

AN APPROACH TO A TECHNIQUE
IN VOCATIONAL GUIDANCE

by

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TABLE OF CONTENTS

	Page
CHAPTER I INTRODUCTION	1
Vocational Guidance Defined	2
Vocational Guidance A Part of Guidance	3
Necessity for Organized Plan	5
Brief Statement of the Problem	5
Limitations of the Study	7
Summary of Chapter I	8
CHAPTER II THE HISTORICAL BACKGROUND	9
Influences Preceding the Movement	9
Parsons and the Vocational Guidance Movement	10
Other Growths in the Field	16
Summary of Chapter II	19
CHAPTER III THE STATUS OF VOCATIONAL GUIDANCE	21
Vocational Guidance in Oregon - 1936	22
Guidance in Portland, Oregon	24
Vocational Guidance in Oregon - 1947	26
National Trends	31
Summary of Chapter III	33
CHAPTER IV THE PLAN FOR VOCATIONAL GUIDANCE	35
Enrollment and Class Arrangement	36
Materials and Records	37
The Use of Research and Analysis	38
Counseling	40
Counseling Aids	42
Intelligence Testing or Academic Capacity	42
Adjustment Inventories	43
Vocational Interest Blanks	44
Cumulative Record	45
Aptitude Testing	45
Ethical Aspects of Vocational Guidance	46
Summary of Chapter IV	48

CHAPTER V	THE CASE STUDIES	50
	Grade Average Defined	50
	Tests and Inventories Used	51
	Basis for Grouping Case Studies	52
	Case Studies, Group I	59
	Summary of Characteristics of Group I	66
	Case Studies, Group II	70
	Summary of Characteristics of Group II	80
	Case Studies, Group III	84
	Summary of Characteristics of Group III	95
	Case Studies, Group IV	100
	Summary of Characteristics of Group IV	107
	Conclusions Drawn from the Case Studies	108
	Relationship of Intelligence to Occupational Adjustment	108
	Interest Inventories	112
	Work Experience	113
	Personal and Social Adjustment	114
	Emotional Stability	117
	School Adjustment	119
	Father Relationships	122
	Mother Relationships	125
	Combined Parental Relationships	127
	Occupational Adjustment and the Combined Student Characteristics	131
CHAPTER VI	SUMMARY	135
BIBLIOGRAPHY		139
APPENDICES		140
Appendix A	OCCUPATIONS COURSE OF STUDY	140
	Pupil Orientation	140
	Local Occupations	143
	General Requirements of Occupations	147
	Appraisal of the Individual.	159
	Analysis of Occupations.	174
	Self Improvement	214
	Work Application	230
Appendix B	NORM FOR THE ADJUSTMENT INVENTORY	246

LIST OF TABLES

Table		Page
I	Characteristics of Group I Following Occupations Chosen in High School	58
II	Characteristics of Group II Established in Occupations Different from High School Selections	69
III	Characteristics of Group III Unable to Become Established in Satisfactory Occupations	83
IV	Characteristics of Group IV Not Classified by Occupational Adjustment . . .	99

LIST OF CHARTS

Chart	Page
1 Occupational Adjustment of Students Eight Years After Participation in Vocational Guidance Program	57
2 A Comparison of Occupational Adjustment and Intelligence	111
3 A Comparison of Occupational Adjustment and Personal and Social Adjustment	116
4 A Comparison of Occupational Adjustment and Emotional Stability	118
5 A Comparison of Occupational Adjustment and School Adjustment	121
6 A Comparison of Occupational Adjustment and Father Relationships	124
7 A Comparison of Occupational Adjustment and Mother Relationships	128
8 The Relationship of Occupational Adjustment and Student Characteristics	134
9 Population Increase in U.S. from 1790 to 1940	176
10 Percentages of Population in Ten Gainful Occupations	181
11 A Comparison of Persons Gainfully Employed and Total Population	185
12 A Comparison of Percentage of Men and Women Gainfully Employed	187

AN APPROACH TO A TECHNIQUE

IN VOCATIONAL GUIDANCE

CHAPTER I

INTRODUCTION

The people of the United States have a heritage of occupational freedom which permits them to pursue the work of their choice and rise as their abilities and circumstances permit. This reaction from a form of caste system, inherited from a European feudal economy, is silently and yet jealously guarded by the common people of the land. The rise to fame and wealth of ordinary workers with vision such as Henry Ford, Andrew Carnegie, and William Knudsen is accepted as a commonplace possibility.

Yet conditions were different, when these boys started, with most of the nation's work rural or agrarian and their related occupations carried on in small shops. With the shift of population to the cities many occupations became specialized and obscure in large shops. Youth now spends much of its time in schools up to age of employment and generally knows little about the pursuits of workers for a livelihood.

Within the last forty years, the schools have responded with many and varied efforts to aid youth with his complex social and economic problems. Some sort of youth counseling or guidance was desired. Usually the immediate

problems were attacked first and a name attached to the efforts. As the results fell short of adequately caring for all of the individuals' problems, the programs fell in bad repute and new approaches were made with new names. Phases of guidance programs were mistaken for the whole field of guidance activities.

Warters, in writing on the subject, says:

Consequently, we find the literature at this period full of discussion concerning the correct name to be given the young thing: -- "individualized education", "personalized education", "vocational guidance", "vocational and educational guidance", "counseling", or one of many other names. More than 50 different terms were in use.¹

Vocational Guidance Defined

With such variations in purposes and efforts, it becomes advisable to define vocational guidance and examine its relationship to the whole area of guidance in its larger meaning.

The term vocational guidance for public secondary schools, as used in this study, means the development of the ability of each student to appraise occupational fields and specific employment situations for the purpose of entry or preparation for entry into an occupation that will be satisfying to him.

¹Warters, Jane, High School Personnel Work Today, p. 15.

It does not necessarily imply immediate occupational choice, selecting a single "best" occupation, or continuing in the same occupation.

More detailed and specific objectives of vocational guidance are admirably listed by the United States Office of Education², although curiously enough, they were selected as "six areas for the field of guidance". They are: (1) individual inventory and analysis, (2) provision occupational information, (3) counseling, (4) selection of training or training opportunities, (5) placement, and (6) follow-up.

Vocational Guidance A Part of Guidance

Vocational guidance is a subordinate part of a properly conducted program of school guidance. This relationship is generally accepted by most educators with the exception of those persons who do not approve the connotations of the word guidance. Fine distinctions in the meanings of the word are immaterial providing a sound program is carried on. Warters³ points this out, "It is such unfortunate, narrow interpretations of the word guidance

²U. S. Office of Education, Reports of Committee, Work Shop in Guidance

³Warters, Jane, op. cit., p. 18.

that makes many persons believe it a less desirable term than personnel work for designating a program of services designed to assist all pupils in all life adjustment areas."

It must be recognized that problems overlap and can not be dealt with independently in separate phases of guidance. Yet due to facilities, personnel, and other reasons well-defined guidance areas have evolved. This is demonstrated by the trend toward agreement on some of the terminology by writers in this field.

Warters states:

A comparison of the classifications given in the literature of the past ten years shows that all writers include vocational, educational, and recreational guidance; that almost all include social, civic, and health guidance; and that next in order, but listed much less frequently, is the type variously known as moral, religious, character, and ethical guidance. More attention is given in recent than earlier publications to problems of mental health, social guidance, and problems of family relationships.⁴

Such studies help establish the fact that guidance is a comprehensive program and that vocational guidance can be considered an essential part.

⁴Ibid., p. 22.

Necessity for Organized Plan

A program or plan is essential to any orderly procedure, whether it be for vocational guidance or a curriculum for a school system. As time and school credit were allowed for vocational guidance, it followed that predetermined courses must be developed. That widespread interest was present is evidenced by a statement of Warters⁵, "Guidance quickly became the educational watchword . . . so great was the demand for information about personnel work that during the five-year period of 1937-1942, the recognized authorities, almost without exception contributed to literature on this subject." The widespread use of counselors, cooperative school-work programs, local guest speakers, and monographs on occupations are also evidence of attempts to meet the need for vocational guidance.

Brief Statement of the Problem

With the current confusion over the place of vocational guidance in the school systems and its scope in relation to general guidance, it was deemed a worthy

⁵Ibid., p. 13.

study to determine the requirements of a program of vocational guidance for secondary schools.

The objectives of the study were threefold: (1) to determine the scope of vocational guidance and its relationship to general guidance, (2) to develop a technique for evaluating student characteristics as a basis for providing vocational guidance administered by a teacher with a limited amount of specialized preparation, (3) to develop a course of study for a class in occupations as a phase of the program.

Historically, the vocational guidance programs which have continued in operation have usually been in the larger school systems. The size and wealth of the large systems permit special advantages not readily available in systems with fewer than 50 teachers in the secondary schools. Some of these advantages may be a highly trained guidance director, a psychometric laboratory, cooperation of specialists and facilities in the medical field, and other resources available only in the large cities.

While the program proposed in this study is basic for a large system, it is particularly designed to be capable of serving the smaller schools which can afford only a teacher trained in vocational guidance. For this reason certain minimum preparation of the instructor and special attention to the limitations of the program are emphasized.

Limitations of the Study

The limitations of the study are largely the limitations of the immature art of understanding human beings. Before vocational guidance can function accurately and consistently, and with any high degree of perfection, the mechanics of the body must be quite completely understood; an achievement not claimed by the medical profession. An understanding of the nervous system is necessary, which understanding is not claimed by psychologists. An immense amount of data, constantly revised pertaining to men's activities would need be constantly available, a situation hardly in sight.

With such imposed limitations the choice had to be made between considering the study impractical and unworthy of attempting, and assembling the best possible methods of vocational guidance and adopting new information and techniques as they were available. Obviously the latter procedure was accepted. Such a decision can not be seriously questioned because it is the basis of the practice of medicine, education, engineering and all of the other fields of research.

The actual development of the techniques of vocational guidance in this study was based upon the operation of a class in occupations and the accompanying guidance work.

While this sampling is insufficient for final conclusions of procedure applicable to all secondary schools, the success of these classes as measured by pupil expression, ease of operation and student follow-up indicates that it is a practical technique under the conditions proposed in the objectives of the study.

Summary of Chapter I

Within the last four decades, general interest has been expressed in guidance and its subordinate phase, vocational guidance. Lack of a generally accepted program in the public secondary schools has caused confusion in functions and terminology.

With such widespread interest and activities in the movement, and yet very little available as a practical program for the smaller school systems, this study was chosen to evolve a technique in a vocational guidance program capable of being operated by a teacher with certain specialized areas of preparation.

CHAPTER II

THE HISTORICAL BACKGROUND

The problems of success in a career and vocational guidance have in the past two centuries challenged the interests of many writers and publishers. Brewer¹ lists, in the period up to 1908, the titles of 78 non-fiction career-success books, 96 books on occupations, and describes fiction success-books of the Horatio Alger, Jr. type. Much of this material was effective for its time and the youth could not complain at lack of inspirational reading materials. The number of copies of non-fiction books of this type that were in circulation is not easily determined, but by 1912 some 800,000 copies of Horatio Alger, Jr. books had been sold.

However, these writings, while inspiring boys and girls to effort, can hardly be considered vocational guidance in the modern sense of the term. They often appealed to the emotions rather than to a study and consideration of the problems involved.

Influences Preceding the Movement

Several noteworthy individual efforts in vocational guidance occurred in the last quarter of the nineteenth and

¹Brewer, John M., History of Vocational Guidance, pp. 17-41 and Appendix pp. 299-301.

the first decade of the twentieth centuries. A small volume, Vocaphy, was published by Lysander Richards in 1881 advocating a new profession for enabling persons to find their right vocations. In the period 1888 to 1895 George A. Merrill put into operation a program of occupational exploration, trade selection, trade training, placement, and follow-up. In his program each boy attended the Manual Training High school in San Francisco for two years where he worked at exercises taken from the trades. If he then selected a trade, he attended the trade school for two years before going into the trade. His plan called for study, counseling, related technical studies, placement, and follow-up.

Several others introduced various forms of vocational guidance into the classrooms, but these lacked the popular acceptance of the Nation's schools.

Parsons and the Vocational Guidance Movement

The trend of vocational guidance as a movement in public schools originated with the brilliant college professor and lawyer, Frank Parsons, in 1908.

With eminent backing he established the Vocations Bureau in Boston which was to be so far-reaching in its influence. His keen analysis of the problems of vocational

guidance and the clear statements of the fundamentals have hardly been improved upon to this day. As an example of his ability to take a complex problem, search out the fundamental truths and restate them in simple language his three factors are quoted from his book, Choosing A Vocation:

In the choice of a vocation there are three broad factors: (1) a clear understanding of yourself; . . . (2) a knowledge of the requirements and conditions for success . . . in different lines of work; (3) true reasoning on the relation of these two groups of facts.²

Parsons was a remarkable organizer and his methods of securing public backing and accomplishing his objectives serve as a criterion for any modern program of vocational guidance. An analysis of his activities and those of his associates immediately following him is presented to serve as a check-list in the formulation of a well-rounded program. This analysis is based upon his book, Choosing A Vocation and his report to the trustees, the latter document reproduced by Brewer.³

The contributions of Parsons and his Vocations Bureau of 1908-1909 make up the following list:

1. Permanency - The Vocations Bureau organization reflected the most careful planning for expansion and perpetuation.

²Parsons, Frank, Choosing A Vocation, p. 5.

³Brewer, John M., op. cit., pp. 303-308.

2. Public support - An executive committee was formed with persons of prestige including such authorities as a professor of education from Harvard University; the Chairman of the Massachusetts State Commission on Industrial Education; the general manager of William Filene's Sons Company; the general president of the Boot and Shoe Workers' Union; the president of the Boston Consolidated Gas Company; and several others of similar standing in the area.
A board of trustees was also formed with prominent names such as presidents of colleges, editors, lawyers, ministers, and others until there were at least 23 such names in 1908.
3. Financial support - The merits of the program were so convincingly presented that money was immediately contributed and soon 40 or 50 persons were contributing generously.
4. Policy - The true functions of vocational guidance were determined, the policies were written stating that all legitimate existing agencies, particularly in the field of employment would be used; and the bureau would devote its energies to vocational guidance that is peculiar to it and constituted its fundamental reason for establishment.
5. Publicity - Aside from publicity about the Bureau, Parsons wrote articles of a guidance nature for the newspapers which made its work well known and placed it in the public eye.
6. Staff - From the beginning, persons of outstanding ability were selected for the counseling positions. One counselor, the employment supervisor of William Filene's was brought in as assistant to Parsons; Mrs. Lucinda Prince was secured, who later founded the nationally known Prince School of Store Salesmanship. Others were of similar competence.

7. Occupational information - Literature on vocations was gathered, organized, classified, and made available for groups of young people who constituted the bulk of the clients. Twenty-nine sheets of data were developed the first year and entitled Conditions of Success for the different industries.
8. Work opportunities - Opportunities, specific and general in different lines of work were classified with reference to the leading industries with regard to location of the industrial centers and the geographical distribution of demand. This covered all of the leading industries of Massachusetts and during the first year similar tables were being prepared for four other states.
9. Occupational trends - Attention was given to the relative growth of industries and the movement for demand. An example was cited showing that the rate of development of the printing industry was four times that of the whole group of manufacturing and mechanical industries.
10. Working conditions - Data were also classified regarding pay, conditions of labor, chances of advancement, and other conditions.
11. Private counseling - Individual interviews from 15 to 60 minutes were the rule at the Bureau.
12. Fundamental practices - The Bureau tried to help the applicant: (1) to study and understand himself, his aptitudes, abilities, interests, resources, limitations and their causes; (2) to get a knowledge of the conditions of success, advantages and disadvantages, opportunities, etc. in different lines of industries; (3) to reason correctly about the relations of these two groups of facts.
13. Individual inventory - To understand the counselee, inquiry was made into his ancestry, family, education, reading, experience, interests, aptitudes, abilities, limitations, resources, etc.

14. Aptitudes - The applicants were of two classes: those with well developed aptitudes and interests, forming a basis for vocational choice; and, those with little experience, aptitudes, and interests as a basis for a wise decision.
15. Testing program - The memory was tested, general intelligence so far as possible, the senses, delicacy of touch, nerve, sight and hearing reactions, association time, etc. Several occupations requiring keenness of some of these abilities were cited. (It should be remembered that this preceded the development of tests in most of these areas and Parsons devised simple tests to make these inquiries.)
16. Personal data sheet - A four page leaflet entitled, Personal Data, contained questions to be answered in the process of arriving at the self-knowledge on which true conclusions must be founded.
17. Self-decision - No attempt was made to decide for the applicant what his calling should be.
18. Systematic counseling - A procedure schedule was devised for the use of the counselors covering the personal points of the four page leaflet and additional tests and questions used in individual counseling.
19. Written aids - Circulars were written to provide information entitled, To Young People, To Workers, To Employers, and Instructions.
20. Field work - Counselors went out to schools and to boys' groups to talk about the importance of a plan and method in the choice of a vocation. Those who wished an individual consultation made appointments for a meeting at the Bureau for the opportunity of study to solve their problems.
21. Self-improvement - After the tests and interviews, printed information was provided the applicant to help him overcome the deficiencies noted. Inspirational comments were made to promote action in overcoming the handicaps. Sometimes a reading program was prescribed with

key questions to be answered to develop analytical abilities as a basis for later analysis of his own problems.

22. Educational guidance - Specific information was printed pertaining to the success and failure of college men entitled, College Men In Business. This pointed out faulty methods of college study and the necessity for determining how the accumulated knowledge can be made use of in the world.
23. Apprenticeship opportunities - Information was provided on apprenticeship opportunities as part of the guidance in preparation for entry into an occupation.
24. Vocational education opportunities - A statement in tabular form was formulated giving the courses in the leading vocational schools in the state of Massachusetts and surrounding states. Also included in the tables was information on all of the day and evening courses in or near Boston that have vocational bearing, noting the length of the course, its beginning, time per day and week, age and condition of admission, cost, opportunities for earning money while studying, etc. so the boy can see at a glance the opportunities and conditions of further study.
25. Home cooperation - Copies of the schedule of classes and other information were made available to take home for family consultation and detailed consideration on future action.
26. Occupations, specific and general - In this study, the fundamentals, applicable in large measure to all industries were considered. Examples of fundamentals are health, energy, care, enthusiasm, reliability, love of work, etc. Special conditions applicable to particular industries or groups of industries were considered. Examples of these were given with their application to specific occupations.
27. Life plan - This was in reality a form of mental hygiene in that a leaflet was provided entitled, Suggestions for a Plan of Life, with oral instructions to make it vital.

28. Professional counselor preparation - A school for vocational counselors was established with rather high entrance requirements. The course of study was varied with lectures, research, conferences, and discussion to cover such areas as principles and methods of modern psychology, detailed occupational information, scientific methods of investigation, courses of study, and practical methods of interviewing and dealing with people. The students attended from one to three terms and spent at least three hours a week in laboratory work in counseling. A certificate of proficiency was given at the end of any term in which he was judged qualified.
29. Textbook - With the contemplated expansion of the work, a reference book was needed leading to the writing of the book, Choosing A Vocation.
30. Vocational guidance in schools - The equivalent of the Vocations Bureau was recommended for future development in every public school system in the nation with experts as carefully trained as were men for the professions of medicine and law.
31. Evaluation - A follow-up was made of the first 80 men and women accepting counseling from the Bureau. All but two spontaneously stated they had received much light and help.

While much research has since been done in testing, and more is known in the other phases of guidance, the basic program of Parsons is quite complete and worthy of detailed study by any person in the vocational guidance field.

Other Growths In the Field

The idea of vocational counseling spread rapidly among the schools, but in most cases met with indifferent

success. Brewer states:

Publicity concerning the Vocation Bureau of Boston spread over the country, with consequent appointment of counselors. It is possible that there were more counselors in 1915 than in 1942. In most cases nothing but counseling was done, by teachers unprepared for the work and many times in addition to a full program of class room work.⁴

From 1918 to 1939 forty-one school systems organized vocational guidance departments that have continued in operation. Others were organized but discontinued while many others had partial departments hitched to other innovations in education.⁵

The activities of federal agencies, many of them depression born, established the need for vocational guidance. The Works Progress Administration, Civilian Conservation Corps, National Youth Administration, and the Junior Division of the United States Employment Service had the problem of readjusting the vocational habits of a large segment of the population. As early as 1931, the U. S. Office of Education was carrying on some activity in guidance, and in August 1938 a head was appointed to the new Occupational Information and Guidance Service.

States amended their state plans making the vocational guidance programs eligible for partial reimbursement with federal funds.

⁴Brewer, John M., op. cit., p. 86.

⁵Ibid., p. 104.

With the desire for exchange of information, the first convention for vocational guidance was called in 1911 and a second meeting in 1912. These were highly successful and at the next convention in 1913, the National Vocational Guidance Association was formed. Excellent work has been done by this organization, and by 1940 the number of active committees had expanded to 19.

A professional magazine for vocational guidance gradually came into existence contributing to the strength of the program. It began in 1915 as the Vocational Guidance Bulletin and was published monthly at a total cost of about six dollars and a half an issue. It was discontinued from 1918 to 1921 and then resumed publication under the name of National Vocational Guidance Association Bulletin. By 1924 it became The Guidance Magazine with a subscription price of two dollars a year. In 1933 the name was changed to Occupations, The Vocational Guidance Magazine. In recent years it has taken the short title of Occupations. By 1941 the subscription list was 7,374.

The opportunity for professional preparation for counseling is one of the most promising phases of the movement. The Guidance Magazine for January 1925 stated that from thirty to fifty colleges would offer summer courses in vocational guidance. In 1928 it was reported

at one of the conventions that 70 courses were being offered in this field by the colleges and universities. For the summer of 1941, 264 courses were reported at 52 institutions. Of more significance is the statement by Brewer⁶, "By 1938 about a score of these institutions had each set up a curriculum of courses leading to professional work in personnel or guidance or both."

Monographs, texts, magazines, newspapers, and other literature written in popular style have become abundantly available for vocational guidance work in the schools. Films are becoming increasingly useful and hold great promise when properly prepared in the fields of occupations and industry.

Undoubtedly the greatest advances for vocational guidance since Parsons' time have been in the field of psychology. Much better instruments have been devised for measuring the abilities and characteristics of the individual and for determining the requirements of occupations.

Summary of Chapter II

Much excellent work and writing had taken place in vocational guidance in isolated instances prior to

⁶Brewer, John M., op. cit., p. 189.

the origin of the movement in 1908. Considering the customs and the lack of a scientific basis for this work, Parsons in his two years, developed a program that compared favorably with anything developed since. Through his brilliant analytical ability, he was able to select the essential factors of vocational guidance and state them in simple terms. His work is worthy of detailed study.

In spite of occasional blundering, the school systems have increasingly installed programs of vocational guidance. That the growth is permanent is evidenced by the demonstrated need, by the national and international organization, a national magazine, national conventions, and belated financial assistance.

CHAPTER III

THE STATUS OF VOCATIONAL GUIDANCE

With forty years of background experience in vocational guidance, and with the need for such a program generally accepted, efficient programs can reasonably be expected in the schools. An examination of such programs in the schools does not prove this to be the case.

Since vocational guidance is a subordinate part of general guidance, both have to be examined to determine the degree of efficiency of the vocational phase. Prior educational guidance, in many cases, directly affects occupational choice. Personality adjustment, in some cases through the aid of specialists in the field of psychology, may be necessary before selective job placement can take place.

Programs of guidance are claimed by many schools, but critical examination of such programs reveals many deficiencies, particularly in the field of vocational guidance. Since this study is concerned with an Oregon school, the guidance situation in Oregon will be examined first.

Vocational Guidance In Oregon - 1936

A fairly thorough study of guidance in Oregon was made by Spence¹ in 1936 which throws some light upon the rather casual claims made for guidance in this state at that time. A questionnaire was sent to principals of 175 secondary schools with enrollment of 50 pupils or more. Replies were received from 116 or 66 per cent of the principals.

A rather impressive record for guidance in Oregon seems to have been made upon casual inspection. Each of 50 principals stated that he used one or more persons who were responsible for regular guidance. Sixteen course titles, several for school credit, were offered under the classification of guidance courses. Cumulative records were being kept by 86 per cent of the principals. Testing was done in the fields of intelligence, reading, interest, and specialized study areas.

A closer examination of the report of the questionnaire indicates that of those answering, none was doing a thorough job of guidance, particularly in the area of vocational guidance.

¹Spence, Wilma, A Survey of Guidance in the Secondary Schools of Oregon: A Suggested Course, pp. 11-36.

This conclusion is based upon an analysis of the detailed operations of their programs. Of the 66 per cent replying, only 49 per cent administered intelligence tests, an essential procedure for basic guidance of the pupils. Fewer than four per cent used interest inventories, two of which were Strong's Vocational Interest Blank with no indication as to the extent they were used. Nine schools offered courses in occupations to freshmen and none was reported for seniors, which raises a question relative to values derived due to lack of interest maturity. The most popular forms of guidance were assembly talks with a reported frequency of 68 per cent; club activities 52 per cent; student council 52 per cent; guidance book-shelf in library 43 per cent. Other devices were used in descending frequency down to vocational interest test reported as 0.8 per cent frequency.

Of the 116 schools reporting, 89 persons were reported as having time assigned for doing guidance work. Of these 89 persons, 36 were principals, 23 girls' advisers or deans, and significantly, only three counselors and six teachers were allowed time for doing guidance work. Other miscellaneous members of the system made up the remaining 21 with assigned time.

In summarizing the status of guidance in Oregon in 1936, the conclusion may reasonably be drawn that most

principals were attempting guidance programs in their schools. Even by the standards established by Parsons in 1908 they could not have had a very effective program with only a minority attempting to know something of the intelligence of their pupils. Almost none reported using the accepted instruments for measuring vocational interest; none used any test measuring emotional stability or mechanical aptitudes. Occupations was given during the freshman years with no indicated follow-up during the senior year at the time the pupils are faced with making occupational choices. With so many deficiencies in the guidance program, the vocational guidance phase could not possibly have been effective.

Guidance In Portland, Oregon

A more recent study of guidance and its subordinate area vocational guidance for Portland, Oregon reports the progress in Oregon's largest school system.

Matson² made a study of the guidance program in that city in 1947 with reference to their reorganization plan. This guidance program was inaugurated in 1938 in the secondary schools only. Almost all of the counseling was centralized at the Administration Building. A battery of

²Matson, Henry S., The Guidance Situation in the Portland Secondary Schools, pp. 16-44.

psychological tests was administered and the system enjoyed the reputation of having a very modern guidance program.

In the spring of 1946, under a new administration, a thorough-going inquiry was made into the program with a comprehensive questionnaire filled in by 498 staff members of the high schools.

Their attitude toward guidance was quite uniform when questioned regarding the need for the program. Guidance in course selection was needed according to the recommendations of 96 per cent of the staff. Counseling in selection of a vocation was recommended by 91 per cent. Several other phases of guidance received similar high percentages of affirmative votes.

The accomplishments of the program were less favorably reported. When the teachers were asked if the guidance program had helped them as classroom teachers, 50 per cent indicated that it had and 16 per cent did not know.

Another question asked the staff if the counselors had been effective in the field of vocational guidance. Twenty-three per cent said yes and 55 per cent did not know. It is significant that only 38 per cent of the counselors said yes and 58 per cent did not know.

Of the entire staff, 71 per cent believed they gave vocational guidance in their teaching. Yet, in spite of

the fact that 71 per cent claimed they gave vocational guidance, only 28 per cent said they ever used the materials counselors possess concerning vocational opportunities and 58 per cent indicated they had not. Particularly, only 60 per cent of the counselors said they used their own materials and 26 per cent admitted they did not.

This last situation caused Matson³ to comment, "These figures seem to indicate a lack of thoroughness and interest in counseling and perhaps a poor handling of the entire program."

This honest inquiry into the Portland guidance situation was most commendable; but significantly there was little to indicate that courses in occupations or vocational guidance were seriously considered in determining a new program.

Vocational Guidance In Oregon - 1947

By 1947 the Oregon guidance movement had shown marked improvement, and in other ways it seemed to have the shortcomings that appeared in the 1937 study. That there is a popular acceptance of guidance as a program with time and money allocated is quite evident. A

³Matson, Henry S., op. cit., p. 31.

predominant number of those responsible for guidance admitted many deficiencies and made recommendations for improvement.

A carefully prepared study of counseling in Oregon High Schools was made by Zacur⁴ which reveals much of the activities of guidance in the secondary schools.

The questionnaire was sent to 192 persons responsible for counseling in the secondary schools including junior high schools. Of all schools, 135 or 70 per cent replied. The questionnaire was pointedly confined to the subject of counseling, defined as, ". . . counseling was to be used more or less synonymously with interviewing; a face to face situation for the purpose of securing, giving, or relating information that is important to the welfare or future of the individual."

The replies were broader than this definition and included activities ordinarily ascribed to a guidance program. All or 100 per cent of those replying indicated they had a counseling program. Of this total, 46 per cent had a planned program; 7 per cent partially planned; 46 per cent incidental; and 1.5 per cent no plan. Combined group and individual counseling was carried on by 82 per cent of the schools with the remaining doing either individual or group guidance only.

⁴Zacur, Charles P., The Counseling Services in the Secondary Schools of Oregon, pp. 1-101.

That the intentions and reported offerings in counseling are similar to the recommendations of the current writers in the field can not be questioned. The pattern of those schools with incidental guidance is much like that of those with planned guidance with some difference in proportions.

The major emphasis in the counseling programs are readily identified. Of those with planned counseling, 90 per cent covered personality adjustment; 88 per cent health adjustment; 86 per cent social adjustment; 80 per cent school subjects and future vocational interests and plans; 73 per cent extra-curricular activities; and 73 per cent schedule and program planning. Practically all schools reporting stated they carried on private interviews with the students. All interviews were private in 34 per cent of the schools; usually were private in 48 per cent; seldom were private in 1.5 per cent, with two schools not reporting.

Improvements were reported in other aspects of the counseling program as compared with earlier reports. A relatively high proportion carried on counseling continuously throughout the year, always or usually recorded the results of the interviews, and 71 per cent of the schools with planned counseling had money allocated for this purpose.

This over-all picture of the counseling program makes it appear that counseling in Oregon had at last arrived. However, upon closer inspection a more dismal view must be taken. Only 61 per cent provided occupational and vocational information and no indication was given as to what percentage of this was on a planned basis. No special requirements were in force to qualify as counselor in 42 per cent of the schools answering this question. Only a surmise can be made as to the ability of these counselors to determine the individual differences for determining future occupational choices.

The principal was reported doing the counseling almost twice as often as any other individual, usually in his office. About half of the schools referred problem cases to a special counselor, but in 40 of these schools the special counselor was the principal. The next most frequent counselors were the deans of boys or girls who were used in seven schools. Referral was made to a medical doctor by one school, to a psychiatrist by one, and to a "trained teacher" by one. The dominant role played by the principal in counseling problem cases leaves the implication that principals have more time and are better qualified than generally believed, or the badly maladjusted children are not receiving the specialized services associated with a good counseling program. Further light is thrown on this when the individual number of planned

interviews were computed at one and one-half per pupil per year and lasting an average of 17 minutes.

Certain conclusions derived from this analysis of the recent counseling in Oregon are obvious. The overall counseling program is quite comprehensive and popular as a school procedure. Upon close examination, its quality can not be high with the principals doing the predominant amount of counseling and almost all of the work of the specialists. Insufficient occupational information is provided. Aside from the counseling done by the principals, most counseling is a group procedure. This method is not true counseling as defined by some writers⁵ who maintain counseling is an individual process. The study did not indicate that the counselors had minimum preparation for administering the psychological tests in determining pupil characteristics.

With these deficiencies in the general counseling program, vocational guidance must of necessity be inadequate, even by the standards imposed by Parsons. If the 80 per cent of the schools now reporting counseling in "school subjects and future vocational interest and plans" actually do what they claim they do, courses in occupations with the accompanying psychological tests, will receive more attention than previously indicated.

⁵Erickson, Clifford E., and Smith, Glenn E., Organization and Administration of Guidance Services, p. 100.

National Trends

Guidance and its subordinate phase, vocational guidance, are only recently emerging from the strongholds of a relatively small number of city systems. Through the leadership of the U. S. Office of Education, the states are beginning to sponsor the movement.

In spite of an apparent wave of popularity for guidance nationally, the evidence does not indicate that it has been very effective. This is reflected by a statement by Baer in 1948:

There are about 24,300 public high schools in the United States. But less than 4,000 have counselors or guidance officers. This is finding of survey just completed by U. S. Office of Education. In other words, 84 per cent of public high schools have no counselors on their staffs.

The other 16 per cent reported 8,299 counselors and guidance officers. Of these 3,618 are men and 4,681 women. No distinction was made between full time and part time people. Nor do we know anything about the training, experience, or actual duties of those who are called "counselors and guidance officers."⁶

In a guest editorial in Occupations magazine Steinmetz, a trustee for the National Vocational Guidance Association and Director of Training for Owens-Corning Fiberglas Corporation, was similarly outspoken about the general program.

⁶Baer, Max F., School Guidance Survey, Occupations, p. Washington Flashes.

Steinmetz says:

Only a relatively few of this nation's school administrators are sold on guidance. That is why so few schools even in Metropolitan areas have programs that justify the name guidance. Until recently there was no place in the preparatory training of teachers for the subject of guidance.⁷

These critical views tend to moderate the influence of the enthusiasts who do harm to the movement with excessive claims. However, there are many examples of wholesome contributions to the field. An excellent pocket-size handbook for use of counselors was produced by the New York State Counselors Association⁸ in 1946. Motion pictures and film strips designed specifically for guidance are becoming more plentiful. A group of small size texts with accompanying work books have been developed to use throughout high school called Life Adjustment Series.⁹

The financial support and increase in vocational guidance is reported by Baer in his Washington Flashes in Occupations Magazine:

⁷Steinmetz, Cloyd S., Guest Editorial, Occupations, p. Washington Flashes.

⁸New York State Counselors Association, Practical Handbook for Counselors, pp. 1-160.

⁹Prosser, C. A., and others, Life Adjustment Series.

In the fiscal year beginning July 1, 1948 Federal Government will be spending million dollars for vocational guidance under the George-Barden Act. States will be spending another million in matching funds. Add to that the unknown sums that will be spent by states and localities as results of indirect influence of George-Barden Act. According to Harry Jaegers, 46 states will have adopted plans for using federal funds in one way or another for vocational guidance. Of these, 20 states will have local programs mainly on demonstration or pilot basis, 12 states have already appointed counselor-trainers.¹⁰

From these comments on current practices, the conclusion may be drawn that general guidance has far to go to become efficient, but through financial aid and state sponsorship, vocational guidance is well on its way.

Summary of Chapter III

General guidance has held a sustained interest with steady improvement in Oregon in recent years. The areas easiest to administer have received the most attention and publicity. Vocational guidance has remained inferior or non-existent with little use of the scientific tools available for aiding in occupational choices. A thoroughgoing study of occupations and individual characteristics is the exception rather than the rule. The fact that those responsible for guidance were aware of this and desired to improve the situation indicates more can be expected of guidance in the future. The desire for better

¹⁰Baer, Max F., op. cit. p. Washington Flashes

prepared counselors implies a realization that counseling is something more than using a teacher with good intentions.

The national trend is similar to that of Oregon's except in some areas the national programs of guidance and vocational guidance are much more advanced and thorough in practice. On an average the national guidance program is not impressive due to lack of counselors and established standards.

With the availability of federal money, the states are generally trying out guidance programs. These are strongly of the vocational guidance influence, largely because the first available federal money came from the vocational education section of the U. S. Office of Education.

With centralized leadership now available, guidance has the opportunity to become more general with established standards and practices. Because of the popular tendency of seeking and using some sort of brief and often invisible process for fitting the individual to a career, vocational guidance will probably mature slowly.

CHAPTER IV

THE PLAN FOR VOCATIONAL GUIDANCE

Vocational guidance as a program in secondary schools falls into two divisions, general and specific, each readily identified.

As proposed in this study, general vocational guidance is a gradual process from grade school through high school, usually appearing as a part of other studies and not necessarily identified as guidance. Through the studies of reading, geography, social orientation, industrial arts, and other classes, information about the work of the world, climatic conditions, living conditions and so on is absorbed, and become essential background to specific vocational guidance. Special mention should be made of the general exploratory courses in business, languages, mathematics, shop, and art. Home room guidance contributes much to location of physical and personality deficiencies, the correction of which have a very decided influence upon later vocational choices. Assemblies, career days, films, and guest speakers contribute to the general knowledge upon which future vocational choices may be based. Selection of courses, which is a phase of educational guidance, may either influence the choice of a career or accompany the choice of a career. These and similar

influences are important and may or may not be desirable according to how they affect the child, and should have the closest cooperation of the person responsible for specific vocational guidance.

Specific vocational guidance, as herein proposed, centers around a course in the curriculum for credit given during school hours throughout the year. The course taught by the writer appeared under the title of occupations although other titles could have been used. The content of this specialized phase of vocational guidance is presented in detail in the course of study. To satisfactorily carry out such a program, the teacher must have specialized preparation which will later be presented in some detail.

Enrollment and Class Arrangement

The enrollment in the class conducted by the writer was elective and this system seems preferable, at least until the course has been presented long enough to be accepted as an established subject. With the exception of students who must have employment for a livelihood or who expect to leave school, the class should be conducted for seniors only. Seniors are forced to make decisions about their careers within a matter of months and, therefore, can be expected to have some interest in their future

occupations. The vocational interest tests are less reliable for the younger student. Strong¹ says, "Consequently, the younger the man, particularly below 20 years of age, the less certainly can his interests be determined in terms of some occupation." Experience in conducting such a class has indicated that sustained interest in the problems was difficult to retain among younger pupils.

Class work was done by the students at work tables rather than at desks or tablet arm chairs. This permitted more room for reference materials and freedom for chart making.

Materials and Records

Each pupil furnished his own school notebook and other writing equipment. The resources of the local and state library were readily available and utilized. Each pupil purchased a small textbook and accompanying workbook. These books were from the Life Adjustment Series by Prosser² and Palmer.

¹Strong, Edward K., Jr., Report on Vocational Interest Test for Men. Reverse side scoring sheet.

²Prosser, C. A. and Palmer, R. H., Information Book on Selecting an Occupation and Practice Book on Selecting an Occupation, Life Adjustment Series.

Motion pictures were used to lend variety to the class. These will fill a more important place in the class when produced with the guidance field in mind. Each student prepared other personal records which properly come within the course of study of occupations. The instructor maintained a personal record file for each pupil.

The Use of Research and Analysis

When the course in occupations is installed for the first time, it is subjected to critical examination because it is new and unproved. Fortunately, the benefits to the individual are fairly obvious, but few subjects can intrigue every pupil every day. To avoid pupil questioning the value of each phase of the course, the instructor must be wary of overselling the merits of the program as a solution for all of his future problems.

Special recognition should be given to two situations inherent within the course requiring special handling of the problems. They both center around the fact that much of the course is based upon searching for facts and correctly reasoning about them after they are assembled. The first problem arises with the students, more prevalent among girls, who have always made good grades by memorizing factual materials. With less opportunity

to make conspicuous showings with bulky papers and oral recitations, resentment is built up because the course is "not definite." This feeling is further aggravated by the fact that these students, accustomed to depend upon rote memory, often do not reason well. The other situation is that of pupils who seem unable or unwilling to do the simplest searching for simple truths or draw reasonable conclusions. The instructor should recognize this latter trait early and, if due to lack of the students' abilities give his help generously in solving their vocational guidance situation. This is justifiable because these shortcomings along with verifying tests are indicative for future vocational counseling.

The resistance to research and reasoning is emphasized because at times it becomes a serious problem. An occurrence in the writer's occupations class will illustrate this point.

Four girls who were good students but had become quite restless stayed after class to mildly voice a complaint. They said the materials they were working on were not definite enough so they could learn facts and get good grades. Explanations did not satisfy them and they were rapidly losing their self-composure over lack of factual information. A thick volume of the United States Postal

Directory lying on the instructor's desk kindled a diabolical thought. He turned to a seven-page section and assigned the regulations covering size, weight, contents, zones, and a host of dry factual information pertaining to the postal system. Each girl had the next day neatly copied headings and made summaries and handed them in for excellent grades. These girls said this was the best lesson assigned and continued on the regular lessons, apparently with tensions relieved.

Counseling

Individual counseling by the teacher must be available to the students at any time, but most of it of an occupational nature occurs in the latter part of the course. The plan for self-preparation and occupational selection is based upon self-choice by the student. Often the student has the belief that he will be tested and examined and then told exactly the job that is meant for him. This ideal of self-choice was expressed by Parsons³ in 1908 in his statement, "No attempt is made of course to decide for the applicant what his calling should be; but the Bureau tries to help him arrive at a wise, well-founded conclusion for himself." Prosser⁴ and Palmer

³Brewer, John M., History of Vocational Guidance, p. 304.

⁴Prosser, C. A., op. cit., p. 9.

repeated this belief in their statement, "Now a real choice which is vital to his future must be made and followed. And it is one which he must, or should, make for himself, as he is the one most vitally concerned!"

The technique of counseling will not be elaborated upon in this study as that is one of the abilities that the teacher must acquire in his professional preparation. However, certain practices accompanying vocational guidance will be pointed out.

The class in occupations furnishes one of the few places the individual is available in a situation conducive to understanding help over a long period of time. For this reason teacher influence is more gentle and gradual than in the usual guidance program based upon a few interviews. More time is taken to establish rapport and this must be established if effective influence takes place. Shortcomings that can be improved are identified by the individual himself. As he seeks ways for improvement, the remedial measures become incidental within the course, thus avoiding embarrassment. Through observation during the school year, results are evaluated and encouragement provided as part of the regular program. This face saving is important at the sensitive adolescent age. Tests of emotional stability and school adjustment, and personal interviews reveal intense parental conflicts

such as broken homes, mental disorders, and similar extreme problems. The vocational counselor thus realizes how limited his help can be in many cases.

Counseling Aids

The standardized tests measuring mental capacity and ability, temperament, and interests have proven much more accurate than instructor opinion alone. These tests, combined with measurement of occupational information and self-analysis, form a basis for occupational selection which will be demonstrated by a review of the case studies.

Intelligence Testing or Academic Capacity

Intelligence tests are necessary to determine possibility of entry into some occupations, particularly the professions, and for predicting capacity for advancement in most occupations. However, the intelligence quotient must be regarded as an approximate mental capacity and occupational success is strongly influenced by many other conditions. Group tests are practical to care for the large numbers involved in a general guidance program, but tests that indicate areas or factors of intelligence are helpful in cases that are baffling in occupational selection. Until psychologists are in better agreement

concerning the nature of intelligence, the guidance instructor must consider the measurement of intelligence as one of several approximate tools. Groves⁵ says, "Psychologists, however, have never agreed whether it is a single faculty or whether it is composed of several, such as the ability to remember, reason, visualize, and react. . . Thus intelligence tests can best be thought of as measuring the kinds of ability needed to learn, especially in school."

Adjustment Inventories

Tests of emotional stability and inventories of personality, while not in general use in high schools, show more promise as a means of promoting pupil-improvement than any other psychological instruments presently available. Unlike interests, intelligence, and aptitudes which are usually subject to little change, the personality may be greatly improved through influences directed at the sources of social maladjustment. The extremely personal questions in the tests require well-established rapport and skillful interpretation and application. In the use of such tests by the students in this study, no case was

⁵Groves, Ernest R., and Catherine Groves, *Dynamic Mental Hygiene*, p. 129.

detected in which false or incomplete answers were given. At school age the personality is subject to change to a greater extent than in adulthood. This view is expressed by Groves⁶ in his statement, "It is an axiom among mental hygienists in whatever field of mental hygiene they specialize that the preventive purpose of the science can best be accomplished through child guidance and the improvement of parental insight. . . ." The adjustment inventories are more likely to be valid in school counseling than in employee selection in industry because a bright adult, if a job were at stake, could improve his score by false answers. The average instructor in guidance will not have enough training in psychology to do a great deal of remedial work and he should recognize that occupational selection must be made with the maladjustments as part of the individual's qualifications. This study indicates that emotional and personality characteristics have more bearing on selection, remaining or advancing in occupations than any other one factor.

Vocational Interest Blanks

Strong's Vocational Interest Blank was the only interest test used in this study, but the interests

⁶Ibid., Preface.

expressed on the blank were quite consistently similar to the occupations successfully followed in the following six to eight years of actual employment. However, the indicated interests, even if accurate, do not always mean that the individual can or should go into the occupations of the highest ratings. In one case in the study the student had an A rating of interests similar to those of an elementary teacher but an I.Q. of 87. It seemed hardly advisable to encourage enrollment in college with this intelligence rating.

Cumulative Record

A cumulative record is needed for vocational guidance and its value depends largely upon the accuracy and extent of the entries. There is no serious objection to having it at a central place such as the principal's office, providing it is accessible to the instructor. At least the academic record will be maintained which gives an insight into interests and abilities and may serve as a check upon the intelligence score.

Aptitude Testing

Aptitude tests were not used in the study. None was available locally at the time, a probable deficiency in

the program. However, aptitude tests for general vocational guidance were enjoying a wave of popularity not merited by the results obtained. There was little agreement on the meaning of aptitude or the reliability of the measuring devices. Their chief value seemed to lie in selection for a given job or operation.

Ethical Aspects of Vocational Guidance

The testing and counseling phase of vocational guidance requires a rather well-defined code of ethics if it is to function as implied by its title.

An honest interest in the welfare of each person must be so evident that the students sense this. This relationship may be difficult to achieve when dealing with children from families with low standards from whom obnoxious actions may be expected. Unless the will to improve can be instilled in this latter group, pupil progress will be very slow.

As a matter of policy, the teacher must not repeat information gained in interviews and blanks. In line of duty, the information may be imparted to others professionally qualified to use and respect the confidences.

The counselor has little legal protection to carry on even the necessary investigations. As he acquires

information pertaining to civil or criminal offenses, he is held legally responsible for presenting this in court in case of a trial. He is then placed in the position of choosing between perjury and violation of a professional confidence. Regarding the legal aspects of counseling, Groves states:

As one would naturally expect, since lawyers are most prominent in our legislature, every one of the American judiciaries protects the lawyer so that he is never forced to reveal in a court matters which have been told him in confidence by his clients. Similarly most states exempt the physician. In many states the minister, the priest, and the rabbi, likewise have the same protection. Nowhere is the family counselor who is not also a member of one of these professions legally exempt from testifying about what has been told in confidence.⁷

This lack of legal protection raises an interesting question in using the commercial adjustment inventories which make such personal inquiries of the student as: which parent is liked best; are the parents happily married; and does the mother dominate in the family?

Fortunately, in the course in occupations the instructor has the opportunity to become intimately acquainted with the students thereby, lessening the chances

⁷Groves, Ernest R. and Catherine Groves, op. cit., p. 435.

of using the inventories on antagonistic students. Since the parents have legal protection against outsiders alienating the family unity through statements to minor children, the counselor must use extreme care in avoiding legal entanglements of this nature.

Probably the most important phase of ethics for the instructor to observe is his limited professional status. His relationship to physical and mental ills is largely that of the layman performing first-aid and in no sense that of giving treatment. His primary job is that of recognizing symptoms and referring the counselee to the proper professional field or fields which may be medical, legal, religious, or psychological. Improvement in manners, social habits, studies, and similar areas are more properly part of the instructor's responsibility in line with his professional preparation.

Summary of Chapter IV

The class in occupations served a dual purpose of classroom study of occupational pursuits and individual testing for analysis of the individual.

The testing for intelligence, interests, adjustment, and aptitudes was conducted by the instructor as a normal procedure at the time the students were attempting

to evaluate their own abilities. This acceptance of the testing program as being purposeful causes a feeling of cooperation in the students which overcomes the delicate problems encountered in using the adjustment inventories. This aspect is rather important because the inquiries into family relationships may be interpreted by the parents as detrimental to harmony within the family group. Counseling based upon the information secured from a minor without the parents' consent can be considered as cause for legal action. Even if such action is successfully defended, the effectiveness of the instructor would diminish.

With the students in daily attendance, counseling can be done at times when the students are receptive to consideration of their problems.

Since part of the purpose of the course is to effect changes in personality and comprehension of the broad fields of occupations, the nine month course is recommended. The students need this time to mature in their thinking of themselves and their future work.

CHAPTER V

THE CASE STUDIES

The principal reason for making the study of the individuals in the class in occupations was to determine the practical value of several tests and inventories for use in secondary school vocational guidance. To be practical, they must consistently identify pupil characteristics that have a relationship to identifiable occupational patterns. An examination of the case studies reveals that these pupil characteristics were identified and fell into groupings with occupational characteristics peculiar to each group.

Six principal areas of pupil characteristics were explored to evaluate the qualifications of personality, interests, adjustment, intelligence, family relationships, and academic ability. The more common facts of age, weight, height, sex, and year in school were obtained as routine information in the class in occupations.

The following description of the blanks and scores is provided for a better understanding of the case studies.

Grade average - Grades were given in all high school subjects at the completion of each one-half year unit on a 1,2,3,4,5 grading system with 1 as the highest possible

grade. Four was the lowest passing grade and all failures were recorded as fives. No grade point system was used. To gain a more accurate evaluation of academic ability, grades for health and physical education were omitted in determining the grade averages.

Intelligence testing - The Otis Self-Administering Tests of Mental Ability were used for group testing to obtain the intelligence quotients used in the case studies.

Personality rating - Personality Schedule by Thurstone and Thurstone was used as a means of identifying causes of personality maladjustment and for determining total scores. The authors arranged five groupings to indicate degrees of personality adjustment. Group A with scores 0 to 14 was considered extremely well-adjusted; group B ranging from 15 to 29 was rated as well-adjusted; group C with scores from 30 to 59 was indicated as average; group D scoring 60 to 79 was considered as emotionally maladjusted; group E with scores of 80 and above was described as "should have psychiatric advice".

Personal and social adjustment - This area of adjustment was determined by the The Adjustment Inventory by Hugh M. Bell. The student form was used. Separate scores were obtained for men and women in the four areas of home, health, social, and emotional with the sum of

these becoming a total adjustment score. Since the norms for this inventory are arranged in five degrees of adjustment for both men and women in the four areas of adjustment and for total adjustment, the detailed table is presented in the appendix.

Attitude toward school - The attitudes of pupils toward the school were obtained quantitatively through the use of The School Inventory by Hugh M. Bell. A single score was derived which falls in groups of 0-3 as excellent, 4-12 good, 13-30 average, 31-39 unsatisfactory, or above 39 unsatisfactory. Space and instructions were provided at the end of the inventory for the student to write in specific suggestions for improvement of the school.

Vocational interests - Aside from expressed vocational interests by the pupils, Vocational Interest Blank by Edward K. Strong was used for determining vocational interests. No provision of payment for scoring through the use of school funds was provided and, as this test was not compulsory, ratings were not obtained in several cases.

Basis for grouping case studies - The 19 cases fell into four classifications presented as Groups I, II, III, IV. Group I was composed of five persons following the

occupational pursuits chosen while in high school. Group II was composed of persons established in an occupation selected after completion of high school. Group III was made up of persons still unable to select what they consider a permanent occupation. Group IV was a special group of war and mental casualties treated separately. Of the latter group two were killed, one paralyzed from the neck down from meningitis, and one suffered extreme mental maladjustment.

Occupational adjustment evaluation - Occupational adjustment was measured in the degrees of very satisfactory, good, average, poor, and unsatisfactory. These units of measurement are similar to those used in the psychological tests and inventories permitting graphical comparisons of student traits and degrees of success in occupational adjustment. The basic analysis of occupational adjustments is presented in Chart 1.

Degrees of occupational success defined - To achieve the rating of very satisfactory, the student had to plan his career while in school or definitely make use of his vocational guidance for planning his occupation soon after leaving school; prepare for the occupation; remain in the chosen occupation; and feel that he had made a good choice at the time of the follow-up study.

A rating of good occupational adjustment was based upon following an occupation different from the one selected in high school and not as the result of preparatory education or training. Similar types of work must have been followed with freedom to select other jobs. The work must be within the physical, mental, and emotional limitations of the individual without undue strain on these qualifications. They must indicate they liked the work reasonably well at the time the follow-up study was made.

Average adjustment in the occupations depended upon following similar lines of work. The work was not necessarily liked but was not disliked. It utilized most of the capabilities of the individual and left no persistent emotional antipathy toward the job.

Poor occupational adjustment was the result of shifting from job to job without gaining in skills, job security, seniority, or permanent job benefits. It implied working on jobs below the ability of the individual with little evidence of opportunity for promotion from the jobs that have been held. With the shifting of jobs, little success in following a plan can be claimed.

Unsatisfactory occupational adjustment was a more complex category with two predominant characteristics. The individual with this rating may have characteristics

that prevented his: (1) adjusting to the jobs he has held; (2) making adequate preparation for better jobs; (3) realizing that he was inadequate occupationally. The other type of unsatisfactory occupational adjustment exhibited the characteristics of very successful employment as a temporary expedient with the realization that the work was below the capabilities and interests of the individual. He may have had a combination of these conflicts, but in either case was dissatisfied with his work as a permanent occupation. In this classification the individual had not followed a preconceived plan for an occupational career and was still unable to make a decision pertaining to a career.

The charts were devised to more readily compare occupational adjustment with personal characteristics of the individuals. It is recognized that the authors of the adjustment, emotional stability, and school adjustment tests allocated more numbers in the areas adjacent to the average adjustment than was allowed in the writer's occupational adjustment chart. However, the points established for the ratings of very satisfactory, good, average, poor, and unsatisfactory were numerically identical on all charts, a system sufficiently alike to permit comparisons of the traits being studied.

Other conditions of the study - Nineteen boys and girls attended the class in occupations and participated in the vocational guidance program. Eight years later their actual occupational records were compiled and compared with stated choices, test results, and instructor's predictions. Interviews were possible in 13 cases. Reports by parents, employers, and close friends were used in six cases. In presenting the case studies, individuals were assigned letters of the alphabet in place of names for the obvious reason of anonymity. The first case presented in the studies was identified as "A", with other letters assigned to individuals consecutively through "S" of the alphabet.

	Case	Occupational Adjustment				
		Unsatisfactory	Poor	Average	Good	Very Satisfactory
Group I	A					
	B					
	C					
	D					
	E					
Group II	F					
	G					
	H					
	I					
	J					
Group III	K					
	L					
	M					
	N					
	O					
Group IV	P	War Casualty				
	Q	War Casualty				
	R	War Casualty				
	S	Mental Casualty				

Occupational Adjustment of Students Eight Years
After Participation In Vocational Guidance Program

TABLE I

Characteristics of Group I Following Occupations
Chosen in High School

Characteristics	A	B	C	D	E
Age at selection occupation	17	15	15	15	18
Year in school	senior	junior	sophomore	sophomore	senior
Intelligence quotient	123	103	118	130	127
Emotional stability (Scored 0 to 80)	3	13	20	12	33
Adjustment inventory					
Home	excellent	excellent	--	excellent	--
Health	excellent	excellent	--	excellent	--
Social	excellent	high average	--	excellent	--
Emotional	excellent	excellent	--	excellent	--
Total	excellent	excellent	--	excellent	--
Vocational Interest					
Blank					
High A interests	--	1	0	3	2
A interests	--	7	3	3	1
B+ interests	--	3	1	5	5
B interests	--	5	0	3	7
B- interests	--	3	1	3	5
Occupation level	--	low A	--	--	B
Masc.-femininity	--	high A	A	A	A
Rating in occupa- tion followed	--	A	A	high A	high A
Housewife (girls)	--	--	A	high A	--
School adjustment	good	high average	average	high average	--
Mother relationship	excellent	excellent	excellent	excellent	excellent
Father relationship	excellent	good	excellent	excellent	good
Parents happily married	yes	yes	yes	yes	yes
Happy childhood	yes	not sure	yes	yes	yes
Married	yes	yes	yes	yes	no
Children	two	one	none	two	none
Satisfied with occupation	yes	yes	yes	yes	yes
Time in occupation	6 years	6 years	5 years	4 years	6 years
Followed instruc- tor's prediction	yes	yes	yes	yes	yes

CASE STUDIES, GROUP I

CASE STUDY A

sex: male	Personality Schedule	- 3 - extremely well adjusted
age: 17		
weight: 147	The School Inventory	- 8 - good
height: 5'10"	The Adjustment Inventory	- 3 - excellent
class: senior	Home	- 0 - excellent
grade	Health	- 0 - excellent
average: 2.1	Social	- 2 - very aggressive
I.Q.: 123	Emotional	- 1 - excellent

General Information: A lived in the country, the son of Polish parents. He talked without accent and seemed a typical American boy. He had a variety of interests and active hobbies and led a most wholesome life. He had almost perfect personality and adjustment scores and enjoyed group activities with his classmates. He was quiet and did little talking but had an excellent sense of humor and was very interesting when he did engage in conversation. The little farm was neat with the buildings well painted and the whole family took great pride in it. They did not seem to have a great deal of money but never appeared in want.

A entered the part-time apprentice program as a machinist apprentice. He learned rapidly, usually grasping the operation the first time shown, and much of the time figured out the operations by himself. His employer was fond of him and believed he must have had previous machine shop experience. A was never moody and was consistently the same every day under all conditions.

Instructor's Opinion: A was so extremely well-adjusted that it was always a pleasure to have him around. He is likely to be a success in anything in which he is interested and which he attempts. He probably will avoid occupations such as selling where he will have to do much talking. He should become a good machinist, and would probably become a better engineer.

Follow-up: A enrolled in a technical school for aviation mechanics, completing that phase of his training in nine months. Following this he worked 21 months as civilian

mechanic for the air force at a California air base. He then joined the air force, passing equally well the air force tests for pilot, navigator, and bombardier. However, he was very slightly color blind and was made a navigator and served two years on bombers out of Italy on the difficult missions of bombing the enemy oil fields, attaining the rank of lieutenant. With the current stories of emotional upsets of returning veterans, A's high rating of emotional stability was checked by asking him if he found it difficult to adjust to home life upon his return. He replied, "Yes, it was a little difficult; for about a week I felt kind of restless." He and another veteran operated a flying field near Portland, servicing planes for amateur fliers with A responsible for the mechanical work. The repair bills on converted military planes were extremely high, causing poor customer relations. A did not like this customer controversy and after a year and one-half sold the enterprise. A took a job with a die-casting firm where he pulled a lever every thirty seconds to make a casting. After several weeks of this he was transferred to the machine shop as a tool and die maker. He laughingly said the casting job was a moron's job but that he liked the die making fine. He "would rather like" to go to college, but after spending so many years in preparing for his trade he dislikes starting over to learn a profession. He says he likes the machinist's work about as well as anything he could have followed. He is married and has two small children and seems to be quite happy and well adjusted.

Conclusions: A's chief asset seemed to be his emotional stability which has remained consistent through high school and adult career. Any working situation which is challenging and with reasonably good working conditions seems to arouse his interest and permits him to like the job. His work is similar to the interest expressed in his high school period. A may be considered as having very satisfactorily succeeded in his total occupational adjustment.

CASE STUDY B

sex: male	Personality Schedule	- 13 - extremely well adjusted
age: 15		
weight: 140	The School Inventory	- 11 - good
height: 5'4"	The Adjustment Inventory	- 11 - excellent
class: junior	Home	- 0 - excellent
grade	Health	- 1 - excellent
average: 3.2	Social	- 10 - high average
I.Q.: 103	Emotional	- 0 - excellent

Vocational Interest Blank - Aviator, high A; engineer, chemist, production manager, farmer, carpenter, printer, purchasing agent, A; masculinity, A.

General Information: B was a stocky, quiet boy who remained rather inconspicuous in the class. He did not do very well in his school subjects, attaining a 3.2 average in high school, failing several semesters of work. His father and mother had about an eighth grade education and the father worked in the local mill. B had no lofty ambitions but did plan to follow some kind of machine work. He had good emotional stability and the interest blank indicated interests similar to those engaged in mechanical trades. While still in school he began a six-year apprenticeship in the printing trade. He seemed to like this work during the rest of his high school, working one-half time, and going to school one-half time.

Instructor's Opinion: It seems that B is more likely to become a printer than a worker in any other skilled trade. If he discontinues he will probably take whatever work is available. The fact that he gets along with people and his indicated interests are similar to those of printers and other workers in the trades are in his favor.

Follow-up: B followed his apprenticeship about two years and was then called to military service.

After returning he resumed his apprenticeship and has practically completed the six years' experience and all of the written lessons that go with this apprenticeship. He likes it; it pays well; and he thinks it is better than anything else he could have done. He is married and has one child.

Conclusions: If vocational guidance were always this easy, it would be a very successful program. B has made a very satisfactory occupational adjustment.

CASE STUDY C

sex: female grade average: 2.2
 age: 15 I.Q.: 118
 weight: 125 Personality Schedule - 20 - well adjusted
 height: 5'6" The School Inventory - 23 - average
 class: sophomore
 Vocational Interest Blank: Housewife, office worker, stenographer-secretary, A; elementary teacher, B+; buyer, B-; femininity, A.

General Information: C was capable, neat, and quite well-adjusted socially. She had decided upon her career to the extent of specializing in the commercial studies in high school. Her parents each had an eighth grade education with her mother a housewife and her father a mill worker. She had a grade average of 2.2 for four years in high school. At age 11 she had been quite sure she wanted to be a primary teacher, which appeared as a minor interest on Strong's Interest Blank. Her expressed interest was for secretarial work which was secondary only to housewife on the interest blank.

Instructor's Opinion: C is a typical healthy girl with better than average intelligence, femininity, and adjustment. She is successful in her commercial studies and will undoubtedly do secretarial work, but will get married fairly soon as her highest interests are similar to those of housewife.

Follow-up: C completed her high school course and worked as general office girl and as secretary in several business offices. The highest paid job was in the office of a lumber dealer. Her work was reported as satisfactory to excellent with the changes in jobs due to the ease of changing jobs for higher pay during the war years. After about two years she married a young local man. They are residing in a college town while he attends college and she works in an office. They seem quite happy and well adjusted.

Conclusions: The occupation and activities of C's were quite similar to her plans and interests appearing in her high school period. Her occupational adjustment may be considered as very satisfactory.

CASE STUDY D

sex: female	Personality Schedule	- 12 - extremely well adjusted
age: 15		
weight: 123	The School Inventory	- 14 - high average
height: 5'7½"	The Adjustment Inventory	- 4 - excellent
class: sophomore	Home	- 0 - excellent
grade	Health	- 1 - excellent
average: 1.4	Social	- 1 - excellent
I.Q.: 130	Emotional	- 2 - excellent

Vocational Interest Blank: Office worker, stenographer-secretary, housewife, high A; home economics teacher, elementary teacher, dietitian, A; femininity, A.

General Information: D was quite attractive, neat, intelligent, and was seriously preparing herself for secretarial work. She wrote neatly and did well in her studies with a four-year grade average of 1.4 with no grade lower than a 2. She had an excellent personality rating and scored very high in the adjustment inventory.

Her interest blank indicated her interests were similar to those successful in secretarial work, stenographer-secretary, and housewife.

Instructor's Opinion: D will almost surely go into secretarial work, for which she is now preparing, and will be highly successful. The exception to this may be marriage and no entry into any occupation.

Follow-up: Upon completion of school D worked in an insurance office and was considered efficient. She then married a young man in the Navy and for a time lived near his post. She returned and took a secretarial job in one of the leading law offices. She was very successful here and well-liked by her employer. About a year ago she moved several miles out of town to their new home to become a full-time housewife.

Conclusions: There was never any doubt about the occupation for D. She found she had the ability, interests, and opportunity for the occupation she had chosen. In fact D should have succeeded in most occupations in which she was genuinely interested. Her occupational adjustment has been very satisfactory.

CASE STUDY E

sex: male class: senior
 age: 18 grade average: 2.8
 weight: 135 I.Q.: 127
 height: 5'10" Personality Schedule - 33 - average
 Vocational Interest Blank - Office worker, social science
 teacher, high A; accountant, A; real estate salesman,
 life insurance salesman, banker, Y.M.C.A. secretary,
 B+; masculinity, A.

General Information: E was neatly dressed, quite good looking, did well in school, quite intelligent and appeared to be the sort of person who could be reasonably successful in almost any endeavor he chose to follow. However, he lacked self-confidence and drive, and underestimated his own ability. His father had an eighth grade education and was an aggressive labor leader, leading a rather turbulent life. His mother was a housewife of similar education. His four-year grade average was 2.8.

In spite of seriously studying the course in occupations, E seemed to feel that his occupation would be clerking in a local store, probably the five and ten cent store. He vaguely felt that this might lead to some kind of managing position. He thought somewhat of becoming a teacher.

Instructor's Opinion: The problem is that of stirring E's ambition and getting sufficient effort aroused to make the proper preparation for something more than a worker's job. It seems likely that he will become an office worker or eventually manager of store.

Follow-up: E worked briefly in stores as clerk and general stock boy. Upon joining the army he was placed in the group doing office work and soon became secretary for the general commanding the Pacific Coast area. E said this was exacting work but he liked it and it carried a number of special privileges adding to the attractiveness of the job. He evidently was successful because he occasionally corresponds with the colonel and general, and expects to go back with them if called to the service again. He was hospitalized for several months due to a collapsed lung which became normal with bed rest. The cause was not made

clear to E. Upon return to civilian life, E took a job in a Western Union office and after several years' continuous work has become night manager and expects to become manager. He states he likes it better than anything else he could do.

Conclusions: E's occupation followed the lines of his interest and with his superior mental ability was successful as secretary to the general and in the telegraph office. His selection of work in the office of the telegraph company was largely chance, although work in some office was predictable. With his ability and a dash of aggressiveness which he has acquired, his selection as night manager was to be expected. This satisfaction in selection of occupation indicates a very satisfactory occupational adjustment.

SUMMARY OF CHARACTERISTICS OF GROUP I

Intelligence

With the exception of one boy entering a trade, the five students choosing an occupation and following it had much higher intelligence ratings than the average. Aside from the one case, the intelligence quotients ranged from 118 to 130.

Vocational Interests

Four of the cases registered very positive interests similar to persons successful in their chosen fields according to Strong's Vocational Interest Blank. The fifth (A) did not take this test. The two girls (C and D) also had A ratings in the interests similar to those of housewives and were soon happily married. While their husbands were away in war service they either traveled to be near the posts or were successfully employed in their chosen occupations. One girl (D) has retired from a good job to care for her family and the other (C) is following her occupation to help her husband complete college. The three boys (A, B, E) according to their own statements, prefer their occupations to anything else they could have chosen.

Adjustment

All had good personalities, with three (A, B, D) rated as extremely well adjusted, one (C) well adjusted, and one (E) with high average adjustment. All indicated excellent mother relationships according to the adjustment tests. Three (A, C, D) stated excellent father relationships and the other two (B, E) indicated good relationships. Four said they had happy childhoods and one (B) was not sure. Their adjustments are graphically presented in Charts 3, 4, and 5.

The average length of time in their occupations is 5.4 years.

Conclusions Pertaining to Group I

All of these cases were definite and consistent in their interests, were emotionally stable, and had sufficient ability to be successful without extreme effort. The instructor predicted they would follow the occupations chosen. The predictions were correct in all cases for this group. These composite characteristics are presented in Chart 8.

In reviewing the procedure used in this phase of guidance, a deficiency is noted in the testing program. Since three of the five selected occupations were in the clerical fields, some of the aptitude tests in this field

should have been used. Success in the commercial subjects was used as a criterion for this ability, but this would have been a wasteful procedure if ability had been found lacking toward the senior year.

TABLE II

**Characteristics of Group II Established in Occupations
Different from High School Selections**

Characteristics	F	G	H	I	J
Age first occupational selection	15	16	15	16	17
Year in school	sophomore	sophomore	sophomore	junior	senior
Intelligence quotient	?	84	95	85	87
Emotional stability (Scored 0 to 80)	41	61	17	--	29
Adjustment inventory					
Home	average	unsatis.	excellent	excellent	good
Health	good	unsatis.	average	average	average
Social	good	unsatis.	excellent	average	average
Emotional	good	good	excellent	good	good
Total	good	unsatis.	good	good	good
Vocational interest					
High A interests	--	1	--	--	0
A interests	--	4	--	--	2
B+ interests	--	2	--	--	0
B interests	--	6	--	--	4
B- interests	--	5	--	--	3
Rating in occupation followed	--	?	--	--	?
Housewife (girls)	--	--	--	--	B
Occupation level	--	A	--	--	--
Masc.-femininity	--	A	--	--	A
School adjustment	average	very unsat.	excellent	very unsat.	very unsat.
Mother relationship	excellent	good	excellent	excellent	good
Father relationship	excellent	good	excellent	excellent	good
Happy childhood	yes	yes	yes	yes	yes
Parents happily married	yes	yes	yes	yes	yes
Married	yes	no (?)	yes	yes	yes
Children	3	0	0	0	2
Satisfied with occupation chosen	yes	yes	yes	yes	yes
Time in occupation	5 years	6 years	5 years	4 years	5 years
Followed instructor's prediction	no	partially	partially	yes	partially

CASE STUDIES, GROUP II

CASE STUDY F

sex: female	Personality Schedule	- 41 - average
age: 15	The School Inventory	- 22 - average
weight: 125	The Adjustment Inventory	- 29 - low good
height: 5'5"	Home	- 7 - average
class: sophomore	Health	- 5 - average
grade average: 3.0	Social	- 9 - aggressive
I.Q.: (not known)	Emotional	- 5 - good

General Information: F was tall and agile for her age with an abundance of adolescent giggles. She was attracted strongly to the boys and seemed to have her mind on the conquest of the next Saturday night's dance more than she had on the vocations course. She was too young to be making occupational decisions, but believed she would like to be a beauty operator. Her mother was 32 years old, had a high school education, and worked at the veneer plant. Her father also had a high school education and was a mill worker. F's intelligence seemed average and had high school grade average of 3.0. She expected to complete high school and had no plans for advanced training, not even for a beauty operators course.

Instructor's Opinion: It is difficult to know what changes in temperament and interests will develop in F as she grows older. Due to her very average ability and lack of academic interests, it is unlikely she will go into the professions. She is rather attractive and enjoys her social life fully, particularly with boys. This should lead to an early marriage. She is strong enough to work in the veneer and battery separator plant and with both parents in such work, F will probably do the same.

Follow-up: Soon after graduation, F married one of a group of brothers who operated a large dairy ranch and moved up Coos River to the ranch. They invested money in a loading dock and during the war all of their ventures were highly successful financially. F is apparently quite happy and finds prosperity particularly satisfying.

Conclusions: F's successful social adjustment and opportunity for wide acquaintance of local men paid off financially and in happiness better than did most of the efforts

of other girls in preparing for careers. Credit cannot be taken for this by the class in occupations. Lack of guidance toward homemaking may be a deficiency in the course, and perhaps a method should be devised for presenting marriage as an occupation when in the girls' fields of interest rather than so great a stress on entering a career as a single woman. Since F was unable to plan or prepare for her occupation, the selection was probably somewhat dependent upon chance and cannot be considered good procedure for vocational guidance. In spite of this uncertain procedure, her occupational adjustment must be considered as good.

CASE STUDY G

sex: male	Personality Schedule	- 61	- emotionally maladjusted
age: 16			
weight: 165	The School Inventory	- 55	- very unsatisfactory
height: 5'9"			
class: sopho-	The Adjustment Inventory	- 48	- unsatisfactory
more	Home	- 11	- unsatisfactory
grade	Health	- 7	- average
average: 3.4	Social	- 23	- retiring
I.Q.: 84	Emotional	- 7	- average
Vocational Interest Blank - Farmer, high A; artist, aviator, printer, real estate salesman, A; masculinity, A.			

General Information: G was slow, unexpressive, and the type of boy who seemed to prefer to go unnoticed. His mental and academic ability was low with a four-year grade average of 3.4. He professed a choice of career in aviation and had a hobby of model airplanes. His writing was poor and he misspelled the simplest words. His mother was a cook and his father a telephone lineman, both with an eighth grade education. He had discussed the aviation career with them and they agreed to it as a career. His work experience had been that of setting pins in the local bowling alley. As he studied occupations he sensed that his ability was short of that required for the usual commercial flier's qualifications but did not express any alternate choice.

Instructor's Opinion: It is very unlikely that G will enter the occupation of aviation. The problem is for him to recognize his abilities and select an occupation along his interests. Common labor will probably be his occupation.

Follow-up: Shortly after graduation from high school, G joined the Navy and has continued in it making it his career. Unfortunately, no information is readily available to determine if he specialized in any mechanical phase of the service.

Conclusions: With an I.Q. of 84, G did not seem to have the ability to carry out a plan for selecting and securing any particular occupation. His lack of adjustment and submissiveness contributed to a personality that found

the discipline and routine of the Navy satisfying. This possibility for a career was overlooked in the occupations class. While this choice of occupation was thrust upon G and he has little opportunity to try other lines of work, he has decided it is the best for him, and therefore, can be considered about an average occupational adjustment.

CASE STUDY H

sex: female	Personality Schedule	- 17 - well
age: 15		adjusted
weight: 137	The School Inventory	- 1 - excellent
height: 5'6"	The Adjustment Inventory	- 11 - excellent
class: sopho-	Home	- 0 - excellent
more	Health	- 9 - average
grade	Social	- 2 - very aggres-
average: 3.0		sive
I.Q.: 95	Emotional	- 0 - excellent

General Information: H was a brunette, rather plump and quite attractively feminine. She seemed very well poised and mature for her age. Her father and mother had both completed the eighth grade in school and her father was an offbearer in a local sawmill. H was quite sure for about a year that she wanted to be a secretary. She had discussed this with her parents and it met their approval. She would like to complete college but took a realistic view and expected to complete nine months at a business college.

Her four-year grade average in high school was 3.0. In spite of some low grades her school adjustment was rated as excellent. Her general adjustment was also excellent although she believed her health was only average. She usually kept her eyes within eight inches of the paper when reading or writing and complained of headaches at times. The need for an ocular examination was self-evident.

Instructor's Opinion: H is a likable girl but will never become a good secretary. Her mental ability is not high enough and she is too slow in grasping situations and ideas. Glasses might correct her eye deficiency but this is a factor to consider in secretarial work. She could become a typist and do stenographic work in a limited way. She is strong for a girl and seems more adapted to physical work. She seems likely to become a housewife.

Follow-up: In the fall after graduation H worked as a clerk for a few months at the local five-and-ten cent store and said she liked it all right but wanted to do office work. She had completed her high school commercial training and wanted to go to a commercial school, but never did.

She went to work in the local battery separator factory working part-time in the office and part-time in the plant. After six months she went to work full-time in the manufacturing plant learning all of the jobs of sorting, grading, and running machinery. She has been in this kind of work five years and likes it quite well. She has been married two months and seems quite happy. However, she says the millwork is not her idea of a career; would still like to work in an office even though it would pay much less. She stated the vocations course was a good course, that "it makes you stop and think". It should be in senior year.

Conclusions: H's expressed interest has remained constant, but her abilities were not in the secretarial field judging by the fact that she was part-time in offices and transferred into the manufacturing. She likes her fellow workers, which was to be expected from her high degree of social adjustment. The strain of high speed production on piece work seemed to have no adverse effects upon her physically or emotionally. There is nothing to indicate she will ever be a successful secretary as she had desired. Her work followed the pattern indicated in the study of her abilities. She was not bored by the routine work, a reaction to be expected with intelligence lower than average. H soon found through attempts at office work that she was not adapted to such work even though this represented her earlier occupational choice and preparation. The finding of a satisfying occupation soon after leaving high school indicates a good occupational adjustment.

CASE STUDY I

sex: female	The School Inventory	- 45 - very un-
age: 16		satisfactory
weight: 117	The Adjustment Inventory	- 28 - good
height: 5'6"	Home	- 1 - excellent
class: junior	Health	- 9 - average
grade average: 3.6	Social	- 14 - average
I.Q.: 85	Emotional	- 4 - good

General Information: I was tall and slender and rather immature in poise and social adjustment. She had one brother and two sisters. Her father was listed as engineer and her mother a housewife. Her general health was good. She had difficulty with school subjects securing only a four-year high school grade average of 3.6. She failed in one year of American History, one year of typing, one-half year of junior business, and one-half year of clothing.

She said she had been sure she wanted to be a nurse for the past three years. She had discussed this with her parents and they agreed to this program.

The Bell School Inventory indicated her school adjustment as very unsatisfactory. As suggested improvements for the school she recommended uniforms for the students to prevent snobbishness and have teachers friendly with all students instead of being partial to certain ones. In other ways she was happy and well adjusted with a rating of excellent for home adjustment, average in health, average socially, within one point of excellent emotionally. Her lack of intelligence made her unable to compete with her friends in school work causing extreme prejudices toward teachers and students. She is quite feminine in appearance and actions.

Instructor's Opinion: In spite of this pupil's opinion that she was sure for the past three years that she would take nurses' training and become a nurse, her academic ability and record indicated she would not enter this field. Since she is fairly attractive and quite feminine, she will probably take some local available job, marry soon, and become a housewife.

Follow-up: I finally graduated and immediately went to work in a highly specialized factory grading the small sheets of wood going into car batteries. She did this for one year, followed by odd jobs including work in a hospital and in offices for two years. She then went back to her old job at the factory stacking light boards and doing various specialized jobs in the department for a year and a half. She married an ex-city policeman who was convicted of robbing the firm in which he worked and this marriage ended in divorce. During this time she spent another two years in the plant becoming proficient on all the jobs in her department. The next day after this follow-up interview was to be her last day at the plant because she was quitting to marry a "good man this time", reportedly the manager of a local chain store.

Conclusion: With greater mental ability, I would have had a chance to follow the lines of her expressed interest. She seemed to be quite happy and proud of her mill-work as it paid quite high wages with extra pay for piece work. In her own words, "I like this as well as anything." There was no indication that the vocations class had been of value to her and she said she was so young it was just a waste of time, a view she held with regard to most of her subjects. I made a good occupational adjustment in spite of having to make a new choice in occupations after leaving high school.

CASE STUDY J

sex: female	Personality Schedule	- 29 - low well
age: 17		adjusted
weight: 123	The School Inventory	- 42 - very unsat-
height: 5'2"		isfactory
class:	The Adjustment Inventory	- 29 - low good
senior	Home	- 5 - low good
grade	Health	- 6 - average
average: 3.3	Social	- 12 - average
I.Q.: 87	Emotional	- 6 - good

Vocational Interest Blank - Elementary teacher, office worker, A; buyer, housewife, B; femininity, A.

General Information: J came from a Finnish home in which the native language was spoken creating spelling and language difficulties. Her four-year high school grade average was 3.3. She was of stocky build, deliberate in movement. She was quiet and yet well poised and confident. She rated very unsatisfactory in school adjustment complaining that school subjects are needed that will prepare the student for the future and that some teachers gave so much home work that she could not enjoy an evening at home. The fact that both parents were dead made her more conscious of needing to prepare for work. Low mental ability with language limitations accounted for the burdensome home work. Her general adjustment was good, being cheerful, likeable, and somewhat reserved. There were two half-sisters and one half-brother with an inheritance sufficient to complete high school and avoid immediate financial worry.

She seemed to recognize her limitations and studied occupations and her own abilities seriously but could not arrive at a clear understanding of what she felt she should do. She worked part-time helping the janitor clean and dust the building. Her vocational interest blank indicated interests similar to those of an elementary teacher or office worker. Her abilities were inadequate for these occupations. Next highest interests were those of a buyer or housewife.

Instructor's Opinion: No strong opinion was formed regarding a desirable choice of a career for J. She was strong and not afraid of physical work. She probably will take some kind of available work for financial reasons and then marry and become a good housewife. Her reaction time is too slow for the jobs held by women in the battery separator plant which is on a piece work basis.

Follow-up: Upon graduation from high school J went to Portland armed with honest recommendations and obtained a job clerking in a store which she held for two years. There she met and married a young soldier and traveled widely over the United States to be near him. In spite of travel difficulties she enjoyed this immensely as she had never been away from Coos Bay until she went to Portland. Her husband seriously considered staying in the army as a career but J urged him to buy the small store in the outskirts of Coos Bay. The store has been operated profitably enabling J to have a family and work part-time in the store. They have two healthy good-looking children of whom J is very proud. She had much enthusiasm for the store and family. She seemed intensely happy with her duties as small buyer, office worker, housewife, and guardian of her children.

Conclusion: J's experience is an example of good application of the vocational guidance program. Being a senior, she recognized the purpose of the course and felt the need for making an occupational selection. She recognized her limitations and did not set a goal beyond her mental ability which was several points below average. She did follow work in merchandising making best use of her strength and poise which was above average. Her happy situation is probably due largely to her stability, good social adjustment, and by circumstances of compatible marriage and occupation. Her activities follow almost completely the lines of interest as indicated by Strong's Vocational Interest Blank and the results are most gratifying. While J did not make a definite choice of occupation in high school, she did choose to defer judgment and followed lines of work suited to her. This led to a high degree of home and job satisfaction and can, therefore, be rated as a very satisfactory occupational adjustment.

SUMMARY OF CHARACTERISTICS OF GROUP II

This group of five are satisfactorily adjusted in their occupations even though the occupations are different from the original choices.

Intelligence

They are much like the previous group except their intelligence ratings run consistently below average. The intelligence quotient is not known in one case (F), but grade average is 3.0 and instructor's opinion indicates that the intelligence is about average or slightly lower. Of the other four (G, H, I, J) the intelligence quotients ran from 84 to 95 with an average of 88. Relationship of intelligence and occupational adjustment is presented in Chart 2.

Vocational Interests

Of this group, only two (G, J) had interests analyzed by Strong's Vocational Interest Blank. One (J) followed the lines of her interests both in the major and minor fields and is extremely happy. The other case (G) is making a career of the Navy which is not rated on the blank.

The average length of time in their occupations is 5.0 years. Prediction of occupational choices for this

group by the instructor was difficult, with one (I) following the instructor's predictions, two (H, J) partially, and two (F, G) following other lines completely.

Adjustment Inventories

Four cases (F, H, I, J) rate from good to excellent in personality adjustment and progressed well in their chosen occupations. The fifth (G) case rated unsatisfactory in total adjustment, being particularly low in home and social adjustment. He took care of his problem by joining the Navy and likes it well enough to remain there for a career.

All indicated good to excellent relationships with their fathers and mothers. All reported that the parents were happily married and that they had a happy childhood, although there is reason to doubt this in the case of the boy who joined the Navy.

Conclusions Pertaining to Group II

Group II, with consistently lower intelligence, grasped local opportunities of immediate employment or marriage. This was done in spite of expressed programs of preparations for nurses' training, beauty work, and office work. The vocational guidance officer probably would be justified

in strongly presenting local opportunities to this type of individual. Personal adjustment was usually good in this group (presented in Chart 4) which seems a strong factor in job satisfaction. School adjustment was unsatisfactory in three of five cases, but there seems little relationship of school adjustment and occupational adjustment (Chart 5) throughout the study.

TABLE III

Characteristics of Group III Unable to Become Established
in Satisfactory Occupations

Characteristics	K	L	M	N	O
Age in occupation class	18	17	17	17	15
Year in school	senior	sophomore	junior	junior	junior
Intelligence quotient	109	101	114	113	107
Emotional stability (Scored 0 to 80)	19	59	33	37	39
Adjustment inventory					
Home	excellent	very unsat.	average	unsatis.	excellent
Health	good	unsatis.	excellent	excellent	unsatis.
Social	average	good	average	average	good
Emotional	excellent	very unsat.	good	average	good
Total	good	unsatis.	good	average	good
Vocational interest					
High A interests	0	3	--	--	0
A interests	1	2	--	--	3
B+ interests	4	5	--	--	0
B interests	5	3	--	--	2
B- interests	6	1	--	--	2
Housewife (girls)	--	--	--	--	A
Occupation level	A	high A	--	--	--
Masc.-femininity	A	C	--	--	B+
Rating in occupation followed	--	--	--	--	--
School adjustment	excellent	average	good	average	average
Mother relationship	good	(dead)	very unsat.	unsatis.	excellent
Father relationship	good	variable	low average	low average	excellent
Happy childhood	average	average	average	average	yes
Parents happily married	yes	no mother	doubtful	yes	yes
Married	yes	no	no	no	yes
Children	no	no	no	no	yes (1)
Satisfied with present occupation	no	not known	no	no	no
Time in occupation	--	--	--	--	--
Followed instructor's prediction	partially	not predicted	partially	no	no

CASE STUDIES, GROUP III

CASE STUDY K

sex: male	Personality Schedule	- 19 - well ad-
age: 18		justed
weight: 138	The School Inventory	- 2 - excellent
height: 5'10½"	The Adjustment Inventory	- 15 - good
class: senior	Home	- 1 - excellent
grade	Health	- 2 - good
average: 3.3	Social	- 10 - average
I.Q.: 109	Emotional	- 2 - excellent

Vocational Interest Blank - Farmer, A; policeman, math teacher, aviator, production manager, B+; masculinity, A.

General Information: K lived in the country with an elderly father, who had one arm, and his mother who was eleven years younger. There were four brothers and one sister. Some of the brothers were older but the family had little money. The parents were extremely religious which influenced K. K was more serious than normal for high school and did not participate in many school activities. He had a high school average of 3.3 with a higher school and social adjustment according to the adjustment ratings than his appearance would indicate. He was polite, quiet, with quite a high masculinity rating, but was quite introverted in his habits. He worked at small wages part-time and contributed to the family support. He had definitely decided to become a minister, a view he held for the past three years. He seriously studied occupations and weighed all of the factors involved in becoming a minister. He planned to go to a theological school four years as a means of preparation.

Toward the end of the year, some doubt had arisen in his mind about the ministry. He considered several alternative occupations, including astronomy. The first year following high school was to be in any kind of work that paid well as a means of financing the education for the ministry. The interest inventory of Strong's indicated a C+ interest in the ministry with an A rating for farming. K worked in a greenhouse but professed no interest in that phase of agriculture.

Instructor's Opinion: The insecurity of the home and family reliance on religion as a source of security had created a strong adolescent sense of duty to become a minister. Due to poor academic record and little above average intelligence, K is not gifted in this direction. He is quite good looking and has great tenacity to overcome shortcomings. However, as he gets a job and grows more stable and finds financial security, he is likely to lose the "call". In this case he will follow local work as available.

Follow-up: Immediately after graduation K went into a logging camp briefly, then went to work at the battery separator plant days and attended aviation sheet metal school nights. Within a few months he went to Lockheed Aircraft Corporation. He quit to come home to see his father before being drafted into the army, but when coming home he was influenced to go to Nevada to work as a carpenter on construction of a war plant. Upon entry into the army he was tested and told that his abilities lay in mechanical fields. He rated almost perfect in the army mechanical aptitude tests. They wanted to make him ground mechanic and aerial gunner. He insisted that he wanted to get in the medical corps and finally was assigned to Hawaii with the air medical corps. He stated that this is "where the class in vocations came in handy." He did extra things to learn the job ahead of him. He went to his post an hour ahead of time and helped the sergeant on his own time. He volunteered to relieve the corporal while he ate. Out of it all he was the second man to become sergeant and became responsible for scheduling 19 men and 20 vehicles.

Upon discharge after two years and seven months, K came home quite changed. He proceeded to have a good time and was reported to like a good gambling game or a convenient liquor supply to quench his thirst. He joined his brothers in a venture as a construction company. During this time he married a religious girl and he settled down to his old religious pattern. During 1947-48 he attended a private religious school to prepare for the ministry. His voice was good and he won a coveted place in the school quartet. This summer he is working long hours with his brothers getting out logs and setting up their own sawmill. He is not definitely sure he will go to school this fall but thinks so. He says it is the thing that is right and that seems to take precedence over other factors.

Conclusions: It is still difficult to predict if K will become a minister. He will probably be a better one as the result of his practical experiences. If he becomes a minister, it will be after mature consideration and because it would seem to be satisfying to him. However, he would probably also be satisfied as a production manager or in some mechanical work where he supervises people. While K may eventually make a happy occupational selection, his progress in reaching a decision has been very unsatisfactory.

CASE STUDY L

sex: male	Personality Schedule	- 59 - low average
age: 17	The School Inventory	- 17 - average
weight: 135	The Adjustment Inventory	- 58 - low unsatisfactory
height: 5'8"		
class: sophomore	Home	- 22 - very unsatisfactory
grade	Health	- 12 - unsatisfactory
average: 2.1	Social	- 5 - aggressive
I.Q.: 101	Emotional	- 19 - unsatisfactory

Vocational Interest Blank - Musician, advertising man, author, journalist, high A; artist, real estate salesman, A; masculinity, low C+.

General Information: L was polite and considerate with the appearance of cheerfulness and good naturedness. Actually his adjustment score indicated C- in adjustment and there were many conflicts in his life. His mother died when he was young and his father tended card tables at a local pool hall. His father had played some professional baseball and was somewhat disappointed over the effeminateness of his son who refused to apply himself as a printer's apprentice in the uncle's printshop and preferred music to athletics. L made a 2.1 grade average for four years of high school. L did not know what he wanted to do, but he knew it had nothing to do with the mechanical trades. He asked to drop his apprenticeship and take up clerking in a store but his father asked him to continue his apprenticeship. L did not know if he would like sales work in a store but it was a lesser evil than the printing trade. He had a low C+ in masculinity rating.

Instructor's Opinion: The prediction for L must be more negative than positive. It is extremely unlikely that he will become a printer. Since he was not strong and did not possess strong masculine qualities, he is not likely to follow pursuits that require heavy physical labor. His prevailing interest is music, but there seems little opportunity or inclination to overcome the obstacles to adequate preparation. He will probably work in an office or clerk in a store.

Follow-up: L half-heartedly followed his printing until he went into the army. While in France he studied voice and piano under good teachers for about ten months. He liked this well and was liked by his teachers. Upon returning to this country, he definitely decided upon the full college preparation in music and follow the career of a singer in serious music. In the spring of 1946 he arranged for fall entrance and room and board at a Portland school of music. However, some suspicion developed that they were more concerned over his veteran's allowance for education than they were over his education. L worked in the local mill that summer to bolster his finances and then thought better of going to the school selected. He went to San Francisco seemingly undecided about what to do. He got a job in the office of a large produce distribution firm but left temporarily over dislike for his boss. After his money was gone he received an offer to come back under better conditions and got along much better. He left to come back home and the job was not open at a later date. He is at present working in an office in San Francisco.

Conclusions: L is thrilled over music and seems to have musical ability. He probably would be happy in this career if successful. However, according to his interest inventory he should be successful in advertising or some forms of selling. The vocational guidance program undoubtedly should have been more aggressive in encouraging him to take up music or selling through an office. L's persistence in selecting a suitable occupation is most commendable, but his inability to make a selection indicates an unsatisfactory occupational adjustment.

CASE STUDY M

sex: male	Personality Schedule	- 33 - average
age: 17	The Adjustment Inventory	- 22 - low good
weight: 138	Home	- 7 - average
height: 5'9"	Health	- 1 - excellent
class: junior	Social	- 11 - high
grade average: 2.9		average
I.Q.: 114	Emotional	- 3 - good

General Information: M is the twin brother of N, having been adopted at the age of six by the middle aged foster parents. The old style German traits of the foster father were the source of difficulties for M, probably to a greater extent than for N. The foster mother was of an English family from Texas and at her age had mannerisms that made the home situation difficult for M. M was apprenticed in the cabinet making trade in his foster father's shop. M, like his brother, enjoyed the apprentice club and all of the recreational activities accompanying it. However, he occasionally got into trouble through petty thievery, particularly before he became a member of the club. Stealing was a cause for expulsion from the club so M discontinued this petty stealing during the last two years of school so far as is known. M was under less tension than N according to the tests, but this seemed to be due to the habit of getting into mischief causing relief from his tensions. His 2.9 grade average, while not high, was not a source of anxiety to M. He was quiet and seldom volunteered information, although would confide in the teacher under questioning. He set pins at the local bowling alley with an agility and boldness that made him in demand. He became quite skilled in some phases of cabinet making and glazing. His foster father was more aware of the shortcomings and petty irritations than he was of the progress of M's cabinet making. M liked cabinet work but did not like the home and work situation.

Instructor's Opinion: M could be successful in cabinet making but will undoubtedly leave his foster father's shop. He is not resourceful in interviewing people and is more likely to take whatever job is offered him. It is impossible to predict M's future occupation or occupations.

Follow-up: M left his foster father's shop soon after graduation and went to a public vocational school, living at a National Youth Administration camp. He did not like

this combination, but was reluctant to talk about the reasons. He did intimate the classes were for group instruction in cabinet making and seemed elementary after the experience in the cabinet shop. Shortly after leaving the vocational school he was called into the army, serving in the European theater in the infantry. He was an efficient member of the Military Police for several months. He acquired an outstanding record in the infantry becoming a private first class and doing his best to avoid any further promotions. His combat unit became seasoned veterans and were used as shock troops to bolster green troops that gave away under enemy attack. During the time of the "Battle of the Bulge" he was within sight of the enemy lines and was in continuous action 199 days without rest. This is claimed as the longest continuous action without relief that any group engaged in. Only five of the original group remained, not having been casualties. M was one of the five and told that some of the boys went berserk under the strain. This indicated remarkable stability on M's part. After being discharged he returned to his home town and helped manage the local bowling alley. He helped with the night club and was to become the manager. They were exploiting him and paid him very little actual money and he recognized this and joined his brother working in the woods.

Conclusions: M has ability and social adjustment but little incentive to progress. This drifting at a time when jobs are plentiful can only be evaluated as unsatisfactory occupational adjustment.

CASE STUDY N

sex: male	Personality Schedule	- 37 - average
age: 17	The Adjustment Inventory	- 31 - average
weight: 137	Home	- 13 - unsatis-
height: 5'9"		factory
class: junior	Health	- 0 - excellent
grade	Social	- 12 - average
average: 2.6	Emotional	- 6 - high
I.Q.: 113		average

General Information: N was one of a pair of adopted twins. The foster father was of the old German school and very rigid in his thinking. The foster parents were elderly and did not understand modern youth. They had a large cabinet shop where the boys worked in their spare time. About their junior year they apprenticed in cabinet work and spent half of the school day there. The boys were probably identical twins and their actions, thoughts, likes, and dislikes were conspicuously the same. N had a slight hair lip, but this never seemed to have contributed to his maladjustment. The foster father was about three-fourths blind so the boys were not very faithful in their work because he could not see when they were hiding out. However, he did not plan and assign their work well either, and was very close with any pay so the boys felt justified in shirking the work, slipping out tools and selling for a little spending money. The boys greatly enjoyed social activities and were the most dependable members of the apprenticeship club. In fact they got away from home whenever opportunity presented itself. N was clever with tools and very rapid in his work. They liked their work but did not like working for "the old man". These boys were likable and seemed to have some gratitude for the attentions and efforts of the instructors. They were low average in adjustment which was remarkable considering the conditions under which they lived. N's four-year grade average was 2.6.

Instructor's Opinion: N has already exhibited speed and ability in cabinet making. However, the unpleasant associations on the job causes them to want to leave. N gets along better than his brother and may stay on to become a cabinet maker.

Follow-up: N left the cabinet shop where he was apprenticed to his foster father and went to Portland to seek employment. The war contracts had created a demand for skilled and semi-skilled help. In spite of this N was timid about interviewing anybody about such work. He secured a job setting pins in a down-town bowling alley for about six weeks. Through the aid of a friend he was introduced to the employment manager of a large woodworking factory on war contracts. He worked at an unskilled type of labor in the factory and after a few weeks was laid off. This was attributed to a change in operations requiring fewer men, but there also seemed to be a lack of adaptability to the job. Little information could be gained on this point. N joined the army as a member of the infantry assigned to the South Pacific. He became a private first class, participating in several battles, acquiring a good war record. He was stationed in Hiroshima following the war and was then discharged. He returned to Coos Bay and worked briefly for his foster father. With the aid of his foster father, he built a small house and married a girl he had met on his travels. After a few months this ended in a divorce and she left. N worked at the battery separator plant for a while where his employer said he was a very capable workman. He left this and went to work in the woods on a logging operation where he is employed at the present time.

Conclusions: N's problem was not lack of ability or finding a suitable occupation. The difficult family situation and unsatisfactory employment on his first job seemed to create an unrest on N's part that interfered with his holding a job. The job in the woods, rather than following his partially learned trade, may be an effort to escape the local environment. He likes cabinet making well enough that he may yet follow the trade if he can disassociate it from feelings pertaining to his foster parents. N can be considered as having an unsatisfactory occupational adjustment.

CASE STUDY O

sex: female	Personality Schedule	- 39 - average
age: 15	The School Inventory	- 14 - average
weight: 98	The Adjustment Inventory	- 28 - low good
height: 5'½"	Home	- 1 - excellent
class: sophomore	Health	- 12 - high un-
grade		satisfactory
average: 2.6	Social	- 7 - aggressive
I.Q.: 107	Emotional	- 8 - low good

Vocational Interest Blank - Office worker, stenographer, housewife, A; elementary teacher, math-science teacher, B; femininity, B+.

General Information: O was dark haired, very small, with about average intelligence. Her adjustment was average both in school and in general adjustment. Her father was a mill worker and her mother ran a home laundry, both with approximately grammar school educations.

O had thought she wanted to be a librarian for about a year and throughout the class in occupations still retained this idea. Her high school grade average was 2.6. She indicated a desire to work in one of the local libraries and would do this for experience with little or no pay. Age restrictions and home circumstances prevented this so she did not actually try this work. Her vocational interest blank rated her as low B- in this field but at the age of 15 it is doubtful if this has much significance.

Instructor's Opinion: O was too young to be in this type of class and it was difficult to predict future interests and choice of occupation. Unless she grew and became heavier and stronger she should not attempt an occupation requiring great strength and endurance. Her intelligence and ability were such that she would make only a mediocre office worker. Library work in a small town seemed a good choice and there seemed no real reason why she should not be successful at this.

Follow-up: Upon graduation, O followed the example of several other girls and secured work in the battery separator plant. After following this for nine months she worked seven months in an insurance office. This was not satisfactory and she went back to the plant for a short

time. She then discontinued work to get married and then resumed work for another year. She then laid off work during pregnancy and now has a small child. Her husband is logging truck driver. She is seeking office work again and seems restless. She is still small in stature and does not seem strong. She said she should never have worked at the factory as only the large and strong women can stand it. She said she had to drive herself to work and her nerves "tied her stomach up in knots." She says she still would like to be a librarian and exhibited a stack of books she had from the library at the time.

Conclusions: O did not follow the recommendations of her occupations course or she would not have attempted to follow the millwork with its strong physical requirements. She had not been well, and had not been experiencing a satisfying home life. She stated she would go back to school and review her shorthand if she could. Belatedly it came to light that she sings well and her father had been determined that she have an opera career. Also she had very poor eyesight in school which no one had detected. Seemingly O missed her occupation and realizes it. With the search still going on for a suitable occupation, O can be considered as having an unsatisfactory occupational adjustment.

SUMMARY OF CHARACTERISTICS OF GROUP III

This group of five had a common characteristic of slightly higher than average intelligence and tended to have a less happy childhood and more parental difficulties. This latter situation becomes apparent upon examination of Charts 6 and 7 pertaining to parental relationships.

Intelligence

The intelligence range was from 101 to 114 with a mean of 109.

Three (L, M, N) had difficult home situations, and one (M) had actually run away for several weeks and although staying within the vicinity would not return home. These three had a range of emotional adjustment from unsatisfactory through average to good. The boy (M) who ran away, had the best emotional adjustment of the three which may be considered a result of taking action against his situation rather than repressing his conflict. The other two (L, N) had total adjustment ratings of good. Their sources of occupational difficulties are primarily in areas other than personality and adjustment.

K, even though undecided in final occupational choice, has a pattern similar to those who made satisfactory occupational adjustments. The parents are intensely religious

seven days each week and the home is religious centered in a rather emotional type of service. K is the youngest of four brothers with the other brothers in farming or mechanical pursuits. Much satisfaction seems to come to the family from K's decision to become a minister. According to Strong's Vocational Interest Blank, K has an A rating in interests similar to that of a farmer, B+ rating in interests of policeman, mathematics or science teacher, aviator, and production manager. He has 10 other interests higher than that of minister which lies in the insignificant area of C+. He was told in the army that his tests were almost perfect in the mechanical aptitude areas with a score not commonly equaled by other recruits. They tried to persuade him to become an aerial gunner but he had religious objections to killing and insisted upon entering the medical corps. Upon return to civilian life, K joined his brothers in construction contracting and lived a rather worldly life. Upon marrying a religious girl, he returned to a religious pattern, deciding to attend a private theological college to become a minister. After one year of successful theological education, he is helping his brothers establish a rather ambitious logging and sawmill operation. When discussing his future occupation he dismissed all conflicting doubts with the statement that, "Being a minister is the thing that is right." It is difficult to evaluate

future occupational satisfactions in this case. If more satisfaction is derived from his religious faith and the feeling of doing right than from following a vocation making use of his aptitudes and interests, then the ministerial choice is proper. K, in a recent interview, asked the writer, "Do you think I should become a minister?" This seemed a question that K would have to answer for himself, so he was advised that the evidence indicated that he could succeed in either the ministerial or mechanical fields and the choice would depend upon which one he really felt he liked better. A better answer should have been available, but no method was known for comparing the values of religious drives with the other approximate measure of job satisfactions.

A review of O's record shows that an underweight slight girl with a health rating of unsatisfactory attempted to follow the rigorous competitive mill work through the appeal of high wages and example of other girls taking such employment. She alternated between intervals of this employment, office work, and time off for marriage until she recently came to the conclusion that she can no longer drive herself to do this work which is beyond her endurance. She is now looking for office or some kind of light store work. She described in detail strong physical reactions that prevented her doing what

the "big strong women" did in the plant and said she was sorry she ever started there.

Her interests were those of office worker, stenographer-secretary, and housewife. Even though her library interests rated only a B-, she exhibited a stack of books from the library and said she would still like to do library work. Library work in a small town library is more like office work and there seemed to be reason to believe that this is still her best opportunity.

In all five cases these individuals had worked through necessity while still in school but under strong emotional feeling against their jobs or the personnel in charge of the jobs. O's mother ran a home laundry in which they worked until late at night. L was apprenticed as a printer, a job he detested. K worked in a greenhouse at near exploitation wages for a prosperous florist and had no intention of following this as a career. M and N were apprenticed to their foster father in a large cabinetmaking shop, an occupation in which they showed considerable ability, but were under constant emotional strain. They passively accepted the situation, but did not intend to remain there after they graduated.

TABLE IV

Characteristics of Group IV Not Classified
by Occupational Adjustment

Characteristics	P	Q	R	S
Age in occupation class	16	19	16	16
Year in school	junior	senior	sophomore	sophomore
Intelligence quotient	126	?	96	102
Emotional stability	average	average	--	emotionally maladjusted
(Score 0 to 80)	38	35	--	75
Adjustment inventory				
Home	average	average	average	unsatis.
Health	average	unsatis.	excellent	unsatis.
Social	average	good	average	good
Emotional	good	good	excellent	average
Total	good	average	good	unsatis.
Vocational interest				
High A interests	--	0	--	0
A interests	--	1	--	0
B+ interests	--	2	--	1
B interests	--	10	--	1
B- interests	--	6	--	3
Housewife (girls)	--	--	--	B+
Occupation level	--	A	--	--
Masc.-femininity	--	A	--	B+
School adjustment	good	very unsat.	--	average
Mother relationship	(no mother)	good	average	poor
Father relationship	(no father)	good	average	poor
Happy childhood	yes (?)	yes	yes	no
Parents happily married	?	yes	average	no
Married	(killed)	(paralyzed)	(killed)	yes
Children	--	--	--	2 (at least)
Satisfied with present occupation	--	--	--	not known
Followed instructor's prediction	--	--	--	no prediction

CASE STUDIES, GROUP IV

CASE STUDY P

sex: male	Personality Schedule	- 38 - average
age: 16	The School Inventory	- 11 - good
weight: 155	The Adjustment Inventory	- 24 - low good
height: 5'11"	Home	- 5 - high
class: junior		average
grade	Health	- 5 - high
average: 2.0		average
I.Q.: 126	Social	- 11 - unsatisfactory
	Emotional	- 3 - good

General Information: P lived with his grandmother and had no father or mother. They had a clean neat home a mile out in the country. He was intelligent, with a four-year grade average of 2.0. His intimate friends were few and he did not participate in group social activities. He gave the impression of not trusting people and did not readily confide his true feelings with any teachers. He often got into petty thievery and exhibited a cunning rather than his intelligence. He seemed somewhat sadistic in enjoying twisting smaller boys' arms to hear them cry out. He was placed on two or three jobs through the local apprentice program but usually wanted more money, less work, and was under constant suspicion concerning his honesty. He wanted to become an announcer on the radio but seemed to feel he knew more about it than his teachers.

Instructor's Opinion: P's problem was one of social adjustment. He had sufficient intelligence and ability to have succeeded in many occupations if he could muster a sustained interest and effort. Shortage of spending money was part of the cause of his petty thievery, but lack of activities with accepted groups was also a cause. He had to have some excitement and it took the course of socially unacceptable activities. This was a case that was beyond the training and experience of a teacher in guidance. No occupation was predicted.

Follow-up: Soon after high school, P went into the army and was stationed in the South Pacific with an air squadron. He was killed on a photographic reconnaissance mission.

Conclusion: With the intelligence and ability that was native to P, he could have been successful in most jobs. He needed the care of a mental specialist to stabilize him. There seemed to be no way to predict what type of employment he would have found congenial. His occupational adjustment was very unsatisfactory before his war service, but since there was no opportunity for further employment no rating will be made for occupational adjustment.

CASE STUDY Q

sex: male	Personality Schedule	
age: 19	The School Inventory	- 41 - very unsatisfactory
weight: 150		
height: 5'10"	The Adjustment Inventory	- 33 - average
class: senior	Home	- 5 - high average
grade	Health	- 14 - unsatisfactory
average: 4.1		
I.Q.: (not known)	Social	- 9 - low aggressive
	Emotional	- 5 - low good

Vocational Interest Blank - Policeman, A; carpenter, farmer, B+; aviator, printer, math teacher, forest service, personnel manager, office worker, real estate salesman, public administrator, musician, B; masculinity, A.

General Information: Q came from a family of contractors, enjoyed industrial arts, and generally seemed adapted to the mechanical trades. While his I.Q. is unknown he seemed to possess only fair intelligence and academic ability. He did not expect to take any educational courses beyond high school with the exception of his carpenter's apprenticeship. He stated that he planned to enter a contracting business. He had work experience of clerking, working in the woods, and helping the carpenters. His home seemed to be quite well adjusted and he was not bothered by his school subjects. He did state on one of the questionnaires that he "often felt just miserable."

Instructor's Opinion: Q is not brilliant but is deliberate and firm in his actions. Because of a combination of interests similar to those of a policeman, carpenter, office worker, public administrator, personnel manager, and teacher, Q should be a successful contractor providing he masters the estimating phases of this work.

Follow-up: Q is reported as having become involved with some stolen property according to school officials right after completion of high school. He cleared this sufficiently to get into military service where he contracted meningitis and is seriously ill in a veteran's hospital with apparently no chance for recovery.

Conclusions: Q's family background, experience, and interests indicated he would follow the family traditions and become a contractor, but his unfortunate illness has prevented any possibility of selecting any occupation.

CASE STUDY R

sex: male	The Adjustment Inventory - 24 - well ad-
age: 16	justed
weight: 130	Home - 8 - low aver-
height: 5'4"	age
class: sophomore	Health - 0 - excellent
grade average: 2.7	Social - 14 - average
I.Q.: 96	Emotional - 2 - excellent

General Information: R was slow and easy going both in actions and thinking, with a "mush mouth" speech impediment that gave the impression of lower intelligence than his tests and grade averages indicated. His four-year grade average was 2.7. He appeared to have more of an inferiority feeling than the test indicated and professed an interest in the occupation of transport air pilot. This appeared to be an effort to bolster his prestige with the group because he was quite happy to apprentice as a baker doing cleanup and other operations requiring little thinking. The family was of very low income group. R was generally regarded by teachers and pupils as possessing little ambition and ability. He was easily influenced by others and was caught stealing a carton of gum, an act suggested by one of the other boys who was often in this sort of trouble.

Instructor's Opinion: R will take a routine job that requires little thinking. He is inclined to stay on the same job as long as the employer is patient with him. Over a long enough period of time he could become a skilled baker, particularly under supervision.

Follow-up: R was called into the army where he served as a cook in the Pacific. During this period in the army he was married to a very respectable appearing wife. His career was cut short with his death during the attack of Iwo Jima in 1945.

Conclusions: R was gaining more experience in an occupation in the cooking and baking field and it seems reasonable that he would have followed this work if he had had the opportunity. He liked the bakery work and no report is readily available on the army cooking. It was more in line with his abilities than the work of transport pilot. R was rather inconspicuous in school and even now no one has remembered to put a gold star after his name on the huge local billboard as has been done for the other service men lost during the war. No evaluation can be made for occupational adjustment.

CASE STUDY S

sex: female	Personality Schedule	- 75	- emotionally maladjusted
age: 16			
weight: 130	The School Inventory	- 14	- high average
height: 5'6½"	The Adjustment Inventory	- 63	- unsatisfactory
class: sophomore			
more	Home	- 26	- very unsatisfactory
grade			
average: 2.6	Health	- 17	- very unsatisfactory
I.Q.: 102			
	Social	- 6	- aggressive
	Emotional	- 14	- unsatisfactory

Vocational Interest Blank - No A rating in any area; housewife, B+; secretary-stenographer, B; femininity, B+.

General Information: S was a problem the entire year. She was fairly attractive but seemed heavier than her stated weight with unusually large legs. Her adjustment was extremely unsatisfactory which reflected in her vocations class. She was occupied with her boy conquests, particularly older men who worked at the mill. She was inclined to be flippanant about her classwork and complained to the principal that the teacher bragged and looked at her exposed legs under the table. She was quite mature and aggressive for her age but had no consistent interests. She appeared good-natured with a few friends and laughed a good deal but under this was extreme maladjustment. The mother worked at the mill and the father was often unemployed. They lived under very poor home conditions with dissatisfaction appearing between the parents. A younger brother was placed on a farm to work and make it his home. Her grade average was 2.6 but she left high school when about half through.

Instructor's Opinion: S's problem was not vocational guidance. She needed the assistance of a skilled psychologist who could ferret out the causes of her maladjustment and help her become adjusted. Insecurity in the home was probably the basis of her difficulties. Without this adjustment it does not seem that she can hold any job except some sort of common labor job where workers are paid for work results and not on sociability. She has sufficient sex appeal to capture a man but it will probably lead to divorce.

Follow-up: The maladjustment of S became more pronounced as she continued in school with her social activities outside of the school functions. This is considered important in analyzing her case because it eventually became the basis for determining her career. Through her associations with adults she became pregnant and was soon married. She worked briefly in the local mill before moving away. Her former girl friends did not hear from her, but about four years later the writer met her in Portland. She seemed in a confused state and vaguely thought she knew her former teacher, but wondered if he worked at the mill with her. She had some recollection of the class and her teacher but it was vague. She said she was married and had two children.

Conclusions: It is regrettable that S could not have the psychiatric help she needed but it was felt this was beyond the training and skill expected of an instructor in vocational guidance. She seemed to be worse upon the second meeting and did not seem to be a normal individual anymore. The guidance program recognized the need for expert aid, which is all that could be expected under the objectives of the program. No occupational adjustment rating was attempted for S.

SUMMARY OF CHARACTERISTICS OF GROUP IV

Of these four, three (P, Q, R) were war casualties which prevents occupational analysis based upon their records. Two (P, R) were killed and one (Q) a victim of meningitis and appears unable to ever leave a veterans' hospital.

The fourth, the case of S, is complicated by lack of recent information. However, with ratings of emotionally maladjusted and unsatisfactory adjustment in two tests, and a lack of occupational interests in Strong's Blank, she has verified the opinion that she would have difficulty in her adult life. She did not complete high school, became pregnant before marriage, and partially lost her memory. The conclusion may be drawn that she needed guidance and psychological care while in high school or earlier. Vocational guidance was ineffective with these other deficiencies. She did follow her highest rating of interest and got married, although this cannot be definitely attributed to interest.

CONCLUSIONS DRAWN FROM THE CASE STUDIES

The total number of cases were too few to draw conclusions applicable in general for high school vocational guidance, but several factors were sufficiently consistent to be considered significant in this work. The factors readily identifiable were intelligence, personal and social adjustment, emotional adjustment, school adjustment, and parent relationships.

Relationship of Intelligence to Occupational Adjustment

With one exception the individuals who selected occupations in high school (A, B, C, D, E) prepared for them and found the selected jobs, had intelligence quotients of 118 or higher. This exception (B) selected his occupation when an apprenticeship in printing was offered him and really required no intelligent effort of his own to enter the occupation on a tryout basis.

The group (F, G, H, I, J) who took jobs as the opportunity arose to go to work and then stayed consistently in the same type of work had intelligence ratings from 84 to 95. The intelligence quotient is not known for F but his grade average of 3.0 and general ability in class indicated a rating of under 100. The examination of the employment characteristics of this group shows in every case the

taking of jobs immediately available without preparation. In four cases of the five their employment was local. After taking the first job there was little tendency to change employment. There seemed to be sufficient intelligence to secure acceptable employment but not enough intelligence to be concerned about planning for advancement.

The members of the group who are still confused over final occupational choices (K, L, M, N, O) had intelligence quotients ranging from 101 to 114. Doubt over ability to succeed seemed to be a factor in the lack of permanent occupational selection for members of this group particularly for K, L, and O.

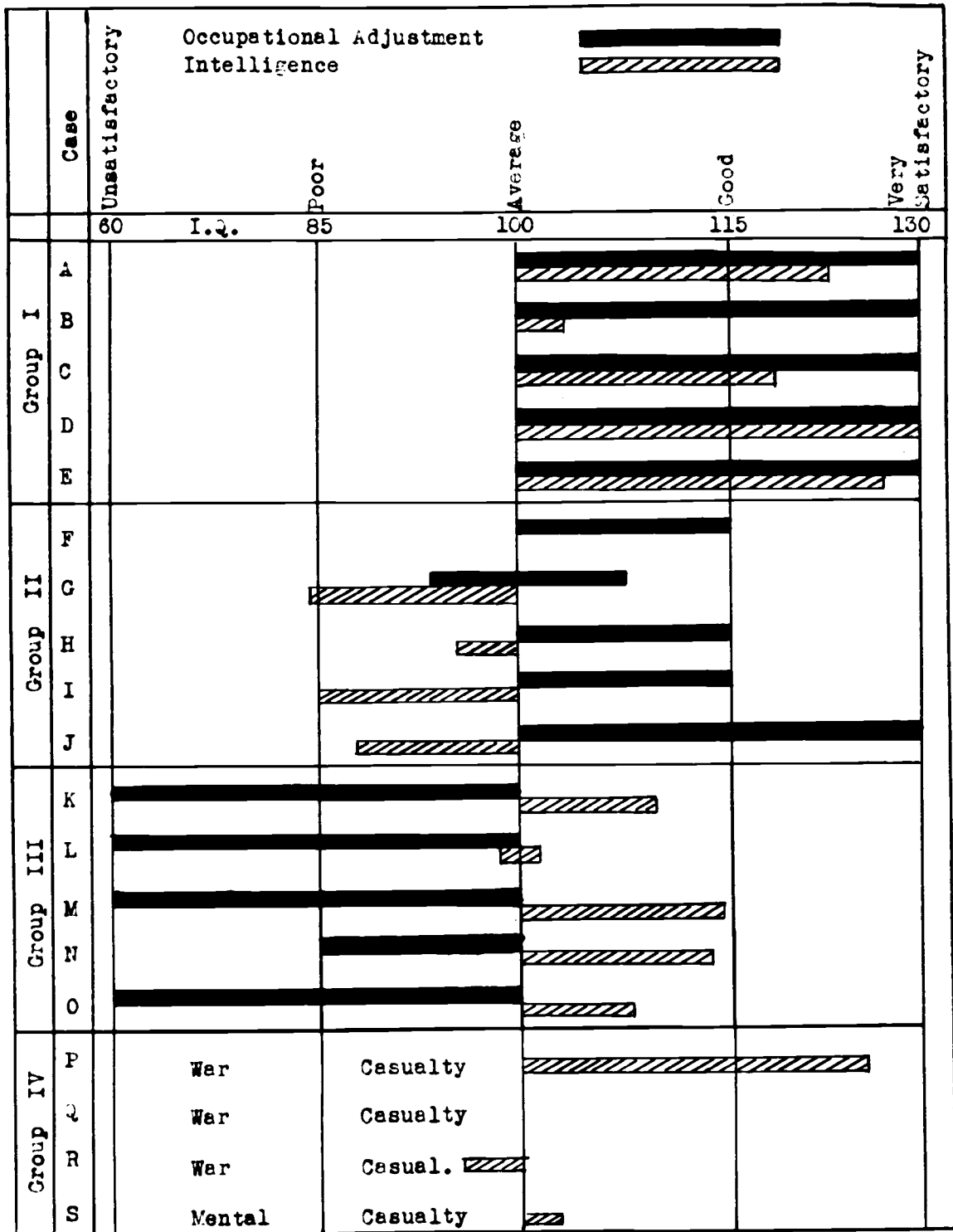
The remaining group of four war or mental casualties (P, Q, R, S) contributed little to a study of the relationship of intelligence to occupational adjustment.

This evidence leads to the conclusion that those with a relatively high order of intelligence are more likely to analyze their personal problems of selecting occupations, delaying employment to permit preparation, and then searching for the occupations that fit their choices and preparation. At the time this group accepted employment, there was a war-time shortage of help enabling them to find jobs of their choosing. This made the changing of jobs unnecessary to try to locate jobs of their choices. In times

of job scarcity, job changing might be expected from this group until they were located in occupations of their choices. At least the assumption can not be made from this study that little occupational change is made in the upper intelligence level even though that was true for Group I.

Those with low intelligence tend to accept local jobs immediately available with no preparation. They do not exhibit ambitions to better themselves through occupational changes.

Those with intermediate intelligence realize they need to prepare for better jobs but do not seem to have the ability and confidence to readily accomplish the change. The relationship of intelligence and occupational adjustment is graphically presented in Chart 2.



A Comparison of Occupational Adjustment and Intelligence

Interest Inventories

Occupational interests were similar to the chosen occupations in the four cases (A, C, D, E) in which choices were made in high school. The fifth (B) was not tested, but his hobbies and expressed interests were strongly along the lines followed. Of the five (F, G, H, I, J) who became satisfactorily established in occupations different from their high school choices, only two had been rated for occupational interests. One (J) followed the interests indicated and one (G) joined the Navy which is not included in the Interest Blank. Three (K, L, O) of the five who are unable to make occupational choices were rated for interests. Of these three, one (O) is in conflict because his interests lie in mechanical fields and his conscience moves him to become a minister. Another (L) is only now solving his difficulties by trying the fields indicated on his interest blank and seems happy in the indicated field of music. Success in this field may be somewhat qualified by intelligence below that of successful college students. The third (O) does not have the intelligence to be a good secretary, an interest indicated in the blank, but is now a housewife, a field in which she rated highest.

In all cases except one (H) those who followed the occupations indicated by Strong's Vocational Interest Blank have been satisfied to highly pleased with their choices of work. The one exception (H) was the girl who did not have the intelligence to carry on her office work in a satisfying manner. Interests were satisfactory as a basis for selecting jobs providing other factors were favorable to success in the selected occupations.

Work Experience

Previous work experience seemed to influence future occupational adjustment in most cases. Of the five who selected their occupations while still in high school and followed their choices, four (A, B, D, E) had voluntarily worked for wages but were not required to do so. Those who selected an occupation in high school, but became established in another occupation had little work experience. Three (F, H, I) had none, one (G) set bowling pins a limited time, and one (J) helped with janitor work.

Of those unable to become established in permanent occupations, all five had much work experience through financial or parental reasons and all disliked their occupations or working conditions.

The evidence relative to work experience seems to indicate the value lies chiefly in choosing employment and

working for an employer with the freedom of quitting or changing if the job is not liked. Lack of work experience is not strongly significant. Enforced labor under conditions arousing emotional conflict was followed by later indecision on occupational selection.

A recent comprehensive study by Friend and Haggard expresses the importance of understanding employers for persons who have had poor family relationships:

The man with strong feelings of rejection might, if possible, be assigned to work with a boss adept at taking a friendly interest; the man whose family background was particularly disjointed and who yearned for a place in the sun might be transferred to a group where by virtue of special skill he might receive special recognition. The security which results from the heightened feeling of group membership would provide the opportunity for him to become a more satisfied and productive employee.¹

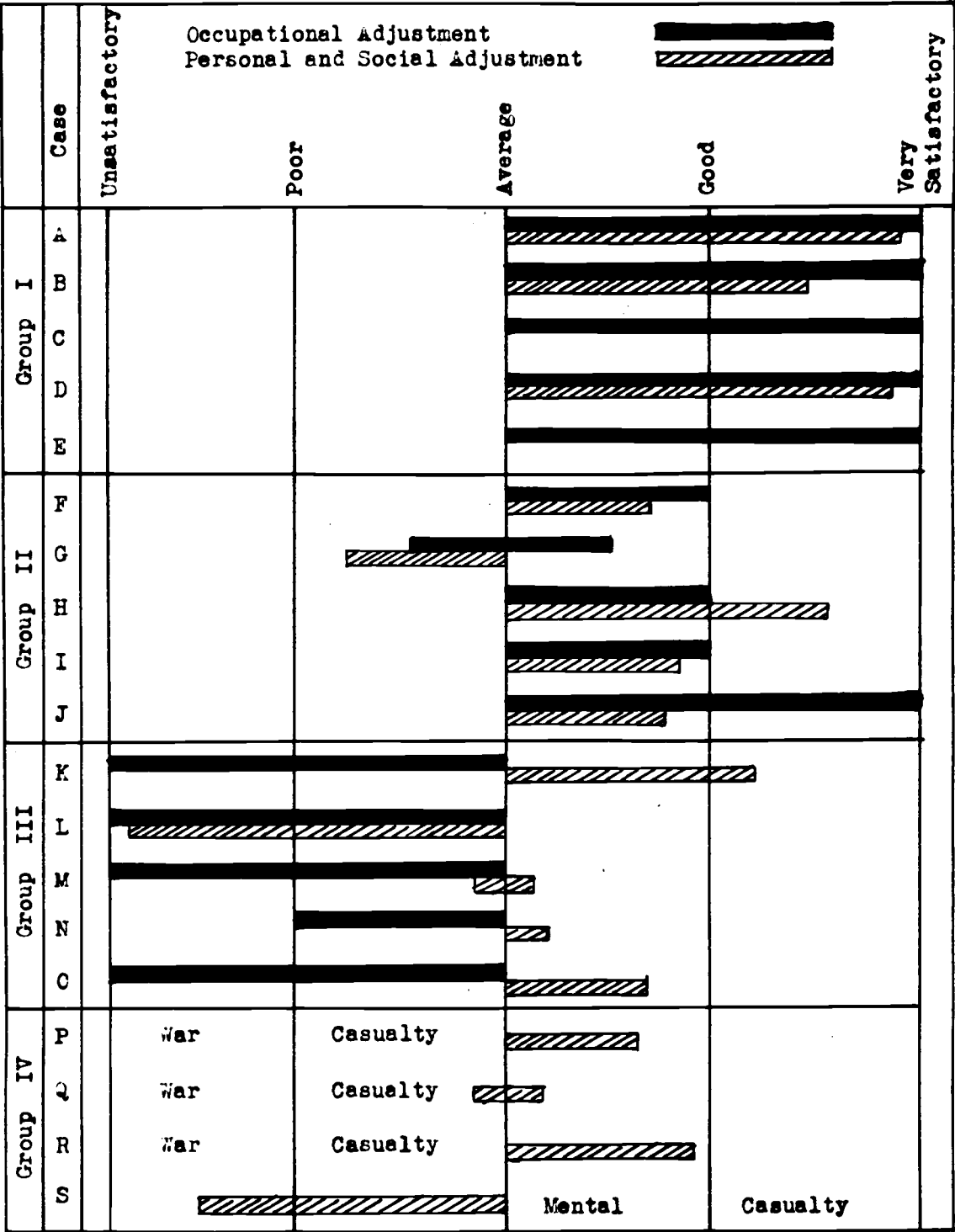
Personal and Social Adjustment

Good personality and emotional adjustment was a characteristic of those who became established in an occupation. This relationship is presented in Charts 2 and 3. Of the ten persons in Groups I and II,

¹Friend, Jeannette G., and Ernest A. Haggard, Work Adjustment in Relationship to Family Background, pp. 146-147.

only one (G) was below average in personal and social adjustment and he joined the Navy where his decisions were made for him. Of the five who have not become established in an occupation, three (L, M, N) had many adjustment problems, particularly in connection with the home. The other two (K, O) had good adjustment records but could not become established for other reasons. S, who could not select an occupation, finish school, or profit by vocational guidance, was so badly maladjusted that other factors were of little consequence.

Individual characteristics peculiar to the individual must be located and evaluated in relation to the characteristics routinely determined. Desire to remain within the community in several cases limited the range of occupational opportunities. In one case (R) speech difficulties and poor personal appearance made employment difficult in the occupations where public appearance was made. Financial ability and family tradition may be the major factor in selection of an occupation, particularly in the wealthy or professional families. All possible factors must be located and considered with the regular analysis.



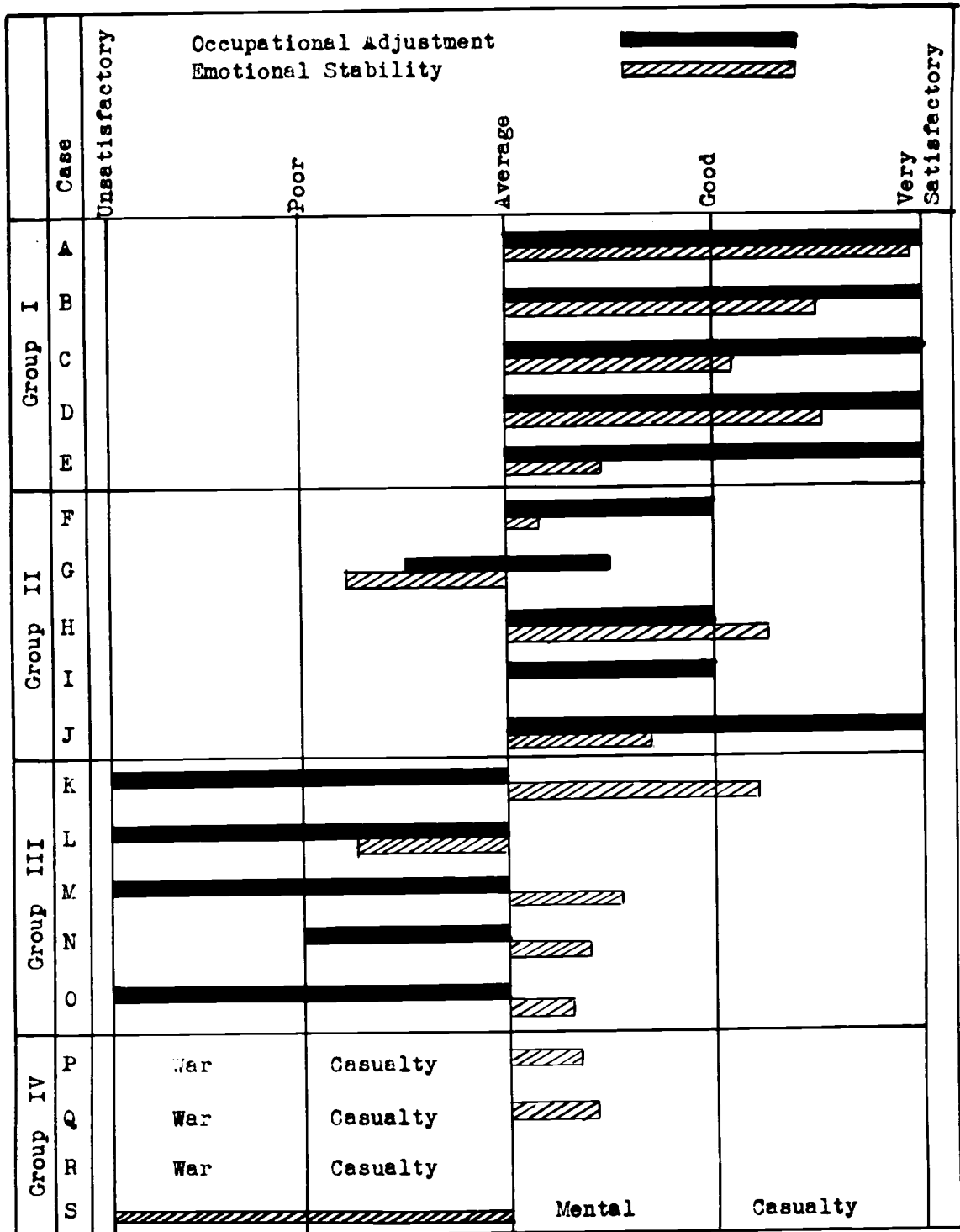
A Comparison of Occupational Adjustment
and Personal and Social Adjustment

Emotional Stability

Emotional stability was a strong characteristic of Group I who were able to consistently follow a program of job preparation and employment. This is quite evident in Chart 4 pertaining to the relationship of occupational adjustment and emotional stability.

For the four in Group II having test scores, three had mediocre ratings and had similar low success in occupational adjustment. In the case of J, both parents were dead and there was some apprehension over her future security. The source of this anxiety was probably relieved with a successful marriage. Her very satisfactory occupational adjustment occurred following her marriage. This bears out the principle of guidance which calls for careful consideration of the causes of emotional maladjustments as well as the scores.

Group III had less success in occupational adjustment than their scores in emotional adjustment would indicate. With the exception of O, this maladjustment centered largely around parental conflicts. This form of maladjustment seems to have so much bearing on occupational adjustment that it is dealt with separately in the latter part of this chapter.



A Comparison of Occupational Adjustment
and Emotional Stability

Of Group IV, little significance can be attached to the information available on emotional adjustment of the war casualties. S was so badly maladjusted that she worked little, became involved socially, and upon the last report had suffered a partial loss of memory. It was a reflection upon the guidance program that, while the case was correctly diagnosed, no psychiatric help was provided.

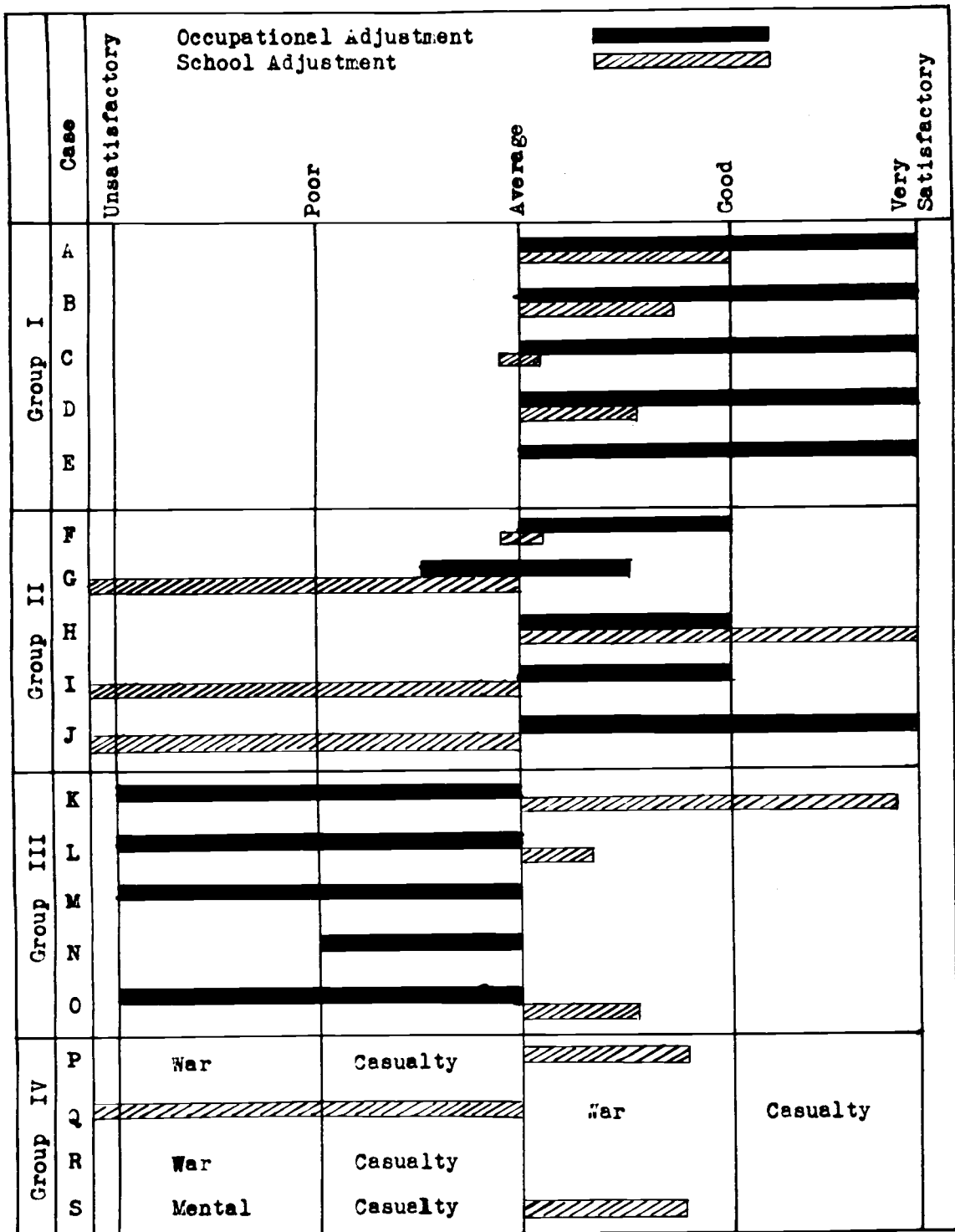
School Adjustment

School adjustment was less significant than any other measure of pupil characteristics. This becomes evident in a review of Chart 5. Group I was fairly well adjusted, but Group II were for the most part very poorly adjusted. In spite of this the latter group all secured jobs and held them consistently, getting along well in their occupations. This low intelligence group tended to be poorly adjusted in school and without exception followed occupations that did not require scholastic ability. Equally significant is the almost complete lack of ability to become occupationally adjusted in Group III even though the three with school inventory scores were better than average in school adjustment. This indicates that the school adjustment situation, a condition best known by the teacher and in some cases almost the only thing known, is almost useless for predicting success in occupational adjustment.

This study reveals a relationship between school adjustment and occupational success not found in the literature pertaining to the subject. Occupational success in spite of low school adjustment was achieved in non-verbal types of occupations, and more specifically, in occupations that had no similarity to school situations. G was unsatisfactorily adjusted in school and found satisfaction in the navy. I, with the unsatisfactory school adjustment rating, was highly successful with the mechanical pursuits in the battery separator plant. J, with an unsatisfactory rating, clerked in a store and later helped manage the family store.

K had a very satisfactory school adjustment and unsatisfactory occupational adjustment. However he enjoyed his year at the University and if he resolves his religious conflict may achieve occupational success in a field quite similar to his successful school situation. L was well above average in school adjustment and was unsatisfactorily adjusted occupationally while following the manual labor or mechanical pursuits. During his brief opportunity to prepare for a profession in music he was very satisfied indicating a more school-like occupation was desirable.

These few cases indicate that a low rating in school adjustment is a recommendation for occupations unlike the school situation and high ratings favor occupations similar to the school situation.



A Comparison of Occupational Adjustment
and School Adjustment

Father Relationships

Successful occupational adjustment closely parallels a harmonious relationship with the father. A very satisfactory relationship refers to a feeling of trust and respect on the part of the counselee with a sense of unity of father and family. It did not exclude discipline, just punishment, or occasional family differences.

Unsatisfactory adjustment toward the father was manifested in many ways, but usually appeared in the counselee as a dislike, feeling of having been treated unfairly in punishment or money allowance, mistreating the mother, and similar causes. Whatever the reasons, the poor adjustment had left a continuous feeling of antagonism toward the father which appeared in the Personality Schedule ratings.

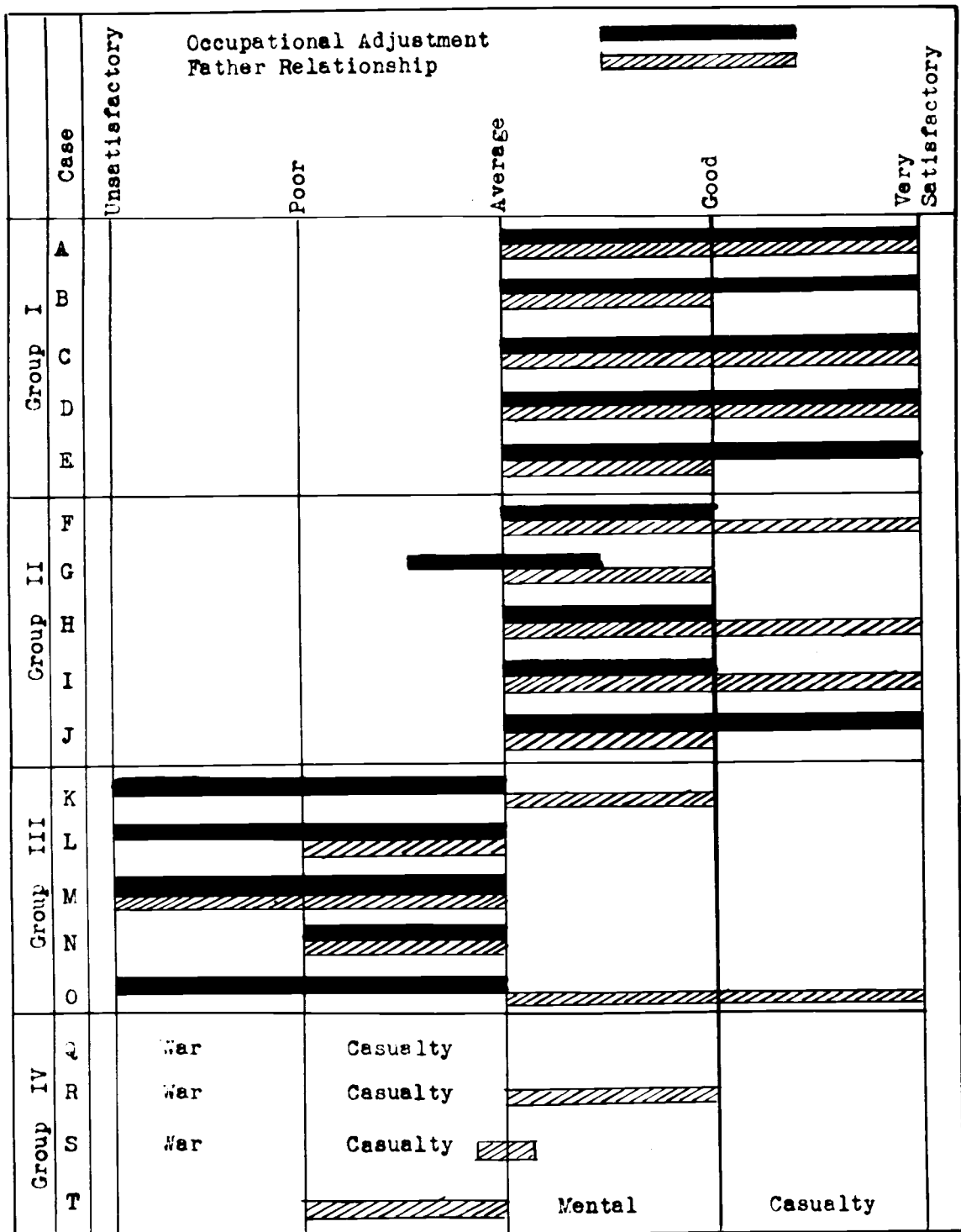
Examination of Chart 6 depicts this close relationship of father relationship and occupational adjustment. In Group III, K is unsatisfactory in occupational adjustment due to a conflict between his aptitudes and opportunities in mechanical pursuits and his rational belief that he should become a minister. When this conflict is resolved there is no reason evident why he should not become better than average in occupational adjustment. O seems to be an exception to the other cases in the Table, but her maladjustment is due to attempting work in the mill beyond her physical strength and not because of father relationship.

With this exception of poor job selection based upon physical limitations, N has a pattern similar to persons well adjusted.

Father relationships which are poor to unsatisfactory seem to create feeling of not wanting to succeed, particularly in the lines of work recommended by the father. This occurred specifically in the cases of L, M, N. In the cases of B, E, F, and J minor feelings against the father were evident but this seemed to have no adverse effect. In each case these persons were somewhat retiring as pupils but became very outspoken as adults. Their occupational adjustments also became very satisfactory. The conclusion is drawn that some feeling in opposition to the father may be an incentive instead of a handicap, but deep-seated resentment tends toward occupational maladjustment.

A study by the American Psychological Association² on work adjustment arrived at a similar conclusion: "Again, this would be so in the instance of the man who clashes with each foreman in much the same way that he formerly did with his father." However, this study emphasizes that antagonism toward the father creates poor social adjustment but has little bearing on achievement.

²Friend, Jeannette G., and Ernest A. Haggard, Work Adjustment in Relation to Family Background, p. 136.



A Comparison of Occupational Adjustment
and Father Relationships

It should be noted that father relationship must be considered jointly with mother relationship. Each relationship has individual characteristics, but the combined parent relationship must be considered as a third entity.

Mother Relationships

A closer relationship exists between mother relationship and occupational adjustment than any other factor in the study. All persons in Group I had very satisfactory occupational adjustments and mother relationships. Group II had less satisfactory occupational adjustments and generally had poorer mother relationships. J attained very satisfactory occupational adjustment only after she was married and established her own home. F has a very satisfactory home life in her occupation as housewife and assistant in managing the dairy paralleling a similar mother relationship as indicated in Chart 7, but received only a good rating in occupational adjustment because she did not plan and prepare for such a career.

Group III seemed less closely related, but the relationship is more significant than would appear upon casual inspection. M and N had mother conflicts and shifted from job to job finally taking jobs in the seclusion of a logging camp in spite of the partial training and opportunity to follow the skilled trade of cabinet making.

L might well show poor mother relationships in that the mother died when he was a baby and he was reared under the care of various women who failed to afford a true mother satisfaction. K has had good job success similar to his good mother relationships but must be rated as having very unsatisfactory occupational adjustment due to a conflict over a religious career and industrial pursuits. Once this is resolved his occupational adjustment should become stabilized at good. O appears to be an exception to the parallel relationships, but this may well be a temporary condition due to another factor. She actually gets along well with people and is successful on the job but received her very unsatisfactory adjustment rating through attempting the millwork job which was beyond her physical strength and endurance. She is now selecting a new line of work and if properly placed in an occupation within her ability should become satisfactorily adjusted which would be similar to the mother relationship.

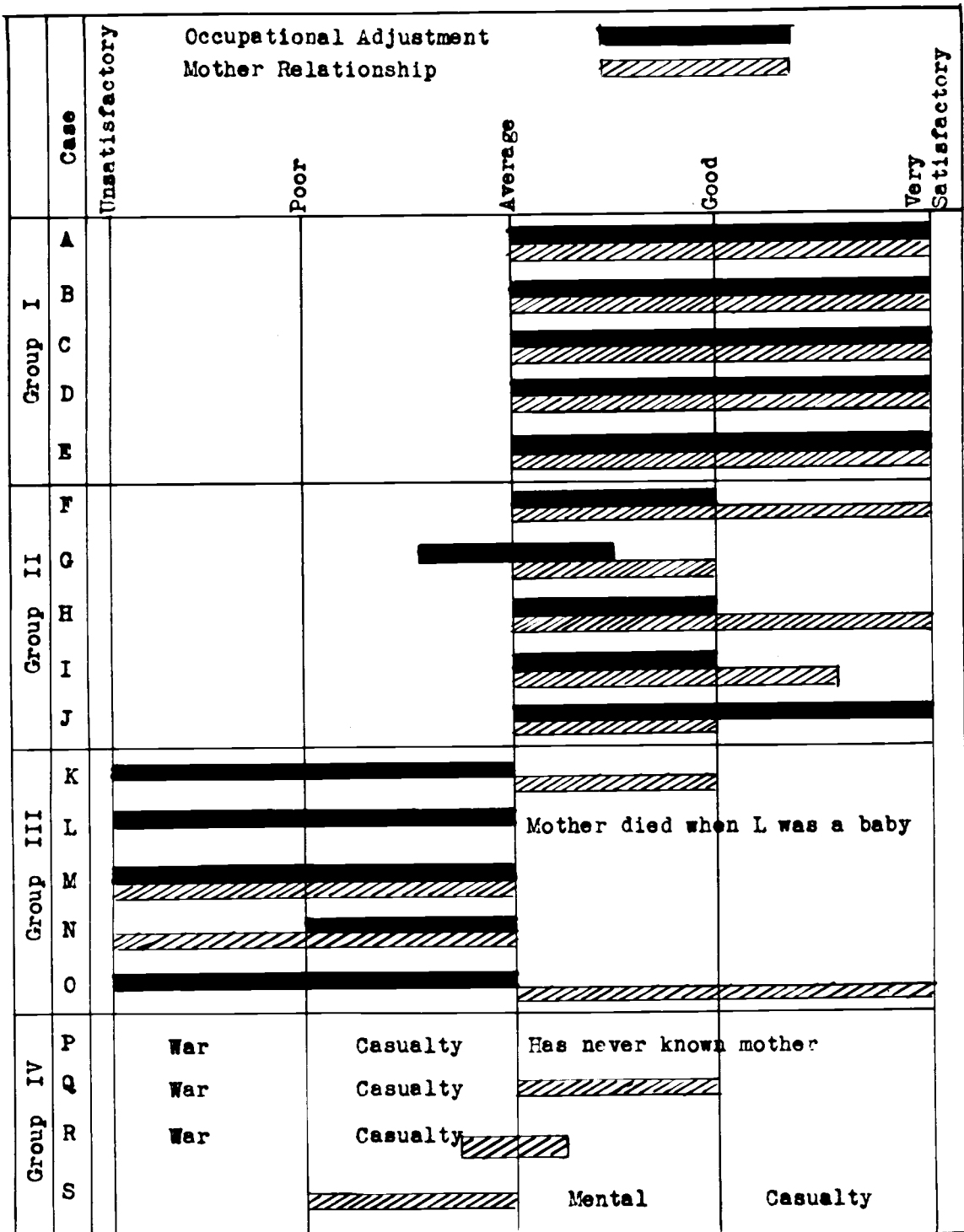
Throughout the study, a very definite trend was evident in the mother relationship and the ability to get along readily with people. Those that got along well with their mothers were well adjusted socially both on the job and in their social life. Those that were not well adjusted in their mother relationship often had a few close

friends, but these usually shifted to new intimates after a short while. They did not seem to want or feel a need for a wide circle of casual friends. This seemed to carry over to the feeling toward their occupations. They were either unable or did not care to select an occupation with future advancements and stay with it. The jobs at the moment held their interests until they found new jobs with more appeal. Average to good mother relationships seemed to make little difference in holding a job, but there was less tendency to have a variety of friendships. Of the three (L, M, N) very unsatisfactory mother relationships or no mother relationship, two have not married and the other one married and was soon divorced.

Combined Parental Relationships

While the father-mother relationship needs be considered separately for vocational guidance, the two should be considered together in relation to future occupations. With good to very satisfactory parental relationships the other measures of interests, abilities, and opportunities are very likely to influence the occupational success of the individual following a guidance program. Very unsatisfactory parental relationships creates attitudes and habits that strongly tend to nullify occupational success that would otherwise occur according to the various

Chart 7



▲ Comparison of Occupational Adjustment
and Mother Relationships

measures of abilities and interests. The most serious problem in this latter group is the lack of permanent influence on the counselee by the counselor. A knowledge of the extremes of parental relationships is of utmost importance in vocational guidance as a means of determining the effectiveness of the other measures of the individual and of the effectiveness of the counseling program itself.

A recent study by Friend and Haggard draws some very definite conclusions pertaining to parental relationships and beginning jobs that are very similar to conclusions drawn in this study. Their conclusions were largely drawn on the extremes of parental adjustment classified as the "Highs" and the "Lows" depending upon family unity and individual parental relationships. This study of Friend and Haggard was published following the writer's study and, therefore, could not have influenced the conclusions of the writer.

Friend and Haggard comment on the reaction of the Highs and Lows to beginning jobs as follows:

The Highs quickly took the lead on the first lap in deriving satisfaction from their starting jobs (item 49) and held it, for they were more contented throughout.

. . . The Highs were generally freer from conflict over starting work (item 47). These feelings of conflict involved some collision with those of the family, the school, or the individual himself. This milder conflict experienced by the Highs probably carried over to the greater initiative which they showed in finding jobs for themselves. (item 46)

More harmonious relations with others (item 50) distinguished the Highs; and their work performances surpassed those of the Lows. (item 48)

Even within the meager sample of beginning job reactions, there was a well-defined stereotype in the reaction pattern of the Lows. (item 51) They left one job for another that was similar and continued to do this time and again.

Though the period when the group as a whole was starting to work coincided with the low point of the depression years, the all-over reaction of the Highs to their threshold jobs passed that of the Lows decisively. (item 52)

The shoots of job satisfaction, the basic criterion of job adjustment, cropped up early in the work history, suggesting the direction later adjustment would take. We do not know what contribution was made by the actual caliber of the job, since this could not be determined objectively; and we recognize that this factor, usually the worker-supervisor relationships, can and does exert a positive or negative effect on the individuals attitudes. It seems clear that the Highs took to their jobs the more favorable influences of the home; also that their healthier personalities allowed them to experience more job satisfaction even though good beginning jobs were hard to find. This in turn gave them a head start over the Lows. The dearth of information tempered the conclusiveness of the results, but what we did find suggests that greater emphasis on knowing more about the individual's attitudes at the outset of his work, and on applying such knowledge, may pay dividends.³

This thorough 10 years study arrived at the conclusions of high and low parental adjustment strongly influencing work adjustment, particularly on the first jobs. This was also true in the writer's study, being particularly evident in the contrast of Group I and Group III. Group I having excellent family relationships enjoyed their jobs,

³Friend, Jeannette G. and Ernest A. Haggard, Work Adjustment in Relation to Family Background, pp. 54-55.

were satisfactory to their employers, and changed jobs only as war-time circumstances made this necessary. Those in Group III with poor family relationships often changed jobs through dissatisfaction with conditions or personalities.

Occupational Adjustment and the Combined Student Characteristics

Students with better than average adjustment in the areas indicated in Chart 8 consistently had very satisfactory success in their occupations. This general characteristic is extremely important to the vocational guidance officer in that it permits the selection of a group who can be expected to respond to guidance. Many times the guidance officer is called upon to furnish beginners on jobs, who if successful, become the basis for continued calls for placement on the jobs. This is an extremely important practical aspect in a counseling and placing program. Persons from Group I are good risks if the other factors of interests, stature, strength, endurance, and the like are considered. School adjustment seems to be the least indicative of the group.

Group II broadly scattered on each side of average in their characteristics also had average success in occupational adjustment. For this group school adjustment should be totally disregarded as it had more negative

significance than positive if any relationship is accepted. This group gets along well on routine jobs under direction not calling for much initiative. If the employer expects this group to be brilliant, do more work than is routinely laid out, and do any of his planning he will be disappointed. The guidance officer could safely select jobs for them based upon the complete study of their abilities and characteristics and present the opportunities in such a way that they think they make their own selections. A local job survey is very important for this group in that they exhibited little initiative to prepare for or secure work away from the locality.

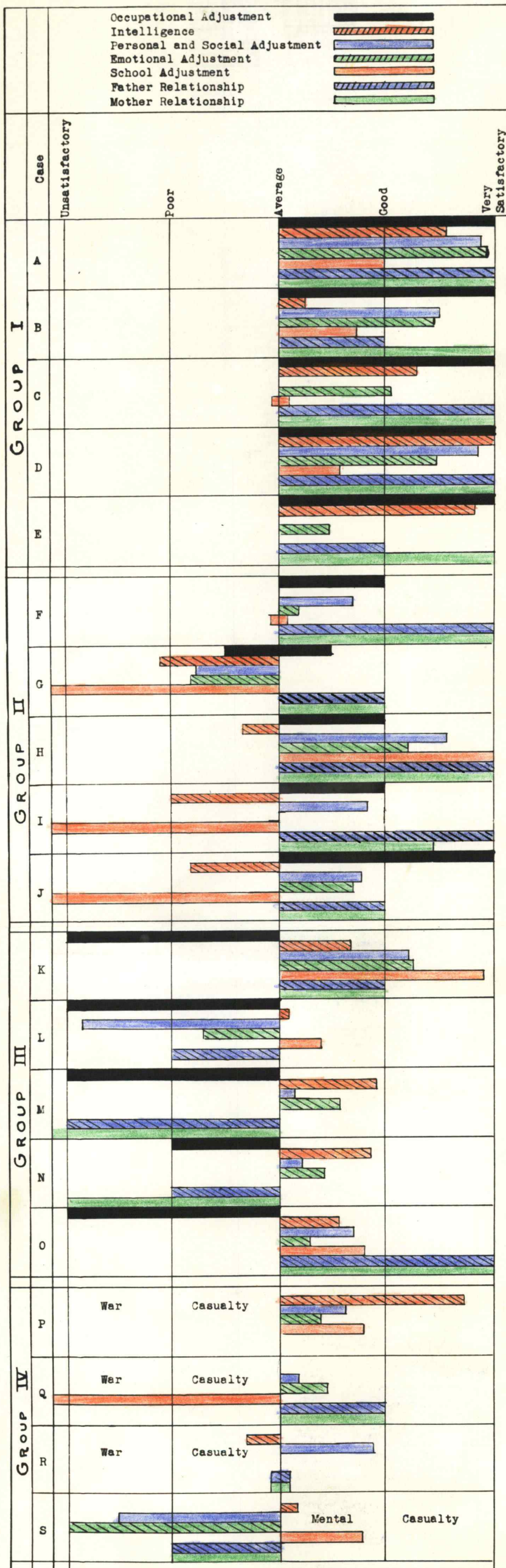
Group III, for the most part, must be considered on an individual basis. Poor family adjustment is consistently significant that the individual will have difficulty adjusting to people and in many cases to the job itself. Conversely those that have poor occupational adjustment and good family relationships have other conflicts, but if these can be resolved, there is reason to believe that the occupational adjustment can swing to very satisfactory. This is indicated in the case of K who is adjusted better than average in every respect except having complete lack of occupational adjustment. In fact he is adjusted in the mechanical pursuits but a feeling of duty is causing him to prepare for the ministry. If he gives up this latter

calling completely his conflict will be resolved and he should become very satisfactorily adjusted.

Since part of the basis of difficulty in Group III is social, the selection of employment with good personnel procedures becomes very important, particularly on the first job. Definite work procedures with emotionally stable supervisors contribute to the job success more than the work itself.

A knowledge of the composite characteristics of the counselee serves as a basis for decisions and recommendations in vocational guidance that, otherwise, is quite baffling.

Chart 8



The Relationship of Occupational Adjustment and Student Characteristics

CHAPTER VI

SUMMARY

The three major objectives of the study have been satisfactorily completed by developing an approach to a technique in vocational guidance, by practicing the technique on a sample group, and by evaluating the results through a follow-up study.

The first objective was to determine the scope of vocational guidance and its relation to general guidance. Vocational guidance was determined as a subordinate phase of general guidance and impossible of separation from general guidance. Ten areas of general guidance are quite generally recognized for wholesome development of the individual. With optimum development in these areas, the individual has better home and parental adjustment, more interests, better emotional stabilities, and appropriate choice of educational subjects. Individuals who rated best in these areas had least difficulty in selecting, preparing for, and entering occupations. Therefore, even though most of this guidance takes place before the formal vocational guidance program is reached, the vocational guidance instructor must cooperate wherever he can be helpful in general guidance.

Specific vocational guidance is primarily concerned with acquainting the individual with the characteristics

of fields of occupations, types of occupations, and specific occupations with their general and specific requirements. In conjunction with this, the individual must make a self-appraisal with the aid of the scientific instruments available for human evaluation. Then through a matching process, the individual must select one or more occupations for which he seems suited and plan his preparation or entry in an occupation. This process is presented in the occupations course of study in appendix A.

The second objective was to devise a technique of vocational guidance that can be successfully administered by a teacher with a limited amount of specialized preparation.

This technique is based upon specialized training available in the studies leading to the master's degree. The training received in preparing for the doctorate in this area is much more desirable, but for some time to come persons with such qualifications will be in demand as specialists for remedial work, directors, and other more responsible positions and not available for high school vocational guidance.

The preparation must include thorough grounding in areas of occupations, testing, and counseling. Adequate courses in occupations are the most difficult to locate, being almost non-existent in the West. Intimate knowledge and some experience is necessary for a few reliable tests

and inventories in the areas of intelligence, interests, personality adjustment, and aptitudes. A thorough grounding in psychology and mental hygiene is essential. The chief practical values of the latter two lie in understanding the students and recognition of cases needing the aid of specialists. The vocational guidance instructor with this training is not qualified to treat extreme mental maladjustment any more than he is qualified to treat physical illnesses ordinarily assigned to the physician.

The third objective was the development of a course of study for a class in occupations as a phase of the vocational guidance program. This was done on a unit basis, rather detailed for practical class use. Teacher objectives were distinguished from pupil objectives because the pupil usually thinks of each lesson as an end in itself and the instructor often thinks of it as a means to an end. This is evident in much of the lessons pertaining to improvement of personality. The pupil learns specific acts such as introducing people, expressing appreciation, and showing courtesy as units of his class work. The instructor may have the objective of lowering a high score indicating lack of personality adjustment.

The sequence of units pertaining to occupations, personal evaluation, personal improvement, and work application

were arranged in logical order to sustain class interest and obtain final action in appropriate job selection.

These three objectives were successfully achieved to the extent that the class proceeded pleasantly throughout the year with the students conscientiously trying to solve their problems. Of the 16 persons in the class who had the opportunity to select an occupation, 10 or 60 per cent became established in a permanent or satisfactory occupation immediately after graduation. The remaining six or 40 per cent who had difficulty in becoming established in occupations had personality and home problems that were recognized in advance during the study as handicaps to occupational adjustment. As a result of this study, confidence is felt that this latter group can place more reliance in following a choice based upon the results of tests for interest, ability, and adjustment. There is no indication in the study that vocational guidance can be adequately provided in high school through a shortened process or by a few interviews.

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APPENDIX A

OCCUPATIONS COURSE OF STUDY

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Complete routine student registration. 2. Introduce the course in occupations to the class. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To become familiar with the school regulations and requirements for the school year. 2. To become acquainted with the program of the course in occupations.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. The guidance newspaper, <u>Your Future</u>. Bring money for subscription. 	<p>References</p> <ol style="list-style-type: none"> 1. Prosser, C. A. and R. H. Palmer, <u>Information Book On Selecting An Occupation</u>. (source, biblio.) 2. Prosser, C. A. and R. H. Palmer, <u>Practice Book On Selecting An Occupation</u>. (source, see bibliography) 3. American Education Press, <u>Your Future</u>. (Guidance newspaper, Amer. Ed. Press, Inc., Columbus 15, Ohio)
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. To participate in enrollment procedures. 2. To study school requirements for the year. 3. Receive course text book and workbook. 4. Bring money for newspaper, <u>Your Future</u>, and <u>Work Book</u>. 5. Ask questions pertaining to the school and the course. 	
Unit: I Pupil Orientation	
Topic: School and Course Procedures	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Free association of interests as expressed through statement of likes and dislikes of occupations. 2. Save these papers for future references. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To consider various occupations and relate best-liked work that can be imagined. 2. Write short story on work least liked. 3. Be prepared to read stories out loud in class.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Write stories in class and complete outside of class. Must be written in ink. 	<p>References</p> <p>No specific references.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Hold preliminary discussion of kinds of jobs. 2. Start the short stories in class and continue as outside work. 	
Unit: I Pupil Orientation	
Topic: Occupations Most Liked and Disliked	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To introduce the subject of occupations and jobs. 2. To acquaint the students with diversity of local jobs. 3. Maintain a general program until enrollment stabilizes. 4. Develop the habit of describing specific jobs within an occupational area. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Make a list of local jobs.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Local occupations and jobs that are currently being followed. 2. Use specific job titles such as teller, cashier, clerk; not descriptions such as "working in a bank". 3. Do not include illegal jobs such as bootlegger, etc. 	<p>References</p> <p>No specific references.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Write names of jobs in local community. 2. Person with longest list reads his in class with criticism from class. 3. Class suggests other occupations to be added to the list read in class. 	
<p>Unit: I Pupil Orientation</p>	
<p>Topic: Compiling List of Local Occupations</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To begin a systematic study of occupations 2. To acquaint the students with the complexity of occupations as a field of study. 3. Instruct students in procedure for analyzing the occupations in the film. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To view the film on occupations.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. General occupations as presented in the film, Choosing Your Vocation. 2. Continue study of local occupations. 	<p>References</p> <ol style="list-style-type: none"> 1. Coos Bay Times, <u>Dawn of A New Era for Southwestern Oregon</u>. Source, Coos Bay, 1937. 2. Data provided by the local Chamber of Commerce.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. View film, Choosing Your Vocation. 2. Discuss following statements from film: <ol style="list-style-type: none"> a. Is it possible that there are 20,000 occupations as stated in the film? b. From your own experience, do you feel that 50 per cent of the people do not like their jobs. c. Without mentioning names, relate cases of people who do not like their work. 3. Scan copy of local magazine, Dawn of A New Era in Southwestern Oregon, to become familiar with the principal occupations of the area. 	
<p>Unit: II Local Occupations</p>	
<p>Topic: A Broad View of Occupations</p>	

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. To provide simple tasks in connection with the list of local occupations. 2. To develop a familiarity with the occupations through examination of some of the simple requirements for employment. 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. To analyze the list of local occupations to determine what jobs men and women held. 2. Determine why the jobs are in some cases limited to one or the other; strength; exposure, tradition, prejudice.
<p style="text-align: center;">Topics for Study</p> <ol style="list-style-type: none"> 1. Classify each of the listed occupations indicating the sexes employed. 	<p style="text-align: center;">References</p> <ol style="list-style-type: none"> 1. Coos Bay Times, <u>Dawn of A New Era for South-western Oregon.</u>
<p style="text-align: center;">Pupil Activities</p> <ol style="list-style-type: none"> 1. Discuss briefly each occupation on the list provided by the teacher for the purpose of indicating if the job is open to men only; women only or for men and women. 2. Mark in the proper column your decision as discussed in class. Use symbols M for men, W for women, and MW if both are employed. 	
Unit: II Local Occupations	
Topic: Local Jobs for Men and Women	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To present specific information about pay rates for local jobs. 2. To acquaint the class with the <u>Dictionary of Occupational Titles</u> as basis for uniform job titles. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To become familiar with rates of pay in local job opportunities.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. List of local jobs. Enter approximate current wages or salaries paid. (Most information will be volunteered by class; have pupils volunteer to find out wages paid in doubtful cases.) 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Dictionary of Occupational Titles Part IV Entry Occupational Classification.</u>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Fill in the column on their list of local occupations relative to wages paid. 2. Carry on class discussion of wages. 	
Unit: II Local Occupations	
Topic: Wages for Local Jobs	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To further familiarize the students with local jobs. 2. To extend their thinking beyond wages only. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To become familiar with the time requirements of the job. (This is only approximate information, largely supplied by the class.)
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Indicate the amount of time spent on the job; hours each day, number of days each week; continuous or seasonal. 	<p>References</p> <p>No specific references</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. By class discussion students contribute information about the length of the working day, week, and year for each job. 2. Each student makes these entries on his list in the proper column. 3. Volunteers are secured to make inquiries for jobs in which there is disagreement or doubt. 	
<p>Unit: II Local Occupations</p>	
<p>Topic: Amount of Time Required by the Job</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Develop a broad outlook on the study of occupational selection. 2. To encourage a gradual thorough study of occupational requirements. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To learn how to go about selecting an occupation for himself. 2. How to use the practice book.
<p>Topics for Study</p> <p>Text: <u>Selecting An Occupation</u></p> <ol style="list-style-type: none"> 1. Introduction to occupational selection. pp. 9-10 2. Basis for advising about occupations. p. 11 3. Making the occupational choice. pp. 11-12 4. Variety of suitable occupations. p. 12 5. Basic considerations. p. 13 <p><u>Practice Book</u></p> <ol style="list-style-type: none"> 6. Read pp. 5-6. 7. Fill in blanks pp. 7-9. 	<p>References</p> <ol style="list-style-type: none"> 1. The text: <u>Selecting An Occupation</u> <ol style="list-style-type: none"> a. foreword b. pp. 5-6 c. pp. 9-14 2. <u>Practice Book: Selecting An Occupation</u> <ol style="list-style-type: none"> a. pp. 5-9
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Read the lesson in the text, <u>Selecting An Occupation</u>. 2. Learn the three fundamentals of selecting an occupation. 3. Determine why he must make his own choice. 4. Learn to think straight about the variety of jobs suitable to each person. 5. Secure notebook paper to supplement the writing space in the practice book. 6. Acquire an attitude toward a thorough study of the field of occupations. 7. Read assignment in Practice Book. 8. Follow instructions in the Practice Book for filling in blanks. 	
<p>Unit: III General Requirements of Occupations</p>	
<p>Topic: Basis for Studying Occupations</p>	

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. To aid in developing the above pupil objectives. 2. To foster thinking. 3. To develop discussion without emotion even though on controversial topics. 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. To learn to use reference material. 2. To get practice in acquiring facts and forming opinions based on these facts. 3. To recall things students have seen themselves and apply these to the accumulated facts. 4. To summarize principles.
<p style="text-align: center;">Topics for Study</p> <ol style="list-style-type: none"> 1. <u>Practice Book</u>, pp. 6-9. Discuss in class the questions in Lesson I. 	<p style="text-align: center;">References</p> <ol style="list-style-type: none"> 1. <u>Practice Book</u>, pp. 6-9.
<p style="text-align: center;">Pupil Activities</p> <ol style="list-style-type: none"> 1. Consider the meaning of statement 12 on page 6 of the practice book. 2. Group discussion of questions on pages 7, 8, 9. 3. Develop sub-topic number I on page 7 of practice book. 4. Statements 4 and 5 should be discussed to some length. pp. 8-9 5. Write in on page 9 under instructor's remarks: Name some places or ways of getting first hand information about the occupation of your choice. 	
Unit: III General Requirements of Occupations	
Topic: How to Find A Suitable Occupation	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Strive to have each student put his generalizations into concrete illustrations. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To analyze the statements of the author and make a critical evaluation. 2. To distinguish between first hand and second hand information. 3. To find a reason for using one or the other or both.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Class discussion of variety of occupations suitable for each individual. p. 12 <u>Information Book</u>. 2. Discuss in class problems in section IV p. 8 in <u>Practice Book</u>. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Information Book</u> p. 12 2. <u>Practice Book</u> p. 8 Sec. IV
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Open up for discussion the statement on page 12, "There has been a lot of loose talk, etc." (<u>Information Book</u>) 2. Develop points 2 and 3 in the paragraph "Four things to remember". To be followed by answering in class the problems in #IV on page <u>Practice Book</u>. 3. Each student state his "choice" of occupation. (page 9) 4. Discuss choice as brought out under source of information. 	
<p>Unit: III General Requirements of Occupations</p>	
<p>Topic: Securing Reliable Information About Occupations</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To bring out the comparative values of books, pamphlets, interviews, lectures. (second hand information) 2. To discuss the values and limitations of first hand information such as working, visiting, and studying in a class. 3. To promote thought and discussion. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To learn to use many methods of securing information relative to occupations and how to be critical of them.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Compare tentative occupation with list of information sources on pp. 8-9 and determine best source. 2. Choice of each person reviewed and discussed by class. 	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Have different students read the name of the occupation tentatively taken for study purposes, p. 9 in <u>Practice Book</u>. 2. Read the order of selection under question V. Give reasons for particular choices. 3. Take item by item discussing merits and shortcomings. Develop a comparison of lecture vs. book for an occupation. Book vs. pamphlet developing particularly the reasons why a pamphlet would be more up to date and more impartial with facts. (Not trying to be popular, purpose to inform not sell, smaller units, less expensive, published for educational purposes, etc. 	
<p>Unit: III General Requirements of Occupations</p>	
<p>Topic: Practice in Locating Sources of Information</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To begin the study of groups of occupations on a national basis. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To distinguish between reliable and unreliable information. 2. To gain an idea of the groups of occupations on a national basis.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Write brief statement of reasons for your selection of sources of information as indicated on p. 10 <u>Practice Book #I</u>. 2. Write reasons for choices in topics II and III p. 10. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Information Book: Selecting An Occupation</u> Appendix, pp. 146-148
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Read answers prepared for the day's assignment. 2. Class discussion centered around point 7 on p. 11 of <u>Information Book</u>. (Occupations dealing with people) 	
<p>Unit: III General Requirements of Occupations</p>	
<p>Topic: Practice Matching Personal Likes with Occupations</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To impart the information in this unit. 2. To introduce the new unit on Occupations as classified in the U. S. Census. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To learn a variety of sources of information about jobs. 2. To discover the basic activities required by most occupations. 3. To recognize disagreeable aspects present in all occupations.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. <u>Information Book.</u> Read all of chapter II pp. 15-21. 2. Write answers as directed in <u>Practice Book</u> on pp. 10-11. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Information Book:</u> <u>Selecting An Occupation</u> pp. 15-21 2. <u>Practice Book:</u> <u>Selecting An Occupation</u> pp. 10-11
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Study information assigned in <u>Information Book.</u> 2. Write answers in practice book as assigned. 	
Unit: III General Requirements of Occupations	
Topic: Determining Occupational Likes and Dislikes	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Same as pupil. 2. Not to over-emphasize social differences and their effects. (Students may become too deeply concerned over their personal adjustment) 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To recognize the differences between social, unsocial, and antisocial. 2. To select typical occupations affected by attitudes toward others. 3. To distinguish between working for wages and job satisfaction.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Discussion of page 11 in <u>Practice Book</u>. 2. Each student be prepared to analyze his selected occupation in terms of poor and good social adjustment. 	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Suggest occupations in which you could be successful under the three headings: social, unsocial, and antisocial. 2. Each student name his occupation and analyze its type as to social requirements. 3. Each student in turn do V and VI on page 11. 	
<p>Unit: III General Requirements of Occupations</p>	
<p>Topic: Social Adjustment and Its Relationship to Occupations</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To get some thought out of questions on page 12. 2. To make a list of the pupil's activities before he is handed his blank for checking. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Examination of reasons for selection of the occupation. 2. Selecting methods of securing more information if undecided or "lukewarm" about an occupation. 3. To begin comparing the activities of the individual with the activities of occupations.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Discuss <u>Practice Book</u> page 12, unit VII. 2. Make list of most factors in unit VIII of the <u>Practice Book</u> using the numbers for each statement in descending order of importance. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Information Book: Selecting An Occupation</u> p. 19 2. <u>Information Book</u> pp. 12-13 3. Activity and experience table - Appendix
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Discuss page 12 in <u>Practice Book</u>. 2. Make a list of activities such as: (a) shop or home economic subjects; (b) 2 other subjects liked most; (c) 2 other subjects liked least; (d) sports in or out of school; (e) all forms of dramatics; (f) class offices; (g) hobbies; (i) music; (j) horseback riding; (k) boating; (l) swimming; (m) dancing; (n) working for someone for wages; (o) class offices; (p) any other activities. 3. How to use the prepared form for answering question IX, page 19. (a) In left hand column write: Skill with hands. (b) In column II fill in from the above prepared list and other experiences those which have required skill with the hands. (c) Do this with all activities listed on page 19 of <u>Information Book</u>. 	
Unit: III General Requirements of Occupations	
Topic: Comparison of Beginning Duties with Later Duties	

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. The only way that the likes and dislikes of the individual can be used is to gather samples over a long period from past activities. 2. These may give a composite picture of the type of work the individual will really like. 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. Fill out column III and IV to form some opinions toward likes and dislikes of the various activities as a result of experiences listed. 2. Try to select from the list of disliked experiences those that occur in the occupation selected. 3. Do the advantages seem to justify the choice of the occupation over the disadvantages?
<p style="text-align: center;">Topics for Study</p> <ol style="list-style-type: none"> 1. Fill out columns III and IV of the personal analysis blank. 2. Have students present report of entries in column II. 	<p style="text-align: center;">References</p> <p>No specific reference.</p>
<p style="text-align: center;">Pupil Activities</p> <ol style="list-style-type: none"> 1. Fill out column III of the sheet for question IX. (a) Be sure some of the disliked activities are listed. (Tendency to like most everything) 2. Fill out column IV listing the activities as they occur in your chosen occupation. (Check the activity not the experiences) 3. Question X -- Make list as directed. 4. Question XI -- Make a list of items that are disagreeable in the occupation you are considering. 5. Decide if you still wish to continue the occupation in spite of the disagreeable items. 	
<p>Unit: III General Requirements of Occupations</p>	
<p>Topic: Statement of Attitudes & Activities in Experiences</p>	

<p>Teacher Objectives</p> <p>1. There is a tendency to rush through this portion trying to save paper. Teacher must counteract this by drawing out individual items of the analysis.</p>	<p>Pupil Objectives</p> <p>1. To make an inventory of experiences in column II to correspond to column I.</p>
<p>Topics for Study</p> <p>1. Fill out column two of the personal analysis blank.</p> <p>2. Complete units X and XI p. 13 in the <u>Practice Book</u>.</p> <p>3. Make a summary sheet as part of the analysis.</p>	<p>References</p> <p>1. <u>Information Book</u> p. 19</p> <p>2. <u>Practice Book</u> p. 13</p> <p>.</p>
<p>Pupil Activities</p> <p>1. Class discussion of two or three activities for about 15 minutes.</p> <p>2. Develop column II.</p>	
<p>Unit: III General Requirements of Occupations</p>	
<p>Topic: Listing Previous Experiences</p>	

Information From Guest Speakers

Student _____

Date _____

Class _____

Speaker _____ Title or position _____

Subject _____ Occupation described _____

1. Under which of the 10 Major Census divisions of occupations would you place this description of occupations? _____
2. Is this occupation for men only? ____ women only? ____
3. If for both, about what % are men? ____ what % women? ____
4. What is the minimum amount of general education required? _____
5. Are there height requirements? Minimum ____ Maximum ____
6. Age requirements? Minimum ____ Maximum ____
7. Weight requirements? Minimum ____ Maximum ____
8. Other special physical requirements:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
9. Is any attempt made to determine a minimum mental ability? _____

10. How is this determined or measured on applicants?

11. What jobs would a high school graduate take to get started? _____
12. If he had ability and applied himself, what are some of the lines of advancement? (1) _____
(2) _____ (3) _____
(4) _____ (5) _____
13. What degree of economic security is attainable:
pension? _____ eligible for old-age insurance?
_____ wage sufficient to enable a savings for
old age? _____
14. What % of the people work outdoors? ____ indoors? _____
15. Are employees ever selected by civil service in this type of work? _____
16. Does the occupation seem to be expanding or is it declining? (Explain _____

17. At what age does compulsory retirement take place? ____
Otherwise, at what age do they tend to be "laid off"?__
18. About how many are employed locally? _____
19. If not strongly a local type of employment, where are the centers of employment? _____
20. Is an apprentice system of training used? _____
21. How much cash is required to get started? _____

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To establish rapport and administer tests. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To take the tests.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Administering: Personality Inventory, Thurstone-Thurstone. 2. Administering: The Adjustment Inventory, Hugh M. Bell. 3. Administering: The Vocational Interest Blank, Strong. 	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. To write the answers. 	
<p>Unit: IV Appraisal of the Individual</p>	
<p>Topic: Personality Inventory, Adjust. Inv. & Voc. Int.</p>	

SELF EVALUATION SCALE

To be used only after considerable preliminary training of the pupil and with the help of the teacher in locating and evaluating sources.

A form of indoctrination is necessary to secure objectivity on the part of the pupil; example; overcoming of prejudice toward own mental ability:

Some people can run 100 yards in ten seconds; probably none of us in here can. It might take 15 seconds to run the hundred yard dash. If we are interested in this we are curious to know how long it takes us but we are not embarrassed over the fact that others are physically faster. There is a similar variation in mental abilities and there are types of work suited to all levels of abilities. We should in the same way pick out our approximate mental ability and consider it in relation to the various occupations. We can not all be 10 second men mentally. (With this approach and a gradual application of individual mental and physical abilities the pupils have been quite impersonal and free of embarrassment.)

Use of the scale:

The scale is merely a four point mechanical device to enable the pupil to get a picture of his approximate abilities for later comparisons with the occupations.

Unit: IV Appraisal of the Individual
Topic: Establishing Rapport

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To help the students get a really honest evaluation of themselves. 2. To make use of this evaluation. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To definitely picture the four main requirements of the job and compare his own ability along this same basis. 2. To use a form of graph. 										
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Chapter III, pp. 22-24 <u>Information Book</u>. 2. <u>Practice Book</u>, pp. 14-15. Complete question III. 	<p>References</p> <p>No specific reference.</p>										
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Study chapter III of the Information Book. 2. Do pages 14, 15 of the Practice Book. 3. Do question III. Note: Let $\frac{1}{2}$" equal each number of the rating. Example: <table> <tr> <td colspan="2">Occupation of X</td></tr> <tr> <td>physical fitness</td><td>3</td></tr> <tr> <td>mental ability</td><td>2</td></tr> <tr> <td>personality</td><td>1</td></tr> <tr> <td>education</td><td>2</td></tr> </table>		Occupation of X		physical fitness	3	mental ability	2	personality	1	education	2
Occupation of X											
physical fitness	3										
mental ability	2										
personality	1										
education	2										
Unit: IV Appraisal of the Individual											
Topic: Comparison of Personal & Occupational Qualifications											

Physical Fitness Diagram of Four Persons

Prob. IV

A's pattern		Personal pattern for comparison	
health	_____	health	_____
strength	_____	strength	_____
endurance	_____	endurance	_____
soundness	_____	soundness	_____

Prob. V

B's pattern		My own pattern not so good as A's, but better than the other's. Pattern is good enough for most things although soundness may be something to be watched.
health	_____	
strength	_____	
endurance	_____	
soundness	_____	

Prob. VI

C's pattern		Continued health would reduce the limitations the other three, particularly, strength and endurance. The reason is that strength has health for its basis. Physical endurance comes from strength plus glandular secretions which are released for reserve energy. Without health these become burned out thereby preventing endurance. Soundness is more apart from health in such things as loss of a hand, etc., or may be very close such as poisoning from a decayed tooth, etc.
health	_____	
strength	_____	
endurance	_____	
soundness	_____	
D's pattern		
health	_____	
strength	_____	
endurance	_____	
soundness	_____	

**Personal Requirements Compared with
Teaching Requirements**

Personal Requirements

physical fitness _____
mental ability _____
personality _____
education _____

Teacher Requirements

physical fitness _____
mental ability _____
personality _____
education _____

Conclusions:

Education below the minimum and personality somewhat below the minimum.

Health well above the minimum and mental ability above the minimum.

XIV order of importance for success in occupations.

1. mental ability
2. physical fitness
3. personality
4. education

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To develop the students' ability to make self-evaluations without exaggeration or depreciation of personal traits. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To make a comparison of personal qualifications in comparison with an occupation selected for practice purposes.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Write answers to questions XI, XII, and XIII in <u>Practice Book</u>, p. 15. 2. Discuss question XIV in class. 	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Draw a chart evaluating the minimum requirements of the selected occupation. 2. Make a similar personal chart. 3. Make a comparison of the two with a summary in writing. 4. Discuss relative importance of these requirements. 	
<p>Unit: IV Appraisal of the Individual</p>	
<p>Topic: Personal and Job Evaluation</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. In straightening out the thinking concerning such terms as "occupation, vocation" etc. bring out the factor of false impression of "levels and nobility" attached to some occupations at the expense of others. 2. At this point the class will tend to have spread. Any timely material to aid the more rapid workers will help unify the class thru supplementary work. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To write and understand certain terms pertaining to a life's work. 2. To get a clear understanding of Chapter III and the use of the graphical aids.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Write definitions for: career vocation avocation occupation business 2. Break down impressions of "easte" in thinking of occupations. 	<p>References</p> <ol style="list-style-type: none"> 1. Commonwealth Series: <u>My Life's Work</u>, Marshfield H.S. Library. 2. Maul, H. S., <u>She Strives to Conquer</u>, Marshfield High School Library. 3. Goodrell, H. S., <u>The Education of Women</u>, Marshfield H.S. Library.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Write the excerpts from the definitions from the Commonwealth Series #1 "My Life's Work" pages 1, 2, 3. (a) career, (b) vocation, (c) avocation, (d) occupation, (e) business, (f) pursuit. 2. Discuss the occasional attitudes of the nobility of the "learned professions" at the expense of the nobility of any other honest work well done. 3. Turn to 22 of the Information Book and discuss Chapter III. 4. Make sure that you understand how to do chapter III in the Practice Book. 	
<p>Unit: IV Appraisal of the Individual</p>	
<p>Topic: Occupational Definitions and Relationships</p>	

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. To give slow students a chance to complete chapters II and III. 2. To lay the foundation for intelligent library usage by the members of the class. 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. To complete back work for those retarded. 2. To familiarize themselves with the library. 3. To obtain practice and proficiency in the use of the library.
<p style="text-align: center;">Topics for Study</p> <p>Library Practice</p> <ol style="list-style-type: none"> 1. Preparation for class: <ol style="list-style-type: none"> a. visit the library to make arrangements with librarian. b. make a sketch of library for shelf and magazine files. 	<p style="text-align: center;">References</p> <ol style="list-style-type: none"> 1. Endicaott, <u>One Hundred Guidance Lessons</u>, p. 62, Marshfield High School Library. 2. Brown, Thomas K., <u>The Secretary's Desk Book</u>, pp. 177-188, Chicago: The John C. Winston Co., 1932.
<p style="text-align: center;">Pupil Activities</p> <ol style="list-style-type: none"> 1. Students separated into groups: (a) Group I - those who need the time to catch up; (b) Group II - those farthest ahead; these will go to library first; (c) Group III - some not completely caught up and others will have to start a new assignment of Chapter IV. 2. Group I - continue with back work. 3. Group III - continue with back work or start Chap. IV. 4. Group II - see supplementary sheet dealing with library practice. 5. Explain the plan of the library assignment sheet to the entire class. (a) location of shelves; (b) division by compartments; (c) where the names and numbers are found on shelves; (d) how to record the classification. 	
Unit: IV Appraisal of the Individual	
Topic: Library Practice and Routine	

Procedure for library practice:

1. Using ruler make a sketch of the library floor plan indicating the book shelves and the magazine rack.
2. Divide the shelves into compartments as they are in library.
3. Find the names of the classifications and their numbers for each compartment. (These refer to the subject matter by topic and should indicate type of material that appears under general headings and numbers.)
4. Do a neat piece of work and return these directions for the next class.
5. Find the following books without help by number and report back as to what general heading they will appear under and if they are on the shelf.

170 - Charm of Fine Manners - Starrett
S

378 - Colleges and Universities

813 - Peggy Covers the News - Bugbee

374 - Courses and Careers - Gallagher

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Group review of things observed in library. 2. This is preliminary to real usage of library by topic. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Arrange conferences by instructor and those who used the library.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Report books and put on bulletin board. 2. Report magazine articles and post. 3. Report interviews. 4. Post pictures. 5. Read Chapter IV in <u>Information Book</u>, pp. 25-31. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Secretary's Desk Book</u> 2. <u>Information Book</u> Chapter IV, pp. 25-31.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Group III go to library. 2. Group I - Chapters III and IV. 3. Group II - Group discussion. (a) arrangement by section; (b) relation of section by topic; (c) how many books were found to be in? (d) what was wrong with the list? (author was omitted from one) (e) what was the value of the author's name with the call number? (f) what purpose do the numbers with the author's initial serve? (g) cross-reference; (h) what topics might be looked up to give a reference to such a book as, "Charm of Fine Manners"? (i) way in which the book would be filed. (always by title, author, often by subject, and in various other ways; (j) practical use- topics searched. 	
<p>Unit: IV Appraisal of the Individual</p>	
<p>Topic: Physical Fitness and Library Practice</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. For those who have selected an occupation this is the beginning of a search of the field. 2. To learn to use the Reader's Guide. 3. To learn to use the card catalog. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To locate current magazine articles about the subject chosen as an occupation. 2. To locate books about the selected occupation. 3. If no occupation is chosen select an occupation temporarily in order to do this assignment.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Individual work on selected occupations. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Reader's Guide to Periodical Literature</u> The H. W. Wilson Co., New York.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Library practice: (a) use Reader's Guide to Periodical Literature to locate 6 articles about your occupation; (b) use card catalogue in library to find the name of 3 books about your occupation; (c) indicate if the magazine is in the library; (d) spend the remainder of the period reading some of the material looked up. 	
<p>Unit: IV Appraisal of the Individual</p>	
<p>Topic: Library References for Selected Occupations</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To go over the papers on activities and note if a sincere attack had been made on the problem. 2. To make comments as needed on the papers. 3. Discuss Chapters III and IV. <ol style="list-style-type: none"> a. to develop particularly that section on mental abilities. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Consider the papers as returned. 2. Thru class discussion assimilate chapters III and IV.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Return activity list and summary sheet if graded and evaluated. 2. Brief review of Chapter III. 3. Discuss Chapter IV. 	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Look over papers, see the comments and ask questions. 2. Discuss chapter III. (a) do you believe that you could like an occupation very much and still be unfitted for it to the extent you would be unsuccessful? Give examples; (b) what if you have more than the necessary minimum qualifications? 3. Discuss chapter IV. (a) develop the statement made about young people and their vitality; (b) discuss the four qualities given in the text with examples; (c) give some examples of special ability. (music, art, marines, etc.) 4. Examples: (a) the doctor who made 50 calls one day; (b) the mule that walked the horses to death. 	
<p>Unit: IV Appraisal of the Individual</p>	
<p>Topic: General health, strength, endurance, soundness</p>	

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. To analyze the quality of individual work as to neatness, timeliness of turning in papers, and quality of judgment used in 4 profile patterns of Chapter III. 2. Thru the student's own rating of his personality bring out instances of ways of improving personality thru good manners. (This must be spontaneous if it is to be profitable.) 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. To listen to and profit from a general criticism of the 4 profile patterns of Chapter III. 2. To get a viewpoint toward the relation of good manners and personality. 3. To examine returned papers and ask individual questions as desired.
<p style="text-align: center;">Topics for Study</p> <ol style="list-style-type: none"> 1. Have 4 profile patterns of chapter III ready to return with grades and remarks. 2. Develop topic of education and personality. 	<p style="text-align: center;">References</p> <p>No specific reference.</p>
<p style="text-align: center;">Pupil Activities</p> <ol style="list-style-type: none"> 1. Listen to the instructor's remarks covering general criticisms of the 4 profile patterns of chapter III. 2. When the remarks get to "personality and education" the remark will be made that "while these are rated low they will develop with age and education". 3. Develop the question "will personality develop for the better in every case?" 4. Build discussion around the idea that the personality is your habits and their effect on others. 5. That success above the average in any given occupation is often closely tied up with a good personality. 	
Unit: IV Appraisal of the Individual	
Topic: 4 Profile Patterns, Personality Development	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To initiate self-evaluation of physical fitness. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To gain an understanding of the meaning of "your physical fitness". 2. To practice in participating in class conference.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. <u>Information Book</u> Review Chapter IV. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Information Book:</u> <u>Selecting An Occupation,</u> pp. 25-31.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Class discussion of Chapter IV "Your Physical Fitness for Occupations". 2. Questions about the four regular factors of fitness, (1) health, (2) strength, (3) endurance, (4) soundness. 3. Special abilities: (a) develop a discussion of the need for special abilities in music versus the acquisition of these abilities; (b) teacher clarify this by the analysis of elements of musical ability as developed by Seashore: (1) melody, (2) rhythm, (3) harmony, (4) tonal memory, (5) pitch; (c) effect of deficiency in any one of these; (d) special abilities needed for vocalist (oral cavity); (e) give examples of other special abilities: (1) effects of phobias, (2) effect of colorblind) 	
<p>Unit: IV Appraisal of the Individual</p>	
<p>Topic: Special Abilities</p>	

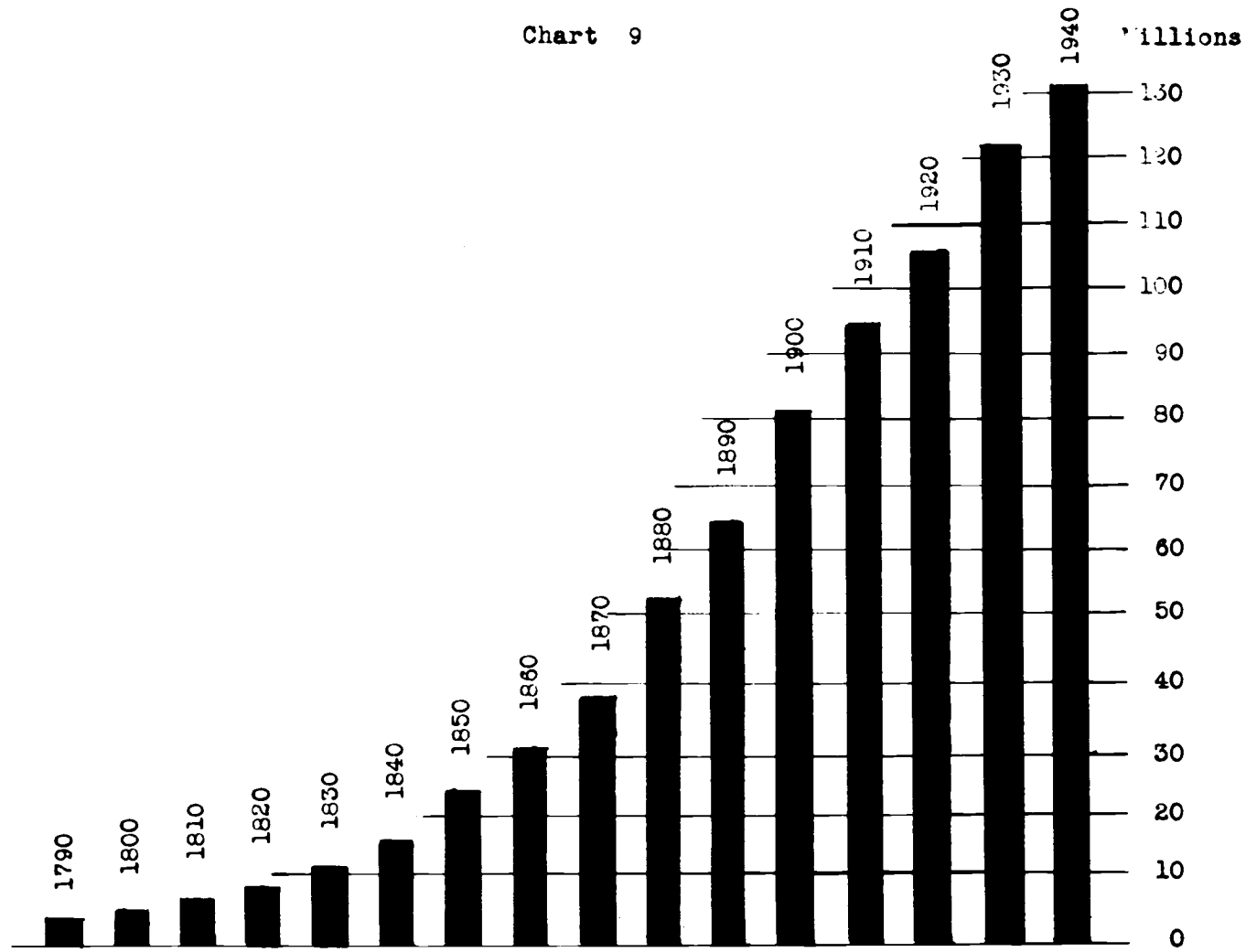
<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To check and record the efforts made on chapter 4 in the work book. 2. To hand workbook back this period. 3. To keep the papers for more accurate grading. 4. Return the true-false test after grades are recorded. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To study chapter 5. 2. To be ready to answer questions in class.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Meeting the physical requirements of occupations. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Information Book: Selecting An Occupation</u>, pp. 32-38.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. To hand in the work books for grading, with supplementary sheets. 2. Read chapter 5. 3. To answer questions orally in class, covering chapter 5. 	
<p>Unit: IV Appraisal of the Individual</p>	
<p>Topic: Meeting Physical Requirements</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To give the pupils the experience in making and coloring a histogram. 2. To build a liking for this kind of work. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To make a chart of the population trends of the U.S. from 1790 to 1940.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Population increase in the U.S. from 1790 to 1940. (with construction of a chart) 2. Read articles on dentistry in occupations newspaper. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Gainful Workers By Industry and Occupation</u>, 16th U.S. Census: 1940, Vol. 5, Chap. 2, p. 7. 2. <u>Sex and Occupation of Gainful Workers</u>, 16th U.S. Census: 1940. 3. <u>Dentistry, Your Future</u>, Vol. 12, No. 10, 11/13/39.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Listen to a short explanation of procedure in making chart: (a) total number of vertical lines; (b) size of paper; (c) how far apart to make lines in order to have a comfortable margin. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: U.S. Population at 10 Year Intervals, 1790-1940.</p>	

Population Increase 1790 to 1940

1. According to your chart about how many people were in the United States, excluding Indians, 14 years after the Revolutionary War?
2. Would you say the increase has been rather gradual and regular from that time to 1940?
3. Undoubtedly this rate of increase can not continue indefinitely. Give several reasons why this increase will have to slow down and eventually stop?
4. Why did not the eastern part of the United States become badly overcrowded as the population increased? What happened to the ratio of men to women?
5. As the population in a country increases what happens to land values?
6. When a pioneer settled on 320 acres of land and a generation later the country would become populated what happens to his land values?
7. When the population is increasing rapidly would it be a greater percentage of minors than there would be during the period when the population was remaining the same?
8. What effect would this increase of population have upon the markets?
9. If the birth rate declines to the extent that deaths equal births name 3 industries that would suffer?
10. Name 3 industries that would not be effected.

Chart 9



Population Increase In U.S. From 1790 to 1940

Significance of Population Increase

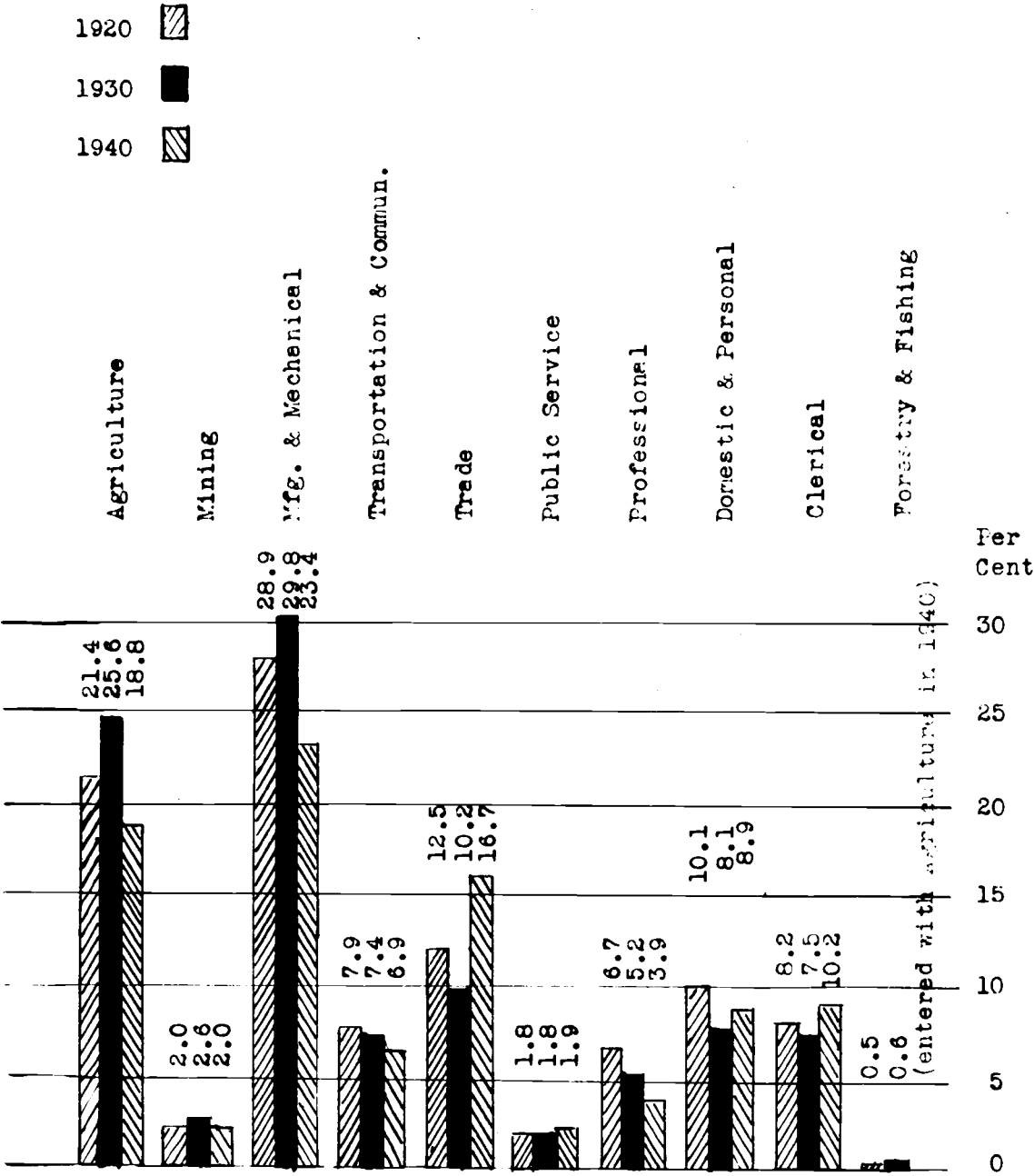
1. Constantly increasing domestic market, i.e. local businesses each year would do an increasing volume of business thru no particular effort of the operator. Additional help and new business were continuous. This type of economy was excellent for a prosperous citizenry and provided the American land of opportunity where any poor boy could become rich if he had what it takes.
2. In spite of the mounting population increase as indicated by the statistics it should be noted that the population percentage of increase was steadily declining.
3. This trend indicated a changing economy leading toward different business and employment conditions. (At the time of the original writing a static population condition was predicted within a few years. However, with the war and the recent increase in births this trend has been interrupted)
4. Pupil can watch trends in future years as needed to judge employment and business trends.

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. To get the highlights of cause and effect of population increase in U.S. 2. To build a back-ground for specific occupation origins and development. 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. To note the amount and rate of population increase. 2. To discuss the causes. 3. To trace some of the accompanying effects. 4. Effects upon occupations. 		
<p style="text-align: center;">Topics for Study</p> <ol style="list-style-type: none"> 1. Class discussion of population chart 1790 to 1940. 	<p style="text-align: center;">References</p> <p>No specific reference.</p>		
<table border="0" style="width: 100%;"> <tr> <td style="width: 35%; vertical-align: top;"> <p>Discussion:</p> <ol style="list-style-type: none"> 1. From less than 4 millions 1790 to 122 millions population 1930. 2. Causes of growth: (a) European dream of American wealth; (b) European religious persecution; (c) popularity of large families; (d) economic gain in large families; (e) rural population predominated; (f) unsuccessful could move West; (g) new lands increased in value by merely living on the land; (h) continued rate of immigration; (i) importation of foreign labor; (j) most labor hand labor; place for workers. 3. Decline of population increase: (a) restriction of immigration by laws; (b) mostly urban population with no room for large families. </td><td style="width: 65%; vertical-align: top;"> <p style="text-align: center;">Pupil Activities</p> </td></tr> </table>		<p>Discussion:</p> <ol style="list-style-type: none"> 1. From less than 4 millions 1790 to 122 millions population 1930. 2. Causes of growth: (a) European dream of American wealth; (b) European religious persecution; (c) popularity of large families; (d) economic gain in large families; (e) rural population predominated; (f) unsuccessful could move West; (g) new lands increased in value by merely living on the land; (h) continued rate of immigration; (i) importation of foreign labor; (j) most labor hand labor; place for workers. 3. Decline of population increase: (a) restriction of immigration by laws; (b) mostly urban population with no room for large families. 	<p style="text-align: center;">Pupil Activities</p>
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<p>Unit: V Analysis of Occupations</p>			
<p>Topic: Discussion General Population Chart</p>			

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Continuation of previous objectives. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To study the chart and have a discussion of questions implied.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Construct chart showing distribution of employment in 10 gainful occupations. 2. Implications of chart on % of persons gainfully employed. 3. Supplementary reading: "America Unlimited". 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Census of the United States - 1940</u> 2. Hard, William, America Unlimited, <u>Reader's Digest</u>, Sept. 1939.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Conclusions: that from 1870 to 1910 there was an increase in the number of persons employed. 2. That from 1910 to 1930 there was a decline again. 3. The % employed in 1930 was still higher than in 1870 and 80. <p>Questions for discussion:</p> <ol style="list-style-type: none"> 1. If there were fewer employed in 1870 than in 1940 why do we have such a greater unemployment problem: (a) times have changed in the 1940's since the 1940 census; (b) more women working now; (c) more boys working then; (d) 20% work on farms; (e) higher standard of living now, etc. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Per cent of Population Gainfully Employed</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To develop a critical and thinking attitude toward the problem of number in occupation and the relation to opportunities. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Complete the discussion centering around the list of occupations and their main fields. 2. Write answers to questions III, IV, V to hand in.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Ten Great Fields of Occup. 96-97 Selecting An Occup. 2. Practice Book, 47-48. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Selecting An Occupation</u> pp. 96-97. 2. <u>Practice Book.</u> pp. 47-48.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Take turns giving the occupation and the major field to which it belongs. Do II in class. 2. Write the answers to III, IV, V. (a) do this in class and encourage some real thinking; (b) hand in for grading. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Number Engaged in Occupations</p>	

Chart 10



Percentages of Population In Ten Gainful Occupations

Percentage of Population in Gainful Occupations
as Listed in 1920 through 1940 Census

1. Which occupation in 1920, 1930 and 1940 employed the most people?
2. Which employed second most?
3. Roughly, what percentage of all persons employed in 1940 are in the manufacturing-mechanical and agriculture occupations?
4. Which occupation employed the fewest people?
5. According to this chart are more or fewer persons being employed in agriculture?
6. In the column representing Trade, does the fact that in 1930 12.5 percent were employed and in 1920 10.2% were employed does this necessarily mean that more people are working in trade than in 1930 and in 1920?
7. In this chart what is meant by the word trade?
8. If a person just drifted through high school what occupation would he be most likely to enter?
(Major fields)
9. What major field would be either closed or practically closed without specialized training?



Significance of Per Cent of Employment
by 10 Occupations

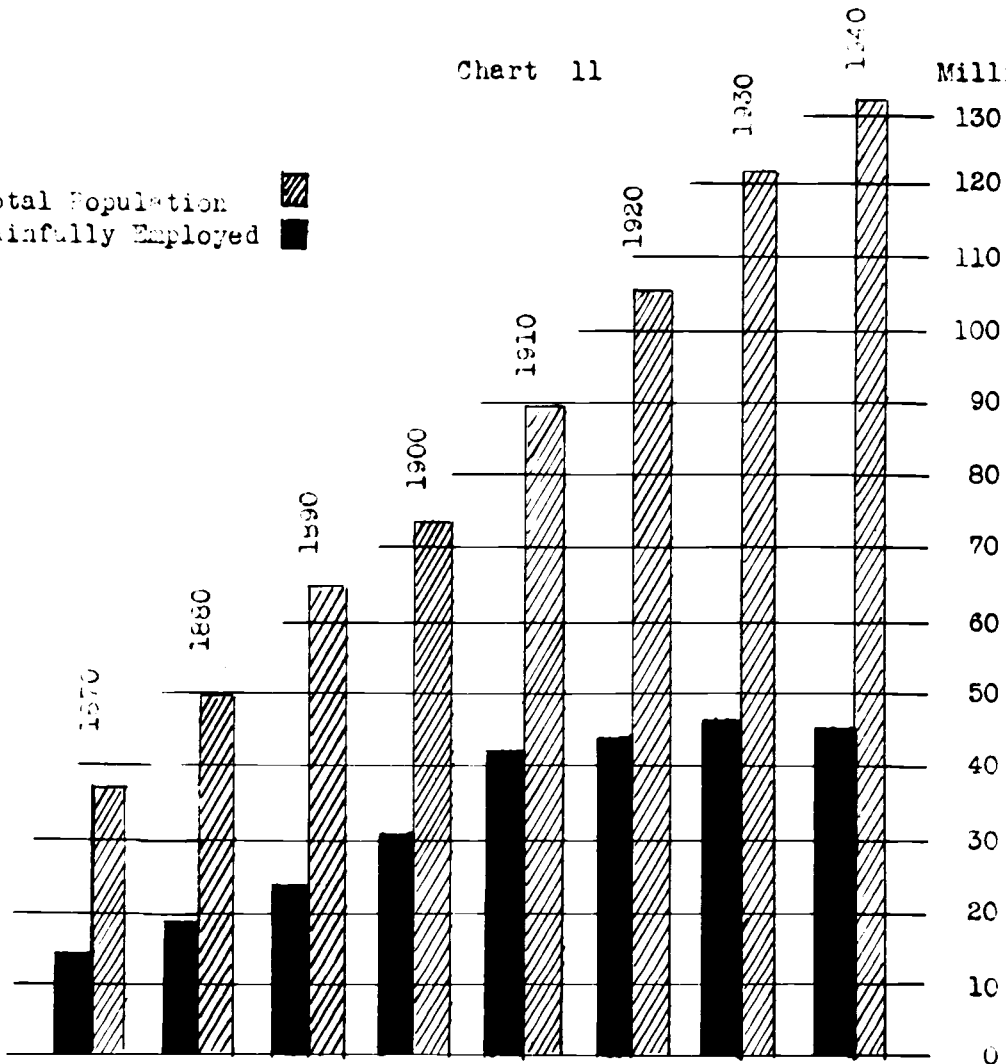
1. The major occupations can in general take new employees in about the proportions to the total number employed. (annual replacement based upon retirement)
2. A survey of the number in training to enter the professional and skilled fields compared to the per cent employed in those fields gives a basis for deciding which fields have the best employment possibilities.
3. Opportunity for finding a job any place one travels is much better in the large fields of occupations.
4. Fields that are increasing in percentage employed are better for employment opportunities than those declining.

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To acquaint with population trends. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To finish chart. 2. To begin study of occupations compared to population.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Start new chart on comparison of total population to that of those gainfully employed. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Sixteenth Census of the U.S.: 1940.</u> 2. <u>Occupation Statistics</u> Chap. I, page 29 - Definitions; Chap. II, page Total number in all occupations.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Complete chart of total population 1790-1940. 2. Make chart relative to population and gainfully employed. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Population Compared to Those Employed</p>	

Chart 11

Millions



Total Population 
Gainfully Employed 

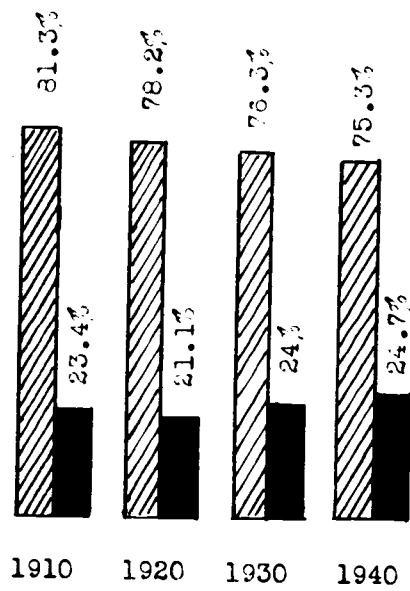


Comparison of Persons Gainfully Employed and Total Population

<p>Teacher Objectives</p> <p>1. To compare the tendencies toward displacement in employment in the past 30 years of women as compared to men.</p>	<p>Pupil Objectives</p> <p>1. To make a chart relating to the employment of men compared to women.</p>
<p>Topics for Study</p> <p>1. The occupations of men and women: a comparison of numbers and rate of increase in employment.</p> <p>2. A follow-up of the "The School Inventory" test.</p>	<p>References</p> <p>1. See <u>16th Census on Occupations</u>.</p>
<p>Pupil Activities</p> <p>1. Make a chart similar to the last one of no. III in which the comparison of men and women gainfully employed in the years 1910 - 20 - 30 - 40 are compared. Use percentage rather than total numbers to indicate the trend.</p>	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Comparison of Men & Women Gainfully Employed</p>	

Chart 12

Men 
Women 



A Comparison of Percentage of Men
and Women Gainfully Employed

Percentage of Men and Women Gainfully
Employed in the United States

1. Since 1910 to 1940 what has happened to the percentage of men employed?
2. The chart showed a very steady decline in percentage of persons gainfully employed. During that same period has the percentage of women gainfully employed decreased or increased?
3. What effect on this chart would the raising of the age for leaving school have?
4. Why do you suppose there was a decline in the percentage of women employed in 1920 and a considerable gain in 1930? (Consider carefully some of the after effects of the World War.)
5. Give several reasons why employment of women has increased during a time of increased unemployment?

Significance of Percentages of
Men and Women Gainfully Employed

1. The percentage of men over ten years of age who are gainfully employed is declining while the percentage of women is increasing.
2. Due to children remaining in school and a greater percentage of aged people, this should not indicate any serious change in employment possibilities for men.

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To bring the group together. 2. To get some research type of work done that the slower students object to doing. 3. To provide some work that will challenge the bright student. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. As each hands in work, give individual library assignment.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Individual assignments covering the ten census divisions. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Secretary's Desk Book</u>, pp. 177-188.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Complete charts. 2. The first 10 completed will take assignments of the 10 general divisions of occupations in the census. Each will be handed a sheet with general instructions for the use of library for this topic. May take several periods to get material. <p>Sample of sheet given to students:</p> <ol style="list-style-type: none"> 1. You may make your report according to any plan you may devise. 2. The following points should be recognized: (a) find the facts and if opinions are used tell the class; (b) for each source (book or magazine) make a note of the title, author; (c) other headings used, etc. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Completion of Charts and Individual Assignments</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To give practice in talking while standing. 2. To bring out the description of the particular field under discussion. 3. This need not be complete; should be the students work and should conform to the census procedure. 4. It should be the first rough step in getting a picture of agriculture. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To begin to get acquainted with the 10 major classes of occupations.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Agriculture (oral report). Report given before class. 	<p>References</p> <p><u>Practice Books</u> <u>Selecting An Occupation</u></p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Give reports as prepared. 2. Agriculture (first report): (a) consists of cultivating the ground, feeding and breeding live stock, and any kind of farming; (b) the market is domestic and foreign; (c) cost of living is usually much less in agriculture and little cash is needed; (d) three methods of marketing; (e) two types of training; (f) agricultural machinery; (g) agriculture by sections; (h) comparison of crop values to other industries. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Agriculture - Student Report</p>	

<p>Teacher Objectives</p> <p>1. Defining and describing two more occupations.</p>	<p>Pupil Objectives</p> <p>1. To learn about other major classifications of occupations.</p>
<p>Topics for Study</p> <p>1. Reports on classes of occupations.</p> <p> a. Professional Service.</p> <p> b. Public Service</p>	<p>References</p> <p>1. <u>Selecting An Occupation</u></p>
<p>Pupil Activities</p> <p>1. Give reports in class.</p> <p>2. Second report: (a) professional service: (1) an occupation requiring specialized training not clerical nor mechanical; (2) the U.S. Census lists 139 occupations as professions; (3) examples: engineers, cashiers, actors, lawyers, doctors, teachers, ministers, etc.</p> <p>3. Third report: (a) public service: (1) according to U.S. Census public service applies to occupations under the government; (b) class procedure: (1) have class name occupations of this nature: postmaster, dog-catcher, sheriff, state police, travel inspector, G-man, game warden, road supervisor, army, navy, national guard, etc.</p>	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Professions and Public Service</p>	

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. To break up the research type of work of recent days and give a chance for class to relax. 2. To acquire more general education about another industry. 3. To notice the place of other fields such as transportation. 4. To study the requirements of the job and to watch for opportunities for women. 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. To learn about a part of an industry. 2. To notice what people do for a living.
<p style="text-align: center;">Topics for Study</p> <ol style="list-style-type: none"> 1. Motion picture - "Romance of Rubber". 2 reels-silent. 	<p style="text-align: center;">References</p> <p>No specific reference.</p>
<p style="text-align: center;">Pupil Activities</p> <ol style="list-style-type: none"> 1. Listen to remarks of instructor in preparation for viewing the film. 2. Discuss film afterwards. <ol style="list-style-type: none"> a. type of work b. color of people c. opportunities for whites d. conquering of disease e. investment and effect upon foreign policy. 	
Unit: V Analysis of Occupations	
Topic: Film: The Romance of Rubber	

<p>Teacher Objectives</p> <p>1. To give a test that would require thinking and some conclusions based upon the first three chapters.</p>	<p>Pupil Objectives</p> <p>1. To answer correctly the 10 questions.</p> <p>2. To find if the answers were correct and if not why not.</p>
<p>Topics for Study</p> <p>1. 9th week test and class discussion of test.</p>	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <p>1. Encircle the T or F as the answer seems to be with ink.</p> <p>2. Check with pencil, each correcting his own paper.</p> <p>3. Stack neatly the following: (a) all assignment sheets; (b) all work books; (c) all note books. (Hand in for grading.)</p>	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: 9th Week Test and Review</p>	

NINTH WEEK TEST

These questions are based upon the materials covered in the text, Information Book, and Practice Book.

Directions: Place a circle around the T or F as you think the answer true or false.

Assuming you have made no choice of your life's work, indicate which of the following procedures you would use as a basis for a choice.

- T - F 1. Tell your story to a wise and experienced friend and ask him to select an occupation for you.
- T - F 2. Do not take a job until you have made your selection of an occupation because it might prevent you from choosing an occupation.
- T - F 3. American youth are finding it easier each year to make their choices of selected careers.
- T - F 4. If got a job selling merchandise in a store during the Christmas season, you would be getting first-hand information about a career in store management.
- T - F 5. You attend a lecture by a very famous salesman. The information he gives you is useful first-hand information.
- T - F 6. The magazine, The Specialty Salesman, is source of second-hand information.

A Case Study of Bill Jones Experience

- T - F 7. Bill Jones made a pattern of his abilities and qualities including physical fitness, mental ability, personality, and education. He found that he had much better health than was needed in college. He decided to join the Marines because their health requirements were higher. This showed fine discrimination and good judgment on Bill's part.
- T - F 8. Bill decided that few jobs were fascinating in all of their duties.

A Case Study of Bill Jones' Experience (Continued)

- T - F 9. Bill had tried quite hard in his classes in school. Two intelligence tests indicated he had a low grade of intelligence. Bill decided to become a skilled foundry worker because nothing was said about mental requirements in his interview at the foundry. Bill used good judgment in choosing the foundry work instead of college.
- T - F 10. We are more likely to succeed in the things we like because we give our whole-hearted attention to them.
- T - F 11. Bill found by his chart that his personality was rated as poor. He had little patience with people who did not agree with him and had many people dislike him. Even though a job was open in store work, he decided to look for another occupation. Bill used good judgment even though he lost money by delaying his opportunity to earn wages.

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To get reports in. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To get a broad view of the topic of Mining. 2. To discuss and clarify questions of the test. 3. Topic of Forestry and Fishing.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Class report on Mining as a topic from U.S. Census. 2. Review the questions of test that may bother anyone. 3. Report on Forestry and Fishing. 	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Go over any questions of test that seemed to need discussing. 2. Report on mining. (a) means to burrow in the earth; (b) common materials mined: oil, coal, gold, silver, iron, cement, copper, stone, lead, zinc, limestone, gypsum, granite, aluminum, salt, sulphur, marble, diamonds; (c) kinds of work: prospecting, open cut mining, glory hole, placer, sluicing, hydraulic, drift. 3. Report on fishing and forestry. (a) forestry purposes: commercial yield, multiple purposes - watershed, wild life, forage, recreation; (b) six main forest regions: Northern forest, Central hardwood, Southern forest, tropical (Florida), Rocky Mountain, Pacific Coast. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Review Test and Mining</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To have those who have made a tentative choice, explore the field. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To complete the particular test being worked upon. 2. For those who have completed their tests read material available in the room relevant to their fields. 3. Individual conferences with the instructor to lay out a planned reading course relative to the selected occupation.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Complete the tests: Strong Voc. Interest, Thurstone Personality Inventory, Bell Adjustment Inventory. 2. Start a new unit of work in which the emphasis is placed upon broad study of the field selected by the individual. 	<p>References</p> <p>Will vary with the different choices of occupations.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Complete tests. 2. Read material provided. 3. Individual consultations with instructor. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Tests - Reading - Conferences</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To establish the attitude of looking for material systematically. 2. To stimulate reading broadly about topic. 3. To develop enough information that it can be charted. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To take a definite assignment concerning an occupation and prepare that assignment. 2. Listen to the instructor as he points out methods and places to get materials.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Gathering information for individual usage. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>The Reader's Guide to Periodical Literature.</u> 2. Platt, Rutherford H., <u>The Book of Opportunities</u>, New York: G. P. Putnam's Sons, 1927.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Copy the following assignment: (a) look up in Reader's Guide the titles of six articles pertaining to your field with the accompanying reference information. 2. Use the card catalog to look over the field of books relative to your field and list three with call numbers. (Nonfiction preferred but novels may be listed if librarian recommends them as good background information.) 3. Study the material on your field and related fields from the Book of Opportunities. 4. Hand in a list of materials that you think should be sent for at the state library. This may be taken from the Book of Opportunities. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Locating Material Through Reader's Guide</p>	

<p>Teacher Objectives</p> <p>1. To become acquainted with the principal kinds of Public Service occupations.</p>	<p>Pupil Objectives</p> <p>1. To consider some of the more obscure phases of the Public Service occupations as well as the more glamorous ones.</p> <p>2. To get an idea of the source of these jobs thru Federal, State, and Local agencies and those that are thru civil service, appointment, and election.</p>
<p>Topics for Study</p> <p>1. Class report and discussion: Public Service.</p>	<p>References</p> <p>1. <u>Selecting An Occupation.</u></p> <p>2. <u>The Book of Opportunities</u>, pp. 395-453.</p>
<p>Pupil Activities</p> <p>1. Give report to the class</p> <p>2. Public Service (major divisions): PROTECTION: police, firemen, navy, army, marines, coast guard. JUSTICE: judiciary (court jobs), legal service. LEGISLATIVE: state legislature, national Congress. REVENUE: local custom house, internal revenue. POSTAL SERVICE: delivery, clerical, supervisory. FOREIGN SERVICE: foreign trade, consular service. GOVERNMENT ADMINISTRATION: (This is a very broad field with all of the cabinets and their activities, especially with the recent increase of bureaus.</p>	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Public Service</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To bring out various aspects of the professions. 2. To point out the special requirements of the learned professions. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To get a broad view of the professions. 2. To distinguish between the "learned" professions and the usual general meaning of profession. 3. To give examples of the various occupations within the professions.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Class report and discussion: Professions. 	<p>References</p> <ol style="list-style-type: none"> 1. Information Book, <u>Selecting An Occupation</u>, pp. 107, 108. 2. <u>The Book of Opportunities</u>, pp. 227-370.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Class report on the professions. (a) usually requires four or five years of college training as a minimum; (b) requires "specializing". 2. Professions: (a) entertainment world: professional dancers, actors, magicians, circus performers; (b) "learned" professions: lawyer, doctor, minister, engineer, pharmacist, teacher; (c) professions from "special" schools: nurse, secretarial work, F.B.I. work, military schools for officers: West Point, etc. 3. Give illustrations of these and tell where the education takes place. 4. Bring out some of the pseudo professions: mind-reader, palmistry, foot-doctors, some chiropractors, etc. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: The Professions</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To develop this field in relation to the 10 major fields. 2. Bring out some of the interesting phases as undertaking as a trade, quotations from the section on business in "The Book of Opportunities". 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To get a picture of the various phases of selling as listed under trade in the U.S. Census. 2. To distinguish particularly between Trade and Clerical (clerking) and the Mechanical Trades.
<p>Topics for Study</p> <p>Class report and discussion: Trade.</p>	<p>References</p> <ol style="list-style-type: none"> 1. Practice Book: <u>Selecting An Occupation</u>, pp. 105, 106 - Appendix. 2. <u>The Book of Opportunities</u>, pp. 178 on.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Listen to the report on Trade. 2. Carry on a discussion. (a) the most common type of trade (salesman, saleswoman); (b) are door keepers part of the personnel of trade? elevator operators? (yes); (c) what is the most unusual one in the list on page 147 of the text. (Probably the undertaker.) develop some of the duties, profits, and experiences of the undertaker; (d) methods of advertising men. (Principle that if an untruth is publicly repeated with no one disputing it, it becomes a truth in the eyes of the public.) 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Trade</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To develop this topic and to particularly distinguish from Trade. 2. This is background material to specific information about this field for those who are interested in secretarial work. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To get a picture of clerical work, especially in comparison with the major field of Trade.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Class report and discussion: Clerical. 	<p>References</p> <ol style="list-style-type: none"> 1. Information Book, <u>Selecting An Occupation</u>, Chap. XII and Appendix. 2. The Book of Opportunities, pp. 222-236 inc.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Listen to the report of the two students assigned to this topic. 2. Set up a list of clerical work that is done thru the use of machines and machine operators: typing, adding machine, duplicating (mimeograph, etc.), dictophone, speaking tube, speaking systems, addressing machine, card punching machine, tabulating machine, multi-graph operator, photostat operator, comptometer operator, calculating machine operator, file clerk, telephone operator, etc. 3. Non-machine operators: receptionist, office boy, girl, general clerk, mail clerk, order clerk, price clerk, receiving clerk, shipping clerk, timekeeper, etc. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Clerical Field - Class Report & Discussion</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To get a picture of another major field. 2. To bring out an interesting topic to sustain class interest, i.e. that of psuedo professions: psychic manifestations, palm readers, mind readers, telepathy (Duke University experiments) etc. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To get a picture of the jobs in Domestic and Personal Service. 2. To get the picture of some of the forms of quackery practiced in the names of the professions.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Class Report: Domestic and Personal Occupations. True and false professions. 	<p>References</p> <ol style="list-style-type: none"> 1. Information Book: <u>Selecting An Occupation</u>, Chap. XII. 2. Picture stories brought in from magazines.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Listen to the student reports upon Domestic and Personal Service. (a) various types of work; (b) the bad side of servant work, probably thru unfair and unkind treatment on the part of employers: long hours, thoughtless children, humiliation, under pay, many others. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Domestic and Personal - False Professions</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To bring out a picture of the 10 major divisions and have the students gain the ability to place occupations. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To get a bird's-eye view manufacturing-mechanical trades. 2. To acquire practice in picking out occupations and fitting them to the 10 major fields.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Mechanical and Manufacturing field. (Class report as assigned previously.) 	<p>References</p> <ol style="list-style-type: none"> 1. <u>Information Book: Selecting An Occupation</u>, Chap. XII. 2. U.S. Census - Gainful Workers and Occupations in Industry, Chap. V.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Two students assigned for reports on manufacturing mechanical trades. 2. Give reports in class. 3. List occupations on the board and have the class name the major field: fern gatherers - forestry (manufacturing-mechanical), clam digger - fishing, myrtle wood turner - manufacturing, myrtle wood lumber - manufacturing, boom man - manufacturing, steam shovel operator - manufacturing-mechanical, milker - agriculture, fortune teller - profession (personal), boot black - personal, etc. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Mechanical and Manufacturing Field - Reports</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To bring an expert in from the field to talk on forestry. 2. To create interest through a variety of presentations to the class. 3. To bring out what people do in the forest service. 4. To give the class a chance to enlarge upon the forestry topic if desired. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Take teachers assignment. (a) Is There Only One Job For You? "Your Future" Volume II, No. 10. 2. Clear up any ideas from the lecture. 3. Discuss the topic of agriculture from text.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Lecture and discussion on forestry by Ike Gervais, Forest Ranger. 2. Analysis of the forest service. 3. Demonstration of the use of the fire finder. 4. Demonstration of the portable radio receiver and transmitter as used in the U. S. Forest Service. 5. Topics from Chapter 12 in text. 	<p>References</p> <ol style="list-style-type: none"> 1. "Your Future", Volume II, No. 10. 2. Information Book, <u>Selecting An Occupation</u>, pp. 100-101.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. To discuss lecture and demonstration by Mr. Gervais. 2. To discuss page 100-101 in the text. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Lecture and Discussion on Forestry</p>	

Teacher Objectives	Pupil Objectives
1. To complete chart.	1. Annual incomes from selected occupations considered.
Topics for Study	References
1. Annual incomes in selected occupations.	1. <u>American magazine</u> , November 1939, "How Much Can I Make?"
Pupil Activities	
1. Make a study according to the following incomes.	
Farm labor	\$475
Farming	620
Unskilled labor	785
Office workers	1,070
Nursing	1,295
Public sch teach.	1,350
Average for all gainfully employed in U.S.	1,350
Skilled trades	1,410
Social work	1,680
Ministry	1,960
Library work	1,990
Journalism	2,110
College teach.	3,020
Architecture	3,790
Dentistry	4,230
Engineering	4,460
Law	4,680
Medicine	4,970
Unit: V Analysis of Occupations	
Topic: Annual Earnings 17 Occupations	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Develop the idea that this study covered a four year period, used five skilled men in research, covered a 20 year period, and is thoroughly reliable. 2. To have the class keep in mind that annual earnings are only one factor in determining desirable occupations. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To note the range of annual wages according to selected occupations. 2. To note that this study listing 17 occupations uses 12 occupations from the professions which account for only about 7% of people gainfully employed.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Discussion of annual incomes. 	<p>References</p> <ol style="list-style-type: none"> 1. From a study by Harold F. Clark and assistants at Columbia University in the <u>American Magazine</u>, November 1939, entitled, "How Much Can I Make?"
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Hold a discussion about the following: (a) the average annual earnings vary from medicine \$4970 to farm labor \$475. (See chart.) Go down the list through (b) law, engineering, dentistry, architecture, college teaching, journalism, library work, ministry, social work, pointing out that all these highest paid jobs are from the professions. (c) have the class name some of the occupations that come under the skilled trades heading. (d) explain how the average for all occupations is found. (e) have them note the length of training for both public school teaching and nursing and yet these annual salaries fall below the average for all occupations. (f) that many girls select office work and yet it is towards the bottom. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Annual Earnings</p>	

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. To give an authoritative picture of U.S. Civil Service. 2. To point out the lack of relationship between private "Civil Service schools" and government civil service. 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. To prepare themselves to ask questions of the local Civil Service examiner.
<p style="text-align: center;">Topics for Study</p> <ol style="list-style-type: none"> 1. Hand in work book with chapter VI completed. 2. Take down questions in preparation for a visit by the local Civil Service examiner. 	<p style="text-align: center;">References</p> <ol style="list-style-type: none"> 1. U. S. Civil Service application blank for the skilled trades. 2. Other forms of application blanks. 3. Bulletin board in the Post Office.
<p style="text-align: center;">Pupil Activities</p> <ol style="list-style-type: none"> 1. Hand in practice book. 2. Use the following questions: (a) who may give U.S. Civil Service examinations? (b) what agency or in what building are they given? (c) in how many towns or cities in Oregon are these given? (d) is the examination oral or written? (e) may a pencil be used to fill in the blanks? (f) must all blanks be filled? (g) is a photograph ever required? (h) do they question your physical ability? (i) under what conditions are you advised to not even apply? (j) does Civil Service require you to be a citizen of the U.S.? (k) does the government concern itself about your police record? (l) is there any difference between an examination and an application for exam? 	
Unit: V Analysis of Occupations	
Topic: U. S. Civil Service	

<p>Teacher Objectives</p> <p>1. Each member of the class have a clear picture of the purpose of civil service, its limitations, and misrepresentations under the guise of civil service.</p>	<p>Pupil Objectives</p> <p>1. To answer questions asked by the instructor previously looked up from yesterday's assignment.</p> <p>2. To use speaker as an authority in case of controversial questions.</p> <p>3. To use the class questions as leading questions to draw out more information.</p>
<p>Topics for Study</p> <p>1. U.S. Civil Service by guest speaker, Secretary to the Local Civil Service Board.</p>	<p>References</p> <p>1. U.S. Civil Service application blank for the skilled trades.</p> <p>2. Bulletin board for Civil Service in U.S. Post Office.</p> <p>3. Bulletin board Oregon State Employment Office.</p>
<p>Pupil Activities</p> <p>1. Answers to yesterday's questions with corrections and additions. (a) given by the U.S. Government only (United States Civil Service Com.); (b) arranged for in Post Office Bldg.; (c) fourteen cities in Oregon give civil service examinations; (d) written; (e) no, typewriter preferred and ink as second choice; (f) "yes", meaning that all spaces intended to be filled in must be answered; (g) photographs required sometimes; (h) physical ability questioned very closely; (i) advised not to apply if: (1) you have incurable disease; (2) certain physical disabilities; (3) cannot meet age requirements; (j) you are required to be a citizen of the U.S. (k) yes; (l) application made and permission given to take examination.</p>	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: United States Civil Service</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To teach the two above branches of the service occupations. 2. To bring out some of the better lines of work in the domestic service. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To get an idea of the occupations in the field of Domestic and Personal Service. 2. To study the text chapter XI.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Report on Domestic and Personal Service. 2. Chapter XI - Ten Great Fields of Occupations (text). 	<p>References</p> <ol style="list-style-type: none"> 1. Link, Miriam, <u>Fields for Women</u>, Marshfield H.S. library. 2. Information Book: <u>Selecting An Occupation</u> Chapter XI.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Take notes on Domestic and Personal Service occupations. (a) all workers who render personal service to others: (1) domestic service is such work as sewing, cooking, and other household arts; (2) personal service is service or work rendered to the individual; (b) some occupations under Domestic and Personal Service: barber, bell boy, boot-black, hair dresser, hotel keeper, caterer, cook, house-keeper, janitor, manicurist, porter, servant, etc. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Report - Domestic and Personal Services</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Bring up class interest thru the interesting topic of a personal nature. (Secretaries) 2. Promote the use of articles from periodicals. 3. Continue reports on Clerical Field and get information. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To get an idea of the demands of the business world upon conduct and dress. 2. To take notes and get a broad view of the field of Clerical Work. 3. To read Chap. XI and fill in the answers in Practice Book.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Report on Clerical Field. 2. Supplementary article on conduct of secretaries. 3. Work Book and Text on Chap. XI, Ten Great Fields of Occupations. 	<p>References</p> <ol style="list-style-type: none"> 1. <u>American Magazine</u>, September 1939. 2. <u>The Book of Opportunities</u>.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Listen to a couple of paragraphs read by instructor from the American magazine. (a) title, "The Way of Smart Girls; (b) "Peek-a-Boo" blouses, crossed knees, perfume, powdering, red finger nails are interesting for a dinner date but a distraction in an office. 2. Clerical occupations report: (a) occupation in which a person has figures and writing to do; (b) training: high school, business school, or college; must be able to type, take dictation in shorthand, bookkeeping; (c) abilities: good mathematical mind, do quick thinking, have developed an efficient and satisfactory way of dealing with people; (d) health - confining and tedious; (e) wages - \$70 to \$125 per month. 	
Unit: V Analysis of Occupations	
Topic: Clerical - Chapter XI	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. By use of "leading" questions bring out the comparative factors affecting the 10 major fields. 2. Force thinking by writing contributions upon the blackboard and having each get an answer ready. <p><u>Note:</u> This seems to cause a lack of interest and this must be watched carefully and some action work devised as necessary.</p>	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To discuss the questions on pages 47, 48 as presented by teacher. <ol style="list-style-type: none"> a. IV. 2. To write answers to V to hand in.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Ten Great Fields of Occupations. Practice Book, pp. 47, 48. 	<p>References</p> <p>No specific references.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Discuss question IV, page 47, "Is agriculture 9 times as attractive as the professions since it has 9 times as many engaged in agriculture?" (a) set up a blackboard device: FACTORS AFFECTING ATTRACTIVENESS OF: AGRICULTURE: (1) outdoors work; (2) own boss; (3) steady employment; (4) own fresh food; (5) respected person in community; (6) 9 times as many employed as in professions; (7) easy to get farm work; (8) wages may be very low; (9) may be long hours; (10) chance to get away from people. PROFESSIONS: (1) usually indoors work; (2) some professions comparatively short hours; (3) good salary or fee; (4) clean work; (5) not easy to get a start; (6) expensive training; (7) loss of time in training, etc. 	
<p>Unit: V Analysis of Occupations</p>	
<p>Topic: Attractiveness of Agriculture vs. Professions</p>	

Conclusions Pertaining to Major Occupations

1. Enables pupils to comprehend what people do by assembling in few enough units.
2. Permits systematic study of sub-divisions of occupations by further breakdown.
3. Most units have distinctive characteristics to permit cataloging of their demands upon individuals, for example:

Agriculture - outdoor life, see things grow, long hours, average lower cash income, independent life, tied down responsibilities, variety of work, own boss, no legal or educational requirements, small capital to start, work alone great deal, few vacations, etc.

Manufacturing and Mechanical - greatest opportunity for employment, and wide range of abilities and interests, opportunity for working with hands also with head, jobs have kept pace with increase in population, regular hours of employment, workmen's compensation, usually legal regulations covering hours, sanitation, safety, greater risk of accidents, steady employment not assured as well as some other fields, jobs more subject to technological change.

Professional - average larger incomes than most fields, financial rewards for high grade of work, greater freedom of action, increasing percentage of population securing jobs in professions, long period of preparation, expensive preparation, postpone time for going to work, low income while getting started, usually requires tact, diplomacy, industry to remain successful, some choice of association with people or working by self, etc.

(So on with the other seven major divisions.)

4. Through the use of self study and tests an individual may impersonally match his characteristics with the major fields of occupations.

<p>Teacher Objectives</p> <p>1. To build a good background attitude toward their own appearance in order to have a more stable and unemotional approach to their own abilities.</p>	<p>Pupil Objectives</p> <p>1. To listen and question the talk on beauty.</p>
<p>Topics for Study</p> <p>1. Beauty of the individual and its relationship to occupations.</p> <p>2. Discussion of general report procedure as practiced in class.</p>	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <p>1. Talk on beauty and its relation to occupations. (a) most people are average in appearance (story of Lincoln and God's preference for average people); (b) at high school age the very noticeable characteristic of "group acceptance" (popular fads of dress, etc.); (c) beauty highly admired; (d) excessive weight, large mouth, etc., is deplored; (e) as an adult the fat girl becomes a good cook, motherly, and is often admired as the symbol of a substantial homemaker (the skinny aunt is a contrast); (f) in business in most lines the very beautiful girl is handicapped; (1) people just can't picture her getting her hands dirty; (2) problem of admirers may be serious when business is the issue.</p>	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Beauty in Business - Reports</p>	

<p style="text-align: center;">Teacher Objectives</p> <p>1. To have such things as "attractive appearance" and "good posture" mean more than just words.</p> <p>2. Make this discussion preliminary to a class analysis.</p>	<p style="text-align: center;">Pupil Objectives</p> <p>1. To discuss specific items under these and apply them in their relationship to jobs.</p>
<p style="text-align: center;">Topics for Study</p> <p>1. Characteristics of attractive personality and how to develop them.</p> <p style="padding-left: 40px;">(a) Attractive appearance.</p> <p style="padding-left: 40px;">(b) Good posture.</p>	<p style="text-align: center;">References</p> <p>1. Practice Book: <u>Selecting An Occupation</u>, p. 80, questions I & II.</p>
<p style="text-align: center;">Pupil Activities</p> <p>1. By use of cases and illustrations lead up to a healthy interest in the first two items: (a) attractive appearance: (1) means things you can improve; does not refer to lack of handsomeness; (2) discussion: in applying for a job at the office of a foundry should the applicant appear in street clothes or usual work clothes? what is meant by flashy and freak styles? where is the place for high school "pep clothes"? what about women with fuzz on faces? (use patent removers or get an electric razor); (b) good posture: (1) poor posture so very common; (2) head up exercises; (3) effect of deep breathing to dispell fear; (4) illustration of a famous pianist in "tails" striding on and off stage with a swinging walk; (5) effect of sitting straight.</p>	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Attractive Appearance - Good Posture</p>	

<p>Teacher Objectives</p> <p>1. To develop an acceptance of an attitude toward improvement.</p>	<p>Pupil Objectives</p> <p>1. To discuss the elements of good manners with view to making practical use.</p> <p>2. To answer 5 questions: (a) may asparagus be eaten with the fingers? (b) is it correct to invite guests "for dinner" or "to dinner"? (c) if a hostess invites guests to a theatre party should she give the tickets to a man guest to present at the theatre? etc.</p>
<p>Topics for Study</p> <p>1. Good manners - discussion of: page 80.</p> <p>2. 5 questions to be answered tomorrow.</p>	<p>References</p> <p>1. Information Book: <u>Selecting An Occupation</u>, p. 80.</p>
<p>Pupil Activities</p> <p>1. Round table discussion of "good manners". (a) what is the relationship of good table manners to a job? (1) lowest paid jobs with no desire for promotion, little; (2) must be able to mix with higher officers socially if you are to be singled out for any great promotion; (3) group meetings of employers-employees for banquets; (b) courtesy to others: (1) thank you, excuse me, recognition of friends, etc. must be sincere and sincere illustrations; (c) avoid talking about others: (1) why it is difficult to avoid; everyone is interested in people; small people build themselves up by running down others; (e) stories to illustrate these from the class.</p>	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Good Manners</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Through discussion build a practical viewpoint on the use of language as it applies to occupational placement rather than to its moral aspects. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Class discussion of this topic based upon topic on page 80 of the text. 2. To answer five assigned questions on etiquette.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Correct speech. 2. Five assigned questions on etiquette. 	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. To answer five questions as assigned: (a) "asparagus question": may be eaten with the fingers if it doesn't look messy; (b) "for dinner" or "to dinner": invite to dinner (for dinner might be correct for cannibals); (c) "theatre tickets and the woman as host": yes, man presents tickets; (d) "eat and drink after theatre: he usually does -- unless they have also been dinner guests; (e) "guests pay taxi fare": no. 2. Correct speech: (a) profanity habitually used is weak expression; (b) an occasional explosion might serve as a safety valve; (c) if you go among workmen where swearing is commonplace do not appear shocked nor try to reform them; (d) business girls must get used to this. 	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Speech as it Effects Occupations</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To break down a common adolescent attitude that bringing out your good points is always bragging. 2. Also to develop discretion on the last point of when to talk success. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To write half a page on the topic given by the author on "Be, think and talk success." 2. Class discussion of this topic.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Self confidence - newspaper, Your Future. 	<p>References</p> <p>No specific references.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Write paper as assigned. 2. Take turns reading answers to bring out a variety of ideas. 3. Analyze the meaning the author is trying to convey when he says, "Be, think, and talk success." (a) you must <u>be</u> successful before you dare think and talk success (after you have evaluated yourself and know your true abilities you can be confident of yourself to that extent) (1) to <u>be</u> a success implies improvement, study, or increase in proficiency rather than drifting along; (2) when presenting your credentials decide to what extent you have been successful; (b) your actions are influenced by your thinking. 	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Self-confidence</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To get participation from the class and acceptance that these things are not funny when a job is concerned. 2. To obtain a popular acceptance of these truths by class participation. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To prepare a paragraph on an assigned topic for reading in class. 2. To discuss the points under "Ready Smile".
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. "Ready Smile" - newspaper Your Future. 2. Agreeableness - getting along with others. 	<p>References</p> <p>Practice Book: <u>Selecting An Occupation</u>, pp. 80, 81.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Spend about five or ten minutes writing a paragraph on any topic of the six under "Ready Smile". 2. Read these and enlarge the idea illustrated by the case given: (a) see 6 items in text; (b) typical stories such as the practical joker who cut the barbs off everyone's fish hooks except his own, or the hunting trip in which shells were furnished without any shot, etc.; (c) girl with a boisterous "horse laugh"; (d) other such stories. 3. Each student take an assigned topic under agreeableness and prepare a paragraph of a case to illustrate it. 4. Read in class and discuss. 5. Ten items will more than fill the period. 	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Ready Smile and Agreeableness</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. Due to a sincere desire to get ahead these students can easily be made the victims of "get-ahead" types of rackets. This period is devoted to including stories of some of the obvious rackets to make them less gullible. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Assigned pupils to report upon special topics. 2. To listen to reports. 3. To contribute from their own experience.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Class reports. 2. Sucker rackets that prey upon young people. 	<p>References</p> <ol style="list-style-type: none"> 1. Class newspaper, <u>Your Future</u>.
<p>Pupil Activities</p> <p>1. Three special reports given by students: Employment Rackets: (a) employment office sends girl to prospective employer. After week he finds head office will not approve placement. Girl pays fee to private employment office and employer gets week of cheap help; (b) young person sent out as learner and either continues working at pittance or is fired for "wrong attitude" when he asks for more money. Sucker Rackets: (a) award of scholarship to country boy who pays \$50 cash as evidence of good faith with promise of not telling it until the college officially approves it. In the meantime he leaves and college has never authorized him to represent them.</p>	
<p>Unit: VI Self Improvement</p>	
<p>Topic: The "Get-ahead" Type of Racket</p>	

<p>Teacher Objectives</p> <p>1. The results of the Thurstone Personality Schedule, The Bell Adjustment Inventory, and Bell School Inventory, as well as observations indicated that several of the students needed a positive program of social activities. Time was taken in this class to initiate an active program.</p>	<p>Pupil Objectives</p> <p>1. Members of class sponsor a party.</p>
<p>Topics for Study</p> <p>1. Practice in social adjustment.</p>	<p>References</p> <p>1. Library books on games and parties.</p> <p>2. Material on etiquette, etc.</p>
<p>Pupil Activities</p> <p>1. Leadership of adviser: (a) have the class arrange a party, the place, time, and kind of party; (b) conduct the meeting to elect a general chairman who will appoint committees; (c) support the chairman to the extent necessary to promote a predetermined plan for social adjustment of some of the group.</p> <p>2. Leadership of general chairman: (a) who will be invited? (each boy or each girl may bring a date); members of the Future Craftsmen Club (practically all boys); (b) transportation committee of boys to see that girls without transportation have a way of getting there and home again; (c) the usual work of putting on a party such as king of party, what to serve, entertainment, and clean-up.</p>	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Practice in Social Adjustment</p>	

<p style="text-align: center;">Teacher Objectives</p> <ol style="list-style-type: none"> 1. To give an opportunity to the class to make use of their training in observing the requirements of the job. 2. To give members of the class a chance to locate where local jobs are and what they are like with the view of applying if they so desire later on. 	<p style="text-align: center;">Pupil Objectives</p> <ol style="list-style-type: none"> 1. To see the kind of work done in a large battery separator and veneer plant. 2. To observe the demands the different jobs make on individuals. 3. To inquire about the work to try to find if there are chances to get started and what it takes to get promoted.
<p style="text-align: center;">Topics for Study</p> <ol style="list-style-type: none"> 1. Field trip - to EVANS Products Corporation (2 hour trip). 	<p style="text-align: center;">References</p> <p>No specific references.</p>
<p style="text-align: center;">Pupil Activities</p> <ol style="list-style-type: none"> 1. Jobs of various men are observed and physical and mental requirements commented upon by the group: (a) green chain men large and strong; (b) loaders for dry kiln strong and healthy - little knowledge seems needed; (c) slats are put thru molder, and inspected - lighter men and smaller men do this; have to have good eyes, be fairly fast, and quite good endurance; (d) most jobs, especially the heavier, require men under fifty; (e) some jobs out of sight such as tools grinders and maintenance men; (f) jobs held by women seem to require endurance as well as sufficient strength to do the work; (g) about 8 secretaries and typists; (h) 1 in 20 applicants can do shorthand fast enough. 	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Field Trip - Evans Products</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To become acquainted with the possibilities of a business education 2. Discuss details of the field trip. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To listen to report on Pacific Business College and ask questions. 2. Discuss trip to Evans Products.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Report on business school, Pacific Business College. 2. Short review of field trip. 	<p>References</p> <ol style="list-style-type: none"> 1. Pacific Business College, Portland, <u>Your Office Job, How to Get and Hold It.</u> Pamphlet 2. Pacific Business College, <u>Your Attention Please.</u> 3. Pacific Business College, Application Blank.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Student gives a report upon offerings at Pacific Business College, costs, and opportunity for placement. (a) compare a nine months term in cost to nine months in a college; (b) compare objectives of two; (c) methods of reducing costs: (1) not buy new clothes during time in school; (2) cook own meals; (3) have a room-mate; (4) work a limited amount. 2. Trip to Evans' Products: (a) talk by Mr. Anderson about opportunities for work in summer (several students found they could probably get summer jobs); (b) Mr. Anderson started 6 years ago in saw mill; took I.C.S. course in bookkeeping and in two years got in office; and in two more years became a minor executive. 	
Unit: VI Self Improvement	
Topic: Field Trip Review	

<p>Teacher Objectives</p> <p>1. Demonstrating the relationship of high school activities and records to employment.</p>	<p>Pupil Objectives</p> <p>1. To review the material assigned in <u>Your Future</u> Volume II, No. 26.</p>
<p>Topics for Study</p> <p>1. High School Records.</p>	<p>References</p> <p>1. Class newspaper, <u>Your Future</u>, Volume II, No. 26.</p>
<p>Pupil Activities</p> <p>1. Answer the following questions: (a) what is the most important thing the employer has to judge an applicants character and personality? (b) what is second most important? (c) what does this school record tell the employer? (d) what may the attendance record tell the employer? (e) have desirable workers ever made low school grades? (f) when ability is required have desirable workers often made good grades? (g) if a student is thorough in his school work, what is his work on the job likely to be like? (h) what are the characteristics of habits that makes it possible to predict this? (i) what are some of the things that you can give as "experience"?</p>	
<p>Unit: VI Self Improvement</p>	
<p>Topic: Your School Records</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To aid those who may go to college. 2. To discourage those who do not have the ability to do college work. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To study the relationship of college to needs of each student.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Project on college attendance. 	<p>References</p> <p>College catalogues: University of Oregon Oregon State College Portland University Reed College Linfield College Pacific University Oregon College of Education Southern Oregon College of Education Eastern Oregon College of Education North Pacific Dental College</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Write down the occupation that you might wish to follow after taking some college training. 2. Look up in the various catalogs the offerings of different schools and see which school seems to give the courses you need. 3. How long would you need to attend that particular school? 4. Is the school year divided into semesters or terms? 5. What are the residence requirements, i.e. do they require you to stay at designated places? 6. Do they specify at what time you have to be home and when lights are out? 7. How few or how many credits may you carry at a time? 	
<p>Unit: VI Self Improvement</p>	
<p>Topic: College Requirements</p>	

<p>Teacher Objectives</p> <p>1. To point out costs of an education.</p>	<p>Pupil Objectives</p> <p>1. To study the relationship of college to needs of each student.</p>
<p>Topics for Study</p> <p>1. Project on college attendance.</p>	<p>References</p> <p>College catalogues:</p> <p>Behnke-Walker Business College</p> <p>Northwestern School of Commerce</p> <p>Eugene Business College</p> <p>Oregon Institute of Technology</p>
<p>Pupil Activities</p> <p>1. How many attend the college of your choice during regular session?</p> <p>2. If a summer session is given how many attend?</p> <p>3. Make a list of the expenses for a nine-month period: (a) tuition; (b) general fees; (c) books and supplies; (d) board; (e) room; (f) clothes; (g) incidentals.</p> <p>4. Of students who are employed after taking this course, where is most common source of employment?</p> <p>5. Find out if possible from some other source what the usual beginning wage is and if there is much opportunity for advancement.</p>	
<p>Unit: VI Self Improvement</p>	
<p>Topic: College Requirements</p>	

<p>Teacher Objectives</p> <p>1. To bring to a conclusion the studies of the requirements of the various schools.</p>	<p>Pupil Objectives</p> <p>1. To complete the assignment concerning college attendance.</p>
<p>Topics for Study</p> <p>1. College requirements.</p>	<p>References</p> <p>College catalogues: University of Oregon Oregon State College Portland University Reed College Linfield College Pacific University Oregon College of Education Southern Oregon College of Education Eastern Oregon College of Education North Pacific Dental College Behnke-Walker Business College</p>
<p>Pupil Activities</p> <p>1. Read the answers to the questions assigned for looking up. 2. Hold class discussion around these topics: (a) admission requirements; (b) adjustments; (c) length of curriculum and reasons; (d) costs.</p>	
<p>Unit: VI Self Improvement</p>	
<p>Topic: College Requirements</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To begin the section on good manners. 2. To get class thought and action on test. 3. To provide practice in introductions. 4. To provide the opportunity to study methods of interview in work application. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. Issuing books; placing "Manners for Millions" on reserve. 2. Discuss test questions. 3. To do class practice in introductions. 4. To do outside assignments on materials for a study of the "interview".
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Discussion of test questions. 2. The interview. 	<p>References</p> <p><u>Elements of Business Training</u>, p. 471 to 473, Marshfield High School Library.</p> <p><u>Social Problems of the High School Boy</u>, pp. 232-235, Marshfield High School Library.</p> <p><u>Planning Your Future</u>, pp. 378-382, Marshfield High School Library.</p> <p><u>Manners In Business</u>, pp. 11-27, Marshfield High School Library.</p> <p>Davis & Davis, <u>Guidance for Youth</u>, pp. 361-366. 1937.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Check out books and schedule use. 2. Reserve "Manners for Millions", and answer questions in study hall. 3. Discuss test questions. 4. Practice introductions: (a) one person joins a group and is introduced by hostess. (1) if group is small or attention is centered on hostess: introduce to one person and speak name loud enough that all can hear then go around the group speaking each person's name in turn. Note: person introduced does not say "how do you do" to each person but rather turns attention to an individual or small group for conversation. (2) if group is large: introduce guest to a small group within the large group. 	
Unit: VI Self Improvement	
Topic: Ethics of Introductions	

Teacher Objectives	Pupil Objectives
1. To acquaint the class with methods of the budget.	1. To make a budget at the wage level at which he or she might take a beginning job.
2. To impress the class with the fact that a well rounded spending program is based upon planning in spending rather than upon income alone.	2. To put it on the board and explain the divisions why the given amount was chosen.
Topics for Study	References
1. Budgets for low wage incomes.	No specific reference.
Pupil Activities	
1. All students hand in a budget at the level of a beginning wage.	
2. Half a dozen put these budgets on the board.	
3. Each in turn tell why he chose that amount.	
4. Class discussion of the choice of various allotments of wages.	
5. Sample Budget - Income \$50.00 per month:	
FOOD	\$20 DEVELOPMENT;
SHELTER; rent, carfare	10 church, stamps,
HOUSEHOLD; gas, laundry	education
shoe repairs, cleaning	3 RECREATION
PERSONAL UPKEEP; clothing,	SAVINGS
cosmetics, dentistry, hair	8 TOTAL
	\$50
Unit: VI Self Improvement	
Topic: Budget for \$50 a Month - One Person	

<p>Teacher Objectives</p> <p>1. To have a pocket note book to take along any time in which questions need to be answered; especially for filling out application blanks, interviews, or other times when detailed information is needed.</p>	<p>Pupil Objectives</p> <p>1. To fill out a pocket note book to have personnel information readily available for filling out application blanks.</p>
<p>Topics for Study</p> <p>1. Pocket note book with personal data.</p>	<p>References</p> <p>1. Information Book, "Getting A Job", and <u>Practice Book</u>.</p> <p>2. <u>Your Future</u>, American Education Press, Inc., Vol. 2, No. 29, Getting a Job By Mail.</p>
<p>Pupil Activities</p> <p>1. Follow the procedure used in the sheet handed out which suggested personal information.</p> <p>2. Copy the necessary words found on the form to make your note book intelligible.</p> <p>3. Get permission to use the names that you put down for personal references.</p> <p>4. If necessary go to the office to get actual grades for your grade records: (a) if you are not a senior leave spaces so that you can add courses and grades; (b) unless you are certain of your grades do not try to put these down from memory.</p>	
<p>Unit: VII Work Application</p>	
<p>Topic: Pocket Note Book -- Personal Data</p>	

FOR YOUR POCKET NOTEBOOK

Your name in full

Date of birth

My parents have (have not) a birth certificate for me

Address

Telephone (if you have no phone try to give a number of a neighbor who can call you) My neighbors' number is

Nationality

Birth place

Weight

Height

Marital status

Salary expected

Amount of education you now have

Name of last employer

Was employed from To

His address

Wages I received

My work was

I left because

Personal references (enter names and addresses of three persons not related to you)

Name	Address	Occupation	Phone
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Distance of home from school

Name of mother before she was married

Your religious preference is

To what extent do you support yourself

Have you ever had hernia

Name any physical handicaps you have had

Make a list of your hobbies

Have you a social security number

If you have, copy the number

List all subjects taken in high school with grades from each (if in doubt get this information from the office)

List all school activities you have participated in

State office held if you were an officer

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To enable the student to become familiar with methods of applying by letter. 2. To develop the procedure that precedes the interview. 3. To obtain a social security number for those who plan on going to work. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To study letter writing. 2. To write a letter of application. 3. To obtain a social security number.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Letter writing. 2. Social security number. 3. Work application. 	<p>References</p> <p><u>The Writer's Desk Book</u> <u>Guidance For Youth</u> <u>I Work In An Office</u> <u>Planning Your Future</u> <u>The Book of Letters</u> <u>Pitfalls In English</u></p> <p>Source, Marshfield High School Library</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Complete pocket note book of personal information. 2. Do study from text, assigned letters of application. 3. Fill out social security application blank. 4. Individual conference on plans for summer work. 5. Write a letter of application that will actually be used in applying for a job. 6. Write a letter to a firm already selected applying for a summer job: (a) first paragraph must be interesting; (b) cause the employer to desire your services; (c) attempt to get an interview. 	
<p>Unit: VII Work Application</p>	
<p>Topic: Letter Writing - Social Security Number</p>	

<p>Teacher Objectives</p> <p>1. It seems to be very difficult for the students to write a conversational letter. This assignment is to develop proficiency along that line.</p>	<p>Pupil Objectives</p> <p>1. To write a reply creating a favorable impression upon a customer.</p>
<p>Topics for Study</p> <p>1. Practice for tone of business letters.</p>	<p>References</p> <p><u>Medical Economics</u> March 1940, Bergen Co., Rutherford, New Jersey.</p>
<p>Pupil Activities</p> <p>1. Write a reply in the following situation: (a) sample problem -- \$200 was sent in to a doctor's office, paying a bill in full. The secretary might deposit the money and say no more about it, mail a receipt, or write a gracious letter of acknowledgment; (b) pretend you are that secretary and answer the letter in which you wish to retain the patient's good will; (c) collect all letters after half hour or less and read them one at a time to the class without identifying the writers. Advise the class to not pass judgement upon the letters until the sample letter is read; (d) read the letter taken from March 1940 "Medical Economics".</p>	
<p>Unit: VII Work Application</p>	
<p>Topic: Practice Business Letter</p>	

Written Test

Answers found in sheet issued to class entitled, "Letters of Application".

1. Give three factors that help determine whether or not you should write a letter of application to the person to whom you are considering applying for a job.
2. Tell what the relationship is between the letter of application and the interview.
3. List several items that you can use that will give your prospective employer a picture of your interests and abilities. (Assume that you have never worked for wages.)
4. Describe a number 10 envelope.
5. Does it indicate willingness and good judgment on your part to state that you are applying for "anything available"? Explain.
6. Give three essential rules in furnishing the names of persons for references.
7. What do you send the prospective employer besides the letter?
8. What size paper is used in the business letter of this type?
9. Is a typed or longhand letter preferable in your case? Defend your answer.
10. What is wrong with this type of statement in the letter of application, "I was good in my school work."?

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To impress the form of letters through method of recall. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To answer questions of the test. 2. To discuss in class and grade.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Test on composition of letters. 	<p>References</p> <ol style="list-style-type: none"> 1. Orcutt, W. D., <u>The Writer's Desk Book</u> or any reliable book on letter writing.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. To write answers and discuss questions of test. <p>TEST: (a) what punctuation should be used after the salutation in a friendly letter? in a business letter? (b) if you indent the first line of the letter is it necessary to indent each paragraph? (c) should more than one letter of the complimentary close be capitalized? (e) should a friendly letter be typed? (f) is it necessary to put the name and address of the person to whom you are writing on the inside of the business letter? if not why not? if necessary where do you put it? (g) is it always necessary to write your signature by hand? (h) is lined or unlined paper best to use? (i) are curtness and brevity essential characteristics of a business letter?</p>	
<p>Unit: VII Work Application</p>	
<p>Topic: Test on Letter Composition</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To give practice in filling out blanks. 2. To instill the habit of filling in every item that is supposed to be considered. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To complete filling out the application blanks.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Contract III - Application blanks. 	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Fill out application blanks. 2. Class discussion of each item. 3. Points to bring out: (a) if you say yes to "single" then you need to answer "widowed"; (b) leave no blanks; if you have no telephone put in a dash; (c) "nationality" should be answered and in some cases is important. Germans may hire those of German descent. Scandinavians may be the same. (Go through blank and pick out items often overlooked.) 	
<p>Unit: VII Work Application</p>	
<p>Topic: Applications</p>	

<p>Teacher Objectives</p> <p>1. To develop sureness in these points preliminary to practice.</p>	<p>Pupil Objectives</p> <p>1. To distinguish between the interview and preparation for the interview.</p> <p>2. To discuss the similarities of preparation for interviews in different types of work.</p>
<p>Topics for Study</p> <p>1. Preparation for the interview.</p>	<p>References</p> <p>1. <u>Information Book, Getting A Job.</u></p>
<p>Pupil Activities</p> <p>1. Situation: (a) assume several appointments have been made for interviews; (b) divide class into groups with each group having similar interests; such as boys applying at a manufacturing plant, girls for a stenographic position, etc.; (c) either write answers or use discussion method to bring out typical situations; (d) what is the effect of an argument with the employer even tho the employer is obviously wrong? (e) supposing the employer holds your interview blank and enlarges upon your brief statements - what recourse have you if you cannot remember some of the details such as dates of previous employment, etc. (If advisable use pocket notebook.) (f) what do you say to secretary in outer office?</p>	
<p>Unit: VII Work Application</p>	
<p>Topic: Preparation for the Interview</p>	

<p>Teacher Objectives</p> <p>1. To impart an effective style in interviewing a prospective employer.</p>	<p>Pupil Objectives</p> <p>1. To answer the questions.</p>
<p>Topics for Study</p> <p>1. An interview with an employer.</p>	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <p>1. To write answers to the following questions: (a) list five things a person should do or check about his personal appearance before appearing for the interview; (b) describe how you would "go confidently" into the employer's office for the interview; (c) why should you read an application thru before filling it out? (d) if your interview is set for 10 o'clock what would be your opinion of about the correct time to arrive? what would you say about arriving at 9:40? (e) what is the modern attitude toward the use of lipstick and rouge for girl applicants? (f) when do you take a seat in the office of the interviewer? (g) should you introduce yourself when you meet the employer?</p>	
<p>Unit: VII Work Application</p>	
<p>Topic: Test on Contract III</p>	

<p>Teacher Objectives</p> <p>1. To visualize a local interview preparatory to class practice.</p>	<p>Pupil Objectives</p> <p>1. To visualize certain phases of the interview.</p>
<p>Topics for Study</p> <p>1. Preliminary plan for practice of interview.</p>	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <p>1. Write on paper pertinent phases of the interview making the situation true to local conditions: (a) write down the name of the firm and the position of the person interviewing you. (use place you intend to apply if possible) (b) describe the setting of the interview. (will there be a secretary, desk, chairs, etc.) (c) describe how you will dress for the occasion. (be specific by giving a word picture) (d) after you have visualized the situation have ready your opening statements in case the employer does not take over the conversation; (e) make a list of the selling points you will use about yourself; (f) make a list of the things you know about his business; (g) what cues indicate an interview is over?</p>	
<p>Unit: VII Work Application</p>	
<p>Topic: Preparation for the Interview</p>	

<p>Teacher Objectives</p> <p>1. To make use of the method of having the applicant "know something about the employers business".</p>	<p>Pupil Objectives</p> <p>1. Practice interviews.</p>
<p>Topics for Study</p> <p>1. Practice interviews.</p>	<p>References</p> <p>No specific reference.</p>
<p>Pupil Activities</p> <p>1. Pairs or more practice interviews with class for audience.</p> <p>2. Allow necessary time for two or three to each group (half an hour) to form committees to work out plan for the interview.</p> <p>3. Either call for volunteers or cause a strong pair to volunteer to do first interview.</p> <p>4. Instructor may be first employer if there is a hesitancy on part of students.</p> <p>5. Boy applying for job at bakery: (a) "Good morning Mr. Scoville, I am Joe Happenstall who wrote you the letter of application for work here." (b) "Good morning Joe, I remember your letter." etc.</p>	
<p>Unit: VII Work Application</p>	
<p>Topic: Interview with a Baker</p>	

<p style="text-align: center;">Teacher Objectives</p> <p>1. To have the applicant apply where she must convince him that she had certain training and also that she would develop from that point.</p> <p>2. Demonstrate tact and self-confidence.</p>	<p style="text-align: center;">Pupil Objectives</p> <p>1. To practice an interview.</p>
<p style="text-align: center;">Topics for Study</p> <p>1. Practice interviews.</p>	<p style="text-align: center;">References</p> <p>No specific reference.</p>
<p style="text-align: center;">Pupil Activities</p> <p>1. Practice interview between girl applying for secretarial work and the prospective employer: (a) Employer's office secretary checks to see if Mr. Huggins can see applicant at appointed time; (b) "This is Miss Franson."; (c) "Good morning Mr. Huggins."; (d) "Good morning Miss Franson, sit down, please."; (e) Mr. Huggins - "Doubtless you know that the insurance business requires rather specialized knowledge on the part of the secretary. Have you ever worked in an insurance office?" (f) "No, I have not worked for an insurance firm but I have good basic secretarial training and I am willing to study your forms, the terms you use, and try to fit myself to your routine." (g) "You say you have good basic training; what is your typing speed?" (h) "Seventy words a minute." etc.</p>	
<p>Unit: VII Work Application</p>	
<p>Topic: Interview for Stenographer - Insurance Company</p>	

<p>Teacher Objectives</p> <ol style="list-style-type: none"> 1. To provide information relative to owning a business and working for wages. 	<p>Pupil Objectives</p> <ol style="list-style-type: none"> 1. To study the assigned chapter VIII. 2. To understand the advantages and disadvantages of owning own business and working for wages.
<p>Topics for Study</p> <ol style="list-style-type: none"> 1. Selecting An Occupation, Chapter VIII. 2. Favorable and unfavorable features of owning your own business. 	<p>References</p> <ol style="list-style-type: none"> 1. Text Chapter VIII. 2. <u>Reader's Digest</u> - Oct. 1938. "You Might Start Your Own Business". 3. <u>Business: Its Organization and Operation</u>, Odell. Marshfield High School Library. 4. <u>Business: Economic Problems</u>, Shields & Wilson, Marshfield H.S. Library. 5. <u>Women of the Business World</u>, Edith Johnson, Marshfield H.S. Library.
<p>Pupil Activities</p> <ol style="list-style-type: none"> 1. Study chapter VIII in text. 2. Turn in list of good and bad points in managing and owning your own business as assigned Friday. 	
<p>Unit: VII Work Application</p>	
<p>Topic: Study Chapter VIII - Education</p>	

ADVANTAGES

1. If of average success at a business he will probably have greater income than if working for wages.
2. Continuous employment.
3. Has prestige in the community.
4. Can establish own home through opportunity for continuous residence in locality.
5. Need not do hard physical labor.
6. Have opportunity to use own judgment and ideas in the business.
7. Usually pleasant and comfortable working surroundings.
8. Not exposed to bad weather.
9. Work is not dangerous.
10. Can vary and adapt work to suit the individual.
11. Are "your own boss".
12. Opportunity to invest own capital at greater interest rates than is possible in open market.

DISADVANTAGES

1. Failure of business may take life savings.
2. Terrific competition, especially by chain stores.
3. Full responsibility with accompanying worries.
4. Difficult to get competent help with as much interest in the success of the business as is needed.
5. Difficulty of getting suitable location.
6. Investment in a building may turn out to be a loss as business district shifts to another part of town.
7. Growing costs due to increased taxes, new taxes, and other expenses may creep up with proper advance of costs, causing loss when a profit was anticipated.
8. Change of styles may cause a loss that is unpredictable.
9. Obsolescence of stock and equipment may be so rapid that sufficient management can not anticipate costs in advance accurately enough.

13. The harder you work the more you are likely to earn.

14. Have some voice in time at which vacations can be taken.

10. Competition by poor business men may under sell in such a way that even though they get the volume of business they are going broke and don't know it, thereby pulling down sound businesses.

11. Income per month not uniform.

12. Hours may be longer than that of the employee.

APPENDIX B

NORM FOR THE ADJUSTMENT INVENTORY

NORMS FOR THE ADJUSTMENT INVENTORY

By Hugh M. Bell

TABLE I.—NORMS FOR HIGH-SCHOOL AND COLLEGE STUDENTS

	HIGH SCHOOL SCORE RANGE		DESCRIPTION	COLLEGE SCORE RANGE	
	Men (161)	Women (190)		Men (171)	Women (243)
Home	0-1	0-2	Excellent	0-1	0-1
	2-4	3-5	Good	2-4	2-4
	5-9	6-13	Average	5-9	5-9
	10-16	14-20	Unsatisfactory	10-16	10-15
	Above 16	Above 20	Very unsatisfactory	Above 16	Above 15
Health	0-1	0-1	Excellent	0-1	0-1
	2-4	2-4	Good	2-4	2-4
	5-9	5-11	Average	5-11	5-9
	10-15	12-16	Unsatisfactory	12-16	10-15
	Above 15	Above 16	Very unsatisfactory	Above 16	Above 15
Social	0-4	0-4	Very aggressive	0-3	0-3
	5-9	5-10	Aggressive	4-7	4-8
	10-20	11-21	Average	8-17	9-19
	21-26	22-30	Retiring	18-25	20-28
	Above 26	Above 30	Very retiring	Above 25	Above 28
Emotional	0-2	0-3	Excellent	0-2	0-3
	3-5	4-8	Good	3-5	4-7
	6-11	9-18	Average	6-13	8-15
	12-18	19-24	Unsatisfactory	14-19	16-21
	Above 18	Above 24	Very unsatisfactory	Above 19	Above 21
Total Score	0-12	0-15	Excellent	0-9	0-12
	13-24	16-31	Good	10-22	13-24
	25-44	32-57	Average	23-41	25-47
	45-60	58-74	Unsatisfactory	42-60	48-65
	Above 60	Above 74	Very unsatisfactory	Above 60	Above 65