainment--terms of loan vary greatly--serve mainly their own localities--write to nearest for full information & lists of films available.
 - a. Alabama, Univ. University
 - b. Arizona, Univ. Tuscon
 - c. Arkansas, Univ., Fayetteville
 - d. California, Univ., Berkeley

- e. Colorado, Univ., Boulder
 - f. Florida, Univ., Gainesville
 - g. Indiana, Univ., Bloomington
 - h. Iowa State College, Ames
 - i. Kansas, Univ., Lawrence.
 - j. Kentucky, Univ., Lexington
 - k. Massachusetts, State House, Boston
 - l. Minnesota, Univ., Minneapolis
 - m. Missouri, Univ., Columbia
 - n. Missouri, Educational Museum, St. Louis
 - o. New Jersey, State Museum, Trenton
 - p. New York Univ., Albany
 - q. New York, Buffalo Society of Natural Sciences, Buffalo
 - r. N.Y. City Am. Museum of Natural History
 - s. N. Dak. Agricultural College, Fargo
 - t. Pennsylvania, Commercial Museum, Philadelphia
 - u. Texas, Univ., Austin
 - v. Utah, Brigham Young Univ., Provo.
 - w. Wisconsin, Univ., Madison
- 66. Westinghouse Electric & Manufacturing Co., East Pittsburg, Pa.
7 films--industrial--"free", pay transportation one way--serve all U.S.
 - 67. White King Soap Co., 617 E. First St., Los Angeles, Cal.--2
films--industrial subjects--"free"--serve all U.S.
 - 68. Winston, John C., Co., 1006 Arch St., Philadelphia, Pa. 1 film--
on bookmaking--"Free"--serve all U.S.
 - 69. Y.M.C.A., National Council of Motion Picture Bureau, 347 Madison
Ave., N.Y. City; 19 LaSalle St., Chicago. About 1000 films--all
subjects--rent and "free"--serve all U.S.

INTRODUCTION

AIMS OF THE COURSE.

1. To give pupils a realization of the necessity of an education.
2. To teach pupils how and what to study.
3. To give a survey of the educational opportunities offered by the schools.
4. To give pupils a realization that the best time to get an education is now and if they do not they may never get one.
5. To aid the pupils who must leave school early in learning what vocations are open to them and to attempt to encourage them to continue their schooling by reading, correspondence courses, or part time schooling.
6. To help pupils find the fields open to those who finish high school and college, and to help them learn what occupations are closed to those who do not finish high school or college.
7. To help pupils discover their interests and abilities.
8. To create in each pupil a desire to occupy a useful place in the world.
9. To give a broad view of the occupational field.
10. To help the pupil to see the vocational implications of school subjects.
11. To teach pupils that all honest work is dignified.
12. To give pupils an understanding and appreciation of the work of others and an understanding of their dependence on that work.
13. To guide pupils in their consideration of their own vocation, and to aid them in making tentative choices.
14. To teach the pupil how to study an occupation.
15. To help the pupil to understand that life situations are ever changing and that if he is to succeed vocationally he must be able to adapt himself to changing conditions.
16. To help the pupil develop an honorable code of ethics both socially and vocationally.

REQUIREMENTS OF THE COURSE.

1. Textbook.
2. Notebook (preferably loose-leaf and indexed).
A variety of uses will be found for the notebook. Among the more important are the following:
 - a. Record of assignments.
 - b. Class notes.
 - c. Notes on assigned reading.
 - d. Notes on investigations or interviews.
3. Reports:-Individual members of the class should be asked to give reports of readings or of their special activity or project.

4. **Tests:** The use of standardized aptitude, intelligence and personality tests will prove helpful to the pupil in his self-analysis provided the tests are given and scored by some one qualified to interpret the results.
5. **Collateral readings:** A list of books which are in the school or public library should be given and explanation made as to their use.
6. **Projects and activities:** Some individual problem should be assigned each member of the class. Suggestions will be found under "Interest Devices". The teacher will know what is best suited to the needs of the class.

MATERIALS AND HELPS.

An extensive list of books and pamphlets which will be of value to both the teacher and the pupil is found in the Materials and Helps. This list includes biography, autobiography, fiction, occupational studies, textbooks, and work books.

Firms furnishing films and slides are also named. Some of these films are free except that the user must pay transportation charges.

For those interested in standardized tests a list is given.

In the appendix, parts A, B, C, and D, will be found a Directory of Publishers, Suggested Lists of Books of Contemporary Biography, an Outline for studying biography, occupationally, and the chief agencies making studies on occupations.

These together with INTERVIEWS with workers and employers, LECTURES by qualified speakers, INSPECTION TRIPS to industry or business and TRYOUTS in positions under school supervision, form a list of materials and helps which no one teacher can use in its entirety, but out of which may be selected what will best fit the local situation.

INTEREST DEVICES:

Dramatization, pageants, Bulletin Boards, Debates, Collecting Clippings, Making Charts, Making Booklets on Occupations, Keeping a Diary (shows young person's interests and home life), Posters, Scrapbooks, Term Paper, An Autobiography, "My Career Book".

PART I.

PREPARING ONE'S SELF FOR A VOCATION.

- UNIT I. Need and Value of an Education.
- UNIT II. Learning How to Study.
- UNIT III. Schools and Their Courses of Study.
- UNIT IV. Studying Yourself.
- UNIT V. Planning Your Future.

UNIT I

THE NEED AND VALUE OF AN EDUCATION.

"There are six tests of the educated man or woman. First, correctness and precision in the use of the mother tongue; second, refined and gentle manners which are the expression of habits of thought and conduct; third, sound standards of feeling and appreciation; fourth, power of reflection; fifth, power of growth; sixth, the ability to do efficiently without nervous agitation."--Nicholas Murray Butler.

REFERENCES

Cowin, Wheatley, and Brewer, Occupations, pp. 1-10.
 Myers, Little and Robinson, Planning Your Future, pp. 184-193.
 Smith and Blough, Planning a Career, pp. 3-18.
 Zeigler and Jaquette, Choosing an Occupation, pp. 1-12.
 Lyon, Making a Living, p. 576.
 Gallagher, Courses and Careers, pp. 73-76.
 Teeter, A Syllabus on Vocational Guidance, pp. 20-35.

OUTLINE

A. WHAT IS AN EDUCATION?

Education is the development of such virtues, talents and qualities as we may possess. It begins when we are babies and continues through school; but it does not stop then. It goes on through life whether we wish it or not.

B. WHAT DOES EDUCATION DO FOR US?

1. It trains us to earn a living.

To earn one's living is a duty that every man owes himself and society. In days of depression when jobs are scarce, men have come to call it not only a duty but a privilege for a man to be able to earn his own living.

2. It trains us to take our place in society and to render to others as much service as we are capable of giving.

3. It trains for good citizenship.

A good citizen has good qualities of character and the knowledge of how to live harmoniously with others.

4. It prepares for worthy use of leisure because it gives people wider interests and encourages them to develop hobbies.

5. It trains in the qualities necessary for success. Success depends largely upon three things: (a) finding one's work, (b) doing it to the best of one's ability, and (c) rendering worthy service to the world.

C. WHAT ARE SOME OF THE SOURCES OTHER THAN SCHOOLROOM? AND SCHOOL BOOKS FROM WHICH EDUCATION MAY COME?

- | | |
|--------------------|-------------------------------------|
| 1. Libraries | 9. Museums and Art Galleries |
| 2. Y. M. C. A. | 10. Theatres and Motion Pictures. |
| 3. Y. W. C. A. | 11. Radio |
| 4. Boy Scouts | 12. Public Lectures and Sermons |
| 5. Camp Fire Girls | 13. Community Entertainment Courses |
| 6. 4-H Clubs | 14. Travel |
| 7. Lyceums | 15. Hobbies |
| 8. Civic Clubs | 16. Newspapers and Periodicals |

D. WHAT ARE THE SEVEN OBJECTIVES OF EDUCATION?

- | | |
|--|--------------------------|
| 1. Health | 4. Worthy Use of Leisure |
| 2. Worthy Home Membership | 5. Vocation |
| 3. Citizenship | 6. Character |
| 7. Training in the Fundamental Processes | |

E. OF WHAT VALUE IS AN EDUCATION?

"Who's Who In America" is a book, published every two years, in which are listed the names of men and women who have achieved distinction. In the 1928-1929 edition there are 26,991 life sketches. On the basis of their education they can be classified as follows:

Grade school education.....	1,795
High school education.....	2,230
College education (non-graduates).....	3,092
College education (graduates).....	19,874 1

Figuring the Value of an Education

"It has been estimated that a college education multiplies the value of a life career over a common school and a

1. McKown, H. C., Home Room Guidance. McGraw-Hill Co., N. Y. 1934. p.243.

high school education by 91, over a common school education by 215, and over no education by 817. If you have a common school education your life is worth thirty-eight times as much to the world as if you had no education. If you have a high school education, your life is worth twenty-three times as much as if you only had a common school education and eighty-seven times as much as if you had no education. There have been three hundred fifty-two times more men with university training in the House of Representatives than with no training. And there have been five hundred thirty times more men elected to the Senate with university training than without."²

F. HAVE YOU EVER STOPPED TO THINK OF HOW MANY OPPORTUNITIES ARE CLOSED TO YOU IF YOU DO NOT GO TO HIGH SCHOOL AND COMPLETE ONE OF ITS COURSES?

1. The world today wants men and women who are trained.
2. The high school offers a training that is necessary for entrance into nearly all the professions and skilled occupations.
- 3.. If one does not graduate from high school he cannot go to college.
4. He cannot go to a state normal school in most of the states.
5. He cannot go to a first-class law school.
6. He cannot go to a first-class medical school.
7. He cannot go to a first-class dental school.
8. He cannot go to a first-class pharmacy school.
9. He cannot go to a first-class engineering school.
10. He cannot be admitted to a Naval School of Aviation.
11. He cannot be admitted to an Army Aviation School.
12. He cannot get a first-class position in a newspaper office.
13. He cannot get a place in any business office with unlimited opportunities for advancement.

As you look this over you can see also how many of the professions are closed to the person who is not a graduate of college.

2. McKown, Home Room Guidance, p. 244.

A high school or college education may not seem so important to you just now, but if you have the time, the ability, and the money, why risk handicapping yourself because you do not have the vision of your future needs? ³

G. SUGGESTED DRAMATIZATION ⁴

1. At the Crossroads of Education. (Counselor discussing opportunities for training with a group of young people.)
2. The Family Steps Out. (Members of a family group making plans for leisure hours.)

H. TOPICS FOR ORAL OR WRITTEN REPORTS

- | | |
|-------------------------|-------------------------------------|
| 1. Illiteracy | 6. Adult Education |
| 2. Avocation | 7. The National Office of Education |
| 3. Vocational Guidance | 8. The Money Value of an Education |
| 4. Educational Guidance | 9. Extra Curricular Activities |
| 5. Smith-Hughes Act. | 10. Visual Education |
| | 11. Sight Saving Classes |

I. DISCUSSION TOPICS.

1. Why is more time spent in getting an education than in your grandparent's day?
2. Why does an education cost more today?
3. Why do the States maintain free public elementary and high schools?
4. Why do many boys and girls leave school before they have finished high school?
5. Why do we need vocational education and guidance today?
6. What educational opportunities do you have in your home that were not in the homes forty years ago?
7. Explain each of the seven objectives of education.
8. Name all the good things you can in our present educational system.
9. Do you have a State Superintendent of Schools or a State Commissioner of Education in your State? How does he get his office?
10. What is the method of choosing a County Superintendent of Schools in your State? Is it a good method?
11. Of what schools does the Federal Government have

3. Adapted from Jones, Principles of Guidance, 2nd Edition, 1934, p. 309.

4. Sponsored by the National Advisory Council on Radio in Education, 60 East Forty-second Street, New York City.

charge?

J. DEBATES

1. Resolved, That the working day in all occupations should be shortened to six hours.
2. Resolved, That all pupils be required to take a course in occupations either in the last year of the Junior High School or the first year of the Senior High School.
3. Resolved, That all girls in high school be required to take a course in Home Management.

UNIT II.

LEARNING HOW TO STUDY

"Invest your time; don't merely spend it."

"It is not the spurt at the start, but the continued, unrelenting, unrelenting advance that wins the day."

References:

- Gallagher, Courses and Careers, pp. 62-65.
 Holbrook and McGregor, Our Junior High School, pp. 33-47, 143-167.
 Lyon, Making a Living, pp. 17-21.
 Kitson, H. D., How To Use Your Mind, Chapters I, II, III, V, VIII.
 Kornhauser, A. W., How To Study and What To Study, Chapters III, V, VI, VII, XII.
 Kerfoot, J. B., How To Read.
 Teeter, A Syllabus On Vocational Guidance, pp. 27-29.
 Cole and Ferguson, Students' Guide To Efficient Study.

- A. Why do many pupils have trouble with their school work?
 Because they do not know how to study. Study is an art that has to be acquired.
- B. What is the first requirement for effective study?
 A strong will to succeed. You must be willing to work hard. You must realize what it will mean if you fail to get your work and what are the rewards of good work.
- C. What is concentration and how is it accomplished?
 Concentration is the process of shutting out distracting things and of keeping one thing clearly in the center of attention. Some of the most bothersome distractions are:
1. Outside disturbances such as noises, lights, etc.
 2. Bodily sensations, such as pains in the eyes, back or writing hand.
 3. Ideas about other lessons, social events, persons, stories you have read.
- D. How can you be sure that there will be few distractions while you are studying?
1. Study in a quiet room.
 2. Sit with as many distractions at your back as possible.
 3. If it is night, provide a shade for your lamp; if it is daytime be sure you have a good light on your work.
 4. Remove tight clothing.
 5. Rest occasionally, especially your eyes.

E. What are some good rules for effective study?

1. Learn to read rapidly for that will prevent your mind from being too sensitive to outside distractions. Two rapid readings are better than one slow one. Read phrases and sentences, not words.
2. Stop at the end of each paragraph and see if you have the main idea of what you have read.
3. Read important or difficult points slowly. Read familiar or unimportant points rapidly.
4. If you have forgotten a fact, look it up again. Re learn by repetition.
5. While reading, outline the important facts. This outline will be helpful when you want to review.
6. Do your own work. Don't form the habit of depending on the work of others.
7. Have a daily program. Budget your time. Form the habit of studying at certain times.
8. Don't waste time getting ready to study. Be prepared and begin at once.
9. Review your lessons often. In that way you will see the relationship between the old facts you knew and the new ones you are learning.
10. If you are very tired relax for a time and you will study more effectively when you do begin.
11. Learn with the idea that you want to recall certain facts and have confidence in your ability to recall these facts when they are needed.
12. Think, talk, and write about the things you are learning. That way you will make them yours.

SPECIAL ACTIVITIES:

1. Prepare a daily schedule budgeting your time for one school week.
2. In what ways may the library be a study help?
3. What is the Readers' Guide and how should it be used?
4. Of what use are the table of contents and index of a book? the notes and vocabularies? the maps, charts, tables, and illustrations?
5. Tell how to review effectively for an examination.
6. Do you think a pupil should work for marks?
7. Is "I don't know" a sign of weakness or strength, or both?
8. What would you do with a "cheat"?
9. What is meant by "getting by" or "getting away with"? Is this good or bad?
10. Are there important things which marks do not measure? List them.

UNIT III.

SCHOOLS AND THEIR COURSES OF STUDY.

"I find that the great thing in this world is not so much where we stand as in what direction we are moving; to reach the port of heaven we must sail, sometimes with the wind and sometimes against it--but we must sail, and not drift, nor lie at anchor."--Oliver Wendell Holmes.

REFERENCES:

1. Bate and Wilson, Studies In Vocational Information, pp.1-12, 129-135.
2. Brewer and Others, Cases in Administration of Guidance, pp. 221-230. (For the teacher.)
3. Brewster, Vocational Guidance for the Professions.
4. Comfort, Choice of a College.
5. Davis, Guidance for Youth, pp. 28-36.
6. Gallagher, Courses and Careers, pp. 81-84, 93-97, 107-110, 114-126.
7. Gowin, Wheatley, and Brewer, Occupations, pp. 25-46.
8. Halle, Which College?
9. Hatcher, Guiding Rural Boys and Girls, pp. 77-79. (For the teacher.)
10. Hawkes, College--What's the Use?
11. Lyon, Making a Living, pp. 575-597.
12. Myers, Little and Robinson, Planning Your Future, pp. 328-361.
13. Proctor, Vocations, pp. 345-348.
14. Smith and Blough, Planning a Career, pp. 419-423.
15. Teeter, A Syllabus on Vocational Guidance, pp. 36-49.
16. Zeigler and Jaquette, Choosing an Occupation, pp. 26-45.

A. What are the educational opportunities after sixth grade?

1. Junior high school.
2. Senior high school.
3. Graduate high school technical courses.
4. Evening school.
5. Continuation school.
6. Business college.
7. Private trade school.
8. Correspondence school.
9. Company or corporation school.

B. What are some of the common reasons for pupils leaving school before they have finished?

1. Ill health.
2. Financial difficulties at home.
3. Dissatisfaction in school.
4. Laziness.
5. Attraction of a paying job.
6. Lack of home encouragement.

C. Several important reasons why one should attend and finish senior high school.

1. It gives us a broader knowledge of the world in which we live and so helps in planning our vocational future.
2. Through the study of our own and foreign languages we improve our ability to read intelligently.
3. It is a preparation for further study in a college or a technical school.
4. It is possible to gain special skill and knowledge in some kind of work that leads directly to a job such as book-keeper or stenographer.
5. It gives an opportunity for making friends with persons who will in time be influential in the community and so forms the basis of community cooperation and citizenship.

D. What are the courses found in senior high schools?

1. College preparatory.
 - a. Scientific
 - b. Academic or cultural
2. Commercial.
 - a. Secretarial
 - b. Stenographic
 - c. Retail selling, etc.
3. Agricultural.
4. Home-making.
5. Trade-technical.
 - a. For boys:

1-Woodworking	4-Automotive
2-Metal-shop	5-Concrete work
3-Electricity	6-Printing
 - b. For girls:

1-Cooking	4-Printing
2-Sewing	5-Art metal work
3-Millinery	
6. General.

E. From what sources can you get facts about any college?

1. The college catalogue.
2. The guidance counselor, class adviser, home room teacher, or the principal of your school.
3. A person who has attended the college.
4. A visit to the college itself.

F. What things must be considered when choosing a college?

1. Entrance requirements.
2. College expenses.
 - a. Tuition
 - b. Fees
 - c. Clothes
 - d. Board and room
 - e. Books and supplies
 - f. Transportation
 - g. Incidental living expenses
3. Opportunities for earning part or all of your expenses.

4. Scholarships available.
5. Large or small college?
6. University or college?
7. Urban or rural college?
8. Co-educational?
9. Type of student drawn to the college.
10. Equipment, faculty, endowment.
11. Student life.
12. Meaning of its various degrees.
13. Success of its graduates.

G. THINGS TO DO:

1. List ten jobs for which a grade school fit one.
2. List ten jobs for which a junior high school fits one.
3. List ten jobs for which a senior high school fits one.
4. List ten jobs for which a college fits one.
5. What is a diploma? a degree? a certificate? Which do high schools give?
6. What is an elective? Why are some subjects made elective? In what school or grades do you first find electives?
7. What is an accredited high school? Is your school accredited?
8. What do the following mean:-A. B.; M. S.; B. S.; D. D.; Ph. D.; D. D. S.; M. A.; M. D.; LL. D.;
9. What are the names and locations of the colleges and universities in your state?
10. What are scholarships?
11. How does one obtain a scholarship?
12. Name some ways that one can earn money while attending college.
13. What government schools might one attend with little or no cost to one's self?
14. "Even students who are financially poor, if they are really determined to go to college, can provide themselves with a good college fund by their own saving. If one will save \$2.61 every week, beginning at the age of twelve, and put it in a bank savings account at 4½% interest compounded quarterly, in six years the sum will be \$1,000. Most boys and girls could get a job and do this....Think it over and see if you cannot in some such way assure yourself of a college fund that will be of real help to you when you need it."⁵

H. DEBATES:

Resolved, That generally students get more satisfaction out of shop work and home economics than any other work.

Resolved, That examinations are an unnecessary and unfair means of testing a pupil's progress.

5. Gallagher, Ralph F., Courses and Careers, p. 130.

Resolved, That if one's occupation does not require a college training, going to college is a waste of time and money for that person.

Resolved, That a study of foreign language in high school or college is unnecessary since there are translations of the most important foreign books and since English is becoming the universal language.

I. How much schooling is necessary for the following occupations?

Poultry farmer	Library assistant	Saleswoman
Machinist	Reporter	Gardener
Musician	Baker	Dentist
Coal passer	Milliner	Grocer
Nurse	File clerk	Policeman
Janitor	Dietitian	College teacher
Farmer	Taxidermist	Blacksmith

UNIT IV.

STUDYING YOURSELF

"Just stand aside and watch yourself go by,
 Think of yourself as 'he' instead of 'I';
 Pick flaws; find fault; forget the man is you,
 And try to make your estimate ring true.
 Confront yourself and look you in the eye,
 Just stand aside and watch yourself go by."

"Before a man can wake up and find himself famous, he must first wake up and find himself."

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2. Edmonson and Dondineau, Occupations Through Problems, pp. 12-16.
3. Gallagher, Courses and Careers, pp. 66-69.
4. Lyon, Making a Living, pp. 565-574.
5. Myers, Little and Robinson, Planning Your Future, pp. 307-313.
6. Proctor, Vocations, pp. 17-30.
7. Smith and Blough, Planning a Career, p. 410.
8. Teeter, A Syllabus on Vocational Guidance, pp. 50-54.
9. Zeigler and Jaquette, Choosing an Occupation, pp. 15-19.
10. Cowin, Wheatley and Brewer, Occupations, pp. 111-127.

A. Why are people different?

1. Because of sex.
 Boys and men are generally larger and stronger than girls and women of the same age, so they can do certain kinds of work for which women are not fitted.
2. Because of race.
 It is thought that people of different nationalities have different qualities. For instance, people believe that Southern European races are emotional and artistic, while Northern Europeans are thought to be steady, firm and deliberate.
3. Because of ancestry.
 It has been said that if you wish to produce a great man you must begin with his grandparents. All of us have abilities or features which we have been told are like our parents' or grandparents'.
4. Because of environment.
 Each of us has grown up in different homes and with different surroundings. Many people think that our environment is more important in deciding what kind of persons we shall be than are the traits we inherit from our ancestors.

B. What are some very important ways in which people differ?

1. Physical fitness.

This is our condition of health and is very important to each of us. If you have strong perfect bodies and take good care of them you have one of the greatest starts toward success and happiness that anyone can have.

2. Interest.

It is of three kinds:-special, natural and acquired. Natural interests are those which we do not know how we obtained. They are often connected with our play or hobbies. Special interests are the ones in which we take great pleasure. They may come in our play or work. Acquired interests come as the result of learning and training. Interest creates enthusiasm, cheerfulness and happiness.

3. Energy and industry.

Energy seems to depend on health. Then one feels tired all the time he has little desire to exert himself. If one has interest and energy he can accomplish a great deal and enjoy doing it.

4. Social-relations ability.

This ability means that we get on well with others and like to work with them.

5. Mental ability.

This is sometimes called general intelligence and is something that is very difficult to measure exactly. Most of us think that we can tell when people are very dull or very intelligent by their appearance and actions. Appearance is deceiving, as has been found by grouping together people of different degrees of intelligence and then having people try to tell from studying their pictures who were bright and who were dull. When we judge by appearance, vivacity and sparkle of eyes or smile, have a great influence on our judgment and they are not always indications of intelligence.

We can judge our own intelligence by answering the following questions:

- a. Do I learn well as compared with other members of my class?
- b. Do I get along well with my teachers and fellow students?
- c. Am I able to make plans and live up to them?

If you rank high in all these points you may be sure your intelligence is high.

6. Control of ourselves.

This involves the following:

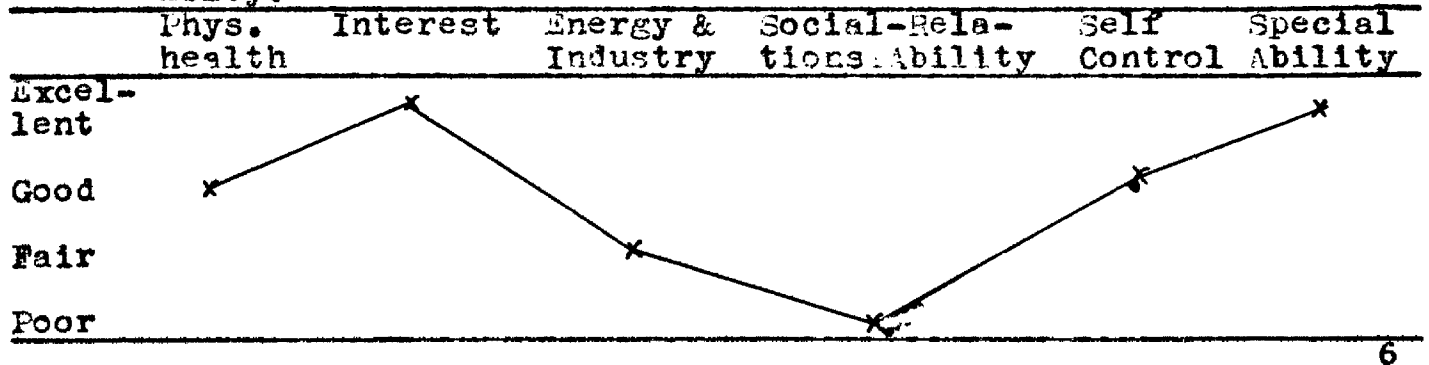
- a. Some knowledge of ourselves.
- b. Some knowledge of the world into which we are trying to fit ourselves.
- c. Ability to analyze ourselves fairly.
- d. Ability to make a plan of action and then stick to it.

7. Special ability.

Some people find that there is some one thing that they can do better than the average person can do it. This is an important discovery. It may mean that in time they may be a musician or an artist.

C. Can one draw a picture of his personality?

Yes. It might look something like this drawing that follows. Examine this drawing and make one of your personality.



D. How can we discover our special interests?

1. By watching ourselves and noticing the things we especially like to do, the things we dislike to do and the things we do not care about either way.
2. Asking our parents what they have noticed about our likes and dislikes.
3. Asking our teachers and friends.
4. Asking the school counselor to give us an "interest test".

E. How can we find out about our aptitudes?

1. Physical Ability can be discovered through competition with others in running, jumping, swimming, boxing, wrestling and playing of games.
2. Mental Ability can be tested by contests in various school subjects and also by the use of certain tests worked out by psychologists, by means of which one can get some idea of his mental ability as compared with others of the same age and the same opportunities for study and learning.
3. Mechanical Ability may be tested best by working in the various shops of a junior high school or by taking certain tests called "Mechanical Aptitude Tests".
4. Social Ability may be tested by trying to manage the details of a party. This means that one must foresee and arrange all details necessary for the success of the party. This is sometimes called "social engineering" and requires such qualities as tact, courtesy, sympathy and resourcefulness.
5. Character Aptitude or Traits is one of the most difficult aptitudes to discover, because we have to observe people a long time before we can be sure of any traits of character.

A good way to learn to estimate traits is to take one such as adaptability. Look up the definition of the word and then think of someone whom you think has the trait in a high degree. Next think of someone who has the trait in only a fair degree. Then think of someone who has the trait in a slight degree. You can decide then which one of these people you are most like. Some of the character traits are honesty, dependability, courage, loyalty and perseverance.

F. QUESTIONS FOR DISCUSSION.

1. Suppose a man should lose a leg or an arm, what could he do for a living?
2. How do blind people earn their living?
3. Some people say, "I am not going to work. The world owes me a living." What do you think of that?
4. In what ways are pupils in your class similar? Make a list of the ways in which they are different. Can you decide what vocations any of them seem fitted for?
5. For what vocations are you particularly well-fitted? For what are you not fitted?
6. What occupations are closed to blind people?
7. What occupations are open to deaf people?
8. How do school clubs help one to discover whether one has a real interest in many vocations? A list follows:

a. Aviation	h. First aid	c. Travel
b. Band	i. Glee	p. Citizenship
c. Camera	j. Handicraft	q. Garden
d. Camp	k. Hooked rugs	r. Radio
e. Debating	l. Hostess	s. Bird-lovers
f. Dramatic	m. Newspaper	t. Library
g. Embroidery	n. School service	u. Law
9. Some school subjects might help you to find out whether you would like similar work for a full-time vocation. The following subjects would indicate your interest and ability, in what vocations?

a. English	g. Music
b. Latin	h. Art
c. History	i. Mechanical drawing
d. Science	j. Electricity
e. Mathematics	k. Woodworking
f. Bookkeeping	l. Printing
m. Clothing and textiles.	

G. QUESTIONNAIRE FOR SELF-ANALYSIS

1. Name.....Sex.....Age.....
2. Home address.....Telephone.....
3. Occupation of parent or guardian.....
4. Other relatives' occupations which have interested you.....
5. Have any of your ancestors been gifted in any particular line?.....
6. Can you see any indication of inherited tendency or for ability in your own life?.....
7. What are your reasons for going to school?.....
8. What school subjects do you like most?.....
9. What school subjects do you dislike most?.....
10. Are you studious by nature, or is studying hard for you?.....
11. What claims most of your attention in school--your studies, or outside activities, social, athletic, etc.?.....
12. Do you "get by" in school with little or no study, or do you have to work hard in order to pass?.....
13. What sort of books, magazines, etc., do you read?.....
14. Have you a gift for music?.....
15. Have you a talent for art?.....
16. Have you mechanical ability?.....
17. Do you express yourself well in writing?.....In speech?.....
18. What can you do better than others of your age?.....
19. Are you timid, a "go-getter", or neither?.....
20. Have you a hobby that makes large demands upon your spare time? If so, name it, and try to give reasons for its strong appeal.....
21. Are you naturally healthy?.....Are you strong physically?.....Name physical handicaps, if any.....
22. Are you interested in sports?.....Have you had any experience in athletics?.....If so, what?.....
23. What vocations would your health forbid your entering?.....
24. Do you stand up straight or do you stoop?.....
25. Do you sit upright with your chest out, or do you hunch, a limp heap in your chair?.....
26. Do you give much attention to dress?.....
27. Are you careful to be clean and neat in dress and person?.....
28. Is your voice soft or loud?.....Musical or unmusical?.....
29. Are you careful about modulation?.....Emphasis and inflection?.....
30. Do you care to pronounce your words clearly and correctly?.....
31. Can you readily enter into conversation with new people?.....
32. Are you a good listener?.....

33. Do you grasp an explanation quickly, or do things have to be explained to you in detail?.....
34. Are your manners in general, quiet, noisy, boisterous, or self-assertive?.....
35. Is your smile frequent, rare, or absent?.....
Natural or forced?.....attractive or repellent?...
36. Are you frank, kindly, cordial, respectful, and courteous in word and action?.....
37. Do you look people frankly in the eyes?.....Do you avoid their gaze?.....
38. Do you get along well with others and they well with you?.....
39. Have you habits, little or big, that may be disagreeable to others?.....
40. Do you get angry easily?.....Have you a temper?.....
41. Have you tact?.....
42. Are you hasty and impulsive?.....
43. Are you quick or slow in your movements?.....In your mental processes?.....
44. Do you prefer to be director of things, or are you willing to do your share while someone else directs and assumes the responsibility?.....
45. Are you able to concentrate on the work you are doing or does your mind wander off to other things?.....
46. Do you stick to an idea or to a certain job until the end, or are you easily discouraged?.....
47. What sort of work appeals to you most--methodical, repetition-al, or work of wide variety?.....
48. Do you prefer mental activity, physical activity, or work involving both?.....
49. Can you work well under pressure, or do you work better when you have time and leisure?.....
50. Are you self-reliant?.....
51. Have you a good memory for faces?...for facts?.....for figures?.....
52. What occupation does your mother want you to follow?.....
53. What occupation does your father want you to follow?.....
54. What vocation do you think you will follow when out of school?
First choice.....Second choice.....
Third choice.....Fourth choice.....
55. Give two reasons for your first choice.....
56. Mention any other vocations which appeal to you.....
57. Is your high school course planned to meet your future voca-tion?.....
58. Are you happy in your present school work?.....
If not, why?.....
59. Do you expect to go to college?.....If so, where?.....

60. Indicate below your experience in outside work:

OCCUPATION	HOW LONG	WHERE	LETTER OF DISMISSAL
.....
.....
.....

61. What extra-curricular activities have you taken part in?
Name them.....

62. What honors or prizes have you received?.....⁷
.....

7. Gester, V. A., "Synopsis on Vocational Guidance," pp. 50-54. Macmillan. Adapted by permission from Rosenbarten, Choosing Your Life Work, pp. 31-32. McGraw-Hill, 1934.

UNIT V.

PLANNING YOUR FUTURE.

"Ideals are like stars; you will not succeed in touching them with your hands, but like the seafaring man on the desert of waters you chose them as your guides, and following them you reach your destiny."--Carl Schurz.

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 Myers, Little and Robinson, Planning Your Future, pp. 3-10, 314-321.
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 Smith and Blough, Planning a Career, pp. 407-411.
 Teeter, A Syllabus on Vocational Guidance, pp. 55-63.
 Zeigler and Jaquette, Choosing an Occupation, pp. 15-45.

A. WHY PLAN FOR THE FUTURE?

No one builds a house without first making plans; no one takes a long journey without planning the route and manner of transportation. Why should a life be any less important? One changes plans for the house as needed and journey plans, too. So young people will find that they will change their life plans perhaps many times. Changing plans is not a sign of weakness, but rather of progress. Making no plans, just drifting, or going into something unaware of what is coming is much more to be condemned.

B. WHY IS PLANNING FOR ONE'S FUTURE A GOOD THING FOR A BOY OR GIRL?

1. It prevents drifting into blind-alley jobs. These jobs are often attractive because the pay seems good and it means money of one's own. However, if the jobs are analyzed one will soon see that there is no future in them. They lead nowhere. If a job does not permit you to earn more at thirty than you did when you started, say at sixteen, it is a blind-alley job.
2. It prevents them from being lead astray by false guidance. False guidance takes many forms. Some of them are:
 - a. Phrenology
 - b. Fortune telling
 - c. Physiognomy
 - d. Graphology
 - e. Astrology
 - f. advertisements making impossible claims.

- g. Advice of friends who are not well-informed or are influenced by the desire to further their own interests.
 - h. Advice based on family pride or ambition.
3. It enables the boy or girl to take school subjects with vocational value.
 4. It is the most economical way of preparing for one's life work, for it:
 - a. Saves time
 - b. Saves money
 - c. Saves effort

C. UPON WHAT DOES THE SELECTION OF AN OCCUPATION DEPEND?

1. Upon personal characteristics or fitness.
You now have a clearer idea as to your characteristics if you have studied Unit IV. As you go on, you will learn the requirements of certain occupations and then you can compare your characteristics and these requirements and see if you are fitted for the occupations in which you are now interested.
2. Upon the occupations available.
There are times when, due to economic factors or the seasonal nature of some occupations, there are very few new jobs available. It is well to study these facts carefully in selecting an occupation. Then, too, some occupations become obsolete, due to changing industrial conditions. Machines may be used to replace several workers, or as has been the case with the village blacksmith, there may be less call for the kind of work he can do. If the smith was alert to the changes coming, he perhaps gradually changed his blacksmith and repair shop into a garage. So it is with many occupations. Through the years, changes come which necessitate changes on the part of the workers. That is the very best and most valuable lesson anyone can get from a course in vocational guidance, namely:--one must be on the alert for changes and be able to adapt himself to them when they do come.
3. Upon the training, education and financial assistance which you must have to prepare you for the work which you wish to do.
4. Service to society.
You should stop and ask yourself if the occupation you are choosing is of service to society. There are many reasons for this. The chief reason is that you will very likely find greater joy and satisfaction in doing this type of work. Then, too, your success may depend a great deal on this one factor for you will do your work better and there will be a greater demand for your services if it is a work which is of service to mankind.

5. Joy in the work.

It is indeed a hard way to earn a living if one has no real joy in his work. It is true that people can learn to enjoy work which at first did not especially appeal to them. However, it usually is a work for which they see some benefit to mankind coming as the result of its being done or which allows the worker to gain the respect and love of others for whom or with whom they are working.

6. Financial returns, immediate and future.

A job paying a large salary at first for very little training is often a blind-alley job. That is, there is no future as to pay or improvement in the type of work to be done. It is a mistake to choose an occupation in which one has little interest, because of the money one can make. Happiness in the work is more important than immediate financial returns. Perhaps boys and girls do not know that there are very few large salaries in any occupation. The United States Chamber of Commerce gives the following facts regarding incomes:-

Income of \$10,000 or over	Income of \$7,000 to \$10,000	Income of \$5,000 to \$7,000	Income of \$2,000 to \$5,000	Income of \$2,000 or less
1%	12%	31%	41%	87%

8

So it is better for boys and girls to select their occupations because of their interests, abilities, and opportunities rather than because of possible earnings alone.

7. Opportunity for advancement.

One should ask himself this question when considering an occupation. If I am successful, how much may I be earning in 10, 20, or 30 years?

8. Health conditions.

Are the hours very long? Is the work done under nervous strain? What are the hours, day or night? Is the work injurious to the eyes, ears, lungs? These are some of the questions one might ask about any occupation.

9. Social conditions.

If I do this work, what will be my social standing in the community?

D. WHAT SHOULD YOU MAKE A CHOICE OF AN OCCUPATION?

Before you leave school!

5. Adapted from Edmonson and Goodineau, Occupations Through Problems, Macmillan, 1931, p. 10.

E. DO OCCUPATIONAL CHOICES CHANGE?

Yes, as a person's interests change. Many boys in sixth, seventh and eighth grades are interested in becoming cowboys, policemen, firemen, or aviators. As they grow older they become interested in other work, such as engineering or some of the professions. The girl who thought she wanted to be a nurse often changes to the work of a dietitian or a bacteriologist. It is easier to change plans during school days and less costly as far as time and money go than it is after one has made a start in some occupation and found that he is not suited to it or does not like it.

F. HOW DOES THE SCHOOL HELP IN MAKING OCCUPATIONAL CHOICES?

1. It provides shops, gymnasiums, libraries, and laboratories.
2. It provides shop work, home economics and commercial subjects, all of which are vocational in nature.
3. Through its counselors and advisers it helps the young person to analyze himself and to learn about the occupations of the world. In the light of a pupil's interests and abilities it guides him in his choice of curricula and occupations.
4. It gives courses in occupations.
5. It gives opportunity for try-out in certain lines of work under the direction of the school.
6. In some cases schools arrange for and encourage pupils to get summer vacation jobs with the idea of try-out work.
7. It sets standards of right workmanship.

G. DRAMATIZATION:

1. Planning Your Life Work. (Two dramatizations of vocational interviews with young people and their parents.)
2. At the Crossroads of education. (Counselor discussing opportunities for training with a group of young people.) 9

H. SPECIAL TOPICS FOR ORAL AND WRITTEN WORK.

- | | |
|--------------------------|--|
| 1. Dangerous occupations | 6. Blind-alley jobs |
| 2. Occupational diseases | 7. Vocational opportunities in your school |
| 3. Phrenology | 8. The value of personality |
| 4. Physiognomy | 9. Astrology |
| 5. Graphology | 10. Vocational ladders |

I. THINGS TO DO AND QUESTIONS TO ANSWER.

1. Make a list of forty occupations. Draw a line through those which do not attract you. Draw a line through those which you would not follow because of lack of talent or for any other reason that may occur to you. Check the three which interest you most.
2. List the qualities necessary for success in these three

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- occupations. Compare them with your analysis of your personal qualities as shown in your personal analysis blank.
3. Name several occupations that seem to you to have the best social standing. Give reasons for your answers.
 4. Should a girl plan for any other occupation than home-making? Give all the reasons you can think of for your answer.
 5. Make a list of occupations for which women are better fitted than men; a list of ten for which they are equally well-fitted; a list for which they are less fitted; a list of those which they should avoid.
 6. When we study biography should we pick out the biography of a genius or the biography of an average person?
 7. In selecting your life work how many times should you change your mind?
 8. Elbert Hubbard said, "Young man, the world owes you a living, but you can't turn it over to an attorney for collection." Explain what he meant.
 9. Explain the quotation: "The good things in life are not handed down. They are pulled down."
 10. Why is it difficult for the boy and girl of today to select a vocation?
 11. Do you think that luck has anything to do with people's success in life? What is meant by "being ready for luck"?
 12. Is "being friendly" an asset in any vocation? In what vocations, particularly?
 13. Write a definition for opportunity.
 14. Explain the following quotation:
 "They do me wrong who say I come no more
 When once I knock and fail to find you in;
 For every day I stand outside your door
 And bid you wake, and rise to fight and win."
 --Walter Malone.
 15. Is there any relation between your hobby and your possible vocation?
 16. What is the difference between job, occupation, and career?
 17. Clip and bring to class examples of exaggerated advertising in newspapers and magazines.
 18. Do "hand workers" contribute more to civilization than "head workers"?
 19. Does graduation from high school or college guaranteed success?

PART II.
STUDYING OCCUPATIONS

- UNIT VI. Need and Value of Work and Classification of Workers
- UNIT VII. How To Study an Occupation
- UNIT VIII. Schools and Their Courses of Study
- UNIT IX. Extraction of Minerals and Oil Refining
- UNIT X. Manufacturing and Mechanical Occupations
- UNIT XI. Transportation and Communication
- UNIT XII. Commercial and Clerical Occupations
- UNIT XIII. Public Service or Government Work
- UNIT XIV. The Professions
- UNIT XV. Homemaking and Its Allied Occupations
- UNIT XVI. Vocational Ethics
- UNIT XVII. Review--Occupational Study

UNIT VI.

NEED AND VALUE OF WORK AND CLASSIFICATION OF WORKERS.

"It is perhaps natural that some, lured by prospects of ease and pleasure, should count the hours of leisure, and not the hours of work, as the most attractive part of life. But education must not fail to impress upon our children that all worthy work is to be respected, and that no man is to be held in respect unless, in accordance with his talent, he finds some way of justifying his existence through work."--

Gov. Alvin T. Fuller

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 Gallagher, Courses and Careers, pp. 141-147, 153-156.
 Cowin, Whentley and Brewer, Occupations, pp. 47-47, 88-92.
 Lyon, Making a Living, pp. 24-25.
 Myers, Little and Robinson, Planning Your Future, pp. 11-27.
 Proctor, Vocations, pp. 256-266.
 Smith and Blough, Planning a Career, pp. 45-52.

A. WHAT ARE THE BASIC REASONS WHY PEOPLE MUST WORK?

1. They have wants.
2. There is not a free supply of things to supply these wants.

B. SOME REASONS WHY PEOPLE WORK.

1. To earn a living
 - a. Food
 - b. Clothing
 - c. Shelter
 - d. Provide for recreation
 - e. Provide for a "rainy day".
2. To earn money
3. Because they enjoy their work
 If you have work in which you are interested you will enjoy doing it. Sometimes people do not have to work for a living but you find them working just as hard as if they needed the money to pay for their next meal.
4. To help other people
 - a. Some examples of this are:
 1. Clean-up days when people give their time to clean streets, churches, public buildings.
 2. Helping a sick neighbor or friend.
 3. Going to the polls to vote is often done by people because they feel it a duty and so it becomes a form of work.
 4. Giving up jobs that pay large sums of money to

take ones with little pay in order to serve society. Perhaps the ones we have all heard of who did this were the "dollar-a-year" men during the world war.

5. To be worthy of the respect of others.

One of the great needs of human beings is the respect of others. People do not respect those who will not work when they can and so become dependent upon others.

6. Because of affection for someone else.

Some examples of this are to be seen right in your homes. Husbands and wives work for each other and for their children because of their love for each other. Children in turn often work for parents for the same reason.

7. To gain an education.

Today there are many boys and girls, young men and women in this country of ours who are so anxious for an education that they are working almost to the point where they injure their health to obtain one.

C. WHAT WAS THE ORIGINAL PURPOSE OF THE UNITED STATES CENSUS AND WHAT DOES IT NOW INCLUDE?

The census was originally taken every ten years to learn how many people there were in the United States. This information was used as a basis for apportioning representatives. However, the 1930 census included much more than this. It included occupational opportunities, unemployment, agriculture, irrigation, drainage, manufactures, mining, and distribution.

Statistics of agriculture, manufactures and mining have been collected in every ten year period since 1840. Unemployment and Distribution statistics are new.

D. WHAT ARE THE SPECIAL CENSUSES?

1. Census of manufacture taken every two years.
2. Census of agriculture taken every five years.
3. Census of unemployment taken in 1930.
4. Census of distribution appearing first in 1930 was for the purpose of showing the points of strength and weakness in our system of distributing and marketing goods.

E. HOW DOES THE 1930 CENSUS CLASSIFY MEN?

1. As to training:
 - a. Professional
 - b. Clerical
 - c. Skilled
 - d. Semiskilled
 - e. Unskilled

2. As to number of occupations.
 - a. There were 567 major occupations and over 25,000 single
3. As to groups of occupations. (occupational designations)
 - a. Agriculture, fishing and forestry.
 - b. Extraction of minerals.
 - c. Manufacturing and mechanical industries.
 - d. Transportation and communication.
 - e. Trade.
 - f. Public service.
 - g. Professional service.
 - h. Domestic and personal service.
 - i. Clerical occupations.

F. WHAT IS MEANT BY PROFESSIONAL WORKERS?

There are several groups into which these workers fall. They are:

1. Learned
Under this classification comes law and teaching.
2. Technical
Engineering
3. Semi-professions.
Assistants to dentists and doctors.
Radio announcers.

The people in this group number less than in any of the other groups. To prepare for work in this group takes a much longer training period. In some professions such as medicine, law, and some forms of teaching it takes eight years of college work.

G. WHAT IS MEANT BY CLERICAL WORKERS?

These workers include accountants, stenographers and those who do secretarial work. They are found in banks, stores, government and railroad offices. They usually have a high school education. However, lately college trained people are seeking this kind of job.

H. WHAT IS MEANT BY SKILLED WORKERS?

These workers are made up largely of two classes:

1. Men and women who have finished high school and prepared themselves for a trade.
2. Men and women who have been unskilled or semiskilled workers and through their own efforts have trained themselves to be skilled workers.

I. WHAT IS MEANT BY SEMISKILLED WORKERS?

These workers have usually first been unskilled workers. They are able to do a little different type of work, a little more com-

plicated. In the shop he runs machinery; on the farm he can handle the machinery and tools which are more complicated and he sometimes assists in the farm management. If he is working on the highway he can read some of the blue prints. Many people working in factories come in this class.

J. WHAT IS MEANT BY UNSKILLED WORKERS?

This is the largest group of all. They are found in nearly all occupations. They have, as a class, less education than any other group. They are found on highway construction work; railroad construction; working as street cleaners and building assistants. They are the wage earners on the farms.

K. TOPICS FOR ORAL AND WRITTEN REPORTS.

1. The Industrial Revolution.
2. Specialization and its Results.
3. Difference between avocation, diversion and recreation.
4. Difference between an ideal, a goal, and a motive.
5. Child Labor.
6. Women in Industry.
7. Unemployment.

L. TOPICS FOR DISCUSSION AND THINGS TO DO.

1. Collect all the pictures you can find illustrating different occupations. Appoint someone to represent each group of occupations and have them take charge of the pictures and make a poster for the occupational group which they represent.
2. Collect "help-wanted" advertisements from newspapers, sort them into occupational groups. Paste clippings into your notebook taking a page for each group. See that each page is labeled at the top with the name of the occupational group whose clippings are found there.
3. What is meant when one says that people have "mixed motives" for working?
4. Why do many women have to work outside the home to earn money to raise the standard of living in the home?
5. Is some work necessary to everyone's happiness? What reason do you give for your answer.
6. Dramatize a story which shows the joy of work.
7. What would happen in your community if the food supply were cut off for fifteen days?
8. Give all the reasons you can why people depend upon one another and work together.

9. Make a list of as many things as you can that people can secure without work being done.
10. Name all the reasons you can why people's needs and wants change.
11. Bring in a story or a poem illustrating the dignity of work.
12. There is a desk in front of you. How many different persons worked on that desk from the time it started as wood in a tree and iron in the earth until it was placed in this room?

UNIT VII

HOW TO STUDY AN OCCUPATION

"No matter what a man's work, he can do it better if he is well informed."--Dr. Frank Crane.

"Man is like a tack--useful if he has a good head and is pointed in the right direction. But even though he is driven, he can go only as far as his head will let him."

"Reading furnishes the mind only with the materials of knowledge; it is thinking that makes what we read ours."--
--Locke.

REFERENCES:

- Bate and Wilson, Studies in Vocational Information, pp. 105-116.
 Gallagher, Courses and Careers, pp. 143-151.
 Cowin, Wheatley and Brewer, Occupations, pp. 88-110.
 Myers, Little and Robinson, Planning Your Future, pp. 39-42.
 Proctor, Vocations, pp. 1-16.
 Smith and Blough, Planning a Career, pp. 28-41.
 Teeter, A Syllabus on Vocational Guidance, pp. 67-72.
 Zeigler and Jaquette, Choosing an Occupation, pp. 15-24.
 See Appendix for Chief Agencies Making Studies On Occupation.

A. WHAT ARE THE CHIEF SOURCES OF VOCATIONAL INFORMATION?

1. Books, pamphlets, and magazines.
2. Educational moving pictures and slides.
3. Observations of vocations in the community.
 .. One can learn a great deal about any occupation in which he is interested if he has the opportunity to observe how it is carried on.
4. Visits to observe activities in various occupations.
6. Personal interviews.
 These are with workers and employers and should be arranged by the teacher who will instruct the pupils as to the best questions to ask and tell them what to look for in the shop, the office, or the place of business. The interview should be reported to the class or in a conference with the teacher or counselor.
5. Talks on vocations.
 It is best that these talks be made according to an outline made or suggested to the speaker by the teacher or counselor. In this way the points in which the boys and girls are interested will be stressed as will the points on which they need information.
7. Actual working experiences.
 These may come as a means of vacation employment or during the school year under school supervision.¹⁰

10. Adapted from Bate and Wilson, Studies in Vocational Information.

B. WHAT IS A GOOD METHOD FOR STUDYING AND REPORTING ON AN OCCUPATION?

There are five important steps to follow if you would have a good piece of work. They are as follows:

1. Select list of occupations to be studied.
2. Decide on a plan or outline of study.
3. List sources of materials and information.
 - a. Library--title of book, author, subject, page.
 - b. Interview.
4. Organize material.
 How you do this will depend upon whether you are to make an oral report or write a theme. If you are to write a theme you will be given directions by your teacher as to title headings, margins, writing on one side of the paper, etc. Following are suggestions for making an oral report, many of which will apply equally well to a written report or theme:
 - a. Have an aim.
 - b. Follow a definite plan in reaching that aim.
 - c. Organize your notes in good order.
 - d. Be careful to report all the important things but do not waste time by repeating.
 - e. After arranging your facts study them so that you will be able to present them in good English and make their meaning clear to other people.
 - f. Be brief. A good report is always brief and to the point.
 - g. Talk only about the things that are important and interesting.
5. Be prepared to answer questions from other members of the class.

C. A SIMPLE OUTLINE FOR THE STUDY OF AN OCCUPATION.

- I. Importance of the vocation. Of what use is this work to the world?
- II. The activities of the vocation.
 What would be one's duties of engaged in this vocation?
- III. Conditions of work.
 What are the hours of work, the health and safety conditions?
- IV. Preparation and qualifications required.
 1. What education and special training are necessary in preparation for this occupation?
 2. Besides education and special training, what physical, mental and moral or character qualities are needed?
- V. Steadiness of employment.
 Is the work seasonal? Many carpenters and painters, all harvesters and fruit pickers find their work seasonal.
- VI. Remuneration.
 What payment may be expected? Will it be money alone or will there be satisfaction and joy in the work?
- VII. Opportunities for advancement.
 What are the opportunities or chances for promotion? Is this a blind-alley job?

VIII. Opportunities for additional education.

Does the company maintain schools for its employees? If not, would there be opportunities for self-improvement, such as night school, libraries, etc.?

IX. General advantages and disadvantages.

Do the advantages seem more important than the disadvantages?

D. A VERY COMPLETE OUTLINE FOR STUDYING AN OCCUPATION.

I. Nature, Description and History of Occupation

- A. Name of the occupation.
- B. What is the nature of the work?
- C. What are the main branches of the occupation?
- D. Is there a tendency toward further specialization?
- E. What tasks does one actually perform in a typical day?
- F. Is it increasing or decreasing in importance?
- G. What are the social aims of the occupation--its importance to society?
- H. Is it localized, national, or universal?
- I. Is it seasonal, offering work only a few months in the year?
- J. What is the degree of labor turnover? Do workers change often?
- K. What is its size?
 1. Number engaged as workers.
 2. Value of product and capital invested.
 3. Demand for laborers--not enough to fill all openings?
 4. Oversupply of laborers?
- L. Name ten outstanding personalities in this occupation.
- M. Has it kept up with the times? Has it grown or changed?
- N. Does it lead to something better?
- O. Is the work interesting and stimulating?
- P. Is there opportunity for initiative, pioneer work, leadership, originality, and research in it?

II. Qualifications and Training Needed.

- A. Physical requirements.
 1. Weight
 2. Height
 3. Sex
 4. Entrance age
 5. Special senses
 6. Health
 7. Strength
 8. Appearance
- B. Psychological requirements.
 1. General intelligence.

11. Adapted from McKown, Home Room Guidance, p. 253. (McGraw-Hill, 1934.)

2. Special aptitude.
3. Ability of adaptation--social, mental, and physical.
4. Character traits.
 - a. What social and economic background is needed?
 - b. What moral and ethical traits are needed?

C. Preparation.

1. Elementary school education
 2. High school education.
 3. College education.
 4. Technical education.
 5. Does it require full-time schooling?
 6. Can the years of preparation be decreased by apprenticeship?
 7. Can the required education or additional education be secured in evening school? correspondence school?
 8. Are there opportunities for training on the job?
 9. Is experience necessary?
 10. Does it require manipulative skill?
 11. Does the worker have to furnish his own tools?
 12. Does the worker have to wear special clothing?
- #### D. What qualifications do customs demand?
1. Religion
 2. Nationality

III. Remuneration

- A. Initial pay.
- B. Median wage scale
- C. Maximum wage scale
- D. Discount and special prices
- E. Bonuses
- F. Group insurance
- G. Pensions
- H. Service department, such as a local doctor, nurse, resting rooms, etc.
- I. By hour, day, month
- J. Piece work
- K. Accident compensation
- L. Dockage
- M. When the work is well done, does it make the worker feel that he is contributing to the progress of society?

IV. Advantages.

- A. Opportunities for promotion.
 1. Is promotion dependent upon further study and hard work?
 2. What is the next higher job?
 3. When is one promoted?
- B. Opportunity for physical and mental growth.
- C. Try-out opportunities.
- D. Social prestige.
- E. Does it care for old age and health?

V. Disadvantages.

- A. Accidents connected with this occupation.

- B. Diseases accompanying this occupation.
- C. Restriction of growth (educational and social.)

VI. Physical and Working Conditions.

- A. Inside work
- B. Outside work
- C. Temperature--hot, cold, variable, moist air.
- D. Ventilation--fumes, odors, dust.
- E. Noise--disturbing, steady, vibrating.
- F. Light--natural, artificial, flood, dim, bright.
- G. Sanitary conditions--good, poor, variable.
- H. Machinery--high-speed, automatic, jigs.
- I. Tools--hand, light, heavy, standard.
- J. Is the work varied or routine?
- K. If monotonous, are there adequate compensations?
- L. Motions--rhythmic, horizontal, perpendicular, circular.
- M. Posture--standing, sitting, bending, moving about.
- N. Hours--day, night, rest period, overtime, vacations lay-offs, slack periods, steady work.
- O. Does one work close to others?
- P. Do other workers cooperate?
- Q. Is it closely supervised?
- R. Is there nerve or eye-strain?

VII. Social conditions.

- A. Unions and associations for the worker; for the employer.
- B. Welfare workers.
- C. Is there opportunity for wholesome family life? (Does it keep the worker away from home, as in the case of the traveling salesman?)

VIII. Ethical Standards.

- A. What are the ethical standards and what are its influences upon those engaged in it?
- B. Does it help the individual to lead a good life?
- C. Is it conducive to good citizenship?¹²

E. OUTLINE FOR AN OCCUPATIONAL TALK.

1. Importance to society.
2. The actual work done.
3. Advantages.
4. Disadvantages, and problems.
5. Preparation necessary or desirable to enter the occupation.
6. Other qualifications or requirements necessary for success.
7. Initial income and chance for advancement.
8. Effect of the occupation on the life of the worker.¹³

12. Neuberg, Principles and Methods of Vocational Choice.
Prentice-Hall, 1934, pp. 130-134.

13. Hatcher, Guiding Rural Boys and Girls, McGraw-Hill, 1930, p.173.
Suggested by Dr. John M. Brewer of Harvard University and Miss
Leona C. Suchwald, Director of Educational and Vocational
Guidance in the Baltimore Public Schools.

F. TOPICS FOR PLIANTS EITHER ORAL OR WRITTEN.

1. Occupational diseases.
2. Hazardous occupations.
3. Workmen's compensation laws.
4. Seasonal occupations.
5. New occupations.
6. Occupations which are decreasing in social value.
7. Pension laws.
8. Social and moral hazards of an occupation.
9. Smith-Hughes vocational courses.
10. Group insurance.

G. DEBATE SUBJECTS.

1. Resolved, That the boy and girl who work their way through high school and college get more out of it than do those whose expenses are paid for them.
2. Resolved, That a fair wage scale for all employees and a share in the profits of a business is better for workers than old age pensions.

H. QUESTIONS TO ANSWER AND THINGS TO DO.

1. Why is it more difficult for young people to secure first-hand experience in vocations than it was for their fathers?
2. Make a list of vocations employing thousands of men that were not in existence fifty years ago.
3. Is it possible to learn all that one should know about an occupation from books or magazines?
4. List five vocations that are especially dangerous; five which are unusually safe.
5. Why should one obtain a broad knowledge of the field of occupations while in school?
6. To get our ideas about vocations from many sources.

Following are some of the sources:

- a. From friends
- b. From relatives
- c. From school subjects
- d. From school paper
- e. From reading books
- f. From school clubs
- g. From teachers
- h. From personal experience
- i. From auditorium programs
- j. From newspapers and magazines
- k. From guidance classes

Where did you get your ideas about the following things that concern the vocations you are especially interested in?

- a. Effect on health
- b. Length of hours
- c. Income
- d. Method of preparation
- e. Nature of work
- f. Chance for advancement

g. Opportunity for service.¹⁴

7. What education is necessary for a business vocation? a professional vocation?
8. What scholarships are available to deserving pupils in your schools?
9. What loan funds are available in your community? Sometimes the Eastern Star, I. O. O., business women's organizations, business men's organizations, and Women's Clubs have educational funds. Are there any such funds available in your community?
10. Name some occupations which have grown out of the invention of electric lighting and the motion picture.
11. Should you avoid an over-crowded occupation because it is crowded? Give reasons for your answer.
12. Would you rather be an automobile racer at \$15 per day or a school teacher at \$5 per day?
13. When selecting an occupation there are certain things to consider. Below are given eight things one should consider in rating an occupation as to its desirability. Select ten occupations, including those in which you are most interested, and rate them from 0 to 10 on these characteristics. For instance a clergyman would rank 10 on the first characteristic and a racketeer would rank 0.
 - a. Respect for the occupation
 - b. Opportunity for service
 - c. Remuneration
 - d. Regularity of employment
 - e. Qualification necessary
 - f. Opportunity for advancement
 - g. Health and safety
 - h. Desirable associations.¹⁵

14. Adapted from Gallagher, Courses and Careers, Harpers, 1930, p.149.

15. Adapted from McKown, Home Room Guidance, McGraw-Hill, 1934, p. 258.

UNIT VIII

AGRICULTURE AND ITS ALLIED OCCUPATIONS

"Whether thy work be fine or coarse, planting corn or writing epics, so only it be honest work, done to thine own approbation, it shall earn a reward to the senses as well as to the thought; no matter how often defeated you are born to victory. The reward of a thing well done is to have done it."
 --Ralph Waldo Emerson.

REFERENCES:

- Bate and Wilson, Studies in Vocational Information, pp. 51-56.
 Edmonson and Londineau, Occupations Through Problems, pp. 27-55.
 Gallagher, Courses and Careers, pp. 209-216.
 Gowin, Wheatley and Brewer, Occupations, pp. 127-148.
 Lyon, Making a Living, pp. 178-205.
 Myers, Little and Robinson, Planning Your Future, pp. 43-45.
 Proctor, Vocations, pp. 48-77.
 Smith and Blough, Planning a Career, pp. 53-94.
 Teeters, A Syllabus on Vocational Guidance, pp. 73-78.
 Zeigler and Jaquette, Choosing an Occupation, pp. 67-106.

A. WHAT IS THE CLASSIFICATION OF AGRICULTURAL OCCUPATIONS ACCORDING TO THE UNITED STATES CENSUS?

1. General farms
 Raise grain, stock and produce dairy products.
2. Plantations
 Raise cotton, rice, sugar and tobacco.
3. Gardens and greenhouses
 Raise fruits, vegetables, seeds and flowers.
4. Orchards and nurseries
 Raise fruits, trees, plants and shrubs.
5. Dairy farms
 Produce milk, cream, butter and cheese.
6. Stock farms
 Raise cattle, horses, hogs and sheep.
7. Poultry farms
 Produce eggs, chickens and baby chicks.

B. DIFFERENT KINDS OF OCCUPATIONS IN AGRICULTURE.

1. Instructional
 - a. Teaching
 1. High school and College
 - b. Government Extension
 1. United States Department
 2. State Department
 3. County agent
 4. Director of clubs
 5. Journalist
 6. Lecturer

2. Experimental
 - a. Director
 - b. Assistant director
 - c. Research expert
 - d. Demonstrator
 - e. Assistant demonstrator
3. Practical
 - a. Owner
 - b. General manager
 - c. Farmer
 - d. Helper
 - e. Apprentice¹⁶

C. REQUIREMENTS FOR A FARMER?

1. Must be physically strong.
2. Must know:
 - a. Machinery
 - b. Animals and the best ways of producing the best breeds of stock.
3. Must have a knowledge of:
 - a. Botany
 - b. Biology
 - c. Soil chemistry
 - d. Grains and other farm crops
 - e. Drainage
4. Must like to work out of doors with animals, machinery and crops.
5. Must have money enough to buy machinery, stock, seeds, and pay rent for or buy a farm.

D. WHAT ARE THE OPPORTUNITIES IN FORESTRY?

1. United States Forest Service.
 - a. Technical
These men do supervisory work, solve problems in wood utilization, and make plans for planting and conservation of trees.
 - b. Semitechnical
 1. Rangers
 2. Managers of lumbering
 3. Managers of scaling
 - c. Nontechnical
 1. Guards
 2. Assistants in planting and conserving trees.
2. Jobs with private enterprises such as:
 - a. Lumbering companies
 - b. Railroad companies
 - c. Mining companies
 - d. Educational institutions
 - e. Organizations conducting research in forestry.

E. REQUIREMENTS OF A FORESTER.

1. Must be physically strong.
2. Must love adventure and travel.

¹⁶ Smith and Blough, Planning a Career, p. 58.

3. Must not be afraid of hard work and many discomforts.
4. Must be trained in:
 - a. Mathematics
 - b. Surveying
 - c. Chemistry
 - d. Geology
 - e. Highly technical and specialized courses in forestry.
5. Must know:
 - a. Trees and possible uses of different varieties and conditions under which each grows best.
 - b. Diseases that threaten trees and how to combat them.
 - c. When timber is ready for the market.
 - d. How to educate the public as to the importance of conservation of the natural resources.

F. WHAT ARE THE DIFFERENT TYPES OF FISHING?

1. For sport.
The State and National Governments maintain fish hatcheries to propagate fish for stocking the streams for this type of fishing which is done with rod and line.
2. Commercial fishing.
This is done in power boats with seines, nets, fishwheels and traps of various sorts.
3. Shellfish.
This deals with the propagation and marketing of oysters, clams, lobsters and crabs.
4. Other types of fishing.
Whales and seals.

G. TOPICS FOR WRITTEN AND ORAL REPORTS.

1. Bee culture
2. Flower culture
3. Landscape gardening
4. Poultry raising
5. Animal husbandry
6. Truck gardening
7. "Farm relief".
8. The county agent.
9. Dairying
10. Specialized farming
11. Canneries
12. Horticulture

H. QUESTIONS TO ANSWER AND THINGS TO DO.

(Many of the facts asked for in the next 5 questions may be found in the World Almanac.)

1. What are the principal crops in your state?
2. What is the total annual value of the agricultural products of your state?
3. What is the total annual value of the forest products of your state?
4. Is fishing an important industry in your state? What is its total annual value?

5. Are there any other industries in your state whose total annual value exceeds that of agriculture?
6. What are the different kinds of work open to graduates who have specialized in forestry?
7. What financial returns are likely to be earned by specialists in forestry?
8. Make a list of the principal crops raised by the farmers in your community.
9. Find out the average yield per acre for each of these crops. How does it compare with the best yield per acre that you have ever heard of?
10. Make a list of insect pests that destroy the crops of your neighborhood. How do the farmers fight them? Are they successful in their fight?
11. Find out which breeds of chickens are best for broilers; which are best for eggs. Is there a ready market for poultry in your town?
12. What kinds of fish can be caught in your nearest lake or stream? What kinds are good to eat?
13. Has your state a fish hatchery? Has the state ever stocked the streams near you? With what kinds of fish?
14. If there is anyone near your town who raises flowers for the market, select some variety such as the rose, peony or carnation, and find out something about the planting, cultivating and marketing.
15. What are the advantages or disadvantages of co-operative selling or buying organizations such as the Apple Growers?
16. How are swordfish, tuna, and sturgeon caught?
17. Certified, pasteurized and accredited are terms used to classify milk. What is the meaning of each?
18. Why are the weather reports as well as a general knowledge of weather and climate conditions of great importance to the farmer?
19. What is intensive farming? extensive farming? diversified farming?
20. What are the advantages and disadvantages of farm life?

UNIT IX.

EXTRACTION OF MINERALS AND OIL REFINING.

"Blessed be the man whose work drives him. Something must drive men; and if it is wholesome industry, they have no time for a thousand torments of temptation."

--Henry Ward Beecher.

REFERENCES:

- Bulletins from the State Bureau of Mines and the United States Bureau of Mines.
 Edmonson and Dondineau, Occupations Through Problems, pp. 56-67.
 Gallagher, Courses and Careers, pp. 217-219.
 Cowin, Wheatley and Brewer, Occupations, pp. 142-150.
 Lyon, Making a Living, pp. 181-206-208, 510-511.
 Myers, Little and Robinson, Planning Your Future, pp. 56-71.
 Proctor, Vocations, pp. 111-120.
 Smith and Eloueth, Planning a Career, pp. 85-94.
 Statistical Abstract of the United States, 1924. (For sale by the Supt. of Documents, Washington, D. C., Buckram binding, \$1.50, publ. each year).
 Zeigler and Jaquette, Choosing an Occupation, pp. 107-121.

A. WHAT ARE SOME OF THE PRODUCTS OF MINING?

1. Coal--provides employment for largest number in this group.
2. Natural gas and oil--second in number of people employed.
3. Copper
4. Iron
5. Gold
6. Zinc
7. Silver
8. Lead
9. Cement materials
10. Granite
11. Precious stones
12. Limestone
13. Clay for making bricks and tile.
14. Salt
15. Sulphur

B. OF WHAT TYPES ARE THE MINES?

1. "Open workings"
 - a. Clay pits
 - b. Stone quarries
 - c. Placer gold mines
2. Beneath the ground
 - a. Pits
 - b. Tunnels
3. Wells
 - a. Gas
 - b. Petroleum
 - c. Salt
 - d. Sulphur

C. WHAT ARE THE METHODS OF MINING COAL?**1. Stripping**

This consists in removing all the earth above the coal by means of electric or steam shovels and then removing the coal by the same means.

- 2. Digging a tunnel straight into the side of the hill or sloping it into the side of the hill.**
- 3. Sinking a vertical or inclined shaft.**

D. WHAT ARE SOME OF THE GREAT IMPROVEMENTS THAT HAVE BEEN MADE IN MINING IN THE LAST THIRTY YEARS?

- 1. Machinery has replaced pick and shovel.**
- 2. Electric drills for boring.**
- 3. Electric current is used instead of fuse for setting off explosions.**
- 4. Electric light is used instead of candles of fifty years ago.**
- 5. Forced air ventilation.**

E. UNDER WHAT CLASSIFICATION AS TO TRAINING DO A LARGE PART OF THE WORKERS COME?

- 1. Unskilled**
- 2. Semiskilled**

However, there are all degrees of skill represented in the industry.

F. WHAT ARE SOME OF THE QUALIFICATIONS THAT A MINER MUST HAVE?

- 1. Must be physically strong and able to do hard work.**
- 2. Must be courageous, for the work is dangerous.**
- 3. Must be able to be happy when working alone.**

G. WHAT ARE SOME OF THE DISADVANTAGES OF MINING?

- 1. Very hazardous.**
 - a. Handling high explosives.**
 - b. Bad air and gases.**
 - c. Cave-ins and rock slides.**
 - d. Defective machinery.**
 - e. Careless fellow workers.**
- 2. Work is seasonal.**
- 3. A miner's family must live in an isolated community.**
- 4. Educational advantages for the children are few.**
- 5. The number of miners far exceeds the need.**
- 6. A miner has very little opportunity to continue his education.**

H. WHAT ARE SOME OF THE ADVANTAGES?

- 1. No general education is required of a majority of the workers.**
- 2. Wages are high; however, most miners do not work steadily.**
- 3. Free hospital care.**
- 4. Compensation to miner's family in case of death.**

1. WHAT ARE SOME OF THE TYPES OF POSITIONS OPEN IN MINING?

1. The prospector

He is usually a man who packs his tools and supplies on a horse or burro and explores the regions in which he thinks minerals may be found. He must be a practical miner and geologist. Even if he locates a mine he usually sells out, for he is an explorer and not a developer.

2. The miner

3. The mucker or miner's helper

4. Shift bosses

5. Mine foremen

6. Superintendents

7. General manager

8. Blacksmiths, to sharpen drills and look after other tools.

9. Machinists to keep machinery in good condition and see that various power drills are in order.

10. Timbermen, to secure and put in place the timbers necessary to keep tunnel walls from caving in.

11. Surveyors, to plan the drifts, establish levels for sluice ways, and lay out roads and tramways.

12. Assayers, to take samples of ore and find its mineral content.

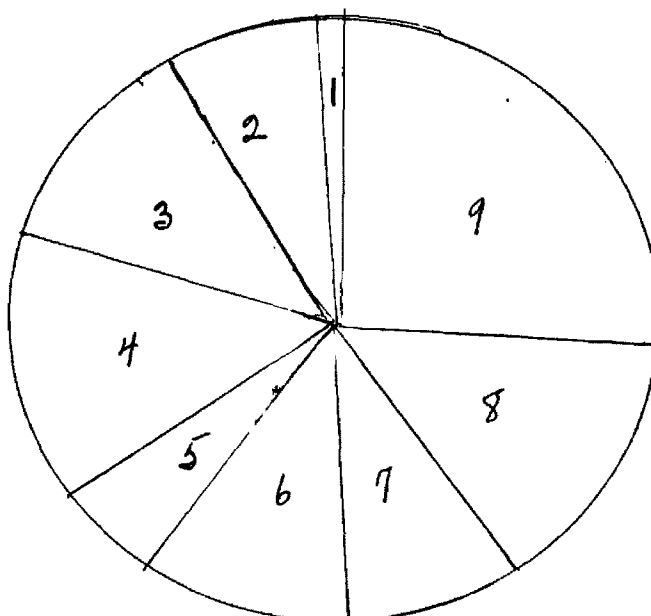
13. Mining engineers, to study the geological formations to determine the extent of the mineral deposits and the direction which the shafts and tunnels should take in order to get the ore out to the best advantage.

J.

Workers in Mines, Quarries and Oil Fields				17
Vocations	Female	Male	Total	
Foremen, Overseers and Inspectors	12	34,274	34,286	
Operators, Officials and Managers	141	30,755	30,896	
Coal Mine Operatives	116	621,545	621,661	
Copper, Gold, Iron, Lead, Zinc, and Silver Mine Operatives	16	89,428	89,489	
Quarry Operatives	25	65,263	65,288	
Gas, Oil and Salt Well Operatives	419	108,929	109,348	
Totals	729	950,248	951,977	

17. Statistical Abstract of the United States, 1924.

K. GEOGRAPHICAL LOCATION OF OUR MINERAL RESOURCES IN THE UNITED STATES:



1. New England 0.6%	6. South Atlantic 11.1%
2. Pacific 5.7%	7. Northwest Central 8.9%
3. Mountain 10.2%	8. East North Central 15.2%
4. West South Central 15.5%	9. Middle Atlantic 27%
5. East South Central 5.8%	

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L. OF WHAT DOES THE WORK OF THE BUREAU OF MINES CONSIST?

1. Promotion of safety and health in the mining and metallurgical industries.
2. Investigation of mine accidents.
3. Methods of preventing them are studied and experimented with.
4. Mine rescue cars are sent to places where fires and explosions have occurred.
5. First aid is given to the injured.

Mining engineers and chemists with special knowledge of gas, coal, petroleum and explosives are employed in this bureau. Fuel engineers study the most economical ways of carrying on mining and of burning coal and oil. All are chosen by civil service examination with the exception of the director.

M. TOPICS FOR READING AND ORAL REPORTS.

1. United Mine Workers of America.
2. Slate pickers.

18. Adapted from Johnson and Johnson, Occupational Stress and Problems, MacMillan 1931, p. 59.

3. Oil refining.
4. Sulphur wells.
5. Salt wells.
6. Smelting of iron.
7. Mining precious stones.
8. Gold and silver mining.
9. Oil and gas fields--location, value of products, types of workers.

N. QUESTIONS TO ANSWER AND THINGS TO DO.

1. Name five uses of coal
2. What are the chief mineral products of this state?
3. Report on the process of mining, refining and use of the following metals:

a. Aluminum	f. Lead
b. Brick	g. Zinc
c. Cement	h. Granite
d. Copper	i. Salt
e. Tin	j. Stone
4. Are mining and metallurgy the same?
5. What is "white coal"?
6. Using an outline map of the United States, color in red the states leading in coal production; in blue those leading in copper; and in yellow those leading in gas and oil production.
7. When the world's supply of petroleum is exhausted what will replace it?
8. If there is a State Bureau of Mines in your state, write for a pamphlet describing the kinds of safety devices which mine owners are required to install in their mines.
9. Make a list of the products manufactured from crude oil.

UNIT X.

MANUFACTURING AND MECHANICAL OCCUPATIONS.

"The dignity of labor depends not on what you do, but on how you do it."--Edwin Osgood Grover.

REFERENCES:

Bate and Wilson, Studies in Vocational Information, pp. 61-64.

Compton's Encyclopedia, Vol. 8, p. 3998, The Picture Story of Houses.

Compton's Encyclopedia, Vol. 8, pp. 4021 and 4022, Pictures of Industries and Inventions.

Cooley, Rodgers and Belman, My Life Work.

A. Representative Industries:

1. The Hosiery Industry
2. The Baking Industry
3. The Candy Industry
4. The Shoe Industry
5. The Electrical Industry
6. The Automobile Industry
7. The Telephone Industry

B. Buildings and Metal Trades:

1. The Carpenter
2. The Bricklayer
3. The Plumber
4. The Electrician
5. The Painter and Decorator
6. The Sheet-metal Worker
7. The Plasterer
8. The Steamfitter
9. The Structural Iron Worker
10. The Draftsman
11. The Pattern-maker
12. The Molder and the Coremaker
13. The Machinist
14. The Tool and Dyemaker
15. The Forgerman
16. The Welder
17. The Boilermaker

Edmonson and Dondineau, Occupations Through Problems, pp. 68-83.

Gallagher, Courses and Careers, pp. 177-208, 223-225.

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Lyon, Making a Living, pp. 182-199, 204-226, 220-235, 497-498.

Myers, Little and Robinson, Planning Your Future, pp. 72-95.

Proctor, Vocations, pp. 121-170.

Statistical Abstract of the United States.

Smith and Blough, Planning a Career, pp. 95-146.

Teeter, A Syllabus on Vocational Guidance, pp. 103-111.

Zeigler and Jaquette, Choosing an Occupation, pp. 122-188.

Additional References for UNIT X.

Cooley, Rodgers and Belman, My Life Work.

C. Printing and Servicing Trades:

1. Printing Trades
 - a. The Compositor
 - b. The Pressman
 - c. Lithographic Printing
 - d. The Engraving Trades
 - e. The Bindery
2. The Automobile Trades
 - a. The Automobile Trades
3. The Stationary Engineer
 - a. The Stationary Engineer

A. WHAT DO THE MANUFACTURING AND MECHANICAL OCCUPATIONS INCLUDE?

1. Factory workers.
2. Metal working and printing trades.
3. The building trades.

B. HOW DOES THE UNITED STATES CENSUS OF 1930 CLASSIFY THE MANUFACTURING AND MECHANICAL OCCUPATIONS?

1. Building and Construction
2. Chemical and Allied Industries
3. Cigar and Tobacco Factories
4. Clay, Glass and Stone Industries
5. Clothing Industries
6. Food and Allied Industries
7. Iron and Steel Industries
8. Machinery and Vehicle Industries
9. Metal Industries
10. Lumber and Furniture Industries
11. Paper, Printing and Allied Industries
12. Textile Industries
13. Miscellaneous

C. WHAT IS THE MEANING OF THE WORD "MANUFACTURE"?

It comes from the Latin and literally means to make by hand. In the early days that is how things were made, but with the coming of the machine age very little is now made by hand in comparison to what is made by machinery, for working by hand is too slow and too expensive. Work that is done by hand comes under the classification of "handicrafts".

D. WHAT CAN BE SAID ABOUT THE WORK IN A FACTORY?

1. There are all levels of skill but there are more unskilled

or semiskilled laborers than any other classes.

2. Each operation is performed in the shortest possible time and with the least cost.
3. The finished products are the results of the efforts of many people so there is little chance for pride in workmanship.
4. There are many varieties of jobs or tasks. For example, there are seven or eight departments and 115 different operations performed in making a shoe.
5. The work is seasonal and monotonous. Yet the modern factory is a much pleasanter place to work than the dingy factory of twenty-five years ago.

E. WHAT ARE SOME OF THE THINGS THAT MODERN FACTORY OWNERS ARE DOING FOR THEIR WORKERS?

1. Providing educational service to train their workers.
2. Welfare service;
 - a. Insurance for workers.
 - b. Free dental service.
 - c. Free medical service.
 - d. Libraries.
 - e. Club rooms.
 - f. Athletic facilities.
 - g. Lunch rooms.
 - h. Entertainment at noon hour.
 - i. Banks to encourage thrift.
 - j. Sharing of profits by the employer with the employees.

F. THE CHEMICAL AND ALLIED INDUSTRIES.

They include the following:

1. Drugs and medicines.
2. Fertilizer factories.
3. Dyes and paints.
4. Cosmetics--one of the most profitable.
5. Paint and varnish.
6. Lighting gas and coke manufactories.
7. Petroleum refineries.
- 8.. Soap factories.
9. Sprays and insecticides.
10. Powder, dynamite, fuse and other explosives.

G. TEXTILE AND CLOTHING INDUSTRIES.

This division ranked second in the value of products and first in the numbers employed according to the 1930 census. There are the following classifications:

1. Manufacture of fabrics.
There has been much child labor in these factories in the past.
2. Manufacture of wearing apparel.

There are two main divisions of this industry:

a. Hand or custom-made clothes employing:

1. Tailors
2. Dressmakers
3. Hatmakers

These are made-to-measure articles of wearing apparel and because they are expensive they are not so much used as ready-to-wear.

b. Factory or ready-to-wear includes:

1. Shirt factories
2. Overall factories
3. Women's cloak, suit and skirt factories
4. Men's ready-to-wear.

Conditions in these factories are very often unsatisfactory because of poor lighting, poor ventilation, long hours, and poor pay. Some of the workers have trade or technical school training. The managers must be well-trained.

H. FOOD INDUSTRIES.

These include:

1. Bakeries--bread, pastry and cakes.
2. Canneries--vegetables, fish, meat, butter, cheese, and milk.
3. Candy factories.
4. Cooky factories.
5. Cracker factories.
6. Packing houses--prepare meats for preservation in refrigeration plants.
7. Millers--prepare flours and cereals.

The work in these industries is great, for people must eat. Working conditions are usually better than in other types of factories because they are required by law to be clean.

Except for unskilled labor a high school education is very helpful and often necessary

I. IRON AND STEEL, MACHINERY AND VEHICLE INDUSTRIES.

1. Automobile

- a. Factories
- b. Repair shops and garages.

Work in this industry has tended, in the past, to be seasonal but with better roads this has been partly eliminated.

2. Iron and steel plants.

- a. The work in blast furnaces and rolling mills is dangerous.
- b. The hours are long.
- c. The pay is not as good as in the automobile industry.

3. Ship building and boat building.

- a. A large part of the work is that of keeping ships in repair. The American apparatus and equipment for repair work is second to none.

4. Aircraft construction.

5. Locomotive construction.
6. Other equipment used in transportation.

J. THE METAL INDUSTRIES.

Some of the industries are:

1. Brass mills
2. Clock and watch factories
3. Jewelry factories
4. Copper factories

Men are employed almost exclusively in the metal and machine trades. Women are employed as fillers, polishers, and grinders. They also work in the goldsmith, silversmith and jeweler shops.

Much of the work is learned by apprenticeship. These apprentices attend continuation school for two years where they are taught the technical aspects of their trade, social studies, shop mathematics and mechanical drawing.

K. THE STONE, CLAY AND GLASS INDUSTRIES.

Some of the products of these industries are:

1. Pottery
2. Plate glass
3. Dishes
4. Laboratory supplies
5. Electric light bulbs
6. Window glass
7. Foundation stone
8. Stone for monuments
9. Building stone

The majority of the workers in these industries are unskilled or semiskilled.

L. BUILDING AND CONSTRUCTION INDUSTRIES.

These are highly skilled trades and include the following workers:

1. Architect
2. General contractors and subcontractors.
3. Excavators
4. Structural iron workers
5. Bricklayers and masons
6. Carpenters
7. Cabinet makers
8. Electricians
9. Plumbers and pipe fitters
10. Plasterers and cement finishers
11. Lathers, shinglers and floor layers
12. Painters and decorators

Formerly these skills were learned by apprenticeship. There still is some apprenticeship but they are also taught in trade schools. Young workmen are then with master workmen before they become independent skilled craftsmen.

K. PAPER, PRINTING, AND RELATED INDUSTRIES.

Some of the workers in these industries are;

1. Compositors or typesetters

a. Hand

b. Machine

1. Linotype

2. Monotype

2. Make-up men

3. Pressmen

4. Bookbinders

5. Proofreaders

6. Lithographers

7. Engravers

8. Type designers

9. Paper makers

10. Press manufacturing

11. Art work

12. Advertising

13. Rotogravure printers

14. Type foundries

Among compositors and linotypers there are many more men than women. In the binding work women are almost as numerous as men. About one-fourth of the workers in the printing trades are women.

High school graduation is usually required to learn hand composition or linotyping. The best opportunities for lithographers and engravers are to be found in the large publishing houses. Job printers and hand composition will be found in the smaller printing and newspaper offices.

M. WHAT ARE SOME OF THE HIGH SALARIED JOBS IN THIS GROUP OF INDUSTRIES AND TRADES?

1. Designer

In potteries, textile factories, wall paper factories or linoleum factories, designers are important people.

2. Foreman

a. Must be skilled workman.

- b. Must have some ability as a teacher.
- c. Must be able to handle men without arousing ill-feeling and resentment.

3. Production experts.

- a. Efficiency--has to do with economical handling of the processes of manufacture. The best training is a thorough engineering course at some university, followed by apprenticeship under a production expert.
- b. Personnel worker

1. Qualifications:

- a. Must have a knowledge of sociology and psychology.
- b. A keen sense of social justice.
- c. Interest in people.
- d. Judgment and common sense.
- e. Courage.
- f. Sales ability.
- g. Unselfish viewpoint.
- h. Tact and diplomacy.
- i. Power of analysis.

4. The cost expert.

Must have a great deal of mathematical ability and training.

6. The experimental or research worker.

Tries to discover new products or attempts to improve present output.

Good fields are found in:

- a. Chemical industries
- b. Paint shops
- c. Manufacturing of rubber goods
- d. Electrical industry.

N. HOW WILL YOU MAKE YOUR CHOICE FROM SUCH A WIDE FIELD?

1. First of all you must decide on what sort of an industry you are interested in.
2. Then consider your qualifications.
3. Next the requirements of the occupation in which you are interested.
4. Education required.
5. Physical condition.
6. Degree of manual skill--all of these occupations require manual dexterity.

O. TOPICS FOR ORAL AND WRITTEN REPORTS.

1. Glass blowing
2. Confectioner
3. Engraver
4. Goldsmith
5. Jeweler
6. Linotype operator
7. Plumber
8. Bookmaking
9. Tailor
10. Upholsterer

19. Adapted from Lyon, Making a Living, Macmillan, 1926, p. 334.

- | | |
|----------------------------|--------------------|
| 11. Watchmaker | 21. Publisher |
| 12. Laundry worker | 22. Harness worker |
| 13. Clothing designer | 23. Shoemaker |
| 14. Baker | 24. Carpenter |
| 15. Furniture maker | 25. Electrician |
| 16. Milliner | 26. Tobacco worker |
| 17. Pattern maker | 27. Mechanic |
| 18. Printer | 28. Canner |
| 19. Shipyard worker | 29. Hatmaker |
| 20. Structural iron worker | 30. Machinist |

P. QUESTIONS TO ANSWER AND THINGS TO DO.

1. What schools in your state teach manufacturing processes?
2. What are some of the trades taught in these schools?
3. What part of the automobile gives the most trouble? Could you design a remedy?
4. Why wouldn't a pattern maker take up cabinet making or carpentry instead?
5. Visit a factory if possible and report to the class the occupations found there.
6. In 1789 only a small percent of wage earners in the United States were engaged in manufacturing. In 1929 this percent had grown to thirty. How do you account for the change?
7. If all manufacturing should be stopped for a year which would be affected more, the people who live in the cities or the ones living on the farms?
8. Is a small shop a factory? Is a kitchen a factory? What are the points of difference and resemblance between them and a large factory?
9. Why is the building of machines and their care important to society?
10. If there is a blacksmith shop near you, visit it and report to the class about the work.
11. If possible investigate the work of a steam engineer or janitor engineer in charge of a big building.
12. Is the number of carpenters increasing or decreasing? What substitutes for carpentry work are being used?
13. What is the nature of the work of the structural iron worker? What are the special qualifications for the work?
14. Compare the occupations of the plumber and the electrician.
15. What are the advantages or disadvantages of having a house built by contract? How does a contractor receive his pay?
16. Try to give all the reasons for the location of some factory with which you are familiar.
17. What effect has the development of manufacturing in the United States had upon: (a) manner and cost of living; (b) development of cities; (c) conditions under which work is done; (d) seasonal occupations.
18. How do try-out practical arts subjects show one's liking or ability for crafts and trades?
19. Most of the building trades are organized in the large cities and strongly unionized throughout the United States. Why should one consider this when planning to enter upon

- any of these trades?
20. What is the difference between an architect and a contractor?
 21. Is there enough demand for cabinet makers these days to justify a person in learning the trade?
 22. If possible arrange to go through the job printing and composition rooms of a newspaper office and watch the linotypers and hand compositors at work. Make notes and report to the class what you discover.
 23. In what industries are glass blowers employed?
 24. If you have an opportunity to watch a house in the first stages of construction, do so. Watch the different workmen. See if you can tell what each one is by what he is doing. Also think whether you would like to do that kind of work to earn your living.
 25. How many people would be thrown out of work if all women refused to use cosmetics for a year?
 26. Make a list of places where steam boilers are used.
 27. In what vocations are blue-prints or design necessary as guides to the workers?
 28. Find the largest and best equipped service garage in your community and observe the number of different types of work carried on there. Make a list of them. Describe some of them in detail.
 29. Why is painting often called an unhealthy vocation?
 30. What is interior decoration?
 31. What is meant by period furniture?
 32. Go to a shoe or leather goods store and find out the uses made of various kinds of leather, some of which are:

a. Alligator	h. Kangaroo
b. Calf	i. Kid
c. Cattle	j. Pig
d. Elephant	k. Rhinoceros
e. Goat	l. Shark
f. Hippopotamus	m. Sheep
g. Horse	
 33. Define the following:

a. Morocco	d. Cordovan
b. Russian	e. Danish
c. Patent	f. Chamois

UNIT XI.

TRANSPORTATION AND COMMUNICATION

"The idea that men merely toil for the sake of preserving their bodies and procuring for themselves bread, houses, and clothes is degrading. The true origin of man's activity and creativeness lies in his unceasing impulse to embody outside of himself the divine and spiritual element within him."
--Froebel.

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- Edmonson and Londineau, Occupations Through Problems, pp. 84-103.
 Gallagher, Courses and Careers, pp. 229-421, 245-249.
 Gowin, Wheatley and Brewer, Occupations, pp. 205-231.
 Lyon, Making a Living, pp. 264-319, 497.
 Myers, Little and Robinson, Planning Your Future, pp. 96-108.
 Proctor, Vocations, pp. 78-110.
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 Teeter, A Syllabus on Vocational Guidance, pp. 147-152.
The World Almanac.
 Zeigler and Jaquette, Choosing an Occupation, pp. 147-217.

A. WHY ARE TRANSPORTATION AND COMMUNICATION IMPORTANT TO ANY NATION?

1. They tend to make a country civilized.
2. They are the tie that binds people together.
3. The amount of business transacted depends upon the ease and rapidity of communication and transportation.
4. Large scale industry has been made possible as a result of improved transportation and communication.

B. WHAT ARE THE FOUR MAIN BRANCHES OF TRANSPORTATION?

1. Water
2. Steam and electric railways
3. Automotive or highway
4. Air

C. WHAT ARE THE REQUIREMENTS COMMON TO ALL FOUR BRANCHES?

1. Safety and responsibility.
 Safety-first campaigns together with safety devices have done much to make transportation safe. A recent step toward highway safety is the legalizing and training by states of State Highway Patrol squads.

D. WHAT ARE THE FOUR PRINCIPAL BRANCHES OF COMMUNICATION?

1. Telephone
2. Telegraph
3. Radio
4. Mail service

E. EMPLOYMENT IN TRANSPORTATION AND COMMUNICATION.

Millions of men and women are employed in these two fields. For the first time, the census of 1920 considered communication with transportation. Previously it had not been recognized in the census. The growth of communication has opened up a new and large field of employment.

F. HISTORY OF WATER TRANSPORTATION.²⁰

HIGHWAY
Streams and Lakes
Oceans
Canals
Lakes

VEHICLE
Rafts
Boats driven by oars
Boats driven by sails
Tow-boats
Boats driven by steam
or oil

G. WHAT ARE THE TYPES OF VOCATIONS IN WATER TRANSPORTATION?

1. Able seaman
2. Boatswain
3. Watch officers
4. Chief engineer
 - a. Junior engineer
 - b. Deck engineers
 - c. Firemen
 - d. Oilers
 - e. Electricians
5. Ship's carpenter
6. Chief steward
 - a. Supervises sleeping accommodations.
 - b. Superintendent of work of chefs, cooks, stewardesses and porters.
 - c. Sees that proper supplies are bought when ship is in port.
7. Purser
 - a. Collects tickets.
 - b. Acts as cashier for passengers; takes care of valuables and cashes checks.
 - c. Acts as bookkeeper and accountant and has charge of manifests, and clearance papers of ship.
 - d. Often furnishes entertainment for ship's guests.
 - e. Supervises freight clerks.
8. Chief mate
 - a. Next to captain in authority and responsibility.
 - b. Has charge of loading, stowing and unloading of cargo.

²⁰ Belpler and Jaquette, Choosing an Occupation, John C. Winston Co., 1924, p. 191.

- c. Is held responsible for the discipline of the ship.
- d. Has charge of the life boats and fire fighting apparatus.
- e. Must have practically the same training and experience as the captain.
- 9. Ship's captain.
 - a. Has complete charge of the vessel.
 - b. During storms he is constantly on duty.
 - c. In case of shipwreck he is the last to leave the ship.
 - d. He must have a thorough knowledge of navigation.
 - e. He usually comes up through most stages of employment to his place as captain.
 - f. He must know the laws of the sea and international trade.
 - g. He must be a man of courage, swift decision and prompt action.
- 10. Steam boat inspectors
- 11. Life-saving crews
- 12. Lighthouse and hydrographic service employees.
- 13. Pilots
- 14. Harbor masters
- 15. Port captains
- 16. Warehouse men
- 17. Stevedores
- 18. Longshoremen

H. WHAT ARE THE REQUIREMENTS FOR THESE JOBS?

- 1. executive positions such as mates, engineers and captains:
 - a. Power of quick decision.
 - b. Sound judgment.
 - c. High ability to work with and direct men.
- 2. Deck hands and longshoremen:
 - a. Have very little education.
- 3. All workers must be courageous, courteous and dependable. Willing to endure hardships.

I. WHAT ARE THE ADVANTAGES AND DISADVANTAGES?

- 1. Life is pleasant on shipboard most of the time.
- 2. Far from home and friends much of the year.
- 3. Seasonal employment. During the winter many of the sailors are idle.
- 4. Great danger during the stormy season.
- 5. No chance for formal education while on the job.
- 6. However, there is a liberal education acquired through travel and instruction given by the officers as to the care and repair of the ship.

J. HISTORY OF LAND TRANSPORTATION.

HIGHWAY
 Footpath
 Trail
 Dirt road
 Turnpike

VEHICLE
 Human porter
 Pack animals
 Carts and wagons
 Steam locomotive

HIGHWAY
Paved highways
Railroads

VEHICLE
Electric cars
Automobile²¹

E. RAILROAD TRANSPORTATION.

The United States has less than eight per cent of the area of the world and it has thirty-two per cent of its railway mileage.

L. WHAT DIVISIONS ARE COMMON TO ALL RAILROADS?

1. Operating Department
2. Traffic Department
3. Auditing or Accounting Department

SOME OF THE OCCUPATIONS REPRESENTED ON A RAILROAD BY EMPLOYEES.

I. Executive or Administrative.

1. Executives
2. Clerks
3. Stenographers
4. Secretaries

II. Law Department.

1. Attorneys
2. Claim agents
3. Tax agents
4. Freight supervisors
5. Freight claim agents

III. Operating Department

1. General manager
2. General superintendent of transportation
3. Car accountant
4. Car service agents
5. Inspector of icing facilities
6. Manager of mail, baggage and express
7. Superintendent of telegraph
8. Division accountant, telegraph department
9. Superintendent of safety
10. Superintendent of dining cars
11. Superintendent of employment bureau
12. Traveling timekeeper
13. General mechanical superintendent
14. General mechanical inspector
15. Chief electrician
16. Engineer of tests:
 - a. Tests engines to see what is best fuel to use and how much they can pull under certain conditions.
17. Air brake inspector
18. General boiler inspector
19. Master welder
20. Master car builder

²¹ Holger and Jaguette, Crossing an Occupation, John C. Winston Co., 1924, p. 190.

21. Valuation engineer, mechanical branch
22. General car inspector
23. Air conditioning
24. Fuel supervisor
25. Combustion engineer
26. Fuel inspector
27. Motor car supervisor
28. Shop superintendent
29. Chief special agent:
 - a. Head of railroad policing and secret service department.

IV. Engineering Department

1. Chief engineer
2. Valuation engineer
3. Bridge engineer
4. Office engineer
5. Architect
6. Engineer of water service
7. Signal engineer
8. Supervisor of signals
9. Engineer of track
10. Scale inspector

V. Traffic Department

1. General Traffic manager
2. General freight agent
3. Foreign freight agent
4. General perishable freight agent
5. Live stock agent
6. Passenger traffic manager
7. Manager of mail, baggage and express traffic

VI. Accounting or Auditing Department

1. Comptroller
2. General auditor
3. Auditor of agencies
4. Auditor of disbursements
5. Auditor of freight overcharge claims
6. Auditor of freight receipts
7. Auditor of passenger receipts
8. Station Statistician
9. General accountant

VII. Purchasing and Store Department

1. Purchasing agent
2. Timber agent
3. Stationer
4. General storekeeper

M. WHAT SHOP VOCATIONS ARE FOUND ON RAILROADS?

1. Machinists
2. Boilermakers
3. Blacksmiths

4. Carpenters
5. Painters
6. Upholsterers
7. Air brake men
8. Car inspectors
9. Car repair men
10. General foremen
11. Gang foremen
12. Master mechanic
13. Superintendent of car department or master carpenter

The maintenance of way men keep the tracks in repair, and telegraph and telephone lines in service. They are divided as follows:

1. Bridge carpenters
2. Fence repair men
3. Linemen
4. Concrete men
5. Structural iron workers
6. Track foremen
7. Foremen

N. WHAT ARE THE JOBS OF THE TRAINMEN?

1. Locomotive engineers--most highly skilled of this group.
2. Firemen
3. Brakemen
4. Conductor
5. Switchmen
6. Baggage men

O. WHAT ARE SOME OF THE OTHER JOBS AROUND A RAILROAD?

- | | |
|----------------------|---------------------------------------|
| 1. Clerks | 11. Station masters |
| 2. Stenographers | 12. Claim agents |
| 3. Auditors | 13. Dining car conductors or stewards |
| 4. Purchasing agents | |
| 5. Statisticians | 14. Chefs |
| 6. Lawyers | 15. Cooks |
| 7. Nurses | 16. Dishwashers |
| 8. Doctors | 17. Lunch room managers |
| 9. Ticket sellers | 18. Waitresses |
| 10. Train callers | 19. Storekeepers |
| | 20. Crossing watchmen |

P. WHAT MEN ARE IN CHARGE OF TRAIN MOVEMENT?

1. Trainmaster in general charge.
 - a. Chief dispatcher in charge of all train movement on the division. The dispatcher reports anything unusual on the division such as a car derailment to the chief who reports the matter to the Trainmaster and Roadmaster and also the Superintendent. If the wrecker

is needed the chief orders it out and takes charge of directing all train movement until the main line is cleared for regular train movement. The Trainmaster and Roadmaster go to the scene of the derailment and together with other officials direct the replacement of the car.

2. Trick dispatcher or train dispatcher
 - a. Must be an expert telegrapher
 - b. Must have correct knowledge of all sidings, switches, way stations and telegraph offices along the line.
 - c. Must be able to calculate the traveling rates of trains, making allowance for grades, track conditions, type of engine used and load hauled.
 - d. Must keep informed as to the movement of every train under his jurisdiction.
 - e. Must give orders to telegraph operator as to train movement.
 - f. It is a position of great responsibility.
 - g. Requires clear thinking, quick decision, and speedy action.
 - h. Line of promotion;
 1. Expert telegrapher to division dispatcher, to chief dispatcher in charge of all trains on the division.
3. Station operator
4. Telegraph men
5. Signal men
6. Yard master--responsible for making up trains and for the movement of trains while in the yards.
7. Switchmen
8. Trainmen

Q. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF RAILROAD EMPLOYMENT?

1. Very hazardous.
2. It is difficult to secure life insurance in old line companies.
3. The men must be away from home much of the time. This is particularly true of all trainmen.
4. Railroads have their own system of disability insurance in some cases.
5. They have retirement pensions on some roads.
6. Though promotions are slow they are fairly certain.
7. The wages are very good.
8. Safety devices and safety campaigns have made the work less hazardous.
9. Generally the working conditions are good.

R. STREET AND INTERURBAN RAILROADS.

1. Many of the jobs are similar to those of the steam roads.
2. The workers are of all types.
3. Work not so varied as on the steam railroad.
4. Requirements not so exacting.

S. EXPRESS.

1. Many thousands of employees.
2. The work is divided between two groups:
 - a. Persons employed in handling express on train and in making collections and deliveries.
 - b. Persons employed in the management of the business.
3. The office work is similar to the business side of railroad work.

T. WHAT TRAINING IS REQUIRED FOR RAILROAD WORK?

1. There is a great variety of work so there is opportunity for people of nearly every kind of ability and degree of training.
2. Most jobs require high school training.
3. Except for common laborers no one can be employed who does not have a high school education.
4. Railroad work, however, is very highly organized and men are promoted by their "seniority"--which means length of service rather than because of their ability. Of course, if any man is decidedly unfit for the next promotion he does not as a rule receive it. So a young man, no matter what his ability or education, might have to wait a long time for any recognition of his merit. However, when promotions are made to executive positions "seniority" no longer matters and the promotions are supposed to be made on merit alone.

V. AIR TRANSPORTATION.

1. There are four types of licensed pilots:
 - a. Transport
 - b. Limited commercial
 - c. Industrial
 - d. Private
2. Some of the services performed are:
 - a. Handling air mail.
 - b. Express.
 - c. Passengers.
 - d. Sky advertising
 - e. Dusting and treating crops.

- f. Photographing
- g. Helping make movies
- h. Army work
- i. Navy work

3. Requirements for a pilot's license from the Department of Commerce Aeronautics Branch are:
 - a. Age limits: 16 years for private pilot.
18 years for other types of pilots.
 - b. A rigid physical examination must be passed.
 - c. Practical and theoretical understanding of engine and plane mechanics.
 - d. Theoretical knowledge of meteorology and air navigation.
 - e. Full knowledge of air-traffic rules.
 - f. Practical flight test, maneuvering, taking off, landing.
 - g. 200 hours solo flight required for transport pilots, 50 hours for commercial and industrial pilots, 25 hours for private license.²²
4. The opportunities for jobs are for mechanics and pilots. Unusual skill is needed to fill the positions.

W. TELEPHONE.

1. This is the most widely used means of direct communication.
2. It provides employment for many workers, the largest number of which are operators and linemen.
3. A majority of the workers are unskilled or semiskilled.
4. Telephone companies train most of their workers on the job.
5. The requirements for telephone workers are:
 - a. Eighth grade education--often high school education is the requirement.
 - b. Must have good hearing and a pleasant voice.
6. Dial telephones have put a good many telephone operators out of jobs. That is one development that should be investigated before deciding on that as your work.

X. TELEGRAPH.

1. The types of jobs are:
 - a. Manager
 - b. Operators
 - c. Linemen
 - d. Keeping records
 - e. Messengers
1. This is very important, for the boys have a chance for promotion to clerical jobs, operators, cashiers or managers.

Y. RADIO.

1. Uses of:
 - a. Ships at sea
 - b. Education of the public.
 - c. Advertising
 - d. Entertainment

22. Smith and Blough, Planning a Career, American Book Co., 1929, p. 164.

2. Types of positions:

- a. Announcer
- b. Technician
- c. Repair and installation of radios
- d. Selling
- e. Entertainer
- f. Publicity expert
- g. Program expert

Anyone undertaking this work should make thorough preparation and not be misled by false advertising which promises high salaries and speedy training for position both in radio and aviation.

3. POSTAL SERVICE.

1. Types of jobs:
 - a. Railway mail clerks.
 - b. Mail carriers
 - c. Clerks in postoffices.
2. Civil service examinations are required for this work.
3. There is much satisfaction in the work.
4. Salaries are relatively low.
5. Opportunities for promotion are few.
6. Hours of work are carefully regulated.
7. Positions are secure.

TOPICS FOR ORAL AND WRITTEN REPORTS.

- | | |
|------------------------------|-----------------------|
| 1. James J. Hill | 9. Orville Wright |
| 2. Lord Strathcona | 10. E. H. Harriman |
| 3. Leland Stanford | 11. Guglielmo Marconi |
| 4. Amelia Earhart | 12. Robert Fulton |
| 5. Colonel Charles Lindbergh | 13. Henry Ford |
| 6. The Railway Mail Worker | 14. Charles Goodyear |
| 7. The Express Messenger | 15. Richard Byrd |
| 8. Alexander Graham Bell | 16. Barton Aylesworth |

QUESTIONS TO ANSWER AND THINGS TO DO.

1. Each member in the class should select some occupation in railroading and analyze it according to the simple outline given for the study of an occupation.
2. Has there been much false advertising as to one's ability to prepare for radio positions by correspondence?
3. When the Federal Government established parcel post why didn't result in putting the railway express companies out of business as was then predicted?
4. What does it mean to "fly blind"?
5. Why is it that telephone operators are the poorest paid, as a general rule, of those engaged in the vocations of transportation or communication?
6. What are some of the physical tests that aviation students must pass in order to be permitted to be in flying lessons?

7. In case one could not qualify as an aviator, what other branches of air transportation could he enter?
8. If you had your choice would you rather work as a clerk or stenographer in a railroad office or a store? Give your reasons.
9. Why is it that trains are delayed? Does it have anything to do with the efficiency of the employees?
10. Compare the work of section and repair men with that of similar workers in other occupations.
11. Name all the workers who help a passenger from the time he begins a railway journey until he reaches his destination.
12. Compare steam and electric railways as to service rendered, types of workers, desirability of the work.
13. What are some of the difficulties of driving a motor truck?
14. What are some of the advantages and disadvantages of working on ship-board?
15. Which interests you most, transportation on the land, on water or in the air?
16. Select some article in the classroom and tell about its transportation from the place where it was produced as raw material to its present place of usefulness.
17. What occupational changes will be brought about by the increased use of airplanes?
18. List the occupations which have been created by the invention and use of the radio.
19. Is rail transportation cheaper than water? Give reasons for your answer.
20. What is meant by "seniority" rights?
21. What is the purpose of the Interstate Commerce Commission?
22. What are some of the ways you can communicate with one of your friends that you want to play tennis?
23. What are some of the things that you would need to consider if you wished to send a large shipment of goods 1500 miles?
24. Has there been an increase or a decrease in passenger traffic on railroads in the past twenty years?
25. How does your state get its money to build and maintain roads?
26. Why are not bus and truck drivers as extensively unionized as railroad workers?
27. Steam railroads have the lowest labor turnover of any occupation employing large groups of workers. Why?
28. List several jobs in the automobile industry that are especially attractive to men and several that are suited to women.
29. How does the lighthouse keeper make use of electrical communication?
30. Why is the radio especially useful to the farmer? to the business man?
31. Television for the home is as yet (1935) not realized. Does it seem to be a coming development of radio? If so, what effect will it have on the moving picture industry?

UNIT XII.

COMMERCIAL AND CLERICAL OCCUPATIONS.

Roger Babson, the business statistician, declares that the structure of successful business is built on;

Integrity,
Industry,
Intelligence,

Intensity,
Initiative, and
Interest.

REFERENCES:

Cooley, Rodgers and Belman, My Life Work--Office and Store Occupations.

1. The Office Boy
2. The Secretarial Worker
3. The Clerical Worker
4. The Accountancy Occupations
5. The Office Machine Operator
6. The Retail Grocer
7. The Retail Meat Dealer
8. The Department Store Worker

Edmonson and Londineau, Occupations Through Problems, pp. 104-125.

Gallagher, Courses and Careers, pp. 253-295.

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Myers, Little and Robinson, Planning Your Future, pp. 109-120, 161-173.

Proctor, Vocations, pp. 195-233.

Statistical Abstract of the United States.

Smith and Blough, Planning a Career, pp. 170-197, 296-333.

Teeter, A Syllabus on Vocational Guidance, pp. 79-92.

The World Almanac.

Leigler and Jaquette, Choosing an Occupation, pp. 218-248, 294-309.

BRIEF HISTORY OF COMMERCE.

Among the ancient Romans, Mercury was considered to be the god of thieves, liars, and merchants. The word merchant is derived from the Latin word, "mercator" meaning a follower of Mercury. To the Romans did not think highly of merchants. The Roman law allowed for the dishonesty of a merchant and if a customer was cheated it was his own fault for being so careless. For hundreds of years buying and selling was a game of skill between the merchant and customer.

Over fifty years ago, Stewart of New York, Wanamaker of Philadelphia, and Field of Chicago did away with "dickering" by fixing a price for goods. However, this method of "dickering" is used by many foreign merchants today.

B. SOME MARKED CHANGES IN MERCHANDISING.

1. Method in business has been changed from:
 - a. "Let the buyer beware" to "Satisfy the customer".
 - b. "No exchange" to "Money-back guarantee".
 - c. From mere selfish gain to "Service first".

These changes have been brought about by the efforts of honest and far-sighted merchants.

2. National Chamber of Commerce.

- a. Serves as a connecting link between the Federal Government and the American business world. Some of its functions are:
 1. It acts as a national clearing house for business opinions and methods.
 2. It furnishes close relationship between the public and the national government.
 3. It tests business sentiment of the country from time to time by a vote of the people.
2. All large cities and many smaller towns each have a local Chamber of Commerce.
4. There are also other business associations which are for the purpose of exchanging ideas and developing new methods in business.

C. HOW ARE THE COMMERCIAL OCCUPATIONS DIVIDED AND THEY ARE CARRIED ON BY WHAT INSTITUTIONS?

1. The divisions are:
 - a. Buying
 - b. Selling
 - c. Office work
2. They are carried on by:
 - a. The store
 - b. The bank
 - c. The office

D. WHAT ARE THE GENERAL QUALIFICATIONS FOR SUCCESS IN BUSINESS?

1. Character
 - a. Self control is an important factor in the development of character.
 - b. Character is so essential that its value cannot be calculated.
 - c. It cannot be bought.
2. Personality
 - a. Personality is that quality of mind and body which makes one pleasing to others. Some of those qualities

are:

1. Neatness
2. Cheerfulness
3. Courtesy
4. Good posture
5. A pleasant manner

3. Aptitude

- a. A special liking and ability for the work.

E. WHAT ARE THE THREE STANDARD METHODS OF SELLING?

1. Retailer direct to the individual customer.
2. Wholesaler to the retailer in job lots.
3. Specialty salesman--deals in luxuries such as automobiles, rare goods, food products that are rare and costly, or come from a great distance.

F. THE DEPARTMENT STORE.

1. The main divisions of a department store;²³
 - a. The Buying Division--Chief Buyer and Department Buyers.
 - b. The Advertising Division--Advertising Manager and Assistants.
 - c. The Selling Division--Sales Manager and Assistants.
 - d. The Personnel Division--Personnel Manager and Assistants.
 - e. The Office--Office Manager and Assistants.
2. The Buyer
 - a. The buyer and his assistants have charge of buying, receiving, marking and keeping goods in stock rooms until time to bring them out to be sold.
3. Lines of promotion.
 - a. A high school graduate can enter the stock room and be promoted to the position of buyer, or:
 - b. He can begin as salesman and by promotion become buyer.
4. Qualifications of a successful buyer:
 - a. He must be able to judge probable demand and supply. To do this he must:
 1. Have had experience.
 2. Be informed on current business conditions.
 3. Watch his rivals.
 4. Check up his sales for the same day the previous year.
 5. Be able to interpret his findings.
 - b. Must be able to judge quality of goods.
 - c. Must know when to buy.
 - d. To all the qualifications mentioned he must add:
 1. Patience
 2. Adaptability
 3. Industry
 4. Leadership
 5. Initiative
 6. Enthusiasm

²³ Smith and Slough, Planning a Career, American Book Co., 1929, p. 173.

5. The Advertising Manager.

- a. He tries to create a demand for the goods his store carries.
- b. To be successful:
 1. He must be keen and original both in method and in manner of expression.
 2. He must be able to write English effectively.
 3. He must understand people.
 4. He must be sympathetic with their likes and dislikes.
- c. The principal advertising mediums are:
 1. Newspapers
 2. Magazines
 3. Direct advertising literature
 4. Billboards and electric signs.
 5. Street car cards
 6. Radio
 7. Trade journals
 8. Premiums
 9. Programs
 10. Directories
 11. Missionary salesmen
 12. Window displays

6. Salesmen.

- a. There are four general types:
 1. Retail
 2. Wholesale
 3. Traveling
 4. Sales manager
- b. If you go into a store and do not know what brand of clothes you want to buy or how much a good suit ought to cost or what color looks best on you, then you need a salesman. If, however, you go in knowing the brand, size, color, material, etc., you do not need a salesman. Any clerk that knows the stock could wait on you.
- c. A successful salesman has the following qualities:
 1. Faith in what he sells.
 2. A desire to render service to his customers.
 3. Industry
 4. Efficiency
 5. Honesty and sincerity if he is to gain the confidence of his customers.
 6. A good mixer
 7. Tactfulness
 8. Courtesy
 9. Patience

10. Willingness to show his goods.
11. Knowledge of his stock.
- d. Opportunities and rewards.
 1. Promotion
 2. Commission and salary
 3. Privilege of purchasing goods at reduced cost.
 4. Can receive further training in the store's educational department.
7. Personnel Manager
 - a. The personnel manager is in charge of:
 1. Employment
 2. Training
 3. Service
 - b. The Employment Bureau.
 1. Supervises placing new workers where they are needed.
 2. Promotes old employees or rather recommends that they be promoted.
 3. Keeps a file record of each employee as to training, experience, cooperation, willingness, industry, loyalty, and appearance. From this record he recommends, promotion, demotion or dismissal.
 - c. Training Bureau.
 1. The personnel manager;
 - a. Trains new employees in store system, policies, and ideals.
 - b. Trains for specific jobs.
 - c. Trains employees already at work for the purpose of raising standards of efficiency and arousing ambition.
 - d. Conducts classes in regular school subjects where continuation schools are maintained for junior employees.
 - d. The Service Bureau.
 1. Maintains and renders medical and dental service.
 2. Operates mutual benefit insurance plans.
 3. Provides rest and recreation rooms, library, gymnasium and lunch rooms.
 4. Publishes house organ.
8. Special services rendered by Department Stores.
 - a. These services are given to gain the confidence and good will of the public. Some of them are:
 1. Prompt attention on the part of the sales people.
 2. Prompt delivery of merchandise purchased.
 3. Tea rooms where people may purchase their lunches or breakfasts.
 4. Plan foreign trips.
 5. Give information as to train connections if customer is planning a trip.
 6. Make Pullman reservations.
 7. Send telegrams.
 8. Sell theatre tickets.
 9. Wrap packages for mailing (free of charge).
 10. Provide places where people may write letters

- and furnish stationery, pens and ink.
- 11. Provide comfortable rest and lounging rooms.
- 12. Take charge of patron's automobiles and park them in a garage; go get them when the customers want them.
- 13. Sell local sight-seeing tickets.
- 14. Provide a shopping service expert who will buy with the customer or for the customer.
- 15. Provide wheel chairs for invalid customers and also attendants.
- 16. Run general information desks.

G. HOW WOULD YOU BUILD UP A BUSINESS, SECURE A PROPRIETOR AND ESTABLISH CREDIT?

1. Building up a business.

- a. May buy stock in the corporation for which you are working.
- b. Might buy a small business such as a news stand, a shoe shining parlor, or a small farm.

2. How to become a proprietor.

- a. Must accumulate enough capital to buy stock or set up independent business.
- b. The difference between the money you receive as wages and the money you spend is your profit on the work you do.
- c. Your salary should always consist of two figures:
 - 1. The amount you can afford to spend on yourself.
 - 2. The amount you are setting aside for future use.
 - 3. At least ten per cent of all you receive should go into a savings bank and stay there until wisely invested.
- d. Capital may be secured through thrift.
- e. Thrift means cautious spending of money as well as vice saving.
- f. It is not how much you save, but how regularly that counts.

3. Establishing credit.

- a. Establishing credit means that people will trust you.
- b. People may lack credit through:
 - 1. Dishonesty
 - 2. Lack of capacity to make money.

H. THE BANK.

1. A Brief History.

In mediaeval days there were only a few men who were well provided with safety and strong boxes and dwellings which were strong enough to protect the things they owned. These men were the goldsmiths who used gold and other precious metals to make jewelry and other valuable goods for sale. Many people who had large sums of

money took them to the goldsmith to be put into his strong box for safe-keeping. Sometimes they left it there for a long time and paid him a little for keeping it for them. In this way he often had a large sum of money on hand. He found out in time that all of it was never called for at one time, so he loaned some of it out and charged interest for it. If he never let more than three-fourths of it go he found that he always had enough to pay the ones who wanted their money. And so banking started.

2. Different kinds of banks;²⁴

Public or Chartered Banks
Federal Reserve Banks
(12 in United States)

Functions

Deal with banks only.

National banks chartered by
federal government

1. Make loans and discount notes.
2. Supply credit.
3. Carry checking accounts.
4. Handle collections.
5. Buy and sell foreign exchange.
6. Carry savings accounts.
7. Handle safety deposits.

State banks chartered by
state government

Same as those of national banks.

Trust companies chartered under
state laws

1. Administer estates.
2. Administer other trust funds.
3. Same as those of national and state banks with certain restrictions.

Foreign trade organized under
federal charters

Foreign business

Savings banks, chartered by
states

emphasize "savings"

3. Careers in Banking

a. the chief occupations are:

1. Cashiers
2. Tellers
3. Clerks
4. Bookkeepers

²⁴ Smith and Clough, Planning a Career, p. 182. American Book Co., 1929.

2. There are no uniform standards for requirements for entering banking. The requirements vary in different communities. Some banks require some college training. However, this is not a requirement in many localities. The best way to learn what the requirements are is to interview some banker or get from one of the large banks a pamphlet which describes the positions which may be secured in a large banking institution.

N. THE OFFICE.

1. The Accountant.

- a. Sales accountants
- b. Cost accountants
- c. Certified public accountants
 1. Is independent and works for himself.
 2. Gets good pay--sometimes as high as \$35 a day.
 3. Nature of his work:
 - a. To detect and prevent fraud and errors.
 - b. To ascertain the actual financial condition and earnings of an enterprise.
 - c. To verify the balance sheet.
 4. Training necessary.
 - a. Must have at least high school training.
 - b. Training in a school of accountancy.
 - c. Must pass an examination given by the State Board of Examiners.
 - d. Must have had three years experience in accounting, one of them in the office of a certified public accountant.

2. The Office Clerk.

- a. Kinds of work.
 1. Filing
 2. Shipping
 3. Billing
 4. Receiving
 5. Stock
 6. Order
 7. Requisition
 8. Time
 9. Payroll
- b. Machines operated.
 1. Computing
 2. Tabulating
 3. Addressograph
 4. Mimeograph
 5. Multigraph

3. The Secretary

a. The secretary relieves the executive of all detail:

1. By keeping him informed of important happenings in which he may be interested.
2. By noting his appointments and calling his attention to them at the proper time.
3. By gathering data for the preparation of papers and speeches.
4. By denying requests for interviews when his time is so taken up by other things of importance that he cannot give them. These denials must be made in such a way that the person refused will not be antagonized.
5. By attending conferences and making notes on important points.
6. By arranging for transportation and hotel accommodations when it is necessary for the executive to travel.
7. By keeping the executive's time free for the more important things he has to do.

b. Requirements:

1. Skill in typing and shorthand are assets but do not make a good private secretary.
2. It is more important for the secretary to be reliable and trustworthy so that the affairs of the executive will be handled confidentially.
3. Must be able to systematize his own work and that of the office so there will be no waste of time.
4. Should be able to meet people well and his personal appearance should be pleasing.
5. Loyalty is one of the prime requisites.

4. The Insurance Salesman.

a. Some of the kinds of insurance are:

1. Life and casualty
2. Fire
3. Fidelity--a type of insurance which companies write guaranteeing to make good to banks, trusts, and various public and private institutions their losses through embezzlement or other misuse of funds by their employees.
4. Employer's liability insurance
5. Title insurance
6. Marine insurance
7. Growing crop insurance
8. Insurance of a singer's voice, an artist's hands, a dancer's feet, a piano player's fingers.

b. Qualifications or requirements:

1. Must gain the confidence of the people with whom he works.
2. To do this he must be honest, tactful, courteous, and sympathetic.
3. He must be persevering and yet not antagonize.
4. He must be reliable and accurate.

- c. This is a business that requires very little capital. A good course in business and insurance will be of great advantage.
- d. This is work that both men and women may do though there are many more men doing the work than women.

I. REAL ESTATE.

1. Classification.

a. Realtor:

A realtor is any real estate dealer who is accepted by the local or national real estate board. To be accepted by the board he pledges to transact all his business with his clients in a fair and just manner.

b. Real estate Broker;

- 1. Usually owns his office and directs the work of his salesmen.

c. Salesmen.

- 1. Their work consists of:

- a. Selling
- b. Renting apartments
- c. Investments

They must have enthusiasm, vision and tact.

- 2. Insurance companies, trust companies and banks all have their real estate experts.
- 3. Developing sub-divisions is one phase of real estate work.
- 4. The great danger in real estate is too much optimism during times of prosperity. Property values move over a wide range and while, during prosperous times, they may be high, they can sink very low during a depression.

J. PREPARING FOR A BUSINESS CAREER.

- 1. Few of the occupations in business have required more than a high school education. More schooling is advantageous especially if one wishes to work into executive work.
- 2. There are high schools of commerce in nearly every city which stress training for business.
- 3. In many other high schools a business curriculum is offered for training in business.
- 4. Colleges now have units which offer courses in business administration.
- 5. In many kinds of business, the new employee, no matter what his training, must start at the bottom.
- 6. The number of people preparing for work in business is increasing annually. From 1922-1928 there was a 72 per cent increase in the enrollment in commercial subjects offered in public high schools. Approximately two-thirds of the people preparing to enter business are in these schools.²⁵

²⁵ Edmonson and Dondineau, Occupations Through Problems, MacMillan, 1931, p. 120.

7. Two-thirds of the number enrolled in business courses are women.²⁶

K. DRAMATIZATION:

1. Dramatize the making of a sale by a capable saleswoman or salesman.
2. Dramatize the hiring of a person to work in a store.

L. TOPICS FOR ORAL AND WRITTEN REPORTS:

- | | |
|-------------------------|---------------------------------------|
| 1. Floorwalker | 13. Fidelity insurance |
| 2. Window dresser | 14. Employer's Liability insurance |
| 3. Saleswoman | 15. Exporter |
| 4. Salesmen | 16. Importer |
| 5. Private secretary | 17. Newsboy |
| 6. Public accountant | 18. Stock man |
| 7. Automobile salesman | 19. Meat cutter |
| 8. Real estate salesman | 20. Buyer |
| 9. Auctioneer | 21. Chain stores. |
| 10. Deliveryman | 22. Trademarks |
| 11. Demonstrator | 23. United States Chamber of Commerce |
| 12. Lloyd's | |

M. DEBATES:

1. Resolved, That it is better to become a salesman for a reliable, well-established firm than to go into business for one's self.
2. Resolved, That it is better to work at a "white collar" job even if the wages are low than it is to be a mechanical or industrial worker with higher wages.

N. QUESTIONS TO ANSWER AND THINGS TO DO.

1. What is the most outstanding character trait that one must possess to succeed in business?
2. Should a salesman coax a customer to buy something which they do not want?
3. Make a list of the kinds of insurance companies you can learn about.
4. Think of some closet or drawer that belongs to you. How are things arranged? Is it neat and are the things in it arranged systematically? Have you the qualities of neatness and system that every office worker should have?
5. Make a list of the things every employer has a right to expect from his employees.
6. Make a list of the things every employee has a right to expect from his employer.
7. What kinds of insurance would be most valuable to a farmer, a storekeeper, a lawyer, a railroad employee?
8. What are some of the things a library can do to be helpful to the community?
9. If you live in a county seat try to interview the court stenographer. Report to the class.

26. Edmonson and Mondineau, Occupations Through Problems, McMillan, 1931, p. 120

10. Read over the pages of a magazine. Mark the advertisements that make you want to buy. Why do they appeal to you? Try writing an advertisement.
11. What is an actuary?
12. What are bank clearing houses?
13. What is the difference between the work of a stenographer and the work of a private secretary?
14. Visit a department store and report on its organization. What department interested you most?
15. Visit a bank and report on its organization. What department interested you most?
16. Using a World Almanac or a Statistical Abstract of the United States, compare the number of people working in the trade group with those working in agriculture; in mining; in manufacturing; in transportation.
17. Study advertisements and find five that are wanting or offering employment in the trade group of occupations.
18. Compare the sales people in a ten-cent store with those in a large department store, as to their age, their appearance, the types of work being done, and the working conditions.
19. Why is the study of psychology helpful to a salesman?
20. What schools in the state give training for accountants?
21. Which make the better stenographers, men or women?
22. What are the attractive features of banking? Are there many women bankers?
23. What is meant by Old Line Life Insurance and Fraternal Life Insurance?
24. Is insurance work, good work? Give reasons for your answer.
25. What schools in your state give courses in insurance? Should anyone expecting to enter this business enter one of these schools?
26. Either interview a certified public accountant or have him give a talk before the vocations class.
27. If there are so many ^{more} women stenographers than men is it worth while for a boy to study stenography?
28. Is a mail-order house a wholesale or retail establishment?
29. Find out how the farmers in your community market their products. Do they bring them to a public market or sell them themselves?
30. Find out how much capital it would take to start a small grocery store; a news stand; a shoe shining parlor.
31. Examine the type of advertisements which real estate men put in the Sunday papers. See if you can tell which ones are overstating the attractions of their property and which ones are conservative.
32. What is the difference between a partnership and a corporation?
33. What is a share of stock?
34. What is a stenotype?
35. List at least ten commonly known advertising slogans.
36. How has advertising made the world a better place in which to live?

37. That is "silent salesmanship"?
38. Who pays for the cost of advertising? Couldn't it be better if we had less advertising?

UNIT XIII.

PUBLIC SERVICE OR GOVERNMENT WORK

"The higher men climb, the longer their working day. And any man with a streak of idleness in him might better make up his mind that mediocrity is to be his lot. And even though fortune or chance were to lift him high he would not stay there. For to keep at the top is harder, almost, than to get there. There are no office hours for leaders."

--Cardinal Gibbons.

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 Smith and Blough, Planning a Career, pp. 198-220.
 Teeter, A Syllabus on Vocational Guidance, pp. 93-97.
 Zeigler and Jaquette, Choosing an Occupation, pp. 239-247, 266-290.

A. IN WHAT SERVICE ACTIVITIES IN THE UNITED STATES GOVERNMENT ENGAGED?

- I. The protection of life and property and the maintenance of order.
- II. The upholding of justice.
- III. The promotion of education.
- IV. The promotion of health and welfare.
- V. Aiding and regulating of commerce and transportation.
- VI. The manufacture and construction of certain public necessities.
- VII. The maintaining of relations with foreign countries.
- VIII. The conservation of natural resources.

B. WHAT ARE SOME OF THE EMPLOYEES IN EACH OF THESE SERVICE DIVISIONS?

1. In the protection of life and the maintenance of order the employees are:
 - a. Sheriffs
 - b. Constables
 - c. Marshals
 - d. Policemen
 - e. Firemen
 - f. Boiler inspectors
 - g. Building inspectors
 - h. Electrical inspectors
 - i. Street and sidewalk inspectors
 - j. Inspectors of food
 - k. State militia

1. The army
 - m. The navy
 - n. The coast guard
 - o. The patent and copyright office employees
 - p. The weather bureau employees.
2. In the giving of justice the employees are:
- a. Justices of the peace
 - b. Attorneys
 - c. Judges
 - d. Keepers of prisons and reformatories.
 - e. Police magistrates
 - f. Police matrons
 - g. Bailiffs
 - h. Juvenile court judges
 - i. Probation officers
 - j. Prison guards
 - k. Psychologists
 - l. Psychological examiners
 - m. Psychological testers
 - n. Doctors
3. Education employees are:
- a. Teachers
 - b. Librarians
 - c. Girls' and Boys' Club leaders
 - d. Teachers of the blind, deaf and dumb
 - e. Museum workers
 - f. Teachers in Indian schools
 - g. Members of commissions appointed to study educational problems.
4. For the promotion of health some of the employees are:
- a. Garbage collectors
 - b. Street cleaners
 - c. Doctors
 - d. Nurses
 - e. Inspectors of houses, factories, dairies, groceries, restaurants, water supplies.
 - f. Playground employees
 - g. Examiners of doctors', nurses', dentists', and druggists' licenses.
 - h. Slaughter house inspectors
 - i. Employees of special hospitals such as the Tubercular hospitals.
 - j. Immigrant inspectors
 - k. Inspectors of food shipped from state to state.
 - l. Child welfare workers
 - m. Research workers--study methods of preventing diseases.
 - n. Employees of Veterans' Hospitals.
 - o. Indian Service employees.
5. Aid and regulation of communication and transportation--some of the employees are:
- a. Road builders
 - b. Canal construction
 - c. Bridge builders

- d. Maintenance of bridges, roads and canals.
 - e. Street commissioners
 - f. Civil engineers
 - g. Day laborers
 - h. Employees of road laboratories where they test various road materials.
 - i. Engineers of rivers and harbors who improve rivers and harbors.
 - j. Employees of the Coast and Geodetic Survey who chart the coasts, erect lighthouses and place buoys.
 - k. Employees of the Alaskan Railroad Commission who build and operate railroads in Alaska.
 - l. Inspectors who promote safety in transportation, such as airbrake inspectors for railroad equipment.
 - m. Members of various commissions which regulate telephone rates in state, establish a standard for weights and measures, the treasury employees which establishes a standard unit of money, Interstate Commerce Commission and Department of Commerce which regulate cable rates and codes, radio wave lengths and telegraph charges.
 - n. The employees of the Post Office Department.
6. Manufacturing and construction activities, whose employees are:
- a. Employees who construct and operate water works systems.
 - b. Constructors of public buildings and their employees.
 - c. Employees in the navy yards and arsenals where ships are built and guns and shells are made.
 - d. The employees of the United States mints.
 - e. The employees of the Bureau of engraving where bonds, currency and postage stamps are printed.
7. Conservation of natural resources, whose employees are:
- a. Employees in agricultural schools.
 - b. Game and fish wardens
 - c. Employees of the Forest Service.
 - d. Employees of the Reclamation Service which builds dams and irrigation systems.
 - e. Employees of the Geological Survey who locate valuable mineral lands and water-power sites and has them withdrawn from sale.
 - f. The employees of the Bureau of Mines who study methods of mining and give advice on how to prevent accidents.
 - g. The employees of the National Park Service who supervise and protect the national parks.
 - h. The employees of the Bureau of Fisheries who protect Alaskan salmon and seals and propagate and distribute fish for the United States streams and lakes.
8. Conduction of relations with foreign countries, whose employees are:
- a. Consul
 - b. Ambassadors
 - c. Ministers
 - d. Student interpreters
 - e. Consular agent
 - f. Clerks

C. HOW DID WE COME TO HAVE CIVIL SERVICE?

It was the custom in the early days of our government for men to appoint their office helpers from among their friends and acquaintances. This was all right as long as there were not so many positions to fill. As time went on and each new political party came into power this changing of so many employees meant that no one had any experience in running the office and consequently there were many mistakes, delays and annoyances.

The attention of the country was called to some of the evils of this system at the time of President Jackson's inauguration. However, nothing was done about it until President Garfield was shot by a disappointed office-seeker. Soon after this, in January, 1883, the civil service law was passed.

D. HOW WOULD ONE GO ABOUT GETTING A CIVIL SERVICE APPOINTMENT?

1. Write to the United States Civil Service Commission at Washington, D. C., for the general-information bulletin, to your state Civil Service Commission at the State Capitol for their "Manual of Examinations", and to the Civil Service Commission in your city for a copy of their manual. Upon looking this material over you will discover the scope of the work and the types of positions.
2. When you learn through printed notices posted in the post-office that there is a vacancy in the type of work you desire, you send to Washington, D. C., to the Civil Service Commission for an application blank which you will fill out and return. Then a card will be sent you granting you permission to take the examination at the place and on the

date specified.

3. While you are waiting for the time to come to take the examination you should turn to the bulletins you have and see what type of questions will be asked in your examination. There will also be information in the bulletin telling how the paper will be marked and this may prove helpful to you.
4. You must make a grade of 70 or over, or your application will not be considered. If you receive a grade of 70 per cent or over you will be placed on the eligible list. To the grade you make as well as your education, health, experience and special training are all considered when an appointment is made.
5. Whether you are appointed also depends on the number of appointments made from your state. Each state has a certain share of appointments apportioned to it. If you live in the extreme west or south you stand more chance of their not being too many others in your state ahead of you.
6. Then, too, if you are willing to go to distant sections of the possessions of the United States, you are much more likely to get an appointment. Distant sections might mean The Isthmus of Panama or the Philippine Islands.
7. If you wish to increase your chances of getting a job you can also apply and take examinations for state and municipal positions or you can apply for and take examinations in work for more than one kind of position.

E. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF CIVIL SERVICE POSITIONS?

1. The work is permanent if the person is honest, reliable and efficient.
2. Salaries, however, are not as high as in private business.
3. There is less chance for initiative in minor positions.
4. One of the most attractive features of employment in Washington, D. C., is the opportunity to pursue college work in evening classes.
5. The Bureau of Standards, the Department of Agriculture and other government institutions give valuable courses in the technical and professional fields. In this way one may get work which will be accepted for credit at universities.
6. Government work affords excellent training for private business.
7. Thirty days' vacation with full pay is granted to some, and to others two weeks with full pay.
8. Thirty days of sick leave is granted for cases that merit it.
9. Employees may retire with a pension after certain periods of service.
10. There are benefits under the employees compensation acts in case of injury incurred in the performance of duty.
11. The employment is steady.

F. TOPICS FOR ORAL AND WRITTEN REPORTS:

1. The "spoils system".
2. The "merit system".
3. "Civil Service Schools".
4. Civil Service Commission
5. Customs Collector.
6. Assessor
7. Judge of the Juvenile Court
8. Policewomen
9. Bertillion System
10. "Devil-dogs"
11. Indian Service
12. Psychologist (criminal).
13. Prison Warden
14. Prison Matron
15. Coast Guard Service
16. Inspectors (food, buildings, immigrant, water supplies).
17. Jail cook
18. The Reclamation Service
19. The Weather Bureau
20. The Bureau of Plant Industry
21. The Bureau of Soils

G. QUESTIONS TO ANSWER AND THINGS TO DO:

1. What training do you think would be most valuable for a political career?
2. Make a list of the attractive features of a political life.
3. How do the salaries of government officials compare with those of business and professional men?

4. Are there Civil Service workers in your community? Do they work for the city, state or national government?
5. What is the difference in ranking of an ambassador, a minister and a consul?
6. What kind of young man should enter the Army or Navy and expect to make it his life work?
7. What is meant by commissioned and non-commissioned officers?
8. Describe the work of a policeman; of a fireman; of a detective.
9. Name as many kinds of work in public service that women do as you can.
10. Look on the bulletin board in the post office and see what Civil Service examinations are advertised.
11. Would it be a good thing for the members of the President's Cabinet to have to take Civil Service examinations?
12. When prices go up in inflation times, do the salaries of the Civil Service employees go up, too?
13. How did the following people get into politics:

a. Charles Evans Hughes	f. Alfred L. Smith
b. Herbert Hoover	g. James Farley
c. Franklin Roosevelt	h. Dwight Morrow
d. Miss Perkins	i. Theodore Roosevelt
e. Calvin Coolidge	j. Woodrow Wilson
14. What are the Army and Navy Training Schools and where are they located?

UNIT XIV

THE PROFESSIONS

"No professional man thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work. . . . The real payment is the work itself, this and the chance to join with others of the profession in guiding and enlarging the sphere of its activities."

--George Herbert Palmer.

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 Zeigler and Jaquette, Choosing an Occupation, pp. 248-293.

A. WHAT IS A PROFESSION?

It is difficult to define a profession. A professional worker has mastered a good part of the knowledge in some broad field and has acquired skill in applying that knowledge. The motivating idea of a professional man should be SERVICE and not GAIN.

There are at least four requirements that people expect of a profession. They are:

1. It must render a highly specialized type of social service.
2. Its personnel must have had abundant training for its work and should be comparatively permanent.
3. It must provide income sufficient to enable its members to maintain a cultural standard of living.
4. Its members must be dominated by a professional spirit.²⁷

B. WHAT ABOUT ONE OF THE PROFESSIONS AS A LIFE CAREER?

The professions are very highly respected so many boys and girls decide on a professional career when they have no idea of the

²⁷ Edmonson and Dondineau, Occupations Through Problems, p. 141.
 MacVillan, 1931.

requirements of a profession. As a result they are disappointed. One of the ideas that so many people have about the professions is that the incomes are very high. This is not true for professions as a whole. Some one has said, "A man in a profession must work harder and longer and have less money to show for it than if he were in business. Yet if he loves his work, he will have permanent satisfaction which no money can buy, and he will find a joy in his labor not found elsewhere."

C. SOME OF THE PROFESSIONS:

Teaching	Music
Medicine	Social work
Engineering	Architecture
Law	Dentistry
Art	Dramatic arts
Journalism	

D. PREPARATION.

The requirements and qualifications are varied but all professions require a college training. So if you are thinking of entering a profession, be sure that your high school course meets all the requirements for college entrance.

E. TEACHING.

1. Some questions you should ask yourself before you decide that you are fitted to teach:
 - a. Do I like people? both children and adults? It is necessary that I like adults, too, for the children have parents that must be met and cooperated with, and then the other teachers are adults.
 - b. Do I like to work with and for people?
 - c. Do I like to read and study? Do I like books or are they just necessary evils?
 - d. Do I enjoy travel or do the discomforts far outweigh the pleasures and benefits?
 - e. Are people an interesting study to me or are they just something to be tolerated?
2. You will need to know that teaching is hard work for one can never stand still. You must remember, "that to stay where you are you must run like everything."²⁸ You need to be constantly on the alert for new materials and also you must plan your work.

²⁸. Lewis Carroll in "Alice in Wonderland".

3. The special fields in teaching are:
 - a. Elementary school
 - b. Junior high school
 - c. Senior high school
 - d. College
4. Compensations in teaching:
 - a. Standing in community is usually high.
 - b. Teacher finds satisfaction in the successes of his pupils.
 - c. The teacher has an extended vacation which offers opportunity for recreation, study and travel.

F. MEDICINE.

1. This profession offers a wide field of service and is attractive to both men and women.
2. The physician has a high standing in the community as a rule and is also very influential in reform of all kinds particularly if it deals with health.
3. Some of the types of medical workers are:

a. Bacteriologists	f. Occupational therapists
b. Surgeons	g. Psychiatrists
c. Nurses	h. Veterinary
d. Health officers	i. Optometrist
e. Pharmacists	
4. There are numerous opportunities in public service as well as private practice. Some of them are;
 - a. National, state and municipal government work
 1. The army and navy
 2. Public health departments
 3. Public hospitals
 4. Charitable institutions
 5. Departments of food and drugs
 - b. Large corporations
 1. Insurance companies
 2. Railroads
 3. Industrial and fraternal organizations
5. One of the requirements is strength for the work is hard and there are practically no hours for a general practitioner. A physician must be cheerful for his personality has a great deal to do with the confidence he inspires. He must be studious both in school and out for there are constant changes in medicine.
6. Some of the disadvantages are:
 - a. The profession is over-crowded in many towns and cities.
 - b. It takes considerable money to equip an office.
 - c. There is no guarantee of a steady income unless he is employed by some corporation or is in government work.

- d. The incomes on an average are not high.
- e. The work is hard and exacting.
- f. Competition is keen.

G. PHARMACY.

1. The doctor depends on the pharmacist for the preparation of his medicines.
2. The typical drug store is more than a pharmacy. It deals in commercial preparations such as lotions, ointments, etc.
3. The work of the druggist is not hard but the hours are long and the work is confining.
4. The requirements are:
 - a. High school graduation.
 - b. Four years of college work. (This is a new requirement in many schools. Formerly only three years' work were required.)
 - c. A registered pharmacist must be twenty-one years old, be a graduate of a pharmacy school and must pass the state board examinations for a registered pharmacist.

H. ARCHITECTURE.

1. This profession requires a knowledge of art, engineering and business. An architect's duties lie in several fields. He designs the structure, makes the drawings, decides what materials are to be used, and writes out all the specifications in detail.
2. The physical conditions are excellent for the work is both indoors and outdoors.
3. Architecture offers opportunity for men and women of many different types of ability.
4. The standing of the profession is high.
5. Very often the fees are very high.

I. ART AS A PROFESSION.

1. It is possible to discover one's talent for art through the art courses offered in schools.
2. Admission to art schools does not demand any certain number of years of previous schooling.
3. Some of the workers in art are:

a. Painters	f. Dress designing
b. Sculptors	g. Arts and crafts shops
c. Illustrators	h. Interior decorating
d. Advertising	i. Window decoration
e. Cartoonists	j. Scientific art work

J. DENTISTRY.

1. The dentist must have scientific knowledge and training and a large amount of mechanical skill as well for his work is largely manual, whatever field he specializes in.
2. The best dental schools are requiring two years of college work before the beginning of the professional work.
3. Advantages:
 - a. The number of dentists is small as compared with the total population.

- b. Dentistry is well thought of.
- c. There are opportunities for both men and women.

K. ENGINEERING PROFESSIONS.

1. The engineer makes possible:
 - a. Our systems of railroads.
 - b. The water systems of our cities.
 - c. The lighting systems of our cities.
 - d. The extraction of the minerals from the soil depends upon engineering.
 - e. Our cities are kept clean and sanitary due to engineering.
 - f. Automobiles, airplanes, steamships and locomotives are the products of engineering ability.
2. The main divisions of engineering are:
 - a. Civil
 - b. Mechanical
 - c. Electrical
 - d. Chemical
 - e. Mining

Civil engineering deals with the problems of designing and construction of railroads, waterways, highways, harbors and drainage systems. Surveying is a branch of Civil Engineering and is one of the steps which lead to becoming a Civil Engineer.

The mechanical engineer is a designer, constructor and inventor of machinery.

The electrical engineer:

- a. Designs and manufactures electrical apparatus.
- b. Installs and uses this apparatus in heating and lighting and in power plants, in telephony and in telegraphy.
- c. Does research work in the laboratory.

The chemical engineer makes synthetic products and designs machinery for carrying out the new synthetic processes.

The mining engineer tests the soil for mineral deposits, opens mines, installs proper equipment, and supervises actual mining operations.

3. The general qualifications are:
 - a. Sound judgment

- b. Scientific precision in thinking.
- c. Ability and liking for mathematics and physics.

L. THE LAW.

1. The lawyer is looked upon as a leader so this places upon him a high degree of moral and civic responsibility.
2. Anyone who wishes to become a lawyer must have a liking for study for law requires a very thorough preparation. Many failures in law school are due to poor scholarship.
3. Some essential qualifications are good judgment, sound common sense, imagination, fore-sight and a knowledge of human nature.
4. There are many special fields of work open to a lawyer:
 - a. Public attorneys and judges.
 - b. Business and salesmanship.
 - c. Railroad executives.
 - d. Bank presidents.
 - e. Publishers and leaders in business and industry are frequently graduates of a law school.
5. The chief disadvantage is that competition is keen.

M. JOURNALISM.

1. Both men and women enter this profession.
2. The fields are:
 - a. Advertising
 - b. Publishing books and magazines
 - c. Newspaper reporting
 - d. News writing
 - e. Story writing
 - f. Writing for nonfiction periodicals

N. MINISTRY AS A PROFESSION.

1. The clergyman occupies a position of great influence in the community.
2. Service and a love of the work is the inspiring motive.
3. Of all the professions this one offers the least pay. If many of these men were to enter business they would make twice as much per year as they receive as ministers.
4. They must be leaders and have a love of people.
5. A four year college course is the general requirement.

O. NURSING AS A CAREER.

1. Private nursing.
2. Public health nursing.
 - a. The requirements for success in this line are:
 1. Must be acquainted with social service methods.
 2. Must be familiar with the provisions and the enforcement of the social and medical legislation affecting her work.
 3. She may be employed by state, or city health departments, by boards of education, or by public and private welfare organizations.
 4. She should be able to teach as well as being well versed in knowledge of her profession.

3. Industrial nursing:

Many manufacturing plants, mercantile houses and public utilities companies employ nurses who give first aid to employees in case of accidents and also conduct physical examinations.

4. Institutional nursing:

This work offers a variety of cases as well as opportunity for promotion. A graduate nurse starts as a staff nurse on general duty. She may become head nurse in charge of a ward, several wards or a department, assistant director of nursing or perhaps director.

5. Physical and personal requirements for nursing:

- a. Age 18.
- b. Health--good.
- c. Vision--correct
- d. Teeth--well-kept.
- e. Hearing--good.
- f. Manner--pleasant, with ability to get along with people.
- g. Appearance--neat and clean.
- h. Endurance--good.

6. Educational requirements:

- a. Should complete high school. Most good nursing schools make that an entrance requirement.
- b. Many colleges now offer a five-year course leading to a degree of Bachelor of Science and a diploma in nursing. The first years are spent in collegiate study; the second two in nursing school and the last in academic and hospital work.

7. Cost of training:

- a. The student nurse pays for her tuition, board, room and laundry in services rendered.
- b. Some hospitals make small monthly allowances to accepted students to cover necessary expenses. This, however, does not cover cost of street clothes and recreation.

8. Earnings.

- a. Earnings are on a par with those of teachers of experience.
- b. A nurse works about one-third of the time, so allowance must be made for this.
- c. The best positions are held by those with broad experience and education. They must also have executive

ability and a strong personality.

P. PROFESSIONAL CAREERS IN SOCIAL SERVICE:

"One may work with courts, hospitals, schools, industries, recreation centers, or organized charities. One may be concerned with case work involving the solution of individual or family problems, with educational or recreational work, with organization of communities or special groups to carry out social programs. Whatever the branch, it will touch on many other fields. There is probably no profession of greater human interest or more broadening contacts with social life.

"The following list will give you some idea of the variety of positions one may find in social work:

boys' club director	mental-hygiene worker
girls' club director	Red Cross organizer
child placing agent	immigrant's-aid worker
child welfare nurse	school nurse
community organizer	scout leader
playground director	settlement worker
policewoman	traveler's-aid worker
probation officer	visiting nurse
play leader	visiting to cher."28

A real desire to help others.

Interest in people of all races, classes, and nationalities.

Q. TOPICS FOR ORAL OR WRITTEN REPORTS:

1. Designer
2. Chemical engineer
3. Actuary
4. Dietitian
5. Draftsman
6. Editor
7. Efficiency engineer
8. Illustrator
9. Inventor
10. Sculptor
11. Surgeon
12. Y. M. C. A. secretary
13. Y. W. C. A. secretary
14. Vocational counselor
15. Sanitary engineer
16. Aeronautical engineer
17. Red Cross
18. American Medical Association
19. "socialized medicine"
20. Albert Hubbard
21. Edwin Booth
22. Maude Adams
23. George Arliss
24. John Philip Sousa
25. Schumann-Heink

28. Edmonson and Londineau, *Occupations Through Problems*, pp. 159-160. MacMillan, 1931.

26. Theodore Thomas
 27. Jeritza
 28. Paderewski
 29. Rachmaninoff
 30. Wendell Phillips
 31. Henry Van Dyke
 32. James Barrie
 33. George Gershwin
 34. Horace Mann

35. Mary Lyon
 36. Frances Willard
 37. Kate Douglas Wiggin
 38. Louis Pasteur
 39. Dr. William Mayo
 40. Marion Durell
 41. Will Rogers
 42. Nicholas Murray Butler

R. QUESTIONS TO ANSWER AND THINGS TO DO.

1. Why are strict obedience and cheerfulness two qualifications necessary for a nurse?
2. If a woman is a doctor or a dentist, should she dress as much like a man as possible?
3. Visit a drug store and list the different kinds of articles offered for sale.
4. How are the work of a teacher and a minister alike?
5. What kinds of work do a lawyer have to do besides pleading cases?
6. Is there any connection between the educational opportunities of a community and the civic improvements, such as well-lighted streets, sewer system, parks, etc.?
7. If you live where there are statues, monuments and public buildings, find out who designed them.
8. Notice the window displays in your community and see if you can decide which ones have been designed by experts.
9. Who draws "out our way"? Did you ever hear of Sidney Smith? Fontaine Fox?
10. Who was the sculptor of the statue of Lincoln in the Lincoln Memorial, Washington, D. C.? Find out all you can about him.
11. Make out programs of study which you think should be followed by those who are planning to become musicians, actors, public speakers, authors, or journalists. After having worked out these courses first by yourself, ask the teacher of this course or the guidance counselor of the school to make suggestions.
12. Read some of these biographies noticing:
 - a. Their preparation for their work.
 - b. The difficulties they overcome.
 - c. The character qualities displayed.
 - d. The contribution they made to human knowledge and welfare.

1. Explorers, archaeologists, and astronomers:

David Livingstone, Howard Carter, Roy Chapman Andrews, Admiral Robert L. Peary, Sir Isaac Newton.

2. Inventors, geologists and physicists:

James Watt, Robert Fulton, John Gaspard Branner, Robert A.

29. Proctor, *Vocations*, p. 289. Houghton Mifflin Co., 1929

30. Ibid., p. 270 (adapted).

Millikan, Albert Einstein, Madame Curie.

3. Botanists, biologists, entomologists: Asa Gray, Charles R. Darwin, John Burroughs, John James Audobon, T. H. Morgan, David Starr Jordan.

4. Psychologists, sociological and educational research specialists: Alfred Binet, Edward L. Thorndike, G. Stanley Hall, Richard T. Ay, Roger T. Babson, Truman Lee Kelley.

14. John Hays Hammond was a famous mining engineer. Learn all you can about him.
15. Are there many men with legal training who do not practice law?
16. What schools in your state offer courses in law? If you are a graduate of these schools do you have to take the bar examinations?
17. What are some of the disadvantages of the medical profession?
18. How are ministers trained for their work? What are the advantages and disadvantages of the profession?
19. Name one person who is well known as a social worker.
20. What is the chief purpose of having a community chest fund?
21. Do women make better librarians than men? Give reasons for your answer.
22. Which do you think are the better musicians, men or women?
23. Name several nationally known musicians.
24. What qualities should a good athletic coach have?
25. What schools in your state offer special courses for coaches?
26. Why is it that coaches get better salaries than most of the other teachers with whom they work?
27. What is city planning and why should an architect know something about it?
28. Are the new houses very different architecturally than those built twenty years ago? How? Why?
29. What is the best school of architecture in or near your state?
30. If 2,000 people can support one dentist, how many dentists can the United States support? Turn to the last census report and see how many dentists there are and then you can judge whether the field is over-crowded or not.
31. Define the following dental terms:

a. Endodontist	e. Periodontist
b. Oral surgeon	f. Oral hygienist
c. Orthodontist	g. Ceramist
d. Prosthodontist	h. Dental mechanic
32. What are the teacher training institutions in your state?
33. Following is a list of subjects required in a teacher-training course. Get a catalogue from a teacher-training school and find out what these subjects deal with.

a. Curriculum construction
b. Educational sociology
c. Educational psychology
d. Problems of secondary education
e. Philosophy of education

- f. Psychology of Adolescence
 - g. Methods of Educational Research
 - h. Statistical Methods
 - i. Mental and Educational Measurements
 - j. Seminar Course
24. Some of the newer fields in teaching are:
- a. Research specialist
 - b. School psychologist
 - c. Vocational adviser.
 - d. Visiting teacher
- Find out what each of these people do.
25. What is the difference between a vocations teacher and a practical arts teacher?
26. Name at least one good school each for the training of actors, musicians and orators.
27. How do newspapers influence public opinion? Will the radio eventually put many newspapers out of business?
28. What is the American Library Association?
29. What are some of the best schools for library training in the United States?
30. "The American Library Association recommends four years college work plus one year of professional library work. Does this seem too much training? Why do you think it is recommended?"^{31a}
31. "There are no recognized schools of museum training either in America or abroad. A college education is very valuable, however--almost essential in fact. Why? What type of high school work should one follow if interested in museum work as a career?"^{31b}
32. Define the following terms:
- a. Author
 - b. Editor
 - c. Translator
 - d. Royalty
 - e. "Best seller"
 - f. Anthology
 - g. Copyright
 - h. Playwright
 - i. "Free lance"
33. Is it fair to authors to have public libraries? Why not have free grocery stores and a free public theatre?
34. What is the meaning of the letters "R. N."?
35. What is the nearest school of pharmacy? Name some others.
36. Get a catalogue from a school of pharmacy and see what the requirements are. Most good schools require four years for graduation now. Does that seem to be a trend in the right direction?
37. Define the following terms:
- a. Canvas painter
 - b. Mural painter
 - c. Mosaic artist
 - d. Stching
 - e. Costume art
38. Define the following:
- a. Daguerrotype
 - b. Photomaton
 - c. Aerial photography
 - d. Film editor
 - e. Animated cartoon artist
 - f. News reel cameraman
39. Of all professions which one makes the strongest appeal to you?

^{31a} Gallagher, Courses and Careers, p. 341. Harpers, 1920.
^{31b} Ibid

UNIT XV

HOMEMAKING AND ITS ALLIED OCCUPATIONS

"Home is never a place but an atmosphere."

--Mrs. F. D. Roosevelt

"It is home surroundings that, to my mind, set a boy or girl on the road to success."

--Sir Thomas Lipton

"A home does not mean what it used to because people are born in hospitals, entertain in clubs, eat at restaurants, take visitors to cabarets, and are buried from funeral parlors."--John Ford

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 Smith and Hough, Planning a Career, pp. 382-404, 262-266.
 Teeter, A Syllabus on Vocational Guidance, pp. 98-102.
 Zeigler and Jaquette, Choosing an Occupation, pp. 310, 328.

A. WHAT IS THE DIFFERENCE IN THE MEANING OF THE WORDS HOUSEKEEPER AND HOME-MAKER?

The housekeeper keeps the house clean and well arranged, cooks the meals, washes the dishes, makes the beds, washes and irons the clothes and all the other things that go to give a house an inviting appearance.

The home-maker does these things, too, but in a different way. She buys and prepares food with reference to food values, finances, and personal tastes of the family. If she buys clothes, she not only selects quality but she is also concerned in selecting something that will give personality to the wearer. She remembers the personal tastes of the different members of her family. Everything

she does is done because she loves her family.

B. WHAT ARE THE DUTIES OF A HOME-MAKER?

1. "She strives to create and maintain an atmosphere that will make for happiness, satisfaction and companionship within her family.
2. She endeavors to so live that her good influence unconsciously permeates outside the family.
3. She takes active part in church and community affairs that are uplifting.
4. She is friendly and helpful to her neighbors.
5. She exercises her voting power and her influence for the best candidates when government officials are to be chosen in her community, state, and nation."³²

C. QUALIFICATIONS OF A HOME-MAKER.

"In a recent scientific study (The Traits of Home-makers.

H. W. Charters. Journal of Home Economics) forty-eight traits for home-makers were ranked in the order of their importance by 34,000 judges chosen from the following group of 3,642 people:

- 1,500 members of the American Association of University Women
- 777 male graduates of 16 universities of the Association of American Universities
- 500 home economics women
- 500 mothers of Stephens College students (239 non-college women)
- 165 seniors in home economics departments
- 200 other students in home economics departments.

For our study here the first 24 traits will be listed in the order of their importance by the 3,400 judges. These traits are qualifications needed by the home-maker. They are as follows (read by columns):

Care of health	Cleanliness
Honesty	Loyalty
Love	Self-control
Companionability	Sympathy
Good judgment	Adaptability
Desire for children	Contentedness
Cooperativeness	Thoughtfulness
Refinement	Economy
Ability to train	Courtesy
Religiousness	Resourcefulness
Patience	Administrative ability
Openmindedness	Appreciativeness

³². Smith and Blough, Planning a Career, pp.387-388.A.M. Book Co.1919.

The successful home-maker must have an intense interest in her work and belief in its value. She must accept the challenge of responsibility with courage."³³

D. OTHER VOCATIONS RELATED TO HOME-MAKING.

1. Hotel keepers and managers.

a. Requirements:

1. Good business ability, cheerfulness and ability to meet people and make friends with them.

b. Chef is next to hotel manager in importance.

c. Other employees:

1. Desk clerks, corridor hostesses, waiters, chambermaids, bell boys, laundry handlers, cleaners, bootblacks.

2. Institutional Management.

a. Titles:

1. Housekeeper, domestic supervisor, house mother, house superintendent.

b. Requirements:

1. Technical knowledge, executive ability, spirit of friendliness, knowledge of how tasks should be done, and the ability to train.

3. Restaurants, cafeterias and tea-rooms.

a. Restaurants--waiters serve food more leisurely, good music.

b. Cafeterias--people serve themselves, can see food, quick service.

c. Tea-rooms usually cater to women and serve dainty food.

4. Caterers, stewards and dietitians.

a. Caterers plan and serve banquets, usually away from a regular dining room for lodges, clubs, churches and various kinds of social gatherings.

b. Stewards have charge of food service on the dining cars of trains and on boats of all sorts.

c. Dietitians have made a scientific study of food values, food preparation and food preservation.

5. Boarding-house and lodging-house keepers.

a. They provide a real service in providing home cooking and home surroundings for people without homes.

6. Home economics teachers, milliners, dressmakers and interior decorators.

a. Many women who specialize in home economics find that

they enjoy teaching others. They may have jobs as teachers in schools or they may do home demonstration work or be a food demonstrator. They may also do research work with industrial companies. By this is

³³ Smith and Blough, Planning a Career, Am. Book Co., 1929, pp. 288-289.

meant that they take the products that these companies manufacture and find as many appetizing ways of serving it as possible and these new recipes help sell the product. They often demonstrate their dishes for the public.

- b. The milliner and dressmaker need manual ability and good taste in color and style selection. This is work that a woman can do after she has a home. The work in dressmaking now is largely making over, repairing, or making clothes for people who cannot find ready-made garments that will fit them.

7. Interior decorators.

- a. This is work that women particularly find interesting and enjoyable. Here is need of artistic ability and skill in planning and designing.

E. TRAINING, OPPORTUNITIES AND REWARDS.

1. From the standpoint of health and physical needs of our people the home-making, food-preparing and shelter-providing occupations are the most important of our vocational service.
2. Home-makers' rewards are:
 - a. Happiness, love and devotion of her family.
 - b. Improved economic status of her home.
 - c. A larger savings account.
 - d. The ability to have many of the comforts and some of the luxuries of life.
3. Types of training available.
 - a. Schools for hotel management and similar vocations are maintained by hotel associations and the graduates are absorbed by these hotels.
 - b. The great majority of hotel and restaurant owners learn their vocations by the apprenticeship method.
 - c. Cornell University offers a course in hotel management in cooperation with the American Hotel Association.
 - d. State Agricultural Colleges, State Universities and many private schools offer home economics of a college grade.
 - e. High schools offer courses in food, clothing, household arts, home decoration, elements of design, study of textiles, household management, child care, nursing and dietetics, and the elements of food preparation and planning.

- f. Extension courses also offer training.
- g. Home-demonstration agents have carried the gospel of better and brighter homes to many communities, both urban and rural.

F. PERSONAL AND DOMESTIC SERVICE OCCUPATIONS.

1. Barbers, hairdressers and manicurists.

- a. Barbering is a skilled trade which has strict regulations for training and apprenticeship in most states. In those states where there is regulation there is a state board of Barbers' Examiners to pass on new applications.
- b. The hairdresser must render expert service and keep an attractive, artistically furnished place of business. These people are sometimes called beauty specialists when they specialize in treatments for the skin, hands and nails as well as the hair. There are many opportunities for the hairdresser or beauty specialist. Some of them are:
 - 1. She may do the work in her own home and many women earn money that way in the spare time they have from taking care of their homes.
 - 2. She may be a manicurist in a hotel, barber shop or department store. This is perhaps the least desirable branch of the work done in this line.
 - 3. She may be a general operator. That is one who can do all the work in a beauty parlor.
 - 4. She may own her own shop and have others assisting her. This calls for capital with which to start and it is work in which there is considerable responsibility. However, successful owners clear many hundreds of dollars per month and so are independent.
 - 5. She may teach others to become beauty culturists.

2. Launderers and laundresses.

- a. Women do most of the work except for the collectors and delivery-wagon men. The pay is low. The heat is excessive and the air is steam-filled and none too healthful.

3. Janitors, cleaners and caretakers.

- a. Some janitors are required to be licensed stationary engineers.
- b. In large buildings there is both a janitor and an engineer.

4. Porters, bell boys and bootblacks.

- a. The porters and bell boys in hotels and passenger stations carry luggage and run all sorts of errands. Many of them receive their pay in the form of tips or gratuities. Others have small salaries.
- b. Sleeping car porters receive small salaries and depend on tips for the remainder of the money which they need for a living.
- c. Formerly bootblacks were boys but today many men are in the business. They have permanent stands where one

may sit and read while their shoes are being cared for. These men study the art of staining as well as shining shoes.

5. Inside servants:

- a. Women--chambermaids, nurse maids, ladies' maids, cooks, laundresses, and house cleaners.
- b. Men--valets and butlers.

6. Outside servants:

- a. Chauffeurs, coachmen, stablemen, gardeners or landscape men.

G. QUESTIONS TO ANSWER AND THINGS TO DO.

1. Make a list of things the child learns in the home that help to make a good citizen of him when he goes out into the world.
2. What are some of the jobs a man or boy can find to do around the home?
3. Make a list of the advantages and disadvantages of doing domestic work in a private home.
4. Should anyone be ashamed of being a domestic worker? Is it true that it does not matter what we do but how we do it as long as the work we are doing is honest? In other words is ALL HONEST TOIL HONORABLE?
5. Hotel training schools are advertised in magazines. Write for a catalogue so that you may know what kind of training they offer.
6. Should boys, as well as girls, learn to cook?
7. Does your school janitor use brooms, dust cloths and dust-pans or is your school equipped with vacuum cleaners for floors, chalk trays and balls?
8. What are polygamy, polyandry and monogamy? Which is common in this country? In what countries do you find the others?
9. Why should every girl prepare for two vocations, one of which is home-making?
10. Should our public schools provide home-makers courses for boys and girls?
11. What are genetics, heredity and ethnicity?
12. The following are among the qualifications of a good home-maker:
 - a. mental and physical alertness
 - b. creative imagination
 - c. executive ability
 - d. a sense of idealism
 - e. a sense of humor
 - f. a sense of order
 - g. ability to do perfectly the routine tasks
 - h. ability to make the most of leisure
 Cite an instance showing why each qualification is necessary.³⁴
13. Why is it important for married people to be able to enjoy the same intellectual diversions?
14. Should parents allow children to decide things for themselves or should they attempt as long as the child is at

34. Gallagher, Courses and Careers, Harpers, 1930. p. 367.

home to mold the thoughts and the ways of the child to suit their own desires?

- 15. Why do women work after they are married? Do you think they should?
- 16. Define: malnutrition, balanced diet, calorie.
- 17. Name some magazines that give ideas and helps for home-making.
- 18. Do you think that better education for home-owners will tend to produce better homes? Will there be less divorce or separations?
- 19. Why have women displaced men as elevator operators?
- 20. What is the American Hotel Association?
- 21. "The business of running a hotel may be divided into five departments, with the following types of workers. What does each one of these workers do?"³⁵

A. House Department

- | | |
|--------------------|---------------------|
| a. bell boy | f. seamstress |
| b. porter | g. chambermaid |
| c. doorman | h. parlor maid |
| d. house detective | i. linen-room woman |
| e. upholsterer | j. housekeeper |

B. Dining Room Department

- | | |
|---------------------|----------------|
| a. bus boy | c. room waiter |
| b. waiter, waitress | d. head waiter |

C. Cuisine Department

- | | |
|-------------------|--------------------|
| a. kitchen worker | d. butcher |
| b. baker | e. garden manager |
| c. specialty cook | f. chef, cuisinier |

D. Supplies Department

- | | |
|---------------|-------------------|
| a. checker | c. store-room man |
| b. silver man | d. steward |

E. Front Office Department

- | | |
|--------------|----------------------|
| a. key clerk | c. room clerk |
| b. cashier | d. information clerk |

F. Administration Department

- a. hostess
- b. maitre d'hotel
- c. manager

- 23. "From the pages of any good home-making magazine, such as GOOD HOUSEKEEPING or THE LADIES HOME JOURNAL, get the names of the leading concerns providing the following types of household equipment. Note where they are located. Copy the list into your notebook, including locations:
 - a. vacuum cleaners
 - b. flatirons

35. Gallagher, Courses and Careers, p. 384. Harpers, 1930.

- | | |
|--------------------|---------------------|
| c. domestic ranges | j. pianos |
| d. air heaters | k. furniture |
| e. percolators | l. linoleum |
| f. toasters | m. carpets and rugs |
| g. waffle irons | n. clothes washers |
| h. grills | o. sewing machines |
| i. phonographs | p. refrigerators |

24. "The following lists the five leading fibers from which textiles are made. After them are listed the kinds of cloth into which they are woven. What kinds of clothing are made from each?"

- a. Cotton--gingham, percale, duck, chambray, calico.
- b. Flax--linen, cord, line thread, twine, rope.
- c. Wool--broadcloth, serge, cheviot, felt, tweed.
- d. Silk--crepe de Chine, satin, pongee, taffeta, velvet.³⁶
- e. Rayon- four types of synthetic yarn; namely: (1) nitrate, (2) cupra, (3) vicose, (4) acetate.

36. Gallagher, Courses and Careers, Harpers, 1930. P. 388. Adapted

UNIT XVI

VOCATIONAL ETHICS

"Never esteem anything of advantage to thee that shall make thee break thy word or lose thy self-respect."
--Marcus Aurelius

"I do the best I know, the very best I can; and I mean to keep right on doing so until the end. If the end brings me out all right, what is said against me won't amount to anything. If the end brings me out wrong, ten angels swearing I was right would make no difference."
--Abraham Lincoln

REFERENCES:

- Edmonson and Dondineau, Occupations Through Problems, p. 123.
Gallagher, Courses and Careers, pp. 35-37.
Gowin, Wheatley and Brewer, Occupations, pp. 79-87.
Teeter, A Syllabus on Vocational Guidance, pp. 153-155.
Smith and Blough, Planning a Career, pp. 34-36.

A. WHAT IS THE MEANING OF THE TERM VOCATIONAL ETHICS?

1. The dictionary defines ethics as "the basic principles of right action".
So vocational ethics then has to do with the principles of right action within a certain vocation, and the principles of right action toward workers in other vocations.
2. We are not only to refrain from doing wrong but we are also to be engaged in doing right.
3. Whatever we do there are thousands of workers who aid us.

If they could all be assembled many times they would form a vast army. It is by our behavior toward the workers in our own field of industry and those in other fields that the "wheels of progress" are kept running smoothly or are thrown off the track.

B. ETHICAL CODES IN BUSINESS AND INDUSTRY.

It is difficult to find an important vocation in business or in a profession that does not have a written code of ethics. These are intended to help the young worker to become acquainted with the requirements and to protect the older worker against bad

practice on the part of those entering the vocation. Codes are useful as a means of acquainting the public with the standards set by the members of the vocation.

In 1921 the real estate brokers of Boston adopted a code of ethics for real estate transactions. "It provides for such matters as renting, selling, employment, service qualifications of brokers, placing signs on property, compensation, listing attractions, commissions, and conciliation."³⁷

"The Oregon State Editorial Association adopted in 1922 a code of ethics for journalism. It contains thirty-two points on the following topics: sincerity and truth; care, competency and thoroughness; justice, mercy and kindness; moderation, conservatism and proportion; partisanship and propaganda; public service and social policies; advertising and circulation."³⁸

The Rotary Club which represents many occupations has adopted a code of ethics. The advertising people, doctors, lawyers, teachers, engineers and others have well-defined codes.

C. QUESTIONS TO ANSWER AND THINGS TO DO.

1. Get a Rotary Club code and study it in class. Do you approve of what it says? Reasons.
2. See if you can learn what the codes of doctors, lawyers, teachers and engineers contain. Notice the points in which the various codes are similar.
3. Should doctors advertise? lawyers? Reasons.
4. Are doctors, dentists or teachers licensed? Should they be?
5. Is it ethical for a lawyer to defend a man whom he is quite sure is guilty?
6. Is it ethical for a business man to misrepresent the goods he sells or say that a competitor's goods are inferior?
7. Doctors sometimes do not charge poor people very much for an operation but if a man with a great deal of money has the same operation performed they sometimes charge many times what they charged the poor man. Is that ethical?

37. Gowin, Wheatley and Brewer, Occupations, pp. 83-84. Ginn and Co., 1923.

38. Ibid., p. 84.

- 8. Is employment of children by business men or manufacturers ethical?
- 9. Should newspapers investigate advertisers before they carry advertisements for them? If they find that they are not honest should they carry the advertisements?
- 10. Is it ethical for magazines to carry liquor advertisements?
- 11. What type of news should a newspaper suppress? Why?
- 12. Should any producer destroy the commodity they produce to raise the market price?
- 13. If a man has gone into bankruptcy has he any moral obligation to pay his debts when he can?
- 14. Should any person who is concerned with the lives of people be made to work such long hours that he is mentally and physically exhausted? For example, prescription pharmacists, train dispatchers, nurses, doctors.
- 15. Is it ethical to apply for a position which someone else holds unless you know there is to be a vacancy?
- 16. Which is worse, to cheat the government of some private individual?
- 17. Explain the terms, technically honest, and morally honest.
- 18. Does the dishonesty of another excuse your dishonesty?

UNIT XVII

REVIEW--OCCUPATIONAL STUDY

Fortunate is the man who learns a lot from a little experience.

REQUIREMENT.

- 1-Either a two-thousand word theme on an occupation, due.....
- 2-Or a CAREER BOOK, due.....

B. INSTRUCTIONS TO BE FOLLOWED BY STUDENT IN THE PREPARATION OF THE THEME.

1. Select an occupation which interests you. If you know someone else who is working in the occupation now they may be able to help you.
2. Prepare a bibliography arranged alphabetically according to authors.
 - a. Name of author
 - b. Title of book or article
 - c. Publisher
 - d. Year of publication

For example:

Gowin, Theatley and Brewer, Occupations, Ginn and Co., 1923
pp. 1-7.

3. If you have read or used only certain parts of a book or article put the numbers of the pages after the year of publication.
4. In listing magazines or bulletins, give, where possible, the author, the title of the article, the name of the magazine or bulletin, and the date of its publication, the pages of the article in the magazine.
5. Read and take notes on all your material; then, using your outline as a guide, classify it.
6. Write your theme, basing it on the outline.
7. Use the following order of arrangement for your paper:
 - a. Title page
 - b. Bibliography
 - c. Outline--use the long outline in UNIT VII on HOW TO STUDY AN OCCUPATION.
 - d. Body of paper.

C. SUGGESTIONS.

1. Use a good grade of plain, white, unruled paper, 8½ x 11 inches.
2. Write on one side of paper only, in ink or with typewriter.
3. Be careful of your spelling, punctuation, paragraphing and sentence construction. By all means BE NEAT.

D. INSTRUCTIONS FOR WRITING A CAREER BOOK.

1. After you have analyzed so many different occupations and have made a self-analysis based on UNIT IV, you should be ready to choose an occupation in which you are most interested and which you feel that you are best fitted to engage in and write it up in the form of a Career Book.

Of course that does not mean that your choice is final and that later you may not change your mind as to what you think you want to make your life work.

2. Select your occupation.
3. Search for the material you wish to use. Your sources will be in books, magazines, pamphlets, encyclopedias, newspapers. Keep the notes for the different chapters separate. Keep a list of the sources of your material. This list of references arranged alphabetically according to authors will be your bibliography and will be placed at the end of the book. See B, No. 2, for the way to list your references.
4. Gather appropriate pictures, clippings, charts, etc. They will add to the interest and make your book more useful.
5. Keeping your outline in mind, plan where to add your pictures, charts and clippings so as to make them most effective.
6. Plan your cover. Make it as attractive as possible.
7. Cord, rivets, ribbon or binding cloth may be used for binding.
8. Look around for ideas. Books will be a good place to find help.
9. Using your notes and with your outline for a guide write each chapter as you would write a long theme for English class.
10. Use regulation theme paper and write with ink. If you prefer, you may type your material.
11. Keep uniform margins when writing:
 - a. Left-hand margin, $1\frac{1}{2}$ inches
 - b. Right-hand margin, $\frac{1}{2}$ inch
 - c. Top margin, 2 inches
 - d. Bottom margin, 1 inch
 - e. Leave space before and after any subhead.³⁹

E. A SUGGESTIVE OUTLINE FOR A CAREER BOOK.

"The following suggestive outline may serve as a guide in choosing a vocation and in writing a career book. Additions and other changes can easily be made to your liking and for your convenience.

Frontispiece
Title Page
Preface

1. Give your reasons for choosing the occupation and writing about it at this time.
2. Show how you investigated it.
3. To whom are you indebted for help in writing this book?

I. Nature of the work.

1. What is the nature of the work done?
2. Does the work require mechanical skill, mental ability or social leadership? To what degree is each required?

³⁹ Smith and Blough, Planning a Career, American Book Co., 1929. P. 413.

3. Is the work done indoors or outdoors?
4. If indoors, are the rooms well ventilated and sanitary?
5. If outdoors, are the climatic conditions favorable?
6. Does the work involve physical strain, nervous strain, eye strain?
7. Does the work require constant sitting, standing, or moving about?
8. Is the work monotonous or does it consist of changes?
9. Does the work require non-skilled, semiskilled or skilled workers?
10. Does the work require ability in leadership?

II. Advantages and Disadvantages.

1. Are the hours of work reasonable and regular?
2. Is there much overwork, night work, rush work?
3. What social relation does the work have to the community?
4. Is there time and sufficient income for recreation, enjoyment of home life, and participation in social and civic affairs?
5. Is the work dangerous? To what degree?
6. Is the vocation likely to change on account of new inventions or of a change in public taste?
7. Is there a chance for promotion?
8. Is the salary or wage satisfactory?
9. How does the supply of workers compare with the demand for workers?
10. Can you easily change to some kindred occupation if necessary?

III. History and Progress.

1. Give a summary showing how the chosen vocation developed from its beginning to the place it now holds. (See encyclopedia.)

IV. Demand: local, state, national, international.

1. Importance of occupation; is it growing or diminishing?
2. Is the occupation overcrowded or is there a shortage of workers?
3. Give approximate number of persons employed in the occupation or industry, locally, nationally.
4. Is the occupation stable or does it tend to change?
5. Is the work seasonal or steady throughout the year?
6. Is there a demand for the products of the industry or for the service rendered?
7. Is the industry or occupation local, national, or world-wide in its aspects?
8. Is this occupation really necessary?
9. Is there a demand for real service?
10. Are there many people now preparing for this occupation? etc.

V. Qualifications: native, acquired.

1. Does the work require more than average physical strength?
2. Does the work require more than average mental strength?

3. Does the work require much executive ability, leadership?
4. Does the preparation for the work demand financial strain or sacrifice?
5. Compare those qualities which you have or can develop with those required by the occupation you have chosen, by means of the self-analysis.....questionnaire found in UNIT IV.
6. Does the occupation require the following qualities: alertness, adaptability, courtesy, kindness, originality, optimism, punctuality, reliability, tact?
7. Do you have or can you develop the qualities listed above?
8. Are there any restrictions, limitations or barriers in the occupation chosen?
9. How much capital is needed to start in your chosen vocation?
10. Discuss your ambition and determination to 'make good' in whatever vocation you finally choose, etc.

VI. Preparation.

1. How much general preparation is required?
2. How much special training is required?
3. What courses should be taken in preparation for the chosen vocation?
4. Discuss the cost, entrance requirements, length of time required, and probable place of securing special training in preparation for the chosen vocation.
5. Discuss your plans for financing your way through school or college in preparation for the chosen vocation.
6. Can training for this vocation be secured on the job?
7. Can you secure additional training in evening or part-time schools?
8. What degree of special talent, skill or general ability is essential for success in the vocation?
9. List and discuss activities outside class-room work that will help you prepare for the chosen vocation.
10. After careful investigation, list three institutions where you can probably secure the best training needed, and give your reasons for choosing these three, etc.

VII. Rewards and Opportunities.

1. Is the income sufficient to maintain an American standard of living?
2. Which is better, a small income in the beginning with an opportunity to receive a big income as training and experience are secured, or an average income to begin with, without much opportunity for advancement?
3. Does the income depend upon the merit of the worker or is there a set schedule for all workers in the occupation?
4. Discuss the possibilities of receiving bonuses, pensions, sick benefits and shares in the business.
5. Does the work, when well done, make you feel that you have done something to further the progress of civilization?

6. Is the worker given the satisfaction of having done something for someone, somewhere?
7. Does the work of your vocation stand as a monument to your labor?
8. Is the vocation such that it offers still greater opportunities for still greater service?
9. Give examples of leaders in the vocation and show how they 'made good' and how they were advanced.
10. List and discuss several achievements in your chosen vocation.⁴⁰

40. Smith and Blough, Planning a Career, American Book Co., 1929, pp. 413-418.

PART III.

OCCUPATIONS IN YOUR COMMUNITY

- UNIT XVIII Distribution of Occupations and Occupational Changes
- UNIT XIX Occupations of Men and Women and Jobs for Boys and Girls In Your Community
- UNIT XX Visiting Occupations In Your Community
- UNIT XXI Plans of Guidance

UNIT XVIII

DISTRIBUTION OF OCCUPATIONS AND OCCUPATIONAL CHANGES

"To know what to do is good; to know how to do it is better; to know what, how, and why is best."

REFERENCES:

Edmonson and Dondineau, Occupations Through Problems, pp. 32-33.
 Myers, Little and Robinson, Planning Your Future, pp. 205-212,
 229-235.

A. WHAT ARE THE CAUSES THAT DETERMINE THE LOCATION OF AN OCCUPATION OR A GROUP OF OCCUPATIONS?

1. Natural Resources.

The development of power often depends upon waterfalls and so near Niagara after the invention of the dynamo there was such a building of power houses and factories as to cause alarm to both the Canadian and United States governments for so much water was being taken from the falls that it seemed that the falls as a spectacle might be destroyed. Today the amount of water that can be withdrawn on either side of the falls is limited. But the fact that there are so many factories in just that section of the country is explained by the location of one of our great natural resources, "white coal" or water power. There is need of coal to manufacture steel so we see why the steel manufacturers located in Pennsylvania near the coal mines. So it is with many of our occupations. Dude ranches do best where there is scenery, hunting and fishing. So we find them throughout the West.

2. Climate.

One of the best examples of what climate means to an occupation is shown in North Carolina. In the manufacture of cotton goods warm moist air is so necessary that in some states where cotton

manufacture is carried on it is necessary to keep the air moist by artificial means. In North Carolina this is not necessary. The climate is favorable to the growth of cotton as well. Then there are many waterfalls so that it is possible to develop power to operate the mills. With all these advantages it is not difficult to understand why North Carolina is becoming a great cotton manufacturing center.

3. Advantage of Reducing the Bulk of Raw Materials before Shipment.

a. Sawmills are usually located close to the center of a district where logging is taking place because it is cheaper to transport lumber than it is the logs.

b. Ore reduction plants are usually close to mines because it costs too much to transport the ore any great distance.

4. The Perishability of Raw Materials Sometimes Decides the Location of an Industry.

"Some materials must be made into manufactured goods as soon as they are ready for manufacture. The juice of the sugar cane becomes sour within a few hours after it has been cut so that mills must be near at hand to begin manufacturing. Salmon canning must be done near where the salmon are caught; fruit canning near where the fruit is grown; butter making near where the cream is produced."⁴¹

5. Dependence of One Industry upon Another.

A large meat-packing plant usually has as many as fifty or sixty other smaller factories connected with it. All told more than 400 meat products and by-products are turned out at a large packing-plant. Some of these products are: tallow, glue, charcoal for bleaching, shoe blacking, fertilizer, sulphate of ammonia, vitrified bone for opal glass, knife handles, combs, fans, buttons, etc.

41. Myers, Little and Robinson, Planning Your Future, McGraw-Hill, 1930, p. 208.

6. Foresight and Initiative of an Individual or Group of Individuals.

There seems to be no reason why some industries should center in one certain place rather than in another except that some man or group of men saw the possibilities of the industry and worked to bring it to their community. If one such industry comes and succeeds it attracts others and before long there is a successful manufacturing center just because someone looked into the future. That perhaps explains why Akron, Ohio, and Detroit, Michigan, are manufacturing centers.

7. Residence of the Consumer.

Occupations which are not dependent upon any of these conditions which we have been discussing are usually located as close to their market as possible. Truck gardens are usually located close to cities or communities which have need of their products. Doctors, lawyers, teachers and merchants live as close to their market as possible, which is usually in some community.

B. WHAT OCCUPATIONS, AS THE RESULTS OF INVENTIONS, HAVE BECOME UNCOMMON?

1. Laborers through the invention of tractors, steam shovels and such labor-saving machinery have been greatly decreased in numbers.
2. Cash girls and bundle girls were displaced by the cash register.
3. Telephone girls will be more uncommon as time goes on due to the use of the dial phone.
4. Blacksmiths are not now found in every town and village as in the olden days due to the coming of the automobile.

5. Teamsters have been largely displaced by truck drivers.

C. WHY ARE YOUR OPPORTUNITIES FOR WORK DIFFERENT FROM THOSE THAT WERE OFFERED TO YOUNG PEOPLE STARTING THEIR OCCUPATIONAL LIFE FIFTY YEARS AGO?

1. There are new occupations.
2. There are different requirements in the old ones. For instance a lawyer used to study law by entering some lawyer's office and reading the books he had and learning what the older man could tell him about law.
3. More training is needed in all occupations.
4. There is more need by workers for cultural education.

D. HOW HAS MACHINERY AFFECTED WORK?

1. It has changed the kind of work.
 - a. Men have one skill rather than many.
 - b. Men use skill rather than strength.
 - c. Men are forced to learn new skills.
2. It has changed the place of work.
 - a. It has taken it out of the home into large establishments such as factories and so has brought people into large centers causing our cities to become large.
3. It has changed the reward of work.
 - a. Work cannot be paid for in produce but must be paid for in wages or money.⁴²

E. WHAT ARE SOME OF THE OLD SKILLS THAT ARE NO LONGER COMMON?

1. Spinning with spinning wheels and weaving with hand-loom.
2. Rigging a ship for there are now very few sailing vessels.
3. Making candles and tanning hides are skills that are no longer commonly known.
4. Blacksmithing is no longer common.

F. WHAT ARE SOME OF THE NEWER SKILLS?

1. Electric wiring.
2. Rigging up a radio.
3. Running a motor.
4. Flying an airplane.

G. WHAT ARE SOME OF THE DISCOVERIES WHICH HAVE AFFECTED US?

1. Talking pictures revolutionized the picture industry and in the theatres it threw many musicians out of work because the music came synchronized with the talking pictures. Many actors of the silent movie days found it no longer possible to please the public when their voices were heard.

42. Adapted from Boston Public Schools, Guidance--Educational and Vocational, 1930, p. 58.

It resulted in much voice culture and in some cases blasted hopes and careers.

2. The radio has opened up a new world to many people.
3. Automatic traffic lights and air conditioning of homes, theatres and trains have added much to our comfort and safety.
4. We wear rayon made from woodpulp, dyed with colors made from coal tar. The fabrics of our garments are spun on machines and our clothing is cut out by the dozens. The leather in our shoes is tanned, cut and put together by machines.

H. WHAT ARE SOME OF THE PROBLEMS WHICH REMAIN TO BE SOLVED IN THE FUTURE?

1. The heating of homes by electricity, developed at coal mines a thousand miles away and sent over wires.
2. Finding of substitutes for wood. There are now houses being experimented with, the materials of which are not wood and which can be sent from a factory with the parts all ready to put in place. They are called "pre-fabricated" houses and were on display at the Fair in Chicago.
3. A substitute for natural rubber. Thomas Edison was working on this problem.
4. Scientific substitutes for products produced on farms and other foods. At the present time cream, butter and cheese have been made from petroleum products.

I. WHAT LESSONS SHOULD THIS STUDY OF OCCUPATIONAL CHANGES BRING TO YOU?

1. There will be changes in occupations.
2. These changes as a rule are very gradual and can be foreseen for years ahead.
3. Today any far-sighted person will get a broad training so he can change from one field of work to another if necessary.
4. Edison said, "We don't know a millionth of one per cent about anything." So there is much work to be done if someone only will do it. GO FIND YOUR WORK.

J. QUESTIONS TO ANSWER AND THINGS TO DO.

1. Make a list of occupations not found in your town. Tell why each one is not found there. Compare your list with other members of the class.
2. Why are some towns called one-industry towns? Could that

really be true?

3. Why is Minneapolis a large flour-milling city and Chicago a large meat-packing center?
4. What effect would heating homes by electricity have on retail coal dealers? On truckers? On the furnace industry?
5. If pre-fabricated houses are ever used to any great extent what will happen to lumber dealers? To carpenters?
6. Take a new census report and notice the changes that have taken place in the numbers employed in various industries in the last ten years. What industries have more workers and which ones have fewer? These figures are "signs of the times". What do they mean to you?
7. Explain the meaning of this saying, "Coming events cast their shadows before."
8. Babson in his "Twenty Ways To Make a Million" says we need a new tooth-powder that will prevent tooth decay. What will happen to the dentists when we get it?

K. SUGGESTIONS FOR CHARTS.

A simple chart is perhaps the easiest way for people to see the changes that have been made in ways of living and doing things and incidentally in modes of work.

<u>Transportation</u>		
Time of Washington	Time of Lincoln	Today
Horse-drawn carriage	steam railroad	steam railroad
sail-boat	steam-boat (coal)	steam-boat (oil)
river-barge	stage-coach	electric railroad
stage-coach	sail-boat (clipper)	automobile
	horse-cars	airplane

<u>Distance from New York to Boston</u>		
Time of Washington	Time of Lincoln	Today
3 days to a week	1 to 2 days	1½ to 5 hours

<u>Communication</u>		
Time of Washington	Time of Lincoln	Today
letter post	letter post	telephone
messenger	messenger	radiogram
	telegraph	cable
		air-mail
		telegraph
		telautograph

<u>Time for a message to New York from Boston and return</u>		
Time of Washington	Time of Lincoln	Today
4 to 6 days	4 to 6 hours	4 to 6 minutes

Time of Washington
months

Message around the World

Time of Lincoln
at least 80 days
allowing for no
delays

Today
not 80 minutes

Time of Washington
hand tool
hoe
spade
axe
scythe
plough

Agriculture--Tools

Time of Lincoln
all the hand tools
horse-drawn reaper
harvester
steel ploughs
windmills
pumps

Today
all the hand tools
motor reapers and
binders
motor weeder and
seeders
motor harvesters
motor tractors
motor pumps
mechanical milkers,
separators,
churns⁴³

43. Adapted from Boston Public Schools, Guidance--Educational and Vocational, 1930, pp. 70-71.

UNIT XIX

125.

OCCUPATIONS OF MEN AND WOMEN AND JOBS FOR BOYS AND GIRLS IN YOUR
COMMUNITY.-1

Wherefore, I see there is nothing better than that a man should rejoice in his own works, for that is his portion. For who shall bring him to see what shall be after him. - Solomon.

- A. WHAT KIND OF INFORMATION WILL YOU NEED TO HAVE ABOUT THE OCCUPATIONS OF THE MEN AND WOMEN IN YOUR COMMUNITY?
1. What are the occupations in your community. How do men and women make their living?
 2. How many people are employed in each of the principal occupations represented in your community?
 3. Are all of the groups of occupations represented?
 4. In which of these occupations are most of the workers men, in which are most of the workers women, and in which is the number of men and women nearly equal.
 5. Which of the occupations of your locality are found also in most other places in the United States, and which are peculiar to your community?
 6. In which is the number of workers increasing, in which decreasing, and in which is the number nearly stationary?
- B. WHERE CAN YOU OBTAIN THIS INFORMATION?
1. Last report of the United States Census.
 2. The state department of Labor may be able to furnish the information you want.
 3. The secretary of the Chamber of Commerce in your community.
- C. WHAT BOOKS SHALL YOU READ?
1. Publications and records of the local chamber of commerce.
 2. Reports of your state which deal with occupations.
 3. United States Census 1920.
 4. United States Census 1930.
 5. Statistical Abstract of the United States.
- D. WHAT KINDS OF WORK ARE OPEN TO BOYS AND GIRLS.-2.
1. Messengers
 - a. In offices
 - b. In messenger service - Western Union, etc.
 - c. In stores
 - c. In factories
 2. Factory workers
 - a. Textiles
 - b. Clothing and clothing accessories (including shoes, etc.)
 - c. Food and allied products.
candy
 - d. Novelties

44- Adapted from Myers, Little, and Robinson- Planning Your Future, 1930 McGraw-Hill, pp 213-228.

45- Boston Public Schools- Guidance- Educational and Vocational, 1930 pp 28, 30

- e. Mechanical industries
 - Printing
 - Machine shops

- 3. Domestic service
- 4. Unskilled helpers
 - Shops
 - Farms

by children

E. WHAT ARE SOME OF THE KINDS OF WORK DONE IN A FACTORY?

1. Cutting threads- sewing
2. Packing
3. Tagging
4. Inspecting
5. Odds and ends
6. Helping
7. Pasting and labeling.

F. WHAT ARE SOME OF THE JOBS HELD BY BOYS AND GIRLS WHO WORK?

BOYS	GIRLS
Messenger boy	Housemaid
Delivery boy	Telephone operator
Office boy	Cigar worker
Grocery clerk	Grocery clerk
Stock boy	Wrapper
Factory helper	General clerical worker
Printer's apprentice	Laundry worker
Salesclerk	Stockgirl
Mail boy	Salesgirl
Bank messenger	Packer
Packer	Bookkeeper and stenographer
Driver	Usher
Wrapper	Waitress
Banker's helper	Messenger
Blue-print boy	Assembler
Shipping clerk	Box worker
Oil-station boy	Dressmaker's assistant
Drug clerk	Bus girl
Optician's helper	Library page
Farm worker	Hairdresser
Timekeeper	Power-service machine operator
Decorator's helper	Can inspector
Newsboy	Labeler
Cabinet maker's helper	Glove turner
Junior bank clerk	Marker
Electrician's helper	Seed sorter
Plumber's helper	
Druggist's apprentice	
Painter's helper	

G. WHAT CLASSES OF LABOR DO THESE FALL IN?

1. Skilled-takes more than six months to learn.
2. Semi-skilled- takes few weeks training.
3. Unskilled- takes a few days or less to learn.

H. QUESTIONS TO ANSWER AND THINGS TO DO.

1. If your community has a population of 25,000 or over make a

chart showing distribution of wage earners by sex and groups of occupations in 1930.

2. In which of the wage-earning occupations are the largest numbers of workers found in your community? Are any of the groups not represented at all in your community?
3. Make a chart showing the number of persons in the following occupations in your community:

Lawyers	Carpenters
Doctors	Electricians
Teachers	Telephone operators
Trained nurses	Policemen
Chauffeurs	Stenographers and typists
Harness and saddle makers	

You may add any others or not use all the ones suggested.
4. What occupations have gained in workers since 1920 and which ones have lost?
5. Why is it that in many places they will not employ boys or girls unless they are high school graduates?
6. What is a telautograph?
7. What inventions have displaced messengers?
8. Why are messengers poorly paid? Why is this type of work not done by men and women?
9. How can a boy or girl who is working obtain further schooling or training in some work?
10. Explain the saying, "There are no blind-alley jobs".
11. List some jobs not open to a boy or girl of fifteen. Tell why.
12. What jobs are held by the boys and girls in your community in the summer.
13. From the list of jobs held by boys and girls check the ones which might hold a chance of promotion and advancement as the boy or girl grows older.

UNIT XX

VISITING OCCUPATIONS IN YOUR COMMUNITY

"The same sky covers us; the same sun and all the stars revolve about us in turn. We are all citizens of the earth together."--Comenius.

REFERENCES:

Bate and Wilson, Studies in Vocational Guidance, pp. 113-115.

Lyon and Butler, Vocational Readings, pp. 197-209.

Myers, Little and Robinson, Planning Your Future, pp. 236-241.

When visiting an industry it is well to have certain things in mind which you want definite information about. If you go in with no plan of observation you are very likely to come away with a jumble of impressions instead of any clear-cut ideas.

To begin with either the teacher or a committee from the class should get permission from the person in charge of the industry to make the visit of observation. If there is to be a guide to show the party around it would be well if the teacher would suggest some of the things that would be of the most benefit to the class. In that way the guide can be prepared for questions and have interesting facts to present.

Before the trip is taken each member should be given an outline of questions. This outline should be used during the trip and later when each member of the class is preparing his report. These reports will be discussed in class and the best ones should be filed for the use of the Occupations classes of coming years. In this way a library on community occupations can be built up.

Following is a suggested outline:

1. What is the name of the organization or firm?
2. What products does it make or what service does it render?

3. How many employees are there? Men? Women?
4. Is the work becoming more or less important? Does it belong only to your city or part of the country, or is it found all over the United States?
5. Under what division of the Census does the work of this organization come? Are all the workers under the same division? If not, what divisions are represented?
6. List the different kinds of jobs at which most of the workers are employed and answer the following about each:
 - a. What are the duties of the job?
 - b. Is it inside or outside work? Are the lighting, heating, and ventilation good? Are the sanitary conditions good? Is there nerve strain connected with the work? Eye strain? Are there any hazards connected with the work?
 - c. Does the worker work alone or with others? Does he work with machinery? With tools? With what kind of materials? Is skill with the hands needed? Is it mental work, or it is a combination of physical and mental?
 - d. What are the hours of work? Are there vacations? Is it steady work or are there lay-offs?
 - e. What general education is needed for the work? What special training is needed? Are there any requirements concerning age, strength, height and weight?
 - f. What pay would a beginner receive? What is considered a good wage for an experienced worker? What are the possibilities of promotion?
 - g. Are there any laws which would prohibit girls and women, or boys and girls under a certain age from this work?⁴⁶

Study the outline for these are the things to be looked for when the visit is made. The telephone directory has a classified section or the city directory may be used to make a list of the leading industries and organizations of your community.

If visits cannot be made by the group to certain businesses, have individuals get the information and report to the class. As many lessons as possible should be given to the discussion of these reports for much valuable information will be obtained in this way.

46. Myers, Little and Robinson, *Planning Your Future*, McGraw-Hill, 1930, pp. 239-240.

UNIT XVI

"GUIDANCE THROUGH DOING"

"Training for active participation in the life of organized society is the real mission of the public schools."--Charles Elmer Kolley.

REFERENCES:

- Brockman, L. O., Guidance Through Doing, "Occupations", Vol. XIII, no. 5, Feb. 1935, pp. 413-416.
- Forrester, Gertrude, "A Guidance Program Without Extra Money or Teacher's Time", Occupations, Vol. XIII, No. 1, Oct. 1934.
- Hoppock, Robert, "Starting a Guidance Program. One Way of Doing It." Occupations, Vol. XIII, No. 4, Jan. 1935, pp. 344-347.
- Jones, Principles of Guidance, McGraw-Hill, 1934, pp. 123-136, 318, 428, 239, 251, 296, 226.
- Sontag, Constance, "Antioch's Cooperative Plan", Occupations, Vol. XIII, No. 6, March 1935, pp. 496-502.
- Williams, Herbert D., Angell, L. L., and Hannum, R. R., "Meeting the Occupational Needs of Problem Children", Vol. XIII, No. 2, Nov. 1934, pp. 146-152.

A. Tryout activities are as wide as varied as the school program. Educators have long realized the value of extra-curricular activities as well as formal studies in the training and development of youth. In recent years a serious attempt has been made to duplicate life situations as much as possible in the guidance and training of young people. The depression years came and with them the drastic budget cuts for education. Educators all over the country were hard-pressed to keep the school program from being stripped of some of the things they felt were very essential in the lives of the students entrusted to their training and supervision. Vocational guidance was one of the items which received a set back when appropriations were made.

Many educators together with others, including the youth of the nation, felt that now if ever guidance was one of the primary

needs. In casting about for a solution of the matter some schools began to use the tryout in home industries plan. The working of such a plan is discussed by L. O. Brockman, of the Lewistown, Montana, schools, in the Occupations Magazine for February, 1935. There follows a brief summary of this article. There are many other schools using similar plans.

I. Program:

The student spends three hours per day, five days a week, in some shop, store or office, receiving school credit for their experience and training in these practical activities.

II. Occupations engaged in:

Librarianship	Plumbing
Primary teaching	Work as an electrician
Physical education	Sales work in hardware, grocery, department and men's clothing stores
Laboratory work	
Photography	Automobile mechanic
Office worker	Blacksmith
Pharmacy	Machinist
Cooking	Welder
Creamery work	

III. Class of student:

1. Mostly Juniors and Seniors. However, Freshmen were admitted if they so desired.

IV. Method:

1. Placements for fall are made toward the close of the previous year so there is plenty of time for study of the individual's vocational interests and needs.
2. The students are enrolled in a course called "Social Economy" conducted by the coordinator which provides a general background in economics, industrial history, sociology, and current problems.
3. Frequently parents, students, and the counselor get together to discuss the occupation the student intends to follow.
4. The coordinator helps the students plan their educational programs for several years to come.
5. Students often find that their first choice of an occupation for tryout is not the one they enjoy or for which they have much ability. After counseling they are given another choice and usually find work which they enjoy doing.
6. Adjustment work is also needed because these young people fail to live up to the requirements of the position in

which they are working.

V. The low cost of the program is a strong point in its favor.

VI. Usually business and professional men are willing to cooperate in every way they can to carry on this work.

VII. Aims of such a program are:

1. To bring boys and girls into real working life situations and to enable them to explore occupations while still in school.
2. To make training effective by enlarging the school work and providing more adequately for individual differences than is done in the traditional curriculum.
3. To enlarge the working experience of the student by general and related instruction in school.
4. To enable the school to enlarge and strengthen its guidance program without much expense.
5. To help restore the life preparatory motives of boys and girls for active life in the community in which they live.

B. SOME FORMS OF AGREEMENT BETWEEN STUDENT AND EMPLOYER AND HIGH SCHOOL. 47

A. I, _____, ACTING AS EMPLOYER, do fully understand and agree to the following:

First, to show my willingness to teach the student my trade or business as circumstances permit.

Second, to have said student under my training for fifteen hours per week. Such hours to be arranged by mutual agreement.

Third, not to allow the training of this student to take the place of any other employee.

Fourth, to tell the coordinator each six weeks what progress the student is making.

Fifth, to confer with the school and the parents upon any unsatisfactory situation in the training program before the student is released.

Sixth, to require the student to be on the job the full fifteen hours as regularly as a paid employee.

B. I, _____, AS A STUDENT, do understand and agree to the following:

First, that the above conditions relating to employer are known and agreed to by me.

Second, that I shall attempt to learn as quickly as I can.

Third, that I will be prompt in getting to work.

Fourth, I understand that there will be no pay for the fifteen hours of training.

Fifth, that I will under all conditions show my desire to learn and cooperate with the person teaching me, and make

47. Used in the High School at Livingston, Ontario.

his work as pleasant as possible.

C. LIST OF BOOKS SUGGESTED FOR PROFESSIONAL READING.⁴⁸

1. Allen, F.J., Principles and Problems in Vocational Guidance. McGraw-Hill. N.Y. 1927. 390 pp. \$3.
2. Practice in Vocational Guidance. McGraw-Hill, N.Y. 1927. 306 pp. \$3.
3. Allen, Richard D., Inor Group Guidance Series. N.Y. Inor Publ.Co., 4 vols.
 - a. Common Problems in Group Guidance. 1934. 186 pp. \$1.95.
 - b. Case-Conference Problems in Group Guidance. 1933. 151 pp. \$1.55.
 - c. Self-Measurements Projects in Group Guidance. 1934. 274 pp. \$2.25.
 - d. Organization and Supervision of Guidance in Public Education. 1934. 420 pp. \$3.65.
4. Bingham, W. V. & Moore, B. V., How to Interview. Harpers, N.Y. 1934. 308 pp. \$3.
5. Brewer, J.M., Education as Guidance. MacMillan, N.Y. 1932. 668 pp. \$2.75.
6. Gallagher, R.P., Courses and Careers, Harpers, N.Y., 1930, 404 pp. \$3.
7. Hatcher, L.O., Guiding Rural Boys and Girls. McGraw-Hill, N.Y. 1930. 326 pp. \$3.
8. Jones, A.J., Principles of Guidance. McGraw-Hill. 1934. 440 pp. \$3.
9. Kitson, H.D., How to Find the Right Vocation. Harpers, N.Y. 1929. \$2.50.
10. Koos, L.V. & Kefauver, G.N., Guidance in Secondary Schools, Macmillan, N.Y. 1932. 640 pp. \$2.50.
11. Myers, G.E., Problems of Vocational Guidance, MacMillan, N.Y. 1927. 311 pp. \$1.60.
12. Reavis, W.C., Programs of Guidance. Washington, D.C., Supt. of Documents. 1932. 144 pp. 10¢ (Bul. 1932, #17. Monograph #14 National Survey of Education.)
13. Strang, Ruth, Personal Development and Guidance in Colleges and Secondary Schools. Harpers, N.Y. 1934. 341 pp. \$4.
14. White House Conferences--Vocational Guidance Principles and Practices. Century. N.Y. 1932. 385 pp. \$3.

48. Hoppock, Robert, "Starting a Guidance Program. One Way of Doing It." Occupations, Vol. XIII, No. 4, Jan 1935, p. 347.

PART IV
FINDING YOUR PLACE

UNIT XXII. SECURING A POSITION

UNIT XXIII. SUCCEEDING AND ADVANCING

UNIT XXII

SECURING A POSITION

"All my life I have believed from my heart the words of Browning: 'All service ranks the same with God.' It makes very little difference whether a man is driving a tramcar, or sweeping streets, or being Prime Minister, if he only brings to that service everything that is in him, and performs it for the sake of mankind."--Stanley Baldwin, Prime Minister of England.

REFERENCES:

- Bate and Wilson, Studies in Vocational Information, pp. 136-148.
 Edmonson and Dondineau, Occupations Through Problems, pp. 182-192.
 Gallagher, Courses and Careers, pp. 391-394.
 Gowin, Wheatley and Brewer, Occupations, pp. 401-414.
 Lyon, Making a Living, pp. 11-33.
 Myers, Little and Robinson, Planning Your Future, pp. 367-384.
 Proctor, Vocations, pp. 349-351.
 Smith and Blough, Planning a Career, pp. 424-427.
 Teeter, A Syllabus on Vocational Guidance, pp. 159-171.

A. WHAT ARE THE FIRST STEPS IN SECURING A POSITION?

1. You must decide what kind of work you want to do.
2. You must know your own ability or special talents.
3. You must locate possible positions.
4. You must create an interest on the part of your prospective employer.

B. WHAT ARE THE PRINCIPAL MEANS OF LOCATING PROSPECTS?

1. Applying in person.
2. Personal advertisements.
3. Employment agencies.
4. Answering advertisements.
5. Letters of application
6. Aid of friends and acquaintances.
7. School placement bureau.
8. Window and bulletin board cards and notices.

C. HOW CAN YOU SECURE AN APPOINTMENT FOR AN INTERVIEW?

1. Correspondence.
2. Conversation over the telephone.

D. SOME SUGGESTIONS FOR A PERSONAL APPLICATION: 49

Before You Leave	When You Arrive
home to interview a prospective employer, determine to succeed in getting the position. Remember to:	at the place where you intend to apply for a position, it will be to your advantage to remember to:

49. National Association of Secondary-School Principals, Committee on Guidance, Guidance in Secondary Schools, Bulletin No. 19, Cicero, Illinois, January 1928. p. 31.

Make yourself clean and tidy

Comb your hair

Shave

Clean your teeth

Manicure your nails

Shine your shoes

Wear a clean shirt and collar

Press and brush your clothing

Replace all missing buttons

Remove gaudy pins and advertising buttons

Wear a hat or cap that goes well with your suit

Take any letters of recommendation you may have

Carry a clean handkerchief

Carry money enough for carfare and lunch

Leave early enough to keep your appointment on time

The testimony of several young men has shown that many prospective positions are forfeited through failure to remember these important details.

Clance at your personal appearance before entering

Leave your cigarette outside

Kill any tobacco odor on your breath

Remove any candy or gum from your mouth

Remove your hat or cap on entering

Ask only for the person you are to interview

Remain outside "Private Office" until told to enter

Refrain from interrupting a conversation

Introduce yourself, state your reasons for calling, and present card of introduction

Remain standing until invited to be seated.

Sit comfortably in your chair

Do not slouch

Be willing to take a test to show your ability

Be courteous all the time

Show willingness to return for a second interview

Let the employer do most of the talking

Information from employees shows that the young men who are hired and succeed are the ones who remember these pointers all the time.

F. SOME IMPORTANT FACTS ABOUT EMPLOYMENT AGENCIES.

1. They are operated by:

- a. State authorities
- b. Municipal governments
- c. Charitable organizations
- d. Church organizations
- e. Private individuals

2. It is important to distinguish between reliable and unreliable agencies.

3. In filling out the questionnaire you file when you register with an agency be very careful for this is your silent spokesman and is entered in competition with many other questionnaires.

4. Follow up your original application. Call from two to four times per month.

5. Often the manager of an agency can give valuable information as to the qualifications necessary for success in any occupation.

G. POINTS TO REMEMBER WHEN WRITING A LETTER OF APPLICATION:

1. Your letter should contain the following items according to the circumstances:
 - a. Reasons for applying, when letter is written without reference to a particular position.
 - b. A direct application in definite terms.
 - c. A statement of how you learned of the position if you know of a particular vacancy.
 - d. A clean-cut statement of your qualifications in terms of general education, special training, experience, and personal characteristics.
 - e. A few references as to ability and character.
 - f. An appropriate closing expression.
 - g. Signature.
2. The following suggestions should be carefully observed:
 - a. Use good grade of stationery, correct size, folded carefully.
 - b. Write plainly and neatly; typewrite in certain cases.
 - c. Make your letters conform to the standard of good business taste.
 - d. Clear, concise English; legible penmanship; correct spelling, paragraphing and punctuation indicate your scholarship to a large degree.
 - e. Be absolutely honest in all correspondence. It pays in the long run and is the only right thing to do.⁵⁰

H. QUESTIONS TO ANSWER AND THINGS TO DO:

1. Why are employers interested in the hobbies of their employees?
2. When should one begin talking about salary?
3. In giving references, which is best, two or three strong men or many, some of which are not so strong?
4. Does luck enter into one's getting a job?
5. Why is the ability to make friends a good thing when it comes to getting a job?
6. How can one become interested in an occupation which is new and strange?
7. Why do some women have more difficulty getting jobs than men?
8. How can one keep fit for work?
9. Make a list of the points of a good letter of application.
10. Answer a newspaper advertisement, writing a letter of application for the position offered.
11. Are all advertisements offering positions reliable? What is a "get-rich-quick" form of advertising?
12. Which way would you rather make application for a job? Letter? Personal interview?
13. Write a position wanted advertisement for yourself with your qualifications as they will be when you finish high school.
14. Write an advertisement for a clerk wanted in a store.

50. Teeters, A Syllabus on Vocational Guidance, MacMillan, 1928, p. 160.

UNIT XXIII

SUCCEEDING AND ADVANCING

"He has achieved success who has lived well, laughed often, and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task; who has left the world better than he found it; whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty or failed to express it; who has always looked for the best in others, and given the best he had; whose life was an inspiration; whose memory a benediction."

REFERENCES:

- Bate and Wilson, Studies in Vocational Information, pp. 142-147.
 Edmonson and Dondineau, Occupations Through Problems, pp. 193-208.
 Gowin, Wheatley and Brewer, Occupations, pp. 415-424.
 Myers, Little and Robinson, Planning Your Future, pp. 385-396.
 Proctor, Vocations, pp. 361-366.
 Smith and Blough, Planning a Career, pp. 428-436.
 Teeter, A Syllabus on Vocational Guidance, pp. 161-171.

A. HOW CAN A MAN MEASURE HIS SUCCESS?

1. By the degree of health which he enjoys.
2. By the character of his home life. It is the spirit of the home and not its size or elegance that makes for happiness.
3. By the friends he makes--that does not mean the number of his friends, for it is impossible to know many people well, but the kind of friends.
4. By the degree of enjoyment he gets out of life. Which means he has learned to be resourceful. He does not depend upon certain things or people to make him happy. He finds interesting things to do and interesting people wherever he goes.
5. By the position he occupies in the community. That refers to the respect with which people hold him. He may be a business executive or he may be a day laborer but that is not what determines his success. Recently a town of over six thousand people a man who has been a drayman all his life was made mayor of the town by a large majority vote of his townsmen. This honor came to him because they respect him and what his life stands for.

B. WHAT ARE SOME OF THE REASONS WHY PEOPLE FAIL TO MAKE GOOD IN THEIR JOBS?

1. Carelessness--they do not listen to or follow instructions.
2. They are "clock-watchers"--that is, they do as little work as possible.

3. They do not work in a workmanlike manner.
4. They resent instruction or criticism.
5. They lack loyalty--their attitude is one of criticism.

C. SOME RULES FOR SUCCEEDING ON THE JOB.

1. Do your present work so well that it attracts attention and draws favorable comment from those who supervise it.
2. Plan and prepare to do your present work better.
3. Study the requirements of the position just ahead and try to fit yourself for that.
4. Look at your work from your employer's viewpoint. See just how you might be able to benefit him if you were promoted.
5. Keep yourself fit.
 - a. That means giving proper attention to:
 1. Diet
 2. Exercise
 3. Recreation
 4. Rest
6. Develop a hobby.

D. RECENTLY A BUSINESS MAN BROADCAST OVER THE RADIO THE FOLLOWING TEN RULES FOR SUCCESS IN LIFE. THINK THEM OVER.

First--be honest in all things, in business and personal matters.

Second--Work hard, physically and mentally. Make every task, no matter how great or small, a personal test.

Third--Live cleanly and avoid illness. Remember that a healthy body is a great asset. Eat wholesome food and build up your strength. Think wholesomely, too; for to the mind wholesome thoughts are what wholesome food is to the body.

Fourth--Take some recreation. Have a hobby, but do not let your recreation or your hobby interfere with your business, and don't make your recreation lopsided. The brain needs exercise and pleasure just as much as your body does.

Fifth--Use your imagination. The radio, on which you are now listening in, is the child of imagination, the steam engine, the telephone, the telegraph, the phonograph, in fact the very country in which you live, are the products of someone's imagination. The man without an imagination can never succeed.

Sixth--Interest yourself in public affairs and do your part in both civic and charitable work.

Seventh--Do not feel that you are overeducated. No matter what your education has been, don't stop studying. There is much knowledge in the world, and even the

most learned can, in a lifetime, only scratch the surface. Read good literature.

Eighth--Never let success turn your head. Success is only relative. There is no human accomplishment that cannot be improved upon.

Ninth--Never stop smiling. The smile is a great maker of friends in business. Remember that your frown never put wrinkles in the other fellow's forehead.

Tenth--Never give up. The world is big, but has no place for quitters."⁵¹

E. WHAT ARE SOME AVOCATIONAL INTERESTS?

1. Many people find their chief avocational interest in the home. They may come through the home associations and through doing things about the home.
2. Church work
3. Club work
4. Civic work
5. Hobbies
6. Reading

F. WHAT DOES AMERICA ASK FROM THE BOYS AND GIRLS IN OUR PUBLIC SCHOOLS IN RETURN FOR THE OPPORTUNITY OF GETTING THEIR EDUCATION AT PUBLIC EXPENSE?

"America wants its educational investment to develop boys and girls capable of playing an effective part in the life of the community. It wants these young people to acquire habits and ideals of reverence, obedience, cooperation, courtesy, honesty, and industry. America does not ask the public schools to yield a return on the investment solely in terms of increased earning power. America does not want the schools to free its graduates from the necessity of work or to develop an intellectual class that will claim special advantages and special consideration at the hands of the state. America wants our schools to give us young citizens who will possess the qualities we prize in American life and who will be willing to work with others in the spirit of true service."⁵²

G. QUESTIONS TO ANSWER AND THINGS TO DO.

1. Is success in life determined entirely by ability to earn money? Explain.
2. Is ambition ever a hindrance to people?
3. How can one prepare for a promotion?
4. Why are avocational interests beneficial? Name some. Which ones interest you most?
5. What are some of the personal traits one should cultivate?

⁵¹. Smith and Blough, Planning a Career, American Book Co., 1929, pp. 433-434.

⁵². Edmonson and Dondineau, Occupations Through Problems, MacMillan 1931. pp. 206-207.

6. Does a boy or girl owe anything to his country for his education?
7. Are college graduates poor employees because they are over-anxious for promotion and resent it if they are not promoted?
8. Is a worker justified in indulging in such pastimes over the week end that he is unfit to work on Monday morning?
9. Why is it that there are more biographies of ministers' sons in "Who's Who" than of any other occupational group?
10. "Which is the better ambition, to strive to earn a million dollars to give to the poor, or to build up a big industry that will give employment to thousands of men at good wages?" Give reasons for your answer and examples of men who have done one or the other.
11. If you were working on a job six days a week and had three hours leisure each evening how would you spend the time?
12. Investigate some business, such as a store or factory and make a ladder showing the promotions from lower positions to higher.
13. Bring to class the biography of some man or woman who in your opinion has been a success and tell just why you consider them successful.
14. Give a definition of success.
15. What is meant by a "clock watcher"?
16. Should vacations with pay become general in industry? Why?
17. Margaret E. Bennett says, "The person who is self-centered, selfish, uncooperative, and intolerant is merely a social infant who has failed to grow up normally." What do you think?
18. It has been said that the qualities for success lie within the person and that they are:
 - a. Dependability
 - b. Initiative
 - c. Understanding and sympathy
 - d. Patience
 - e. Perseverance in work
 - f. Respect for the rights of others
 - g. Skill
 Can you add any others?

APPENDIX A

Directory of Publishers

Allyn and Bacon, 50 Beacon St., Boston, Mass.
 American Book Co., 330 E. 22nd St., Chicago, Ill.
 American Library Association, 520 N. Michigan Ave., Chicago.
 American Technical Society, Drexel Ave., & 58th St., Chicago.
 Appleton & Co., (Appleton & Century consolidated) 53 W. 32nd St.,
 N.Y. City.
 Association Press, 347 Madison Ave., N.Y. City.
 Barnes & Co. A.S., 67 W. 44th St., N.Y. City.
 Barse & Hopkins (See Grossett & Dunlap)
 Bobbs-Merrill Co., 724 N. Meridian St., Indianapolis Ind.
 Bruce Pub. Co., 524-544 N. Milwaukee St., Milwaukee, Wis.
 Century (See Appleton)
 Columbia University Press, 2960 Broadway.
 Crowell Publishing Co., 393 4th Ave., N.Y. City.
 Day, J.C. & Co., Inc. 386 Fourth Ave., N. Y. City
 Dutton, E.P. & Co., 286-302 Fourth Ave., N.Y. City
 Dodd, Mead, & Co., Inc. 443-449 Fourth Ave., N.Y. City
 Doubleday, Doran & Co., 75 Franklin Ave., Garden City, N.Y.
 Duffield & Co. (See Dodd)
 Forbes Publishing Co., 120 Fifth Ave., N.Y. City
 Funk & Wagnalls, 354 Fourth Ave., N.Y. City
 Ginn & Co., 70 Fifth Ave., N.Y. City
 Gregg Publishing Co., 270 Madison Ave., N.Y. City
 Harcourt, Brace & Co., 383 Madison Ave., N.Y. City
 Harvard University Press, Randall Hall, Cambridge, Mass.
 Heath, D.C. & Co., 180 Varick St., N.Y. City
 Houghton, Mifflin Co., 2 Park St., Boston; 386 Fourth Ave., N.Y. City
 Holt & Co., 1 Park Ave., N.Y. City
 International Textbook Co., 1001 Wyoming Ave., Scranton, Pa.
 Lippincott Co., J.B., 1257 S. Wabash Ave., Chicago.
 Little, Brown & Co., 34 Beacon St., Boston, Mass.
 Longmans Green & Co., 114 Fifth Ave., N.Y. City
 McGraw-Hill Book Co., 330 W. 42nd St., N.Y. City
 Macmillan Co., 60 Fifth Ave., N.Y. City
 National Research Council, 2101 Constitution Ave., N.W. Wash., D.C.
 Nelson & Sons, 381-385 Fourth Ave., N.Y. City
 Page & Co. L.C., 53 Beacon St., Boston, Mass.
 Payson, Wm. Farquhar, (see Georgic) 246 Fifth Ave., N.Y. City
 Putnam's Sons, G.P., 2 W. 45th St., N.Y. City
 Rand McNally & Co., 118 Eighth Ave., N.Y. City; 536 S. Clark St.,
 Chicago
 Revell Co., Fleming H., 158 Fifth Ave., N.Y. City
 Ronald Press Co., The, E. 26th St., N.Y. City
 Roycrofters, East Aurora, N. Y.
 Scribner's Sons, Chas, 597 Fifth Ave., N.Y. City
 Stokes, Frederick A., & Co., 443-449, Fourth Ave., N.Y. City
 Silver, Burdett & Co., 41 Union Square West N. Y. City
 University Publishing Co., 239 Fourth Ave., N.Y. City
 University of Chicago Press, 5750 Ellis Ave., Chicago.

Directory of Publishers (Cont'd)

Van Nostrand & Co., D. Inc., 250 Fourth Ave., N.Y. City
Webb Publishing Co., 55-59 East Tenth St., St. Paul, Minn.
Wilson Co., H.W., 950-972 University Ave., N.Y. City
Winston Co., J.C., 1006 Arch At., Philadelphia, Pa.
Wilde, A.W., 131 Clarendon St., Boston, Mass.
Williams & Wilkins, Mt. Royal & Guilford Aves., Baltimore, Md.

APPENDIX B

CHIEF AGENCIES MAKING STUDIES ON OCCUPATIONS -1

1. Departments of the federal government:
 - a. United States Bureau of the Census:
The general data on workers in various types of occupation is very valuable to give a broad view of the whole field of occupations.
 - b. United States Department of Labor:
 - (1) Training Service Bulletins.
 - (2) Women's Bureau Bulletins.
 - (3) Children's Bureau Bulletins.
 - c. Federal Board for Vocational Education.
 - d. United States Bureau of Education.
2. National research Council, Washington D.C., Divisions of Education Series. Career Pamphlets.
3. State Departments of Education:
 - a. State Board of Education, Madison, Wis.
 - b. State Board of Control for Vocational Education, Lansing, Mich.
4. Colleges and Universities:
 - a. University of California
 - b. Indiana University, Bloomington, Ind.
 - c. Iowa State College, Ames, Iowa.
 - d. University of Michigan, Ann Arbor, Mich.
 - e. University of Minnesota, Minneapolis, Minn.
 - f. University of Oklahoma, Norman, Okla.
 - g. Stanford University, Palo Alto, Cal.
5. City Departments of Education:
 - a. Baltimore Public Schools, Occupational Studies
 - b. Boston Public Schools, Studies of Occupations
 - c. Bridgeport Public Schools, Bridgeport, Conn., Vocational Bulletins
 - d. Chicago Board of Education, Vocational Guidance Department, Industrial Studies Division.
 - e. Cincinnati Public Schools, Vocational Bureau, Occupational Research Division, Vocational Pamphlet Series.
 - f. Cleveland Public Schools, Bureau of Educational Research
 - g. Detroit Board of Education, Department of Vocational Information and Guidance.
 - h. Minneapolis Public Schools, Department of Attendance and Guidance.
 - i. New Orleans Public Schools, Department of Vocational Guidance.
 - j. Board of Education of the City of New York, cooperating with other agencies.
 - k. Philadelphia Public Schools, Bureau of Occupations.
 - l. Pittsburgh Public Schools, Vocational Guidance Department.
 - m. Rochester Public Schools, Occupational Studies.
 - n. Seattle Public Schools, Occupational Studies.
6. Chambers of Commerce, Boards of Trade, and Service organizations in various cities:
 - 1- Jones- Principles of Guidance, McGraw-Hill, 1934, pp. 262-263.

APPENDIX (Cont'd)

- a. Cincinnati Chamber of Commerce
- b. New York City Kiwanis Club
- c. Philadelphia Chamber of Commerce
- 7. Private and Philanthropic Agencies:
 - a. American Association of Social Workers, New York.
 - b. Bureau of Vocational Information, New York
 - c. Milwaukee Vocational School, Division of Vocational Teacher Training and Research.
 - d. Southern Women's Educational Alliance, Richmond, Virginia.
 - e. White-Williams Foundation, Philadelphia.
 - f. Women's Educational and Industrial Union, Boston, Mass.
 - g. Women's Occupational Bureau, Minneapolis, Minn.
- 8. Studies by Individuals.
 - a. Allen lists many such studies. in his, A Guide To The Study Of Occupations.

APPENDIX C

OUTLINE FOR THE STUDY OF A BIOGRAPHY -1

Study of the Journalist S.S. McClure, as recorded in "My Autobiography" by S.S. McClure, New York: Frederick A. Stokes Company, 1914.
 At what age did he decide to enter this occupation? twenty-five (p150)
 What was the most influential factor leading to this decision? He was offered a job in this field. (p 150)
 What other occupations did he seriously consider? None.
 In what other occupations did he engage before entering his final occupation? Farmer (pp 44, 64); teacher (p 133); peddler (pp 102ff and 128ff)
 What was his first job in this field? Editor of house organ (p 148)
 How did he get this job? Asked for it. (p 147)
 How much money did he make per month in this job? Not stated
 How long did he remain at it? Six months (p 161)
 What was his second step on the ladder? Business for himself (syndicate) at the age of twenty-seven (pp 166ff)
 How much money did he make here? Nothing the first year; about the sixth year the business netted approximately \$4,000

Make a vocational ladder showing:	Age Earnings
a. Number of rungs on the ladder	Magazine owner.....35
b. Earnings at each step	Syndicate owner.....27
c. Length of time spent at each step	Editor house organ.....25
d. Age on attainment of each step	

SOCIAL AND ECONOMIC HISTORY

What was the nationality of his parents? Irish (p1)
 Were they poor, rich, or in comfortable circumstances? Poor.
 Occupation of father? Carpenter.
 At what age did he (The subject of this biography) begin to support himself? Eleven.
 At what age was he married? Twenty-six (p 26)
 Did his wife give any special assistance? Care of office and assistant editor (p 175)
 How many children? Four (p 121)
 At what age did he die? Still living.

EDUCATIONAL HISTORY

How many years did he spend in general education? Twenty-one, with intermittent recesses taken in order to obtain funds.
 How old was he when he completed his general education? Twenty-five
 What was his favorite subject in school? In elementary, arithmetic and history (p 17); in college, Greek and mathematics (p 68)

1- Kitson, Harry D., Guidance a Major Problem of Secondary Schools, University of Pennsylvania Bulletin, Vol. XXIX, No. 38, Sixteenth Annual Schoolmen's Week Proceedings, Philadelphia: University of Pennsylvania, p. 391- Taken from Jones-Principles of Guidance, McGraw-Hill, 1934, p. 334.

APPENDIX C (Cont'd)

At what age did he begin his technical education? There was no school of journalism at that time.

How far from home did he go for his advanced education? 200 miles.

What was his customary academic standing in

a. General education? Third in college class

b. Technical education

Did he earn his way through college? Yes entirely.

Did he go in debt for his education? No.

APPENDIX D

CONTEMPORARY BIOGRAPHY FOR USE IN VOCATIONAL GUIDANCE -1

This list supplements:

1. Kitson, H.D.--I Find My Vocation. McGraw-Hill. 1931. 150 biogs.
2. Logie, I.M.R.--Careers In The Making. Harpers. 1931. 300 titles.

SUPPLEMENTARY LIST

1. ACTOR
Janis, Elsie--So Far So Good. Dutton. 1932.
Golden, John--State Struck John Golden. S. French. 1930
Shore, V.B.
2. ARCHAEOLOGIST
Petrie, Flinders--Seventy Years In Archaeology. Holt. 1932
3. ARTIST
Hammett, Nina--Laughing Torso. Long & Smith N.Y. 1932
Chase, J.C.--My Friends Look Good To Me. Sears Pub. Co. N.Y. '33
4. AVIATOR
Bennett, Cora L.--Floyd Bennett. Foreword by Rear Ad. Richard E. Byrd. Wm. Farquhar Payson N.Y. 1932
5. BOTANIST
Farrington, Ed I.--Ernest H. Wilson, Plant Hunter. Stratford Co. Boston. 1932
6. BOXER
Tunney, Gene--A Man Must Fight. Houghton. 1932
7. COACH
Brown, Warren--Rockne. Reilly & Lee Co. Chicago, 1931
Lovelace, Delos W.--Rockne of Notre Dame. Putnam's. 1931
Rocknes, Mrs. Ed., Autobiography of Knute Rockne. Boobs-Merrill 1932
8. COWBOY
James, Will--All In The Day's Riding. Scribners. 1933
9. DANCER
Dandre, Victor--Anna Pavlova. Cassell & Co. N.Y. 1932
Oliveroff, Andre--Flight of the Swan. Dutton. 1932
10. DETECTIVE
Neil, A.F.--Man-Hunters of Scotland Yard. Doubleday, Doran Garden City L.I., 1933

1-Kitson in the Teachers College Record, Vol. XXXV #10 '33. pp. 25-32.

11. ENGINEER
 Emmett, Wm.L.--The Autobiography of an Engineer. Fort Orange Press, Albany, N.Y. 1931
 Schuyler, H.--The Roeblings: A Century of Engineers; Bridge-Builders, and Industrialists. Princeton Univ. Press, '31.
12. ENTOMOLOGIST
 Howard, L.O.--Fighting the Insects; The Story of an Entomologist, Telling of the Life and Experiences of the Writer. Macmillian. '33
13. EXPLORER
 Ellsworth, L.--Search. Brewer, Warren & Putnam, N.Y. 1932.
 Willoughby, Barrett--Alaskans, All. Houghton. 1933
14. GOLFER
 Quimet, Frances--Game of Golf: A Book of Reminiscence. Houghton. 1933
15. LANDSCAPE GARDENER
 Blaikie, T.--Diary of a Scotch Gardner. Dutton. 1932
16. LAWYER
 Darrow, Clarence-- The Story of My Life. Scribners. 1932
 Bent, Silas--Justice Oliver Wendell Holmes. Vanguard Press N.Y. 1932
 Cotton, E.H.-- William Howard Taft. Beacon Press. Boston. '32
17. LIBRARIAN
 Dawe, G.--Melvil Dewey. Lake Placid Club. N.Y. '33
18. MAGICIAN
 Bernard & Carrington--Houdini & Conan Doyle. A. & C. Boni N.Y. 1932. An account of a friendship based on correspondence between Houdini & Doyle.
19. MARINER
 Dalby, M.A.--The Sea Saga of Dynamite Johnny O'Brien. Lowman & Hanford Co. Seattle. 1933
20. MENTAL HEALER
 Zweig, Stefan--Mental Healers. Portraits of Pioneers in Psychological: Franz Anton Mesmer, Mary Baker Eddy, Sigmund Freud. The Viking Press, N.Y. 1932
 Bates, E.S. & Dittemore, J.V.--Mary Baker Eddy: The Truth and the Tradition. Knopf. N.Y. 1932.
21. MINISTER
 Berkowitz, Max E.--The Beloved Rabbi: An Account of the Life and the Work of Henry Berkowitz. Macmillian. 1932
22. MISSIONARY
 Gulick, A.--Evolutionist and Missionary: John Thomas Gulick Univ. of Chicago Press. 1932

Wanless, Wm--An American Doctor at Work in India. Revell.
1932. Reminiscences of a medical Missionary.

23. MOTION PICTURE ACTOR

Hughes, Elinor--Famous Stars of Filmdom(Men) L.C.Page. Boston
1932.

Paine, A.B.--Life of Lillian Gish. Macmillian. 1932

24. MUSICIAN

Boardman, H.R.--Henry Hadley: Ambassador of Harmony. Banner
Press, Atlanta Georgia. 1932.

25. NATURALIST

Ditmars, R.L.--Thrills of a Naturalist's Quest. Macmillian.'32

26. NEWSPAPER CORRESPONDENT

Rue, Larry--I Fly for News. A. & C. Boni Co., N.Y. 1932

27. PHYSICIAN

deKruif, Paul--Men Against Death. Harcourt. 1932

28. POET

Stidger, Wm. L.--Edwin Markham. Abindgon Press. N.Y. 1933
Saul, G.B.--A.E. Coppard: His Life & His Poetry to the Publica-
tion of the Bibliography. Univ. of Pa. Phila-
delphia. 1932

29. Osborn, E. Adelaide, Crapsey. Humpries. Boston. 1933

Pendleton & Ellis--Philenia: Life and Works of Sarah Wentworth
Morton. Univ. of Maine Press, Orono. '32

29. POLITICIAN

Bowers, C.G., --Beveridge and the Progressive Era. Houghton.
'32.

Lynch, D.T.--Grover Cleveland: A Man Foursquare. Liveright
N.Y. 1932

de Chambrun, Clara, Longworth--The Making of Nicholas Long-
worth. Long & Smith N.Y. 1933

Vare, Wm. S.--My Forty Years in Politics. Roland Swain Co. '33

30. PRINTER

Flanders, L.W.--Simeon Ide. Tuttle Co., Rutland Vt. '31

31. PRISON WARDEN

Lawes, L.E.--Twenty Thousand Years In Sing Sing. Long & Smith
N.Y. 1932.

32. PROHIBITION AGENT

Einstein, Isador--Prohibition Agent Number One. Stokes. 1932

33. PSYCHOLOGIST

Murchinson, Carl S.--A History of Psychology in Autobiography.

Clarke Univ. Press, Worcester, Mass. Vol. I,
1930, Vol II, 1932.

34. PUBLISHER

Gardner, G.--Lusty Scripps. Vanguard Press N.Y. 1932

35. RANCHER

Holden, W.C.--Rollie Burns. The Southwest Press, Dallas Texas.
1932.

36. SCULPTOR

Adams, Adeline--Daniel Chester French, Sculptor. Houghton.
1932

37. WRITER

Atherton, Gertrude--Adventures of a Novelist. Liveright N.Y.
1932

Barton, Wm. E.--An Autobiography. Bobbs-Merrill. 1932

Tobin & Gertz--Frank Harris: A Study in Black and White.

Madelaine Mendelsohn, Chicago, 1931.

King, Grace--Memories of a Southern Woman of Letters. Macmill-
ian. 1932

Lomond, E.--I Have Been Young. Harcourt 1932.

Luhan, M.D.--Intimate Memories: Background. Harcourt. 1933

Luhan, M.D.--Lorenzo in Taos. Knopf 1932.

Morely, Christopher--John Mistletoe. Doubleday, Doran. 1932

Walker, F.--Frank Norris. Doubleday. 1932

Marcosson, I.--David Graham Phillips and His Times. Dodd, Mead
N.Y. 1932

Steffens, L.--Autobiography. Harcourt. 1931

Tante--Living Authors: A Book of Biographies. H.W. Wilson Co.
1931.