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UNIVERSITY OF LOUISVILLE

A TEXTBOOK IN VOCATIONAL GUIDANCE FOR SENIOR HIGH SCHOOL

A Thesis

Submitted to the Faculty

Of the Graduate School of the University of Louisville

In Partial Fulfillment of the

Requirements for the Degree

Of Master of Arts

Department of Education

By

Ervin Winfred Detjen

Year

1946

NAME OF STUDENT: Ervin Winfred Detjen

TITLE OF THESIS: A Textbook in Vocational Guidance for
Senior High School

APPROVED BY READING COMMITTEE COMPOSED OF THE
FOLLOWING MEMBERS:

J. J. Oppenheimer

Guy Stevenson

Hilda Threlkeld

NAME OF DIRECTOR: _____

DATE May 25, 1946.

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INTRODUCTION

INTRODUCTION

Practically all senior high schools have some type of group guidance in occupations. Many instructors, however, are hampered by a lack of appropriate and well-organized subject matter and diversified techniques of presenting it. There is a wealth of available pamphlet, bulletin, and other current guidance material which is not utilized because it has not been collected and organized and because the average teacher is not aware of its existence. There are also a number of teachers' books which discuss methods, philosophy, and theory. But teachers need more than this. They need simple factual reading matter for the students and practical, workable plans for presenting each day's lesson. It is to meet this need that this textbook on vocational guidance is written.

Aims and Objectives

Preliminary to the writing of a high school textbook there must be in the writer's mind a clear conception of his aims and objectives, of the basic principles of secondary education, of the fundamental laws of learning, and of the needs of the young readers and the instructors who will use the book.

Before the actual writing of this text was begun, students, teachers, and parents were asked to list the most common problems of adolescents. In addition to the social,

economic and scholastic problems of youth, it has been found that there is a unanimous desire for help in choosing and preparing for careers. In an effort to answer the prevailing questions of high school students, it has been decided that the writing of this textbook shall be governed by these aims and objectives:

To equip the teacher with a vocational guidance text for use in home rooms or in classes in occupations.

To provide adequate subject matter to meet the needs of the student in solving his vocational problems.

To write in such a style as to be intelligible, interesting, and challenging to the student.

To cause the student to think about vocations with relation to his own interests and abilities to the extent that he may ultimately choose a satisfactory field of work and, if possible, a particular vocation.

To encourage the student to progress to the limit of his capabilities to the end that he may be happy and successful in life.

To present techniques for analyzing one's self and for studying a vocation.

To teach the student the techniques of getting a job and advancing to a better one.

To suggest a range of activities which will meet the needs of students on all levels of ability.

To provide both the student and the teacher with sources of vocational guidance material in the form of books,

tests, pamphlets, visual aids, radio
skits, inventories, and questionnaires.

To have the material conform to the
principles of secondary education and
the laws of learning.

Educational Principles Followed in the Writing of This Text

Principle I. A satisfactory learning situation is dominated by a real purpose and goal. This goal must be of such importance to the student that he will forego some pleasures and experience some inconveniences in order to pursue it.

Investigations have shown that adolescents have many real questions and that they welcome an opportunity to engage in a search for the answers. The material of this textbook will be designed to capitalize upon the natural enthusiasm of high school students for analyzing their own interests and abilities, for planning their vocational lives, and for learning about occupational opportunities.

In too many learning situations interest is lost because the purposes are not real to the students and because the knowledge acquired cannot be used anywhere else. The chapters of this textbook are to be written with a view to connecting desirable subject matter with the pupils' life interests and needs.

Principle II. Although the learning process consists chiefly in accomplishing a specific thing, there are a

great many related activities which can be used to supplement and enlarge upon the dominant learning activity.

It has been said that:

"A good learning situation consists of a rich and varied series of learning experiences unified around a vigorous purpose, aimed at a number of different learning products, and carried on in interaction with a rich, varied, and provocative environment."*

From subsidiary activities it is possible for an individual to learn numerous facts, attitudes, mechanisms of social cooperation, abilities, and skills. While developing the major theme of learning how to study occupations, the chapters of this textbook will suggest various means of improving personality and character, of analyzing one's self, of making applications for positions, and of getting along with employers and fellow workers. The activities are to be so planned that the students not only will make a study of various vocations and professions, but they will get the experience of working with committees, of collecting appropriate pamphlets, statistics, newspaper clippings, and other unbound current materials, of mounting and filing this material, of planning skits and plays, of interviewing professional persons, of making visits to in-

*Burton, William H., The Guidance of Learning Activities, D. Appleton-Century Co., New York, 1944, p. 11.

dustries, and of inviting guest speakers. Some of the desirable outcomes of a study of this book should be an understanding of the world of work, respect for workers on every level of ability, and an appreciation of the problems of employers.

Principle III. "High school procedures, to be effective, must be adapted to the varying levels and types of intelligence and aptitudes"* of the students. In each chapter of this textbook enough materials and student activities will be presented so that the teacher may select the ones which seem most applicable and interesting to his special group. The prevailing type of industry in the community, the range of capabilities of the members of the class, the economic status of their families, and the probable educational, social, and vocational futures of the pupils are factors which should influence the teacher in selecting material for a particular group.

Although general information concerning occupations can be given as group instruction, individual needs should be studied and individual advice given. Adequate individual guidance for youth presupposes a diagnosis of interests, abilities, personality traits, aptitudes, achievements, and

*Cox, Philip W. L., and Long, Forrest E., Principles of Secondary Education, D. C. Heath and Co., New York, 1932, p. 87.

limitations. Through the medium of tests such diagnoses can be lifted from the realm of speculation into the realm of science. Aside from their diagnostic possibilities, test scores also offer an excellent means of opening an interview.

Throughout this textbook it will be suggested that by administering interest inventories, personality tests, achievement tests, and aptitude tests, and by correctly interpreting the results, the guidance teacher or counselor can stimulate the desire of the students to do a great deal of research and study on their own behalf.

In their recent book Hamrin and Erickson cite the following quotation from a publication of Stephens College:

"It is as absurd for an adviser to attempt advising without using tests as it is for a doctor to try to make a diagnosis and prescribe without the use of laboratory tests. Advising must be based on data. Two types of data are essential. First, the valid observations of all who work with the student must be made available to the adviser, and second, the results of pertinent objective measures must be secured."*

Principle IV. Students should be helped to discover their vocational interests and abilities and to formulate suitable plans for their lives. This principle

*Hamrin, Shirley A., and Erickson, Clifford, Guidance in the Secondary School, D. Appleton-Century Co., New York, 1939

is aptly stated by Dunsmoor and Miller who have said:

"By the time a student leaves school he should possess such knowledge of his own vocational abilities and occupational requirements, that he will have a good idea of the type of work he expects to follow and the additional preparation needed. If a school has failed to accomplish this for the student, it has not fulfilled its educational obligations to him."*

Criteria of Selection of Materials from Standpoint of Learning

In order that the lessons of this textbook may be effectively used by high school students, the materials and procedures will be carefully selected and planned to conform to the accepted laws of learning.

At the present time there are several general schools of educational psychology. They can be broadly classified in two major groups: the associationists and connectionists on one side, and the field theory psychologists on the other. A few years ago a group of psychologists and educational psychologists worked together for more than a year in an attempt to arrive at the real similarities and differences in these theories of learning. The result was that the more thoroughly the rival systems

*Dunsmoor, Clarence C., and Miller, Leonard M., Guidance Methods for Teachers, International Textbook Co., Scranton, 1942, pp. 219-220

were examined the greater became the similarities and the less the differences. In many instances, instead of conflicting, they rather seemed to complement each other. Dr. T. R. McConnell, chairman of this Committee on the Psychology of Learning, said:

"In controversial psychological literature, many conflicts have been magnified out of all proportion to the essential or real differences in theoretical positions. In fact, specialized terminologies which seem, on the surface, to make one position distinct from another, often conceal rather striking examples of consistency in underlying observations and descriptions of learning behavior. Nevertheless, the theories do differ in certain general characteristics, at least in emphasis or degree."*

The chief difference in the two theories lies in the fact that while the association psychologies emphasize the analysis of behavior into its elements, the organismic and Gestalt psychologies of learning put more stress upon the structural or field properties of experience than upon its parts. In an article entitled Connectionism: Its Origin and Major Features, Sandiford says of the Gestaltists:

"Their insistence on the whole being more than the sum of the parts, while absolutely true, has led to a shocking neglect of the parts."**

*The Forty-First Yearbook of the National Society for the Study of Education, "The Psychology of Learning", Public School Publishing Company, Bloomington, Illinois, 1942, p. 243.

**Ibid., p. 136.

This guidance textbook embraces some features of all the various systems although, in the main, it favors the field psychology. The approach is made from the whole to the parts, but an attempt is made not to neglect the parts.

I. Connectionism. In the writing of the present textbook the author recognizes some of the principles of the connectionists by a modified adherence to Thorndike's* three major laws of learning--readiness, exercise, and effect.

The term "readiness" as used by Thorndike and the other connectionists refers to the readiness of neurological bonds to act, the satisfaction given by the action, and the annoyance caused by a bond made to act when not ready. Most of Thorndike's treatment of readiness is of the somewhat simple reflex type of behavior. His doctrine of the readiness of the neurones of the nervous system is mechanistic, although he accepts, partially at least, consciousness as a determining factor in the higher forms of behavior. For these reasons the writer subscribes more wholeheartedly to the field psychologists' interpretation of readiness, as described in a later paragraph.

The law of exercise holds that the more often a connection is exercised, the more firmly the connection becomes fixed. Successful learning calls for exercise before

*Thorndike, E. L., Educational Psychology, Teachers College, Columbia University, Bureau of Publications, New York, 1914.

the learner forgets his first reactions to the new material. Some of the learning activities which are commonly practiced in school are listening, remembering, reading and studying, watching demonstrations, attempting to imitate, analyzing what is heard and read, asking questions, and taking time to think. Drill, repetition, and a maximum of pupil participation are devices which always contribute to the effectiveness of learning.

With this law in mind, the writer will endeavor to provide a wide variety of student activities. Throughout the chapters of this text it will be suggested that, whenever possible, the students themselves be allowed to do the planning and to take the responsibility for collecting the necessary materials. It is intended that committees or individuals shall be appointed to prepare bulletin boards, to make posters, graphs, community surveys and follow-up studies, to write for government pamphlets and statistics, to find out about vocational radio programs, to collect, mount, and file newspaper clippings and other unbound current materials, to plan skits and plays, to interview professional persons and make visits to industries, and to attend to the details of having guest speakers, motion pictures, and other special features. Young persons are much more enthusiastic about projects in which they have an active part than in those which are planned and worked out for them.

The law of effect is regarded by connectionists as the fundamental law of learning. According to this law, there must be joy in the work if one is to learn easily and well. A pupil who performs a task and enjoys it gets infinitely more out of the experience than one who performs the same task with a feeling of aversion. It is usually the case that the effect will be pleasing if the student can see the practical application to himself in the things he is doing. A feeling of pleasure may also be obtained by the use of reading matter which is presented in an attractive manner. The privilege of choosing some of the activities in which he is to participate engenders satisfaction on the part of the learner. On the other hand, coercion and the use of material that is too difficult or uninteresting may prevent learning.

One of the chief aims of this book will be to give the student what he needs when he needs it and in a manner that will be appealing to him. The reading matter and the activities will be written with the specific purpose of making them attractive enough that students may derive a feeling of satisfaction and pleasure from them.

II. The Field Theory. The field theory of psychology has two interpretations: organismic and Gestalt. The organismic interpretation is based upon the biological concept of the living organism and its growth. The gist of

the Gestalt interpretation is that understandings and skills are not achieved by adding fact to fact or by drilling upon isolated parts which will later be put together to constitute a whole, but rather that learning proceeds from a unit which becomes more easily understood as it is broken down into its component parts. It is upon this latter conception that this textbook will be based.

The field theory psychologists hold that learning is first achieved through insight, or understanding, and is then perfected through drill. They contend that practice merely develops skill in the thing already functioning as a whole.

In an effort to achieve insight the first chapter of this textbook will be devoted to an over-all view of the necessity of planning one's life, of the implications of choosing a career, and of the importance of getting a broad view of the world's work before settling upon one's life-work. From this concept of the study of life planning as a whole, the succeeding chapters will be broken down into a study of self-analysis, job analysis, methods of finding out about vocations, techniques of finding beginning jobs, and ways of succeeding and advancing in one's chosen field.

This textbook will also recognize the need for pacing, a term which is often used by the field psychologists and which denotes the adjustment of the learning situation to the maturity of the learners. Subject matter must be dif-

ficult enough to challenge the students but easy enough to be understood. With this point in mind, the writer will have the materials of this book read by teachers and used by students. Vocabulary, subject matter, and activities will be evaluated and those which appear too difficult or too simple will be discarded.

The essence of the pedagogical principle of readiness as used by the field theory pschologists is that the maximum benefit is derived from a learning situation when the material to be learned is presented as nearly as possible at the time when the student is ready for it. It is extremely important to know just when to introduce certain learning experiences. This textbook is to be designed for use in the eleventh or twelfth grade because it is at this point that the majority of students welcome a study of occupations and of the factors involved in choosing a lifework. Most young people do not look very far into the future and they are not ready for serious life planning until near the end of their high school days. It is a commonly observed fact that pupils develop fatigue and cease to learn much more quickly with activities and subject matter which are inherently of little interest than with those which appear to have a great deal of personal value to them. For this reason it is best to give vocational guidance at the time when boys and girls realize that they will soon have to enter the business or industrial world.

Another term which is frequently used by the field psychologists is "trial-and-error." However, it is given a different interpretation now than formerly. The newer theory is that the learner should not have to fumble and try blindly in order to find the correct solution, but rather that incorrect responses indicate imperfect insight. A greater adjustment between the subject matter and the maturity and experience of the learner results in more understanding "re-trial" and less useless "trial-and-error."

William H. Burton has said:

"The teacher who sets up situations which demand trial-and-error learning and then condemns children for stupidity is in serious error. Trial and error must be accepted as natural. The teacher's efforts will be directed at sympathetic explanations, guidance, and the giving of devices which may not at first be understood by the learner. The teacher's goal is the increasing ability of the learner to understand the task and take over self-analysis and self-guidance. With situations in which adjustment between learner and task is very poor, this result is not possible; unthinking performance of the skill or operation of given formulas is all that can be attained. The modern teacher attempts to adjust task to learner but to retain enough of the unknown and of a difficulty sufficient to challenge the learner."*

The activities at the close of each chapter of this textbook will give evidence of the writer's attempt to

*Burton, William H., The Guidance of Learning Activities, D. Appleton-Century Company, New York, 1944, p. 162

provide the learner with material for study and analysis, guidance from outside aids, and ability to achieve insight through trying new procedures.

The Need for a Functional Textbook in Vocational Guidance

I. The pupils' need. Vocational guidance is fast becoming an integral part of our educational program. The adjustment of the high school student into a world in which rapid changes are constantly taking place in everyday living is no simple matter. The individual's life today is vastly larger and more complicated than it was a few generations ago. The many changes which have taken place make it imperative for the student to have vocational guidance in order to find a suitable place in the world of work.

In an effort to keep pace with changing conditions, the schools are constantly changing their curricula. A few decades ago high school students were a homogeneous group coming from the same social stratum. The curriculum was designed for those going to college. The social and financial status of the family, and not the student's capabilities for a particular vocation, was often the determining factor in having a young person continue in school. The inability of a student to master the academic subjects offered left him no alternative but to quit school and get a job.

Now, however, the situation is reversed. Pupils

come from all walks of life. The personnel of the classes is made up of the rich and the poor, the strong and the weak, the well-adjusted and the maladjusted--a human hodgepodge of interests, abilities, personalities, and intelligences. The crying need of this heterogeneous group of young people is to prepare for and to find suitable jobs in which they can be happy and successful.

There are many factors which make the choice of a vocation a difficult problem. In addition to the complexity of the child's life, there is also the complexity of our industrial structure. With more than twenty thousand different occupations from which to choose, it is little wonder that young people are baffled.

The rapid technological changes which are causing the disappearance of some vocations and the appearance of others is a factor which must be reckoned with when guiding youth. High school students need to be taught to observe trends and changing conditions in the vocational world and to recognize the significance of business cycles.

The multitude of new inventions which are commonplace to the average person creates jobs of a highly technical nature. Entrance into these jobs requires special aptitude and training. Students need to be informed of the constantly changing requirements necessary to enter these highly specialized occupations.

There was a time when the choice of a vocation was so limited that the home could supply the necessary occupational guidance. Today, however, this is no longer possible. The many experiences encountered by youth make it essential for the secondary school to assume this function.

Most of the one and three-quarters million young people who seek employment each year for the first time are untrained and unprepared. Some of them have had guidance to assist them in finding jobs compatible with their interests and abilities. The majority of them, however, leave school knowing very little about themselves as workers or about the vocations open to them. This vast army of young people needs vocational guidance to help them to become better adjusted.

The home environment and the social and economic background of the student create a real need for guidance. Family and neighborhood conditions have a direct bearing upon the child's attitudes, interests, ideals, and ambitions. In fact, the course of his whole life may be influenced by the occupations of his father and mother, the number of his brothers and sisters, the nationality of his parents, the attitude of his family toward education, his parents' ambitions for him, the location of his home, the neighborhood conditions, and often the family income. The mental and

physical health of the child, his amusements, his use of leisure time, and even his associates may directly affect his choice of a vocation. An interested counselor takes all of these factors into consideration in guiding an individual.

The desire to quit school and get a job may be the height of ambition for one student while another may desire to attend college and become a scientist. Both students are important to our way of living. Each needs to be encouraged and helped to find his place in the world and to achieve to the limit of his ability. Aside from the mental and emotional differences in students, there are often physical disabilities and personality traits which must be considered. Handicapped persons have a place in the world and with proper understanding and guidance they can be helped to find it.

Harry C. McKown summarizes the need for vocational guidance very conclusively in his book, Home Room Guidance:

"The reasons for the demand for vocational counseling are evident when one considers the rapid changes that have come during the past few years, in family life, labor and industry, population, standards of living, etc. Until a few decades ago, home life was comparatively simple, largely local, and mostly independent, for each home produced much of its food, clothing, and equipment. Now these conditions are almost entirely reversed; home life is complex, ease of transportation and

communication have left it anything but local or independent, and few homes, if any, produce food, clothing, or equipment. Formerly, labor was more or less static and general; now it is not only highly specialized but continually changing as old occupations disappear and new ones appear. Rural communities have become urban; and standards of living have increased in types, numbers, and complexity of elements. These and similar data show very conclusively the paralleling demand for careful choice from among the many opportunities available."*

This textbook is planned to meet the needs of students in a world of rapid technological changes. Because occupational data are constantly changing and because there are numerous sources of reliable up-to-date information, no detailed descriptions of vocations will be given in this book. Rather, it is intended that the young people who use the text shall be taught the techniques of analyzing themselves and of studying vocations and that they shall be encouraged to do their own research and investigating. The material will be enlivened by worth-while activities which are planned to be interesting and helpful to students on all levels of ability. The variety of topics and activities will allow for selection according to the needs of the pupils, their mental ability, their past experiences, and the local

*McKown, Harry C., Home Room Guidance, McGraw-Hill Book Company, Inc., New York, 1934, p. 247.

occupational and employment conditions.

II. The teacher's need. Many untrained teachers are required to teach classes in occupations. In making their schedules, administrators often assign the guidance classes to those teachers who do not have a full teaching load. In an effort to appear fair, they frequently pass this assignment around from one teacher to another regardless of qualifications. At the present time many social science textbooks have a unit on occupations, and thus vocational guidance becomes the responsibility of the social science teachers. In some schools the English teachers are asked to do the job. Consequently, the vocational guidance is administered through the medium of compositions and oral reports. The home room sponsor is considered by many to be the ideal person for teaching group guidance classes as a supplement to the interviewing, testing, and evaluating done by a trained counselor.

Regular teachers are too busy with their own subjects to devote much time and thought to the teaching of additional classes in occupations. Those who do not have the guidance concept often have an indifferent attitude and a narrow point of view due to their limited vocational experience. Homeroom and class teachers who are already overburdened with their own work cannot be expected to do an acceptable piece of guidance unless they have something tangible to aid

them.

A well-organized textbook is a necessity for the amateur, as well as for the trained teacher, who must give group guidance in occupations. It is the purpose of this book to enable teachers, without a great deal of time and effort, to conduct interesting and profitable vocational guidance lessons. Another function of this textbook is to provide practical teaching aids for group guidance, either in special classes taught by the guidance counselor or the dean, at periods supervised by the home room teacher, or in occupations classes taught by the social studies or English teachers.

III. The administrator's need. There is little uniformity in the organization and administration of vocational guidance classes throughout the country. The fifty-five answers received from ninety-six questionnaires sent to representative schools in forty-eight different states revealed a high degree of variance in the physical setup of their guidance programs. Forty-one of the schools indicated that vocational guidance was taught. Fourteen of them did not offer vocational guidance. From the replies to the questionnaires it was found that the vocational guidance classes were taught by deans or counselors in fourteen of the schools, by English teachers in six, by social science teachers in thirteen, by specially trained guidance teachers

in three, by homeroom teachers in six, and by regular teachers who were assigned the task in thirteen.

According to this study, the length of periods and the grades in which vocational guidance is taught also vary. Twenty schools reported a class period of fifty minutes; nine, forty minutes; ten, forty-five minutes; eleven, sixty minutes; and five, thirty-five minutes.

The returns on the question of grade placement have little significance except that schools vary widely in this respect. Ten said that they offer vocational guidance in the ninth grade; twenty-six merely indicated that classes are taught from the seventh to the twelfth grades; five place their vocational guidance classes in the tenth grade; while nineteen teach it in the eleventh and twelfth grades. A resume of the study reveals that most of the schools place their classes in vocational guidance in the eleventh or twelfth grade which appears to the writer to be the logical placement.

This variance in the programs throughout the country indicates a need for a well-organized and functional textbook in vocational guidance. It is intended that this book shall be a help to the administrator by providing enough material for one lesson a week for one semester on the eleventh or the twelfth grade level of high school.

IV. The community's need. Many delinquents are the

misfits who were unhappy in school. If these young persons could have been guided into occupations commensurate with their abilities, the community would have fewer problems and more useful citizens. It is the task of the school to provide the necessary guidance and training to keep students in school. A good vocational program furnishes a strong holding power. Many boys and girls who are now in vocational classes would have been drop-outs in the schools of yesterday.

Harry C. McKown says:

"Another important reason for this modern demand for vocational counseling is the appalling number of drop-outs from our schools. Relatively few of the boys and girls who enter the first grade will graduate from the high school; as a matter of fact, only about one-half of the number who enter the high school will graduate. There are many reasons for this, not the least important of which are these two: first, the fact that the pupil has not been successful in the work of the high school, and second, the fact that the work has failed to be of convincing value to him. So, as soon as he reaches the age at which he may legally quit school, he drops out, an educational and vocational misfit, prepared for nothing in particular."*

According to a survey made a few years ago, only

*McKown, Harry C., Home Room Guidance, McGraw-Hill Book Company, Inc., New York, 1934, pp. 247-248.

about one-fourth of the young people who enter the various fields of industry hold their jobs more than one year. It is an accepted fact that many adults are misfits in employment. Vocational guidance is not the whole solution to the elimination of delinquents and misfits. It can, however, cause students to think of themselves in relation to various occupations on their own level of ability and to endeavor to develop those personality traits which will make them more valuable employees. To the extent that vocational guidance can reduce job turnover, misfits in employment, and delinquency, the social problems of the community will be decreased.

There is a need for a closer tie between the school and the community. This has been accomplished in many cities and states by means of community surveys and follow-ups of former students. In this way it is possible for the school to ascertain the vocational needs of the community, the employment possibilities, and the extent to which both the graduates and the drop-outs are fulfilling the demands of business and industry. This textbook will discuss community surveys and follow-up studies and make practical suggestions to the students for conducting such surveys and studies in their own neighborhoods.

Educators agree that the high school must endeavor to develop character, teach citizenship, discover interests

and aptitudes, and aid the pupil in successful living. The purpose of this whole textbook is to help students to choose vocations compatible with their interests and abilities. If this can be accomplished, the number of vocational misfits will be reduced, the number of happy, well-adjusted workers will be increased, and as a result the community will have more good citizens.

It is hoped that by reading the following chapters and engaging in the activities, students may come to think about their interests, abilities, and potentialities in relation to a general field of endeavor. It is also hoped that some students may be able to narrow their selection of a vocation to a few or, in some cases, to one. The writer hopes, too, that these lessons may enable a busy teacher to do a better job of guidance.

Summary

In considering the writing of this textbook as a whole, the following points seem worthy of reiteration and emphasis:

I. This textbook is educationally sound because:

A. It conforms to the psychological principles of learning:

1. Connectionism:

- a. Readiness
- b. Exercise
- c. Effect

2. Field theory:

- a. Insight
- b. Pacing
- c. Readiness
- d. Trial-and-error

B. It is based upon principles of secondary education pertinent to vocational guidance:

- 1. It provides for individual differences of the learners through the variety of activities presented.
- 2. It provides for choice and decision on the part of the learner.
- 3. It develops an attitude of investigation and inquiry.
- 4. The material is adapted to the varying levels and types of intelligences and aptitudes of the students.
- 5. It is functional in that the reading matter is geared to the interests, understanding, and vocabulary of the high school student.

II. In considering the difficulties encountered by teachers in the teaching of guidance classes or in conducting home room lessons, aid will be given in the form of:

- A. Sources of unbound reading matter
- B. Suggestions for skits and plays
- C. Sources of visual aids
- D. Sources and kinds of tests
- E. Notes to the teacher
- F. Suggestions for advance preparation for the next chapter
- G. Student activities
- H. Student bibliography
- I. Teachers' bibliography

III. This textbook meets the needs of the student by:

- A. Teaching him how to analyze himself.
- B. Teaching him how to analyze a vocation.
- C. Helping him to choose a field of work commensurate with his interests and abilities and to select a particular vocation if possible.
- D. Instructing him in ways of applying for a position.
- E. Giving him suggestions on how to keep a job and advance to a better one.

IV. This textbook meets the needs of the teacher by:

- A. Offering a basis for vocational guidance lessons.
- B. Providing reading material for students.
- C. Citing sources of reference material.
- D. Suggesting varied class procedures.

V. This textbook meets the needs of the administrator by:

- A. Presenting a well-organized and functional textbook on vocational guidance.

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CHAPTER I

MAKING A PLAN FOR YOUR LIFE

CHAPTER I

MAKING A PLAN FOR YOUR LIFEThe scarcity of good plans

If you should take a poll of the vocational plans of members of your high school class, you would probably find that only a small percentage of the boys and girls have actually formulated definite outlines for their careers. Such an outline should include analyzing one's self; choosing a field of work; selecting a specific vocation, if possible; finding the best place to secure the training; determining the exact cost of the training and the means of financing it; making personal contacts which would help in becoming established; investigating the possibilities of getting a job; and looking ahead to ultimate advancement.

To be sure, high school seniors usually have a rough idea of what they are going to do immediately after graduation. But because they have not taken the time or the trouble to think their problems through, many of these plans are somewhat faulty and incomplete. Some prospective graduates intend to enter specific fields of work but have no knowledge of how to proceed. Some of them simply plan to "get a job" where dad, sister, or a friend works. One boy, irrespective of his ability or qualifications, may settle the question of a career merely by saying, "I'm going to be a detective, because that's what I've always wanted to be."

Another may dismiss the problem by deciding that he will follow in the footsteps of a favorite uncle who is a real estate salesman. Another may conclude that since he enjoys making model airplanes, his lifework lies in the field of aeronautical engineering. Because a girl has won a beauty contest, she may feel that her work as a model or an actress is cut out for her. A high rate of speed in a typing contest may close a girl's mind to all other fields than stenography, regardless of her inefficiency in spelling, punctuation, grammar, and shorthand. The fascinating story of a nurse or an airplane stewardess may determine the goal of another.

Even worse than those who have made haphazard plans are the students who have made no plans at all for their lives. Because of rapidly changing world conditions, young people often feel that there is no need to plan. Or they may justify their stand by citing cases of acquaintances who have taken the commercial or the industrial arts course in high school and then upon graduation have suddenly had the opportunity to get jobs in entirely different lines of work. "What", they argue, "is the use to waste time in making plans which may not work out? Why not just drift along until graduation and then wait for something to turn up?" Those who do not believe in planning can always find examples to substantiate their viewpoint. But they are extremely rare cases

in which persons have been very successful in vocations for which they had made no plans or preparation. Most young people who have given no thought to their futures soon find themselves in blind alley jobs or drifting from one occupation to another on the same level.

It is to every student's advantage to get as much general education as possible, to study himself, and to obtain specific training in the work for which he feels that he is best fitted. Three high school boys had practically the same talents and abilities. They were all superior students, had more than average skill in mathematics, special interest in science, an ingenious understanding of the construction and operation of machines, and a flair for mechanical drawing. With the help of the guidance counselor, one of the boys discovered that he not only had the interests and the aptitudes, but also the personality traits and other characteristics which would probably lead to success in the field of engineering. Following carefully laid plans, he went through college and became a mechanical engineer.

Because of circumstances at home, the second boy found it impossible to go to college after graduation from high school. But he studied himself, taking into consideration his interests and abilities and the level of work which he might hope to attain with his amount of education. He became quite successful and happy as a surveyor and draftsman.

The third boy had no plan whatever for the future. His only thought was to start working as soon as possible in order to have sufficient money for dates and good times. He took the first job which presented itself--that of a billing clerk in an office. He had no particular interest in the work and consequently did nothing toward seeking advancement. Although the last boy may appear shortsighted and stupid to you, it is probably true that a large percentage of the members of your own class are in his classification.

Setting a goal for a lifetime

It may be impossible while still in high school for you to decide definitely what you want to be. But at least you can choose a general field of work and let circumstances and conditions help you later to find your exact place in the field. If you like working out of doors, have a genuine interest in all plant and animal life, are not afraid of hard work, are interested in the latest scientific experiments, enjoy working alone, and are patient, thrifty, energetic, and businesslike, you may decide that you would like some type of work in the field of agriculture. If you have a pleasing personality, ability to meet people and make friends easily, a knowledge of human nature, the power to persuade people, and an unusual amount of tact, initiative, perseverance, determination, and will power, you may want to enter some line of salesmanship. Certainly it

should be easy enough to identify yourself with some such broad field of work.

Your beginning job may be quite different from your ultimate goal. One does not go directly from high school into a position as buyer for a large department store. Even though you have studied salesmanship or merchandising, it will probably be necessary for you to start as a shipping clerk or a wrapper, then to become a successful salesperson, then an assistant buyer, before finally becoming buyer for the department. It usually takes about ten years or longer for efficient employees in a store to work up to the position of department buyer. The same is true of most worth-while positions. Workers are not automatically promoted from the bottom to the top simply because they have served time. They advance by planning ahead to be ready for the job on the next level when the opportunity arises.

Do not make the mistake of simply "looking for a job" or of taking the first job you can get after graduation from high school. Try to get into work which will eventually lead to your aim in life. If this is not possible, take the most promising job you can get and work out the program of your life accordingly. A young woman who has a natural bent for art and a special interest in designing may not be able to find an immediate opening where she can use her talents. If it becomes necessary for her to take a beginning job as a

filing clerk or a receptionist, it is better to obtain this work in a firm where she will later have an opportunity to show her skill in art work than in one where no such occasion can arise. Persons who are on the alert are often transferred to different departments or advanced in their own departments when their abilities are discovered. To be sure, ambitions sometimes change and work which had not at first appealed to one becomes the absorbing interest of a lifetime. Energy, perseverance, and effort will carry one far in any line. So make a tentative choice of a vocation, and even though it may become necessary to alter your original plans, continue to work toward some satisfactory goal.

Instead of thinking only in terms of the immediate future, take a long view of your life. Within a normal life span there are always good times and bad times, periods of prosperity, periods of depression, and periods of national emergency. Young people who seek employment during any abnormal period are inclined to get a distorted viewpoint. In times of emergency or extreme prosperity graduates get exalted opinions of their ability and earning power. At such times, when workers are badly needed, jobs that are ordinarily done by skilled workers are broken down into separate operations so that they can be performed by unskilled or semiskilled workers after a short period of training. But positions paying large sums of money for little ex-

perience do not last. Jobs which seem so easy to obtain are just as easy to lose when conditions change. So, in the periods of depression which usually follow periods of prosperity, those workers who have more skill and training than others have better chances of holding their jobs and those who are poorly equipped are the first to be laid off. No matter how scarce work may be, the persons with outstanding training and ability always have the advantage.

Circumstances and conditions can change many times during a lifetime. It often becomes necessary for workers to shift from one line of work to another. The persons who are now engaged in diesel engineering, air-conditioning, and other new industries are mostly workers who have transferred their basic skills from older occupational fields. In changing from peace to war or from war to peace production, it is found that toolmakers are needed in both machine gun plants and bicycle factories. Draftsmen work both in tank factories and in automobile plants. Specific occupations may change, but basic skills can always be used. In planning for the future, never feel that you can learn just one simple operation or one phase of a job and be secure in that job for life, but try to learn as much as possible about the field of work in which you are interested so that you will be ready to adapt yourself to any situation that may arise. The best insurance against unemployment is a good background of education

in the fundamental subjects and a thorough training in one or more skills. So plan to stay in school as long as possible. If you must stop before graduation, attend night school, study by correspondence, or take advantage of some other part-time training program.

Studying yourself

Aside from a good general education, there are other important considerations. If you would have a successful career, begin as early as possible to make your plans. Attack the problem scientifically. First, study yourself. Try to discover what sort of person you really are and, consequently, what type of work you are best suited to do. It is very important to choose a field in which you are vitally interested. But it is not enough to rely solely upon interests. Unless they are deep-seated and based on a thorough understanding of the field, the vocational interests of high school people frequently change. Sometimes so small a matter as reading a book, meeting a worker in a particular field, or the chance remark of a relative may cause a student to shift his apparent interest from one vocation to another. A special aptitude or talent and the ability to do the necessary academic work are more important than simply feeling that you are interested in an occupation. Many boys have a strong desire to become engineers but they have not the ability to master the advanced mathematics. Sometimes girls who

are sincerely interested in becoming nurses are forced to change their plans because they are unable to make the grades in the required science courses. Before seriously considering any occupation, a person should not only determine whether he has the necessary ability and interest, but he should decide whether his own disposition and personality will permit him to fit into the life of the vocation. Some suggestions for analyzing oneself are offered in Chapter II.

Next, make a thorough investigation of the possibilities of many kinds of work. Do not set your mind on any one job and close it to all others. The tests given by the Army in an effort to sort men scientifically according to their abilities have proved that many persons have talents of which they have not been aware and that frequently they are very successful in work they had never before thought of attempting. As you study different occupations, consider each one in the light of your own abilities and personality traits. Find out about the special requirements of the vocations in which you are interested and honestly try to decide whether or not your strong points coincide with these requirements. Eliminate the less desirable possibilities, and attempt to settle upon the one or two types of work for which you appear to be best suited.

If you are thinking of entering a profession,

start now to find the college which will give you the best training for the particular profession and make sure that you will be able to meet all the requirements for entrance. If licensing, apprenticeship, special training, or the passing of examinations in particular subjects is necessary before you can enter your chosen field, begin now to inquire about the possibilities of securing the training or to take high school subjects which will help you to prepare for the tests.

A few of the qualities which all employers want in their employees are the ability to get along with others, cooperativeness, reliability, ambition, enthusiasm, initiative, loyalty, and efficiency. Such characteristics cannot be cultivated between the time of your high school graduation and the application for your first job. Get off to a good start by acquiring these desirable traits while you are still in school. Your teachers and classmates are excellent subjects on whom to practice.

Investigating vocational possibilities

There is yet another point which must be considered in making a plan for your life. Will there be a place for you in the field of your choice? Ability alone does not assure success. A great deal depends upon getting into a field which is not already oversupplied with workers. Vocational opportunities are constantly changing. Some lines of

work are rapidly increasing in importance while others are dying out. In so far as possible, study trends and indications of future conditions before making a decision.

In spite of the fact that the 1940 census report listed more than 20,000 different occupations, the chances are that a large percentage of your high school class have expressed an interest in only a few of the well-known occupations. Perhaps the greater portion of the girls plan to become stenographers. If this is also true in other schools, how good are the opportunities for employment of these girls? If the number of high school boys who hope to become aviators is out of proportion to the percentage of the population employed in that field, some ambitions are sure to be frustrated.

Many occupational studies have shown that there is a wide difference between the jobs to which high school boys and girls aspire and the actual opportunities open to them. The Rotary Club of Erie, Pennsylvania, asked eleventh and twelfth grade boys to name their first, second, and third choices of vocations. Of the more than one thousand boys who replied, one hundred ninety-seven, or almost 20 percent, gave some phase of aviation as their first choice.* It has been estimated that even when this in-

*Nick, E. W., "High School Boys Choose Vocations", Occupations, Jan. 1942, pp. 267-269.

dustry is at its height, no more than 4 percent of all persons of working age will be needed in all the phases of aviation, including manufacturing, ground and air crews, and the commercial air lines combined. If, as in Erie, 20 percent of the boys in other localities have chosen aviation as their lifework, this field will be flooded. Accounting received the next largest number of first choices, although at that time there was a surplus of bookkeepers in Erie. Not one boy in the entire group planned to become a stenographer. Yet for many years, even though the field has been overcrowded for girls, there has been a steady demand for male stenographers in Erie and they have had to be supplied from outside the city. Not a single boy desired to become a tax expert, although this is a rapidly growing field. Only one boy expressed an interest in foundry despite the fact that Erie is the third largest foundry city in Pennsylvania. Another study made in a western city indicated that there was only one job in that city for every five graduates who planned to become bookkeepers. From these studies you can see that it will be to your advantage to learn about the possibilities for employment in your own community before making a final decision as to the kind of work you will try to obtain.

The value of making a plan

Those who have made wise plans for their voca-

tional lives have many advantages over those who have not. In the first place, it is easier for them to find employment. Very few good positions are obtained just by accident. Applicants must locate vacancies in their field, file applications, plan for interviews, and be prepared to sell themselves as particularly qualified to do a specific type of work. The applicant who has studied the requirements of the job, has acquired the necessary skills to meet those requirements, and has planned his method of procedure for getting into a firm where his talents are needed certainly takes precedence over the fellow who walks into an employer's office and says, "I would like to have some kind of job. I am willing to do just anything."

In the second place, the worker who has planned and prepared for his job will have a much better chance of holding it. Inadequate preparation and training for the particular occupation are among the most common causes of vocational failure. Many persons who have not given sufficient thought to the matter of choosing and preparing for a vocation are obliged to try several lines of work before they find something in which they can succeed. Although many of those who are not working toward definite goals are able to hold their jobs, they often remain unhappy and dissatisfied.

In the third place, it is important to make a

definite plan for one's life because the choice of a vocation affects one's standard of living, the locality in which he makes his home, the friends and associates which he has, and the recreations which he enjoys. By entering a particular field of work, a person settles the questions of whether he will boss or be bossed, work alone or with others, work on a definite schedule or at hours of his own choosing, travel or remain in one place, work with his hands or his head, and whether he will wear overalls or a business suit. To a great extent, a man's occupation determines the security of his old age, his family's place in society, and even has an influence on the occupations which his children will enter. Because a person's vocation catalogs him in so many ways, one of the first questions asked about a stranger is, "What does he do?"

In the fourth place, the choice of a suitable occupation makes for a more healthful mental state. After determining the right job for himself, a young person should try not to let circumstances interfere with the realization of his ambition. One who wants to be a musician, but becomes a stenographer instead, may spend a lifetime feeling thwarted and unhappy.

The question of what to do with your life is one of the biggest problems you will ever have to solve. So do not let commencement day find you without a workable plan. And

in your planning, take a cue from this. Some of the things which cause vocational misfits are: taking the first job which presents itself without thought of physical or mental fitness for the particular work; drifting into jobs for which one has no special aptitude or interest; taking a job with thought only for the beginning salary and not for future security; trying to do work which is above one's level of ability; doing work which is boring because it is below one's level of ability; and doing a kind of work of which one cannot be proud.

STUDENT ACTIVITIES:

I. Use the following questions for group discussion:

1. To what extent do you think that parents, friends, or classmates should influence young people in their choice of vocations?
2. Discuss the pros and cons of following in the footsteps of one's father in selecting a vocation.
3. Under what circumstances would it be advantageous and under what circumstances would it be detrimental for an individual to carry on a family business or a profession which is traditional with the family?
4. What are some of the so-called "blind alley jobs?" Can you give an example of a person who made a future for himself even though he started in a job which apparently offered no chance for promotion?
5. What do you think is the most important factor to be considered in making a plan for one's life?
6. Discuss the advantages and the disadvantages of choosing one's vocation:
 - a. While in junior high school
 - b. Just before graduation from high school
 - c. After graduation from high school
 - d. Just before graduation from college
 - e. After graduation from college
 - f. When offered the first job

II. Study the biographies of several prominent characters, either national or local, in business, science, education, religion, and other fields. Note the steps by which they advanced from beginning jobs to positions of importance. The following books are suggested for this purpose:

Appel, Joseph H., The Business Biography of John Wanamaker, The Macmillan Co., New York, 1930.

Bok, Edward W., The Americanization of Edward Bok, Charles Scribner's Sons, New York, 1927.

Ferris, Helen, When I Was a Girl (The Stories of Five Famous Women as Told by Themselves), The Macmillan Co., New York, 1930.

Hamilton, Elizabeth B., How They Started; Nine Famous Men Begin Their Careers, Harcourt, Brace and Co., New York, 1937.

Law, Frederick H., Modern Great Americans, D. Appleton-Century Co., New York, 1926.

Linn, James Weber, Jane Addams, D. Appleton-Century Co., New York, 1935.

Moir, Phyllis, I Was Winston Churchill's Private Secretary, Funk and Wagnalls Co., New York, 1941.

Redlick, Fritz, History of American Business Leaders: a Series of Studies, Edwards Bros., Ann Arbor, Mich., 1940.

Riis, Jacob A., The Making of An American, The Macmillan Co., New York, 1924.

Winkler, John K., Five and Ten; the Fabulous Life of F. W. Woolworth, Robert M. McBride and Co., New York, 1940.

NOTES TO THE TEACHER:

- I. Before assigning the reading of Chapter I, ask each member of the class to write a paragraph summarizing his plans for the future. This should include any specific plans for further education and for preparation and entrance into a vocation. Keep these statements for future comparison with the plans which the same students shall indicate at the conclusion of a study of occupations.
- II. For your own information and aid in advising and guiding the students, ask each one to fill out and hand in to you a questionnaire similar to the one be-

low. If the answers are given honestly and thoughtfully, they should furnish valuable clues to vocational choices. Assure the students that this information will be regarded as confidential.

QUESTIONNAIRE

Name _____ Address _____

1. What is your father's occupation?
2. What is your mother's occupation?
3. How many brothers and sisters do you have?
4. What are their ages?
5. Which school subjects do you like most?
6. Which subjects do you like least?
7. What hobbies and recreational activities do you most enjoy?
8. Do you have any physical handicaps?
9. If so, what are they?
10. What vacation job experience have you had?
11. Do you have a part-time job now?
12. If so, what is it?
13. Do you have a systematic plan of saving?
14. Do you contribute to the support of your family?
15. Do you have family ties or obligations which will affect your vocational planning?
16. Do any of your relatives own a business?
17. Have they offered you future employment?
18. What occupation do your parents think would be most suitable for you?
19. What is your choice of a lifework?
20. Why do you feel that this is a good choice?
21. If undecided as to a vocation, in what general fields are you interested?
22. What do you intend to do immediately after leaving high school?
23. Have you been offered a full time job following graduation?
24. If so, what is it?
25. What future does this job hold for you?
26. Do you plan to go to college?
27. If so, what college?
28. Have plans been made for financing your education?
29. Are you interested in working your way through college?

- III. If a motion picture projector is available, the use of a good film at the conclusion of this lesson is suggested. An excellent one for the purpose is Finding Your Life Work, 22 min., 16 mm., sound, 1940, Vocational Guidance Films, Inc., 2718 Beaver Ave., Des Moines, Iowa. This film stresses the importance of knowing yourself and of getting a broad view of many vocations in laying a foundation for a life plan.
- IV. Brief radio scripts are available through the Circulating Library of the Educational Radio Script Exchange, Federal Radio Education Committee, U. S. Office of Education, Federal Security Agency, Washington, D. C. These scripts are not for sale but volumes of the scripts may be borrowed for four weeks or single scripts for three weeks. These programs may be produced by the students over a local station, presented as "mock broadcasts" over the school public address system, dramatized as playlets, or simply read to the class by the teacher or by individual pupils. Attached to each script is a sheet suggesting questions for discussion and a short bibliography. Script No. I, Extinction of Certain Occupations, of the Planning Your Career Vocation Guidance Series is suggested for use with this lesson. (15 minute script)

Copies of Dramatizations Broadcast as Part of a Series on Vocational Guidance may also be secured from the Federal Security Agency, U. S. Office of Education, Educational Radio Script Exchange, Washington, D. C. on a circulating library basis. The dramatization, Planning Your Life Work is especially recommended for use at this time.

ADVANCE PREPARATION FOR THE NEXT CHAPTER:

For the effective presentation of Chapter II, it will be helpful for the teacher to have on hand the following:

Dictionary of Occupational Titles, Part I,
United States Department of Labor, U. S. Government Printing Office, Washington, D. C., 1939
(Price, \$2.00)

Mimeographed forms for use in Activity III,
pp. 74-75.

Motion picture film suggested in Note I,
pp. 77-78.

One of the radio scripts suggested in Note II,
p. 78.

Interest inventories and aptitude tests. (See
pp. 78-86.)

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Gebler, Robert T., Full Speed to Success, J. B. Lippincott Company, Philadelphia, 1934, pp. 81-88.

MacGibbon, Elizabeth Gregg, Fitting Yourself for Business, McGraw-Hill Book Company, New York, 1941, Chap. 1.

McKown, Harry C., and LeBron, Marion, A Boy Grows Up, McGraw-Hill Book Company, New York, 1940, Chaps. 13-15.

Myer, Walter E., and Coss, Clay, The Promise of Tomorrow, Civic Education Service, Washington, D. C., 1938, Chaps. 10-15.

CHAPTER II
ANALYZING YOURSELF

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ANALYZING YOURSELF

Know yourself

Before you are in a position to choose a vocation for which you are really suited, you must first know yourself. Most parents are anxious to be helpful but are prone to overrate their children's abilities. Other relatives are often biased and give advice only in the light of their own narrow experience. Teachers and others who know you well hesitate to say what they really think for fear of misjudging you or of giving you an inferiority complex. School counselors can be of a great deal of assistance in helping you to evaluate records and data concerning yourself, but they too hesitate to give an answer to the question, "For what career am I best suited?" They can guide you into a general field in which your interests and aptitudes lie, but the final selection of a vocation must rest with you. It is your own responsibility to recognize your interests, estimate your abilities, and understand your limitations. The happiness and success of a lifetime may depend upon how well you do this.

If you can become more conscious of yourself in relation to your surroundings and think about yourself in connection with the everyday occupations carried on about you, choosing a career will be less difficult. Naturally,

you cannot know how you will react in the future to some work which you have not as yet tried, but you can study yourself in terms of the way you work in school. If a pupil is lazy and careless or efficient and energetic in preparing his classwork, he is likely to be the same way on a job. The friends and associates you have, the books you read, the type of shows you attend, the school subjects you like, the work and study habits you acquire, the job experience you get, the grades you earn, the relationship you have with your family, and your ability to get along with your friends and classmates all have a direct bearing upon the selection of a field of work in which you may succeed.

Find your vocational level

Fortunately, there is no one and only vocation which you must select. Most people could fit equally well into several occupations. The important thing is to discover the general field in which you are most interested and the vocational level on which you have the best opportunity for success.

The professional or leadership level requires superior intelligence and a long period of education and special preparation or experience. The work is more mental than physical and is usually characterized by the ideal of service to others. The accountant, teacher, physician,

veterinarian, dentist, engineer, lawyer, librarian, and musician are among those who are on the professional level. Business executives and government officials are examples of occupations on the leadership level. Census reports show that less than ten percent of all workers in the United States belong to the professional group. Many boys and girls who aspire to reach this level do not have the natural ability or the will power to undergo the long and difficult period of training, the continued study, and the personal sacrifices. There are many vocations on the lower educational levels which pay as well, take less study and a shorter period of training, and offer work which may be just as interesting to the individual.

The semiprofessional occupations, such as those of dental hygienist, laboratory technician, draftsman, surveyor, commercial artist, photographer, and dietitian require a shorter period of training and less strict entrance requirements than the professions. Two years of college work or of special training are usually sufficient.

The skilled level of occupations requires a fairly good general education, specific training either in a trade school or through apprenticeship, and the exercise of considerable judgment and responsibility. Occupations on the skilled level include the machinist, electrician, stenographer, bookkeeper, baker, pattern maker, mechanic, engraver,

and carpenter.

The semiskilled level requires only a short period of special training, usually given on the job. On this level are found the elevator operator, shipping clerk, truck driver, sewing machine operator, hand dry cleaner, telephone operator, candy dipper, and many others.

Workers on the unskilled level do the very simplest tasks which require only a limited education and very little training. These jobs usually call for more than an average amount of physical exertion. Excavators, vegetable and fruit pickers, unloaders, laundry checkers, packers, wrappers, furniture movers, and ashmen are on this level.

In any of the broad fields into which all occupations are usually divided it is possible to be an unskilled laborer, a skilled worker, or an executive or professional person. It is well to remember that the higher the level of proficiency a person can reach in his chosen field, the greater is the demand for his services, the higher his salary, the more interesting his work, the more responsibility is placed upon him, the less supervision he will have to have, and the greater will be his opportunity for advancement to a place of leadership.

Your interests and aptitudes should determine the field of vocations which you will enter. Your mental and physical ability, your desire, and your capacity for acquir-

ing the necessary training will determine the level you can attain. The amount of formal education which one has also greatly determines the level of an occupation which one may enter. Almost all occupations of any consequence now have definite educational requirements for entrance. The following shows how the educational level somewhat parallels the vocational level:

<u>Education</u>	<u>Occupation</u>
Elementary school	Unskilled level
Junior high school.	Unskilled or semiskilled
Trade school	Semiskilled or skilled
Senior high school.	Semiskilled or skilled
Junior college	Semiprofessional or technical
College	Executive or professional
Graduate school	Professional

A high school freshman stopped school and became a deliveryman on a milk route. He was ambitious and after a time decided to become an insurance salesman. However, after trying out the new work for about a month he went back to his milk route. He had a pleasing personality and salesmanship ability, but not enough education to meet the clientele of an insurance company. The general field of selling was a good choice for him, but his lack of education kept him from reaching a higher level in the field.

It is a pitiful situation when a boy with high school or college ability drops out of school and has to accept a job on the level of his education but beneath the level of his innate ability. On the other hand, young people often

make themselves unhappy trying to fill white-collar jobs when they are better suited for a different occupational level. There are many people who do not have the mental capacity to continue in school but who are happy in unskilled jobs. The world needs the services of many types of workers. Those who work with their hands are necessary, just as are the professional people. The honor lies in finding one's niche in the world and in doing one's work in a creditable manner. Seek the highest educational and vocational level, whatever it may be, of which you are capable.

Study your mental qualifications

Each potential vocation should be considered in the light of your own mental, physical, and emotional qualifications. First, consider your mental capacity. Will you be able to do the academic work necessary to prepare for the occupation in which you are most interested? Do you like to study and can you concentrate for long periods of time without losing interest and growing restless? Do you have a keen mind that is able to solve difficult problems, or do you honestly feel that you have just average mental ability and the capacity for doing only ordinary tasks?

Most schools give intelligence tests by which they arrive at the I.Q. (Intelligence Quotient) of each student. An I.Q. is supposed to indicate general all-

around ability to think and learn and, as a rule, is considered a fairly good measure of one's ability to do academic work. To be sure, intelligence tests are by no means infallible. Unless you have taken several of them at intervals and have made approximately the same score each time, you can not be absolutely certain that your score is accurate. No one should become conceited over a high I.Q. or depressed about a low one. This is only one factor in a person's entire make-up, and not always the most important factor. One with a low I.Q. usually finds that learning comes more slowly and that more time and drill are necessary in mastering a lesson. However, many students with average mental ability make far greater successes of their lives than those who have high mental scores. A low I.Q. rating may be outweighed by ambition, interest, determination, and a strong will to succeed, just as a high rating may be overshadowed by indifference, laziness and carelessness.

For obvious reasons, many schools do not allow the students to know their scores on intelligence tests. However, in cases where it seems advisable, the home room teacher or the guidance counselor sometimes tells the student the approximate level on which his score places him, thus indicating whether or not he probably has the innate ability to obtain a college degree or to enter the vocation

of his choice and to compete successfully with others on that vocational level. Many studies have been made to show that persons whose intelligence quotients fall within particular ranges are likely to succeed in certain occupations but would probably have difficulty in occupations on a higher level. The results of most of these studies are somewhat as follows:

RELATION BETWEEN INTELLIGENCE AND OCCUPATIONAL LEVEL

Superior Intelligence (I.Q. above 130)	Above average Intelligence (I.Q., 110-129)	Average Intelligence (I.Q., 90-109)	Below average Intelligence (I.Q., 70-89)
Architect	Accountant	Bookkeeper	Barber
Author	Dentist	Electrician	Bricklayer
Chemist	Designer	Filing clerk	Chauffeur
Editor	Minister	Machinist	Domestic servant
Engineer	Musician	Merchant	Butcher
Physician	Reporter	Nurse	Laborer
Professor	Social worker	Photographer	Messenger
Lawyer	Teacher	Policeman	Packer
Statistician		Printer	Porter
Scientist		Stenographer	Postman
Columnist		Typist	Shoemaker
			Watchman

Whether or not you have had the benefit of an I.Q. rating, you can judge your own ability to do academic work. Your daily grades, your standing in class, and the alertness with which you grasp new material when it is presented are good measures of your degree of intelligence. Someone has said, "The best indicator of what anyone will be able to do in the future is found in the measurement of what he has done in the past and can do now." If you have worked to the maxi-

mum of your ability and your marks in the academic subjects are below average, you will probably find it difficult to enter many of the professions and other vocations which require a great deal of book learning.

Aside from general intelligence, there are other mental characteristics necessary to success in various vocations. An excellent memory, good imagination, unusual ability to concentrate, a high degree of creative ability, great accuracy, strong reasoning faculties, natural ability for problem solving, an analytical mind, good powers of observation, proficiency in mechanical analysis, originality, and visualization are some of the mental traits which make up a part of one's fitness for specific types of work. It is assumed that, first of all, a good brain is essential to entrance into the profession of engineering. But an engineer must also have the ability to visualize, to think in terms of shapes, sizes, and space relations, and to use with ease the higher forms of mathematics. A lawyer needs an excellent memory, good powers of observation, an analytical mind, keen reasoning faculties, and the ability to speak fluently in public. The physician must possess a good memory for details, the ability to retain a large vocabulary, a very high reading ability, an aptitude for research, and the type of reasoning ability required in making diagnoses.

Think carefully, and you can detect some of your

own mental qualities. For example, do you like to do routine work, or do you prefer variety in anything which you do? Do you have an inquiring mind? Are you satisfied simply with learning facts or do you like to go more deeply into a subject and find the reasons back of the facts? A person who is never content until he has thoroughly investigated all underlying causes is said to have an analytical mind. Perhaps you have a competitive type of mind which would help to make you a good salesperson. Are you accurate in working with details? In your shop, drafting, bookkeeping, mathematics, and science laboratory classes, are you careful to make your work absolutely accurate? One who does not have this quality could not hope to become a chemist, a pharmacist, a statistician, or an accountant. A high school student who can visualize an article, whether it be a boat, a radio set, or a dress; who can originate, plan, and design every detail for making the article; and who can then carry the plans through to completion can be said to have a constructive type of mind. This kind of mental ability is needed by engineers and designers. Some persons have creative ability; some prefer to follow plans worked out by others. For example, a boy who likes to create might aspire to become an architect, sculptor, or magazine illustrator; one who has no creative ability but can work according to a set plan would be more likely to succeed as a draftsman, a potter, or a sign and poster painter.

Interest and ability are the next factors to be considered in analyzing yourself. As a general rule, interest and ability are very closely connected. We like to do those things which we can do well and we avoid the ones in which we cannot excel. Think carefully about the activities you most enjoy during your leisure. The type of reading matter you prefer, the recreations you most enjoy, and the hobbies in which you engage may be clues to some talent which could develop and grow into a vocation. On the other hand, a hobby that is vigorously pursued for a short time and then forgotten in favor of some other probably has no vocational significance. Talk to your parents, teachers, and older friends about any intense interests which you may have. Perhaps they can help you decide whether these interests are well-founded or only fleeting.

You may determine whether or not an interest is genuine by looking back to see what you have done about it. If you are really interested in a subject, you will not just talk about it, but you will read about it, study it, ask questions of those who are engaged in the field, and find some way of actively participating in it, if possible. An excellent way to discover interest or lack of it is by actually trying out some part-time job in connection with the occupation which you think you would most enjoy. By working in the same surroundings and by associating with persons en-

gaged in the vocation, you can decide for yourself whether your interest is real or imagined.

If, however, you have never thought of any type of work which particularly appeals to you, you may get some helpful suggestions from using one or more of the interest inventories which are now available. Most of these are in the form of questionnaires concerning your likes and dislikes in such things as occupations, school subjects, recreational activities, and reading matter. Scores are arrived at and interests are determined by comparing your answers with those of successful persons in particular vocational fields. It has been found that persons who have made good in the same occupations have very similar tastes and distastes in other respects also. By the use of interest inventories, you may get a hint as to whether, provided you have the necessary ability, you will probably find the field of work pleasant and enjoyable and will have interests in common with your fellow workers. If your score indicates that you might be interested in more than one type of work, investigate the possibilities of each field suggested.

It must be understood that the results of interest inventories do not predict the type of occupation for which the individual is best adapted, because ability is not measured by these tests. The fact that one is interested in a vocation does not necessarily indicate that one has ability in that line. A boy may build model airplanes, read every-

thing he can find about aviation, and spend all his leisure time around an airport and still not have the qualifications necessary to become an aeronautical engineer or an aviator. In addition to a consuming interest, he must possess certain very definite abilities. A girl may have such a strong desire to become an air hostess that she has closed her mind to any other possibility. But an earnest interest is not enough unless it is backed up by the ability to pass the physical examinations, the aptitude for nurse's training, and the possibility of meeting the requirements as to looks and personality.

Aptitude, which is the natural tendency to be able to learn a certain thing, is all important in choosing a field of work or a course of study to be pursued. Several persons may have the same degree of intelligence, but one may excel in mathematics, one in foreign languages, another in working with tools, and still another in dealing with people. The person who chooses a lifework for which he has a natural ability is off to a good start. Although it usually takes from six months to a year to learn watchmaking, one man mastered the trade in only a few weeks and was earning money at the end of that time. He had aptitude for the work.

If you are interested in an occupation which calls for some special talent or ability, it is well to find out in advance whether you will be likely to qualify. Standardized

tests have been worked out to determine mechanical, clerical, musical, artistic, scientific, manual, and many other aptitudes. By the use of these tests, you may compare your talents with those of thousands of others who have taken the tests and thus know whether you are average, above average, or below average in the ability to master work in these fields. Many aptitude tests cover broad areas and do not help a student to find his particular niche in the field. For example, a person who ranks high on an art aptitude test will have to discover for himself the particular branch of art which he should choose. He may direct his talent into advertising, photography, costume designing, industrial designing, interior decoration, or any of the other branches. Some of the tests, however, are very specific and contain material similar to that which will actually be required in the occupations for which the tests are given. Persons being tested for clerical work, for example, may have to compare figures, check errors in addition and subtraction, tabulate, alphabetize, and classify and sort materials. The test is scored for both speed and accuracy.

Some colleges and vocational schools use aptitude tests to determine whether or not students have the ability to progress in the particular courses which they have chosen. Unfortunately, most tests for medicine, nursing, law, teaching, and other professions are available only to college

students who are about to begin training in these fields. There are many aptitude tests, however, which are of use to high school students.

If no such tests are given in your school, you will have to study yourself carefully to detect signs of aptitude for different kinds of work. To a great extent, you can measure your ability to fit into a vocation by your capacity to do the work of the school subjects most closely related to it. For example, one of the most reliable evidences of a person's ability to study engineering is his capacity to learn mathematics. A boy who has done only fair work in high school mathematics has no reason to suppose that he will do well in the advanced mathematics and physical science courses required in engineering college. Mathematics is still mathematics, whether it is used in a high school algebra class, in an insurance office, or on an engineering project. If this subject is difficult and distasteful to you, you should avoid any occupation in which mathematical ability is essential. One who contemplates entering the field of medicine should thoughtfully consider one's aptitude for learning such high school subjects as zoology, chemistry, and physiology. If you hope to become a stenographer, consider whether or not you have done well in English and spelling. Do you think and move quickly? Is your muscular coordination such that you may reasonably expect to gain

sufficient speed in shorthand and typewriting?

Consider your physical traits

Your health and your physical characteristics must also be considered. Some people are fortunate in having bodies that are sound enough for any kind of work. Others are unable to meet the demands of vocations which require a great deal of physical endurance. Different types of strength are needed for different vocations, and a person who can do one kind of work may be quite unfit for another. The strength to lift heavy loads is often necessary for the carpenter and the iron worker. The ability to stand for long periods of time is required of salesclerks and nurses. In order to qualify for some occupations it is necessary to be a certain height or weight, to have long arms or long fingers, or to possess unusual agility and speed. Certain vocations are closed to those who are handicapped by poor eyesight, poor hearing, color blindness, tuberculosis, various forms of paralysis, skin diseases, or impediments of speech.

Physical examinations are required for entrance to a great many occupations. Because business concerns often make a practice of paying compensation to workers who are injured while at work and of contributing to sickness insurance for the protection of employees who become ill, it is to their advantage to reduce the risk by employing only those who are in good physical condition. Some workers must take

physical examinations every six months or every year and must meet certain standards of health and physical fitness in order to keep their positions.

If you are interested in entering a particular field of work, determine precisely what physical qualifications are required, and then have a thorough examination to make sure that you can meet them. The routine school check-up of eyes, teeth, skin, height and weight is not sufficient. Have your hearing, your lungs, and your heart examined by a physician. Many physical defects can be remedied if discovered in time. If you happen to have one which cannot be corrected, you may avoid disappointment, loss of time, or even failure by knowing it while you are still in school. Stop thinking about any work for which you will be unable to qualify and concentrate on some other field.

One high school senior had been promised an appointment to the United States Naval Academy, had taken all the necessary subjects, had studied diligently for the academic examinations, and had built all his plans for the future around this one ambition. However, when he took his physical examination, it was found that he had in one ear a defect of which he had hitherto been unaware, and he was refused admission to the academy. His hopes were so shattered that he was inconsolable. This terrible disappointment could have been avoided if he had had a physical examination

when he first started to plan his career.

Study your emotional factors

There is still another important factor to be considered in analyzing oneself. You may have the necessary mental and physical qualifications for a vocation, but what about those vague and intangible things called personality and character traits? In order to be happy, you must find a type of work which is agreeable to your nature and your emotional make-up. For example, a teacher must not only be a good scholar, but he must have a genuine interest and understanding of young people, the ability to direct and discipline others, the power to stimulate and kindle interest, and a sense of fairness, friendliness, firmness, and patience. No matter how well he may be trained for the work, a person who is lacking in sympathy, understanding, and interest in people can never be a successful social worker or nurse. To be a good librarian, one should have a real love of books, an understanding of human nature and a desire for order and system. It takes a great deal of perseverance to be a research worker, an inventor, an author, or a collector. If you are the type of person who is easily discouraged, you would probably be unhappy in any of these occupations.

One who has tried but cannot overcome a natural tendency to be shy or timid may never find it easy or enjoyable to do work in which it is constantly necessary to

meet and deal with people. If you would become an artist or a sculptor, you must have infinite patience. To be a successful personnel director, employment manager, or credit manager, you must be a good judge of people. Before deciding to become a salesman, advertising copy writer, publicity worker, or radio speaker, be sure that you have or can acquire the ability to persuade and influence people. To become a minister, a diplomat, a politician, or a secretary, you will need to have a great deal of tact. Some vocations call for special leadership ability. Some require extreme neatness and orderliness. The particular field in which you are interested may necessitate your having an even temper, a friendly disposition, or the ability to inspire confidence. If so, do you have these qualities?

There are personality tests which can help you to discover and understand your strong and weak points. Of course, it must be understood that because it is so difficult to measure personality, these tests can not be relied upon too strongly. However, if several tests are used, they provide a fairly accurate picture of a person's characteristics.

It is the responsibility of the student to study himself objectively and to make every effort to analyze his own mental, physical, and emotional characteristics. But just as a physician uses such aids as the X-ray, the fluoro-

scope, laboratory tests, and various forms of scientific analyses in making his diagnoses, so the student, with the aid of someone who is trained to do so, may make a more scientific study of his own potentialities by the use of standardized tests. One great danger is that too much significance may be attached to the results of one or two test scores alone. Tests have no mysterious power to foretell success or failure. But a competent school counselor or adviser can evaluate the results of interest inventories, personality tests and aptitude tests, consider them along with the school records and the physical make-up of a student, and thus help him to get a fairly accurate and unbiased picture of himself as others see him.

STUDENT ACTIVITIES:

I. The following questions may be used for group discussion:

1. Mention the differences in executive, skilled, and unskilled occupations with relation to:

Approximate salaries
Variety of work
Possibilities of employment
Responsibilities of the workers
Demand for workers
Amount of supervision required

2. Can you cite cases to show how analyzing themselves before planning their higher education might have saved some persons from disappointment, failure, and loss of time?
3. Name several occupations which may be followed by a person who is totally deaf, provided he has all the necessary qualifications for the work; by one who is blind.
4. Name some of the occupations in which color blindness is a handicap.
5. Name some jobs which require special aptitudes not possessed by most people.
6. Mention several professions which require much book study.
7. What are some occupations in which persons who do not like to be closely supervised would be unhappy?

II. List several occupations under each of the headings below. For suggestions, use the Dictionary of Occupational Titles or the lists of occupations in Chapter IV, of this book.

1. Occupations which require:

Junior high school education
Senior high school education
Trade school training
Junior college education

Senior college education
Graduate school education

2. Occupations which require superior ability in:

English
Foreign Language
Mathematics
Social Science
Natural Science
Home Economics
Industrial Arts
Fine Arts
Commerce

3. Occupations which require the following aptitudes:

Excellent memory
Good imagination
Large vocabulary
Unusual ability to concentrate
Great accuracy
Natural ability for problem solving
Analytical mind
Good powers of observation
Strong reasoning faculties
Memory for details
Originality
Sense of proportion and perspective
Mathematical ability
Mechanical ability
Artistic ability
Musical ability
Dramatic ability
Ability to write well
Ability to follow directions
Manipulative skill
Ability to speak well

4. Occupations which require the following personality traits:

Marked capacity for leadership
High degree of perseverance
Special amount of initiative
Even temper and good nature
Sympathy
Patience

Self-confidence
 Special amount of grit and determination
 Ability to meet people well
 Good personal appearance
 Resourcefulness

5. Occupations which require the following physical characteristics:

Skillful hands
 Excellent physical coordination
 Speed of motion
 Unusually good vision
 Unusually good hearing
 Poise and grace
 Strength and endurance
 Keen sense of touch
 Beauty or good looks
 Good voice

- III. Make an outline similar to the following with information concerning yourself. Then, carefully considering the completed profile, decide upon the fields of work for which you feel that you have an inclination and aptitude. For what occupations do you think you would not be fitted?

MYSELF

Amount of formal education I expect to get _____
 Vocational level on which this will place me _____
 My estimated degree of intelligence _____
 (Superior -- I.Q. of 140 or above
 Above average -- I.Q. of 110-139
 Average -- I.Q. of 90-109
 Below average -- I.Q. of 70-89)

Positive Traits

Negative Traits

School Subjects

Like most _____ Like least _____

Recreation and Interests

My hobbies _____ Not interested in _____
 Types of books I like _____ Type books I dislike _____
 Entertainment I like _____ Entertainment I dislike _____

Interest Inventory Scores

High in field of _____ Low in field of _____

Achievement Test Scores

High in subject _____ Low in subject _____

Aptitude Test Scores

High in field _____ Low in field _____

Personality Test Scores

High in trait _____ Low in trait _____

Physical Traits

Assets _____ Handicaps _____

Other Points

Strong _____ Weak _____

- IV. Write an honest and accurate account of yourself, including (1) an estimate of your abilities, based on your school record, your class standing, and the ease or difficulty with which you do your school work; (2) your interests, based on your school subjects, recreations, hobbies, and work experiences; (3) your personality traits; and (4) your physical characteristics.

Conclude your account with some suggestions of occupations which might wisely be chosen by a person of your general make-up.

- V. Work out some plan whereby each student may write a brief sketch of one other member of the class, being sure that everyone is included. Carefully and thoughtfully analyze the individual's interests, aptitudes, abilities, and personality traits as you see them. On the basis of your analysis, suggest the career for which you think he is best suited and predict the progress which he might be expected to make over periods of five, ten and twenty years. The teacher may be asked to criticize and evaluate these sketches. If approved by the teacher, a committee may compile the predictions into a class prophecy and read it to the class. It should be remembered that this activity is not intended to be amusing but should be treated with the utmost seriousness.

VI. Have you done your part to analyze yourself in an effort to discover the type of work for which you are best suited? Answer the following questions and then attempt to do something about the ones to which your reply is "No."

1. Have you taken standard intelligence, reading ability, vocabulary, and achievement tests, and discussed the results with your homeroom teacher, counselor, or principal?
2. Have you taken any aptitude tests and then found out how the results may affect your future plans?
3. Have you inquired of your teachers about the possibility of taking interest tests and personality tests with a view to getting a better understanding of yourself?
4. Have you asked some person who knows you well and whose judgment you trust to help you to evaluate your strong and weak points?
5. Have you done part-time or vacation work in some field in which you are interested? Or have you investigated the possibility of doing some work related to your field of interest for a friend or relative who would be willing to let you work for the experience?
6. Have you taken an inventory of your talents, your interests in hobbies and leisure time activities, and any aptitudes which would not be discovered through your school work?
7. Have you endeavored to study your own personality, to correct any weaknesses, and to form work habits and develop traits which will be of advantage to you when you seek employment?
8. Have you had a physical check-up and made an effort to remedy any defects which were discovered?
9. Have you been guilty of saying that you were interested in a particular field of work for your future without ever doing anything about it? An interest is not really genuine unless it has caused you to do some reading and investigating.

VII. Suppose that a young person has a desire to study

medicine, but due to unforeseen circumstances, he can not complete the lengthy training; or because of a lack of some of the necessary aptitudes, he finds that he can not become a physician. He may satisfy his interest in the field of medicine by becoming a pathologist, veterinarian, pharmacist, optician, dental mechanic, oral hygienist, physician's assistant, registered nurse, or hospital attendant. A person who can not fully realize his ambition to become an engineer may consider the work of a draftsman, an expeditor, an estimator, or a construction foreman. Name some occupations in the same field, but on different vocational levels, which may be considered as alternatives by one who aspires to become an:

Accountant	Civil engineer
Architect	Dentist
Artist	Forester
Chemical engineer	Mechanical engineer
Minister	

- VIII. To qualify for occupations in the field of forestry, there are certain general characteristics which one must possess. He must necessarily have good health, physical strength, and the ability to endure hard manual labor and constant exposure to all sorts of weather. He must be the type of person who is willing to give up companionship, the comforts of home, and city conveniences, and to provide his own entertainment while living alone in isolated regions. He needs courage, resourcefulness, good judgment, and some practical forest experience including surveying, lumbering, cruising, riding, and woodcraft.

Name some of the general qualifications which are necessary in order to fit into each of the following fields:

Agriculture	Manufacturing
Building	Mining
Communication	Personal service
Entertainment	Public service
Fishing	Selling
Transportation	

NOTES TO THE TEACHER:

- I. If a motion picture projector is available, a film may

be used to advantage with this lesson. An appropriate one is Aptitudes and Occupations, Vocational Guidance Series, 16 min., 16 mm., sound, 1941, Coronet Productions, Glenview, Illinois. This picture explains the selection of broad fields of occupations according to mechanical, clerical, social, musical, artistic, and scholastic abilities and combinations of these.

- II. Radio scripts may be obtained from the Circulating Library of the Educational Radio Script Exchange, Federal Education Committee, U. S. Office of Education, Federal Security Agency, Washington, D. C., and used as short plays or "mock broadcasts" in connection with this lesson. The following are suggested:

Have You Any Special Talent?, Script No. 7, of the Planning Your Career Vocational Guidance Series.

What Kind of a Boy is Bill?, from the Dramatizations Broadcast as Part of a Series on Vocational Guidance.

- III. Most schools make use of intelligence, reading, and achievement tests. Not many of them, however, have aptitude, interest, and personality tests available for students. Even though it has not been the custom for the school to furnish them, it is usually possible to obtain some of the best of these tests if you can arouse the interest of the school authorities, the parents, or the pupils. Most students are glad to pay for their own tests when they understand the value of them.

The use of interest inventories is one of the most effective means of approach to a lesson on self-analysis. The completed tests offer the teacher an excellent opportunity to do vocational guidance, and they give rise to a great deal of interesting discussion, seeking for advice, and desire for further testing on the part of the students. The interest inventories should be followed by several aptitude, personality, and achievement tests.

Of course, in order to be effective, tests must not be filed away and forgotten. They must be correctly interpreted and used for counseling and follow-up work. In the hands of a competent teacher or counselor, test scores may be extremely helpful to students.

The interest inventories suggested below can be used to advantage by high school students. Even though the

scores on these tests can not be expected to guarantee success in the fields of their special interest or even to predict lasting interest, at least they will stimulate young people to think about the trends of their interests.

Brainard, F. P., and Stewart, F. G., Specific Interest Inventory, Psychological Corporation, 522 Fifth Ave., New York, N. Y., 1932. Different forms of test for girls 10 to 16 years of age, boys 10 to 16 years of age, women over 16 years, and men over 16 years. Covers mechanical, scientific, commercial, manual, mathematical, musical, leadership, vocal expression, artistic, creative, and many other forms of activities. Specimen set, 50¢.

Cardall, Alfred J., Primary Business Interests Test, Science Research Associates, 1700 Prairie Ave., Chicago. Measures preferences for specific activities in beginning jobs in accounting, collections and adjustments, sales-office, sales-store, and stenographic-filing activities. Specimen set, 35¢.

Cleeton, G. U., Vocational Interest Inventory, McKnight and McKnight, Bloomington, Illinois, 1937. Different forms for men and for women. Tests interest in occupations related to biological sciences, physical sciences, social sciences, finance, selling, nursing, teaching, personal service, mechanics, creative work, and others. Specimen set, 35¢.

Kuder, G. Frederic, Kuder Preference Record, Science Research Associates, 1700 Prairie Ave., Chicago. Scores are obtained in mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical fields of interest. Specimen set, 35¢.

Lee, Edwin A., and Thorpe, Louis P., Occupational Interest Inventory, Advanced Form, California Test Bureau, 5916 Hollywood Boulevard, Los Angeles. Ascertains individual's general field of occupational interests, types of interests (verbal, manipulative, or computational), and his level of interests. Specimen set, 25¢.

Manson, Grace, Occupational Interest Blank for Women, Bureau of Business Research, University of Michigan, Ann Arbor, Mich., 1931. For women over 16 years of age. By indicating likes and dislikes for the work in 160 different fields of work, girls determine their scores in the fields of teaching, stenography, clerical work, book-keeping, selling, and nursing. Specimen copy of blank, 3¢.

Strong, Edward K., Vocational Interest Blank for Men and Vocational Interest Blank for Women, Stanford University Press, Stanford University, Calif., 1938. One of the most dependable and valuable interest inventories available. Specimen copy of blank, 10¢. The disadvantage to using this test is the tedious and expensive method of scoring. Interests can be determined in thirty-three different occupations, but the entire blank must be scored over again for each occupation considered, a different scoring scale being used each time. A single scale costs \$1.00. When tests are to be scored for a number of occupations, it is economical to send them to one of the following centers for scoring:

Prof. E. K. Strong, Jr., 672
Mirada Ave., Stanford University,
Calif.

Statistical Bureau, Columbia
University, New York, N. Y.

Psychological Corporation, 522
Fifth Ave., New York, N. Y.

University of Minnesota Testing
Bureau, Minneapolis, Minnesota

There are so many vocational aptitude tests that only a few of them can be mentioned here. It is impossible to predict success in a particular job by testing, but it is possible, with a reasonable degree of accuracy, to forecast an individual's success or failure in a broad family of occupations requiring similar aptitudes or abilities, such as the clerical, manual, professional, or other general occupational groups. The following tests can be used in senior high school:

Art Aptitude:

Knauber, A. J., Knauber Art Ability Test, Psychological Corporation, 522 Fifth Ave., New York, N. Y., 1932. A paper and pencil performance test. Specimen set, \$1.10.

Lewerenz, A. S., Tests in Fundamental Abilities of Visual Art, California Test Bureau, 3636 Beverly Boulevard, Los Angeles, 1927. Designed to measure native ability rather than achievement. Specimen set, 50¢.

Meier, N. C., and Seashore, C. E., Meier-Seashore Art Judgment Test, Bureau of Educational Research and Service, State University of Iowa, Iowa City, Iowa, 1939. A test of artistic judgment based upon the selection of the more artistic picture of each of 125 pairs. Specimen set, 90¢.

Siceloff, Margaret McAdory, McAdory Art Test, Bureau of Publications, Teachers College, Columbia University, New York, N. Y., 1929. Furnishes an objective rating of art judgment. No specimen set.

Clerical Aptitude:

Moore, Herbert, Chicago Test of Clerical Promise, Science Research Associates,

1700 Prairie Ave., Chicago. Measures accuracy and skill in spelling, arithmetic, memory for instructions, checking names and numbers, vocabulary usage, and copying. Specimen set, 10%.

Moore, Herbert, National Institute of Industrial Psychology Clerical Test, Psychological Corporation, 522 Fifth Ave., New York, N. Y. Tests in oral instructions, classification, arithmetic, copying, checking, filing, and problems. Specimen set, 25%.

O'Rourke, L. J., Clerical Aptitude Test, Junior Grade, Clerical Problems, and Clerical Aptitude Test, Junior Grade, Reasoning Test, Psychological Corporation, 522 Fifth Ave., New York, N. Y., 1926. Covers alphabetical filing, simple computations, classifying, comparing names and addresses, spelling, and analogies. Specimen set, 10%.

Thurstone, L. L., Examination in Clerical Work, World Book Co., Yonkers, N. Y., 1922. Designed as a supplement to the personal interview of applicants for clerical positions. Specimen set, 15%.

National Clerical Ability Tests, sponsored by the National Council for Business Education and the National Office Management Association, Science Research Associates, 1700 Prairie Ave., Chicago. Designed to measure the ability of clerical workers to produce under actual office conditions. Separate tests are available for bookkeeping, stenography, typing, machine transcription, machine calculation, and filing.

Engineering Aptitude:

Mann, C. V., Dynamicube Test of Power to Visualize, Staticube Test of Power

to Visualize, and Mutilated Cubes
Test of Power to Visualize,
Missouri Educational Test Co.,
 3027 Locust Boulevard, St. Louis.
 Paper-and-pencil tests. Measure
 ability to visualize three-
 dimensional space, an ability
 requisite for engineering courses
 in mechanical drawing and descrip-
 tive geometry. No specimen sets
 available.

Mann, C. V., Engineering Drawing
Aptitude Placement Test, Missouri
Educational Test Co., 3027 Locust
 Boulevard, St. Louis. Designed to
 predict ability in engineering
 drawing and success in engineering
 training.

Mechanical Aptitude:

O'Connor, Johnson, Finger Dexterity
Test, Johnson O'Connor, Stevens In-
 stitute of Technology, Hoboken, New
 Jersey, 1928. The score is the time
 needed for picking up three pins at
 a time and inserting them into each
 of one hundred holes in a metal
 plate. Measures aptitude for occu-
 pations in which nimble fingers are
 needed. It may be administered to
 girls seeking employment in machine,
 clock, and instrument assembling, and
 in packing, office machine operating,
 stenography, and typing.

O'Connor, Johnson, Tweezer Dexterity
Test, Johnson O'Connor, Stevens In-
 stitute of Technology, Hoboken, New
 Jersey, 1928. The apparatus is the
 same as for the preceding test except
 that the reverse side of the metal
 plate is used. The score is the time
 required for filling each of the one
 hundred holes with one metal pin,
 using a pair of tweezers. The test
 is given to persons planning to do
 work which depends upon steadiness,
 motor control, and rapid eye-hand

coordination, such as laboratory work, surgery, dentistry, drafting, art work, dressmaking, watch repairing, and miniature instrument and spring assembling. Board for finger and tweezer tests with pins, \$20.00.

O'Rourke, L. J., Mechanical Aptitude Test, Psychological Institute, 3506 Patterson St. N. W., Washington, D. C., 1927. Pencil-and-paper test. Measures interest in mechanical contrivances and aptitude for learning to manipulate them.

Paterson, D. G., Elliott, R. M., Anderson, L. D., Toops, H. A., and Heidebreder, E., Minnesota Spatial Relations Test, Marietta Apparatus Co., Marietta, Ohio, 1930. The score is the time needed to fit fifty-eight odd-shaped blocks into each of four boards. Used in indicating mechanical aptitude for shop work, such as auto mechanics, woodwork, sheet metal work, and general mechanics. Set of equipment, \$34.00.

Stenquist, J. L., Mechanical Aptitude Test, I and II, World Book Co., Yonkers, N. Y., 1921. Paper-and-pencil type. Consists of pairing tools and mechanical parts. Specimen set, 30¢.

Ziegler, W. A., Minnesota Manual Dexterity Test, Educational Test Bureau, 720 Washington Avenue, S. E., Minneapolis, Minn., 2106 Pierce Street, Nashville, Tenn., 3433 Walnut Ave., Philadelphia, Pa., 1931. The score is a measure of hand and arm movements used in fitting round blocks into holes. Norms are given for a number of occupations such as butter packers, butter wrappers, garage mechanics. The test is useful to counselors in dealing with students leaving school to enter semiskilled and unskilled factory jobs. Set of apparatus, \$6.50.

Musical Ability:

Drake, R. M., Musical Memory Test, Psychological Corporation, 522 Fifth Ave., New York, 1933. Pencil-and-paper test. As twenty-four original two-bar melodies and then variations are played, the examinee notes the variations in key, time, or notes. Valuable in the selection of individuals who will profit by further musical training. Specimen set, 75¢.

Seashore, C. E., Measures of Musical Talent, C. H. Stoelting Co., 424 North Homan Ave., Chicago, 1919. A series of six double-faced phonograph records is used in measuring sense of pitch, sense of intensity, sense of time, sense of consonance, tonal memory, and sense of rhythm. Six records, manual, and key, \$8.40.

Nursing Aptitude:

Moss, F. A., and Hunt, T., Aptitude Test for Nursing, Psychological Corporation, 522 Fifth Ave., New York, 1931. Tests scientific vocabulary, general information, understanding of printed material, visual memory, memory for content, comprehension and retention, and ability to understand and follow directions. Administered to students immediately before entrance to schools of nursing. Probably not so suitable for young high school students because they have not had sufficient opportunity to gain the type of information called for. Specimen set, 15¢.

Sales, Technical and Executive Ability:

Cleeton, G. U., and Mason, C. W., Vocational Aptitude Examination, Psychological Corporation, 522 Fifth Ave., New York, N. Y., 1935. Intended for high school graduates and

adults. Measures general information, arithmetical reasoning, judgment in estimating, symbolic relationships, reading comprehension, vocabulary, interests, and typical reactions. Specimen set, 25%.

Scientific Aptitude:

Zyve, D. L., Stanford Scientific Aptitude Test, Stanford University Press, Stanford University, Calif., 1929. Provides an indication of aptitude for the various branches of engineering, chemistry, physics, biology, and other college science courses. Specimen set, 50%.

Stenographic Aptitude:

Turse, Paul L., Turse Shorthand Aptitude Test, World Book Co., Yonkers, N. Y. Predicts stenographic success by measuring abilities in stroking, spelling, transcription, dictation, and word sense. Specimen set, 15%.

Miscellaneous:

Ishihara, Dr. S., Tests for Color Blindness, C. H. Stoelting and Co., 424 North Homan Ave., Chicago. Designed to be administered to male students who may be entering types of work calling for the ability to distinguish colors. Equipment, \$7.50.

ADVANCE PREPARATION FOR THE NEXT CHAPTER:

If committees are to function, as suggested in Activity II, pp. 108-110, it will be necessary to appoint them in advance so that they may have time to make visits, plan interviews, and write for information before reporting to class.

If Activity III, p. 110, is to be used, speakers must be invited in advance.

It will be helpful to have on hand mimeographed blanks for use in Activity V, p. 110.

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*For the teacher

CHAPTER III
ANALYZING A VOCATION

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Fundamental issues to be considered

Having thoughtfully analyzed yourself, with the aid of your teachers and with the help of standardized tests, you should have a fairly accurate picture of your aptitudes and interests. The next step is to find out how well your own qualifications match the requirements of several vocations in which you are now interested. Many young people consider only the occupations and their apparent advantages without pausing to discover whether or not they are the right persons for the particular vocations.

It is taking too great a chance to rely upon getting into a certain firm because your uncle has an executive position there. He may resign or die or the management may change hands before you are ready for a job. The fact that your aunt is enthusiastic about her position as a social worker does not prove that you, too, would like the work. Nor is it advisable to accept it as your lot to be a merchant simply because you are descended from a long line of successful merchants and your parents want you some day to take over the family business.

Your own ability and personality should be carefully measured against the requirements of several fields of

work before you finally decide upon the one in which you are most likely to be happy and successful. Do not, however, apply your measuring stick to only one phase of a vocation. Remuneration is important, but it is only one of a number of things to be considered. Even though the beginning salary is high and the chances for promotion are good, the work may be injurious to health; it may keep a home lover away from home; or the hours of work may be decidedly inconvenient.

Do not attach too much importance to what others may think of your selection of a vocation. The effect of a person's work on his social standing should be taken into account, but it should not be overestimated. There are other types of work which are less crowded and more highly paid and which provide a higher standard of living than some of the much sought after white-collar jobs.

Vocations are sometimes chosen because of their glamour. A boy sees a physician driving an expensive car or sitting in a luxurious office, apparently leading an easy life. He decides that this is the career for him. Of course, he fails to look behind the scene at the long and difficult preparation for the profession, the starvation period before becoming established, the strain of irregular hours, the unpleasant features of the work, and the lifetime of study. A girl feels that she would be su-

premely happy if she could only lead the exciting life of an actress with her lovely clothes, colorful social life, and public admiration. This is because she has not stopped to think about the discouragement, the irregular employment, the hardships at the beginning of the career, the long hours of study and rehearsal, the strict discipline, and the many other obstacles which await the girl who aspires to become an actress.

Before finally deciding upon a career, there are certain fundamental issues which should always be considered.

Advantages

Features which seem desirable to some persons may be extremely distasteful to others. Therefore, you must study the advantages of a vocation in the light of your own individual preferences. Try to take a lifetime view of the work. What appears to an eighteen-year-old to be an advantage may be quite the reverse in later life. Many young people are interested in becoming athletic coaches, aviators, professional baseball and football players, boxers, and airplane hostesses. They should remember that those who choose such careers must be prepared to retire or to transfer to other work within a few years.

When considering a particular vocation, determine whether it offers opportunities in the sections of the coun-

try in which you would most like to live. Is the work done in an agreeable climate? Do persons in this occupation usually have pleasant living conditions? Does the work allow for some leisure? Does it provide an ample standard of living, prestige, personal satisfactions, opportunities to travel or to study, or whatever else is most important to you personally? Would you enjoy the companionship of the type of persons engaged in this vocation? Would you be happy doing this kind of work for the rest of your life? Are the working conditions pleasant and healthful? Are the hours satisfactory? Do the workers have vacations with pay? Is there any provision for a pension after retirement? Are there good opportunities for advancement? Does the occupation call for the qualities in which you know that you are strong? Is it a kind of work of which you and your dependents can be proud?

Disadvantages

Does the vocation in which you are interested necessitate one's being away from home a great deal of the time or require frequent moving from one locality to another? If so, do you have family ties or obligations which would make this difficult? Does it require living in an isolated region or in a location in which one's family might be deprived of comforts, conveniences, educational opportunities or recreational facilities? If the work is such that it would take you to mining areas, rural communities, mountain-

ous regions, or on the ocean, would you be content? Does the occupation involve constant repetition? If so, are you the type of person who would find this monotonous and uninteresting? Would you be unlikely to succeed because the work is above your level of ability? Or, is it so easy that it would offer you no challenge and stimulation? Is the vocation one which can be followed for only a limited number of years, so that advancing age would bring dismissal? Is it readily affected by periods of business depression? Is the work highly seasonal or very irregular, so that there would be periods of idleness or necessity for finding other work? Are the working hours undesirable? Does the occupation involve outdoor work in all kinds of weather? Is it dangerous? Does it present any health hazards which might affect some special physical weakness of yours? Are the surroundings usually cold, noisy, dusty, dirty, or exposed to fumes or gases? Does the work necessitate your having a great deal of supervision? Is the holding of the job dependent upon one man, one family, a franchise, a law, or the administration of a particular political party? Is there a fixed retirement age?

Duties

Find out in detail about the actual work which is done in the vocation you are considering. Learn not only about the most common duties or the few general ones usually thought of in connection with the occupation, but also try

to learn precisely what is done during a typical day or week on the job. Are the same tasks performed over and over again, or are they varied? What are the routine duties of the occupation? What are those which one is only rarely called upon to perform?

Having come in close contact with so many teachers, you feel, no doubt, that you are quite familiar with their work. On the surface, their jobs seem to consist of teaching about five classes each day. You have observed that some teachers keep study halls and others act as advisers or sponsors to classes or school clubs. Among the duties which you do not often see performed are grading papers, preparing lesson plans and tests, keeping innumerable records, coaching backward students, directing plays, planning school programs and entertainments, serving on various committees, attending educational meetings, writing courses of study, taking additional college courses at night or at summer school, taking part in Parent-Teacher functions, holding conferences with parents and sometimes making calls at their homes, teaching Sunday School classes, and participating in and directing various community activities.

Perhaps you feel quite certain that you know what a stenographer does. She not only takes dictation and types letters, but she also meets callers, answers the telephone, sends telegrams and cablegrams, opens and sorts mail, files

letters and documents, understands and uses various commercial papers and legal forms, operates duplicating machines, addressing machines, dictating machines, calculating machines, and knows how to use directories, reference books, and books of general information.

Be sure that you are aware of all the duties of the occupation which you are studying. It is the numerous day to day experiences of a job which in the long run make it agreeable or disagreeable.

Qualifications

Many occupations require only those aptitudes possessed by the average individual. But in order to succeed in certain other types of work, there are very definite mental, physical, and emotional qualifications which one must have. Are any special mental qualities, such as capacity for learning quickly and easily, imagination, originality, good memory, power of concentration, or analytical ability essential in the vocation in which you are interested? Is creative, administrative, directive, mechanical, manipulative, musical, artistic, dramatic, linguistic, mathematical, or any other special aptitude or ability needed to an unusual degree? In some types of work it is extremely important that a person have poise, an even disposition, ability to meet people well, cheerfulness, tact, diplomacy, or emotional stability, while in other oc-

cupations these qualities are not of primary importance.

Are there rigid physical standards for the occupation in which you are interested? Of course, good health is an asset in any line of work, but freedom from certain physical disabilities is a necessity in some occupations. Good posture, a pleasing voice, good hearing, clear vision, and a strong heart are required in specific positions. Traits which are essential in some occupations, however, may be unimportant in others. For example, an attractive appearance is more important for a salesperson than it is for a research worker. On the other hand, the latter has more need for good eyesight than has the salesperson.

Does the occupation in which you are interested make any requirements as to age, sex, race, nationality, citizenship, residence, religion, or political affiliation? Does it call for membership in a trade-union? Does it require previous work experience or the ability to pass certain examinations?

Entrance to many occupations is now regulated by law. Employees of railroads, bus lines, air lines, and steamship lines must meet age, physical fitness, and experience requirements laid down by the Interstate Commerce Commission. Before entering some vocations it is necessary to obtain a license, certificate, or college degree. Some

examples of those who must secure licenses from the state are the physician, dentist, pharmacist, nurse, lawyer, teacher, beautician, and barber. Most cities require persons who work in restaurants, lunchrooms, and hotel food departments to pass physical examinations periodically. The rapidly increasing number of government regulations as to occupational fitness makes it more important than ever to plan your career in advance. It is no longer possible to enter many vocations on the spur of the moment.

Training

Ascertain precisely what training is required for entrance into the occupation of your choice. Find out the amount of general education needed as a basis; the special skills required; the key subjects to be taken in high school as prerequisites to further training; where the training may be secured; and the cost. The particular line of work in which you are interested may call for a specific number of years of college work, internship, apprenticeship, training in a trade school, or instruction on the job. If a long and difficult period of training is necessary, do you have the mental capacity, the will power, and the financial backing to see it through? For nearly all occupations there are certain school subjects in which outstanding ability is needed. In your chosen work it may be ability in spelling, calculation, typing, science, sewing, or mechanical drawing.

If so, is this your strong point?

Remuneration

Since a person's standard of living usually depends upon his wages, it is important that he give some thought to the matter of earnings. It is not always possible to determine just what salary one may expect to receive in a particular occupation. From some reliable up-to-date source, try to get the answers to these questions. What is the average pay of beginners; of experienced workers? What is the usual income of the most successful; of the least successful? What are the high, average, and low earnings? The salaries mentioned in studies of vocations are usually average salaries. This means, of course, that the earnings of some of the workers in the occupation are much higher and some are much lower, depending upon the ability of the worker, the location in which he is employed, and the demand for the work at the particular time and place. Wages are not always as high or as low as they at first appear. A carpenter whose work is seasonal may receive a high daily wage, but over a period of a year he may not earn as much as the bank teller with a lower daily salary who works full time. In many instances, however, it will be found that the worker in overalls who is paid for overtime earns a great deal more than the white-collar worker. It is necessary, therefore, to make all comparisons in terms of

yearly earnings.

Wages are sometimes computed on the basis of time, piece work, or commission. In some occupations the salaries are supplemented by bonuses, traveling expenses, overtime pay, commission in addition to regular salary, rent, board and room, or the privilege of buying goods at a discount. On the other hand, some vocations involve overhead expenses or the cost of office equipment, tools, uniforms, or dues. It is important to find out whether or not the occupation in which you are interested comes under the Workmen's Compensation Act of your state so that you may know whether medical care and cash payments will be provided for a worker who is injured while on the job.

There are other considerations in addition to the actual salary. Sometimes low beginning wages are offset by the possibility of substantial increases or the opportunity for advancement. The personal satisfaction derived from rendering some worth-while service or from doing work which is particularly enjoyable to the individual has more than a dollar-and-cents value. Such compensations should not be overlooked.

Demand

Try to insure yourself against unemployment and too much competition by preparing for an occupation which is not already oversupplied with workers. It is obvious that

if there were only one dentist in a community, he would have a much larger practice than if there were twelve members of the profession in the same locality. During the war great numbers of young men were trained for engineering and medicine while very few of them had an opportunity to attend law schools. This should tend to create a demand for lawyers in the years to follow. Because the job market was flooded during the war by welders, machinists, and metal workers trained for defense work, there will be less demand for members of these trades in the immediate future. Stenography and typing are other examples of occupations which have so increased in recent years that they are approaching a saturation point. This is especially true in the case of girls in the field. There is an increasing demand for young men who are trained in the commercial subjects. Stenography, typewriting, and bookkeeping are always good opening wedges for boys who wish to enter the business world.

Because periods of depression and periods of prosperity always follow each other, it is important to know whether or not the occupation in which one is most interested is quickly affected by changing business conditions. There are basic and fundamental needs which remain unchanged regardless of economic trends. The professions, public and personal service occupations, and industries which produce food, clothing, shelter, transportation, and other necessi-

ties of life are less affected by depression than are the luxury and amusement industries. A person who enters an occupation which is sensitive to business changes should secure training for more than one job and be ready to turn to another type of work when his regular occupation is eliminated.

Some industries are slowly declining or passing out of existence while others are rapidly expanding. This expanding and contracting may be caused by changes in fashions and customs, by the introduction of substitutes, by government regulations, and by technological changes, such as the invention of new products, the installation of automatic machines, and the use of improved methods of production. These changes may entirely eliminate jobs, open up new ones, or increase or decrease the demand for those already in existence.

The manufacture and use of rayon, cellophane, neon lights, streamlined trains, talking pictures, lacquer, stainless steel, glass brick, glass wool for insulation, and glass fabrics are examples of commonplace industries of today which were unknown a few years ago. It is much better to get into a new field of work or one that is expanding than one that is on the decline. A person who enters a new industry has the advantage of learning the business and of advancing as the industry grows.

Railroading and coal mining are two of the many industries which have been on the decline for the past few years. Business has been taken away from the railroads by trucks, busses, automobiles, and airplanes. The use of such fuels as oil and natural gas has decreased the demand for coal mining. Those who enter dying industries usually find that most of the advantages are enjoyed by the older and more experienced workers still remaining in the field. If a young person is doubtful about whether or not the occupation in which he is interested is likely to be in existence throughout his lifetime, he should either enter another field or use his leisure while employed at the job of his first choice to prepare for work in some industry which is expanding.

To be sure, old industries do not vanish and new ones spring up over night. There is usually a gradual transition period in which workers whose vocations are becoming obsolete are absorbed into other occupations in the same field. This is true in the case of sheet metal and furnace workers who are now adapting themselves to air-conditioning. Research engineers and industrial chemists are turning their attention to synthetic processes, plastics, and tank farming. To a large extent, the ice companies have given way to electric refrigeration. Persons already engaged in the radio business are studying the possibilities

of television.

Those of you who would plan your futures wisely should make a careful study of all the factors which influence vocational trends. For example, when a nation is at war there is little time to think of housing, travel, recreation, social welfare, and luxuries. But when such things have been pushed into the background for a while, there is sure to follow a period in which there is a boom in the manufacture of radios, automobiles, refrigerators, electrical supplies, television sets, plumbing fixtures, house furnishings, textiles, clothing, and other consumer goods. Such a period calls for a great number of industrial designers, engineers, architects, city planners, decorators, carpenters, plumbers, and electricians for building programs. Because of increased trade, it also brings about a greater demand for salesmen, window designers, art photographers, insurance salesmen, office machine operators, radio advertisers, office workers, clerks, and advertising copy writers. More leisure calls for an added number of recreation leaders, social workers, dietitians, librarians, entertainers, and cinema photographers.

The future will probably hold a place for those who understand soil conservation, irrigation, flood control, reforestation, and the scientific breeding of plants

and animals. Judging from the trends of the times, it appears that automobile and airplane transportation, wireless communication, television, and electronics will attract additional workers in the immediate future. No doubt, the future will also bring the need for an increased number of veterinarians, chemists, foresters, domestic service workers, auto mechanics, and bus operators.

Be constantly on the alert for any barometer which may indicate vocational trends for your generation. You may observe that the number of persons who enter certain lines of work is limited by difficult public examinations, by high license fees, by building restrictions and zoning laws, and by restrictions imposed on apprentices by unions. It is possible for the future of many vocations to be affected even by such remote conditions as international trade and politics, by tariff regulations, and by changes in public policies. Anderson and Davidson* cite an example of the effect of changed public policy on occupational trends. The enactment of the prohibition amendment caused bartenders, manufacturers of wines, liquors, vats, and barrels, and many others to go out of business, while it gave employment to a whole corps of new law-enforcement officers and other public

*Anderson, H. Dewey, and Davidson, Percy E., Occupational Trends in the United States, Stanford University Press, Stanford University, California, 1940, pp. 52-53

servants. After sixteen years when the amendment was repealed, the situation was immediately changed, causing certain occupations to disappear and others to reappear.

There are many opportunities today, but more of them are found in the newer and less explored fields than in the older and more crowded ones. A study of trends and the selection of a job in an expanding industry, in a field which is not too readily affected by changing business conditions, or in one which is not already oversupplied with workers, may result in steady employment during years when one would otherwise be unemployed. However, if every other consideration indicates that you can make a greater success of your life in a certain vocation, do not let an overcrowded condition stop you. There is always room in any occupation for persons with superior ability and personal characteristics. So prepare to be one of the best in your chosen line and you will be very likely to meet the competition and to find a place for yourself.

In making a study of a vocation, find out not only about the opportunities for employment in your own community, but also in your state and in the nation. Information concerning the possible future need for different types of workers may be obtained through local chambers of commerce, labor union offices, and through publications of the federal offices, such as the Department of Commerce, Department of Labor, U. S.

Employment Service, Bureau of Labor Statistics, and other sources.

Opportunities for Advancement

In some occupations there are very few opportunities for advancement, while in others the opportunities are almost unlimited. Look ahead ten years and try to get into the work which will offer the future you want. Is the job which you have been considering a blind alley one? If not, what are the usual steps of advancement from the beginning job to other positions with greater responsibilities and earnings? About what proportion of the workers in the occupation may hope to win such advancement? What qualities are needed for obtaining promotion? To what other occupation may workers transfer without too much difficulty? Are there other occupations with which this one is usually combined? If you find that you do not fit into your chosen line of work, what alternatives do you have in closely related occupations? What are the opportunities for self-improvement in the vocation of your choice?

STUDENT ACTIVITIES:

I. Hold a class discussion on the following questions:

1. In your opinion, what is the most important factor to be considered in making a vocational choice:
2. Name some of the unpleasant features connected with several of the vocations which are commonly considered especially desirable.
3. Name several vocations which require very special talents and abilities and enumerate these talents and abilities in each case.
4. Name several vocations which require aptitude for particular school subjects and necessitate prolonged study in these subject fields.
5. Can you name any jobs which are restricted to American citizens?
6. Enumerate some of the different kinds of licenses and certificates which you have seen displayed in offices and other places of business.
7. Name some occupations in which women are generally preferred.
8. Why may short girls be refused jobs as department store clerks?
9. Why must telephone operators meet specified requirements as to height, weight, length of reach, eyesight, and hearing?
10. Name some occupations in which the worker must furnish tools, equipment, or uniforms.
11. Name some vocations in which the rewards are not altogether financial and tell what some of these rewards are. To what extent should salary be considered in choosing a vocation?
12. Name some occupations which you consider undesirable or harmful to the community.

13. What are some of the types of work which were unknown when your parents were your age?
14. What are some occupations which have disappeared since your parents were in school?
15. Name some occupations which you think will continue to exist throughout your lifetime.
16. Can you name any occupations which you would predict to be out of existence ten years from now?
17. Name some specific instances of old occupations which are on the decline and of new ones which are being created because of changes in habits or styles; because of the introduction of machinery; because of new inventions; or because of a change in public policy.
18. Name some occupations which are not affected by technological changes.
19. Which occupations in your community do you think are overcrowded at this time?
20. Do you know of any occupations in your community in which there is a scarcity of workers?
21. Name an occupation in which you have been personally interested and state your reasons for believing that opportunities in this field will or will not be good ten years from now.

II. Appoint an individual or a committee to be responsible for each of the following and have the findings reported to the class:

1. Interview a worker engaged in a vocation in which a license is required, and find out from him how such a license is obtained.
2. Write or call upon your State Board of Barber and Beautician Examiners, State Board of Nurse Examiners, State Board of Chiropractor Examiners, State Board of Dentist Examiners, State Board of Chiropodist Examiners, and other such state boards for detailed information concerning the examining and licensing of particular vocations and professions.

3. Write to your state or local board of health and inquire about the regulations to provide sanitation in restaurants, groceries, dairies, and among individuals who handle food.
4. Visit local union officials and obtain detailed information concerning the entrance to particular trades, the regulations governing workers in these trades, the possibilities of becoming apprentices, and the union wage scales.
5. From the Federal Bureau of Investigation, U. S. Department of Justice, Washington, D. C., obtain information concerning the requirements for becoming a member of the F. B. I. and the types of training given the special agents.
6. Secure from your local post office or from the U. S. Civil Service Commission, Washington, D. C. an information bulletin concerning civil service examinations for the hundreds of different federal government occupations.

About one-fourth of the states have civil service laws. If your state is one of these, find out about its regulations and examinations by writing to the State Civil Service Commission in your state capital. If you live in a large city, contact your Municipal Civil Service Bureau for information concerning the civil service examinations given before employing firemen, policemen, and other city government employees.

7. Write to your State Workmen's Compensation Board for information concerning the Workmen's Compensation Law of your state. Find out what classes of workers are covered by the law; for what kind of injuries and accidents compensation is granted; and how much compensation the workers receive in case of injury or illness caused by their work.
8. From the following sources secure recent information concerning the average earnings in various industries:

The Bureau of Foreign and Domestic Commerce, Department of Commerce, Washington, D. C., which publishes annual averages for major industries or groups of industries. Figures for 1939 to 1943 are given in the Survey of Current Business, April 1944, page 14.

The Bureau of Labor Statistics, U. S. Department of Labor, Washington, D. C., which issues a monthly mimeographed report showing average hourly and weekly earnings in important manufacturing and nonmanufacturing industries for the country as a whole.

The Bureau of Old Age and Survivors Insurance, Social Security Board, Baltimore, Maryland, which collects information concerning the average annual earnings of persons covered by the retirement benefit provisions of the Social Security Act.

The Interstate Commerce Commission, Washington, D. C., which furnishes information concerning the average annual earnings of railroad workers as published by the Railroad Retirement Board, Chicago, Illinois.

- III. Invite one or more graduates of your school who are now employed to visit the class and discuss the things which they think young people should know about vocations before choosing a lifework. Ask them to describe the pleasant and the unpleasant features of their work, the duties, the possibilities of advancement, and the qualifications which they have found to be most essential.
- IV. From a book, pamphlet, or magazine article, find out the regular duties performed in the vocation in which your father or some other relative or friend is engaged. Then ask this person to tell you in detail all the additional tasks which he is called upon to do in connection with his job from day to day.
- V. Make a study of several occupations which are closely

related to the one in which you are most interested.
For easy comparison, use an outline similar to the
one below:

Occupation	Necessary Training	Duties	Income	Demand	Opportunities for Promotion
Bookkeeper					
Accountant					
Auditor					
Typist					
Stenographer					
Secretary					
Machine Operator					
Machinist					
Benchman					
Diemaker					

NOTES TO THE TEACHER:

- I. By means of class discussion and blackboard work, you may have the students prepare an outline to be used in studying occupations. The outline may then be mimeographed and ready for use following the study of Chapter IV. The following is given by way of suggestion:

Outline for Studying a Vocation

- A. Advantages:
 - 1. Working conditions--
 - 2. Living conditions--
 - 3. Associates--
 - 4. Security--
 - 5. Others--
- B. Disadvantages:
 - 1. Hours--
 - 2. Accident and health hazards--
 - 3. Unpleasant features of work--
 - 4. Others--
- C. Duties:
 - 1. Main--
 - 2. Less frequent--

- D. Qualifications:
 - 1. Physical characteristics--
 - 2. Mental characteristics--
 - 3. Special aptitudes or talents necessary--
 - 4. Miscellaneous:
 - a. Legal requirements--
 - b. Union membership--
 - c. Ownership of equipment, etc.--
 - d. Others--
- E. Training:
 - 1. General education--
 - 2. Specialized training:
 - a. Names of schools--
 - b. Length of training--
 - c. Cost of training--
 - 3. Trade or occupational knowledge:
 - a. Where obtained--
 - b. Apprenticeship--
 - 4. Special Skills--
 - 5. Experience required--
- F. Remuneration:
 - 1. Earnings:
 - a. Amount--
 - b. Basis on which computed--
 - 2. Benefits: (Bonuses, etc.)--
 - 3. Satisfaction:
 - a. From work itself--
 - b. From service rendered--
- G. Demand:
 - 1. Present employment possibilities:
 - a. In local community--
 - b. In other localities--
 - 2. Future trends of employment--
- H. Advancement:
 - 1. Other occupations to which this is a stepping-stone--
 - 2. Usual steps of advancement--
 - 3. Closely related occupations--
- I. Sources of further information:
 - 1. Names of books, magazines, pamphlets, government bulletins, etc.--
 - 2. Names and addresses of professional organizations and unions in the field--
 - 3. Names of local persons to be interviewed--

J. Helpful high school subjects

ADVANCE PREPARATION FOR THE NEXT CHAPTER:

For the effective presentation of Chapter IV, the following assignments should be made:

All students to plan interviews, Activity III, p. 134.

Girls to obtain books from library for Activity VII, p. 135.

All students to collect newspaper clippings magazine articles, and pictures concerning vocations.

The following materials should be on hand before presenting the lesson:

Telephone and city directories for use in Activity IV, p. 134.

A copy of the Dictionary of Occupational Titles, Part I. Pamphlets on vocational bibliography. See Note VI, p. 138.

A sufficient number of vocational pamphlets, as suggested in Note VII, pp. 138-139.

Motion picture films selected from the suggested list, Note XI, pp. 131-142.

One of the radio scripts, mentioned in Note XII, pp. 142-144.

For use in Activity VIII, pp. 135-136, have ready mimeographed forms as planned in Chapter III, pp. 111-113.

The following require special advance planning and preparation:

Initiating the surveys suggested in Activity V, pp. 134-135, Note III, p. 137, and Note IV, p. 137.

Inviting outside speakers, Note II, pp. 136-137.

Starting a system of filing for unbound
occupational materials, Note IX, pp. 140-141.

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*Germane, Charles E., and Germane, Edith G., Personnel Work in High School, Silver Burdett Company, New York, 1941, Chap. 18.

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*For the teacher

CHAPTER IV
MAKING A STUDY OF OCCUPATIONS

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MAKING A STUDY OF OCCUPATIONS

Do you want to be sure that you are making the best possible choice of a vocation? Then accumulate accurate facts concerning several likely occupations and carefully compare the good and the bad features of each in relation to your own temperament, disposition, and ability. You can get much valuable information by talking to successful persons, by actually working at several jobs, and by research and reading. This will take time and hard work, but the results will justify the effort.

By watching workers at work

Keep your eyes open and you will have many casual day to day opportunities to learn about vocations at first-hand. You can watch grocers, carpenters, bricklayers, watchmakers, mechanics, service station attendants, salespersons, beauticians, and many others at their daily tasks. To be sure, very little can be learned about such occupations as bookkeeping or proofreading merely by seeing the work done. On the other hand, a great deal can be learned about welding, paperhanging, plumbing and many other trades by observing the workers. Try to imagine yourself in their places and to decide how you would like their jobs. If you have an opportunity to do so, ask questions of these persons. While getting a hair cut, find out how barbers obtain

their licenses, where there is a good barber college, how long the period of training is, what your barber considers the greatest advantage and the greatest disadvantage of his work, and whether or not he would advise a young person to enter the trade. On some occasion when the librarian has time to talk to you, inquire about the present demand for trained librarians in government, business, and professional institutions, the specialized duties of different types of librarians, the educational requirements, and the possibilities for advancement in this profession.

By interviewing employers and employees

Every student who is seriously interested in an occupation should have an opportunity to talk with one or more individuals engaged in that field of work. Most business and professional people are glad to be of help. The Rotary, Kiwanis, Altrusa, Business and Professional Women's Clubs, and other professional organizations often cooperate in arranging for students to interview their members. Interviews may sometimes be scheduled through union officials or by calling on plants or organizations in which workers in particular occupations are employed. Tradesmen will probably have to be contacted at their homes.

Write a courteous letter or make a telephone call to ask for an appointment. Be on hand promptly for the interview. Introduce yourself and remind the person of the

purpose of your visit. Be an interested listener, but do not hesitate to ask about any point which may occur to you during the conversation. Try not to be blunt or to ask questions which might be considered too personal. For example, it is not in good taste to ask, "What do you earn?" Before going to the interview, it is a good plan to have in mind some definite questions to be asked. The following are suggested:

- How did you happen to choose your vocation?
- From what beginning job did you get your start in the work?
- What other positions did you hold before being promoted to your present position?
- What training and experience are necessary before one can hold the position which you now hold?
- What personal qualities or natural talents help one to get ahead in this occupation?
- What are the routine duties of the job?
- What are the regular hours of work? Do you frequently work overtime?
- What are the greatest advantages of your type of work?
- What are some of the unpleasant features?
- What are some of the promotions to which one might look forward in this work?
- What are some of the rewards of the occupation?
- What are the educational requirements for a young person entering this vocation?
- What colleges or other schools do you recommend?
- What high school subjects do you consider most helpful to one in this work?
- Are opportunities in this field expanding or declining?

If a number of students are interested in the same occupation, invite a qualified worker in the field to address the group. The speaker should be asked to put personal opinion aside and to discuss his vocation as objectively as

possible. Furnish him with a suggested outline for his talk. Among other things, he may be asked to describe the type of individual who can best qualify for the work; the educational requirements of the vocation; where the training may be secured; recent trends in the occupation and its prospects for the future; the actual work of a typical day; advice to high school students who are interested in the work; and suggested contacts for those who would like to learn more about the field. A part of the speaker's time may be reserved for answering students' questions.

Young people who are really interested in learning about an occupation through observation can usually find an opportunity to do so. It is true that some plants do not welcome visitors and others have visiting hours which may not be convenient to students. A telephone call or a letter from a teacher, however, is usually sufficient to obtain permission for a committee or a group of interested students to make a visit to a factory, store, telephone company, office, or industrial plant. It is often desirable to make the arrangements two or three weeks in advance. Before going on such a trip, members of the party should study the industry or the occupation; plan the questions which they want to ask and the features of the work which they especially want to observe; and go prepared to take notes so that comparisons of different jobs can later be made. In

interviewing an employer concerning his employees, the committee may ask such questions as:

How many persons are employed in the establishment?

Do you employ any boys and girls?

What is the minimum age limit?

What education is required of your employees?

Do you make any provision for part-time training?

Upon what basis are promotions made?

What are the steps of advancement?

What characteristics do you consider most valuable in your employees?

What school subjects are most helpful to young people who are planning to do this type of work?

In what phase of school training do you most often find new employees deficient?

How should one proceed and what contacts should one make in order to get started in this work?

Is there a union?

Is there a retirement plan?

Are there laws requiring the licensing of workers in this occupation?

What are the legal regulations as to working hours, minimum wages, workmen's compensation, health requirements, safety requirements, or employment of minors?

By actual work experience

The surest way to find out whether or not you have the qualities which would make you happy and successful in a particular occupation is by actual experience. Instead of spending your leisure hours and your vacations in loafing or in working at just any odd job you happen to find, use this time profitably in the atmosphere of the vocation which you hope to make your lifework. If you are undecided as to what this will be, then endeavor to get jobs in different fields

each summer while you are in high school. Trying out various kinds of work may give you a hint as to what you would most like to do. Of course, a girl who aspires to be a nurse cannot decide to take a few private nursing cases just for the experience. But she can serve as a volunteer helper or a nurse's aid in a hospital where she can observe the work done by registered nurses. At such close range, she may get an entirely different slant on the vocation. A boy who wants to become a lawyer cannot go into court and try a few cases during his vacation. But he may be able to get a job as an office boy where he can see for himself the detailed work which a lawyer does behind the scenes. It is not always easy to get just the kind of job you want. Many boys and girls, however, spend their vacations working for very low wages in order to get the valuable experience of learning at firsthand about an occupation before putting too much time and energy into training for it.

Aside from obtaining vocational information, there are other benefits to be derived from part-time jobs while you are still in school. Work experience is especially good for those who are inclined to be too bookish. It provides an opportunity for learning good work habits which are essential in college as well as in the business world. It also makes it possible to acquire experience which so many employers demand of those who are seeking employment and to

make valuable personal contacts with business and professional people. Any favorable impressions which you can make may later result in recommendations, helpful suggestions about finding jobs, or other assistance.

High school students who do not find try-out jobs may put their leisure to good use by planning their reading, hobbies, or recreational activities around their chosen fields of work. One boy spent his leisure in making and repairing radio sets. He found his hobby so intensely interesting that he later entered a technical school and became a radio technician.

By contacting former students

Another method of finding out about vocations is by making a study of the occupations of students who have left school. Some large school systems have regular follow-up programs whereby they make several periodic check-ups with their graduates and also with those who have dropped out of school before graduation. Some schools also check with employers of former students to learn about the quality of their work; their possibilities for promotion; the length of time they have been employed; and, if they have left, their reasons for leaving. The personal information obtained by schools remains confidential, but the statistical data are usually available to guidance classes. By studying the results of these surveys, you can see which fields of work appear to of-

fer the greatest number of jobs in your locality; the approximate wages paid; how many young people are actually finding jobs; and what agencies are assisting them in securing work. You can also learn what happens to those students who drop out of school before graduation; what percentage of young people actually continue their education after leaving high school; and what types of higher education they choose. You can determine whether or not graduates are employed in the kind of work for which they were trained; whether or not all students who take the commercial course, for example, actually find work in offices. Such information should help those who are still in school to profit by the successes and to avoid the mistakes made by others.

It is quite possible for the students themselves to do a great deal of the work involved in making a survey of this kind. If no previous follow-up has been made, the approval of the administration must be secured and the plans must be carefully laid and worked out in detail. A list of the names and addresses of the graduating class of the previous year and of those who withdrew without graduating may be obtained. If it is not practical to gather data for all pupils in this group, a shorter list may be made by picking names at random from the list.

A simple questionnaire accompanied by a personal

letter may be sent to each pupil. It may be necessary to send a second letter to those who do not reply to the first one. Some schools use a simple return post card; others mail a more extensive questionnaire in a sealed envelope with a return stamped envelope inclosed, or have these questionnaires delivered and collected by responsible pupils. A few schools have used the interview technique in which students ask and record the answers to questions which have been carefully planned in advance. The wording of the questions, the composition of the letters, the mimeographing of the forms, and the tabulation of the results can all be done by students under the supervision of their sponsor.

There is no limit to the questions which may be asked, but it is important to select those which will be of the greatest value to present students and which at the same time will require the least possible effort on the part of the former pupils. These questions may concern the type of job held, the name of the employer, the weekly wage, the date employed, the date and the chief reason for leaving the first job, any plans for the future, type of educational institution attended after leaving high school, subjects or activities in high school which proved to be most valuable, ways in which the school could have helped more, and suggestions for making the school more useful to boys and girls who have not yet graduated.

If a regular follow-up system is to be established, present students should be asked before leaving school to fill out cards giving certain facts concerning themselves, the courses which they have taken, and their plans for the future. These cards should contain space for the information which will be added to them after the survey is made. This information, of course, will be kept confidential and used only for the purpose of rendering a service to other students. If you have an opportunity to participate in such a survey, remember that it is important for each person to cooperate by answering questionnaires completely, accurately, and promptly.

By reading and study

The most reliable and unbiased source of occupational information is probably to be found in the library. Do not stop with reading one book or magazine article, but read all available material until you have a clear understanding of the opportunities offered in each field you study. Try to get your information from fairly recent books. Occupations are constantly changing and facts about them soon become out of date. In the library you will find several good bibliographies which will give you the names of books and articles describing many kinds of jobs. (See page 141.) Some of the latest books on occupations are listed in the bibliography at the close of this chapter.

There are numerous vocational pamphlets and government bulletins which may be obtained free of charge or at a very low cost. If these are not in your library, each student may want to purchase the ones in which he is especially interested. Several series of pamphlets may be purchased to be kept in the classroom and used by all groups studying occupations. A list of such materials is given on pp. 138-139. Make a careful study of the information which you find in these sources. Take notes; and arrange your information in outline form, including facts about the advantages, disadvantages, duties, qualifications, training, remuneration, demand, and possibilities of advancement in each occupation in which you are interested. It is wise to study and compare a large number of possible vocations before making a final selection.

On the following pages are lists of some of the occupations in each of the main vocational divisions. They are offered merely as suggestions of jobs on various vocational levels which you may want to investigate and study. Help in your search for information may be found in the Dictionary of Occupational Titles.* This book is published in four parts. Part I gives the definitions of approximately

*United States Department of Labor and the United States Employment Service, Dictionary of Occupational Titles, United States Government Printing Office, Washington, D. C., 1939.

29,000 jobs titles just as the ordinary dictionary defines other words. It briefly states the purpose, the duties, and the other titles by which each job is called. Part II of the Dictionary contains all the job titles listed in groups according to occupational code numbers. These code numbers are used by the United States Employment Service and by many libraries in classifying occupations. (Part III is now obsolete and out of print.) Part IV helps students to classify their own interests and abilities and to trace these classifications through to specific types of beginning occupations.

OCCUPATIONAL GROUPS

I. Agricultural Occupations:

Agricultural bacteriologist	Florist
Agricultural engineer	Fruit grower
Animal and livestock farmer	Gardener
Bee-Keeper	General farmer
Biologist	Horticulturist
Botanist	Instructor in agriculture
County agent	Irrigation engineer
Crop specialty farmer	Landscape architect
Dairy farmer	Landscape gardener
Dairy inspector	Nurseryman
Entomologist	Plant pathologist
Farm laborer	Poultry raiser
Farm manager	Tree surgeon
Farm mechanic	Truck farmer
Floral designer	Veterinarian
Zoologist	

II. Forestry and Fishery Occupations:

Appraiser	Acquatic biologist
Biologist	Fish warden
Botanist	Fisherman
Curator	Guide for recreational
Entomologist	fishing

Fire lookout	Inspector of fishing beds
Forest guard	Net man
Forest ranger	Oysterman
Forest technician	Sponge and seaweed gatherer
Forester	Superintendent of fish hatchery
Game warden	
Guide	
Hunter	
Instructor in college of forestry	
Junior forester	
Lumberman	
Sawmill manager	
Superintendent of lumber camp	
Trapper	

III. Mining Occupations:

Assayer	Powderman
Derrickman	Prospector
Driller	Quarryman
Geologist	Research engineer
Miner	Surveyor
Mining engineer	Ventilation man

IV. Manufacturing, Building and Mechanical Occupations:

Baker	Architect	Air conditioning engineer
Boilermaker	Bricklayer	Blacksmith
Cabinetmaker	Carpenter	Carman
Candy maker	Carpenter helper	Coremaker
Ceramic engineer	Cement finisher	Crane operator
Cheese maker	Civil engineer	Die maker
Chemical engineer	Concrete worker	Drill press operator
Chemist	Detailer	Installation engineer
Cigar maker	Diver	Lathe operator
Cooper	Draftsman	Machinist
Coppersmith	Electrician	Maintenance man
Dressmaker	Estimator	Mechanic
Electrical engineer	Excavator	Mechanical engineer
Forger	Expeditor	Mill wright
Industrial designer	Glazier	Milling machine operator
Industrial engineer	Hoisting engineer	Repairmen (electrical, mechanical, etc.)
Jeweler	Insulator	
Machine designer	Painter	
Metallurgical engineer	Paperhanger	
Metallurgist	Plasterer	
Milliner	Plumber	
Optician	Rigger	

Research physicist	Riveter	Tool maker
Shoemaker	Roofer	Watchmaker
Tailor	Sheet metal worker	Welder
Textile engineer	Steam fitter	
Tire builder	Stonemason	
Upholsterer	Structural iron	
Weaver	worker	
	Terrazzo worker	

V. Transportation and Communication Occupations:

Aeronautical engineer	Cable engineer
Airplane mechanic	Cable splicer
Aviator	Interpreter
Baggage agent	Mail carrier
Bus driver	Postmaster
Deck hand	Radio broadcaster
Deliveryman	Radio engineer
Express office manager	Radio operator
Flying instructor	Radio service man
Freight agent	Radio technician
Garage laborer	Railway mail clerk
Garage manager	Telegrapher
Garage mechanic	Telephone installer
Locomotive engineer	Telephone lineman
Locomotive fireman	Telephone operator
Merchant marine	Typing telegrapher
Motorman	
Railroad brakeman	
Railroad conductor	
Railroad flagman	
Railroad switchman	
Railroad yardmaster	
Ship pilot	
Stevedore	
Steward, stewardess	
Taxi driver	
Test pilot	
Ticket and station agent	
Traffic engineer	
Train dispatcher	
Train master	
Truck driver	

VI. Commercial Occupations:

Accountant	Inspector
Actuary	Interior decorator
Adjustment manager	Junior office clerk
Advertising manager	Linotype operator

Appraiser	Merchandise manager
Assistant buyer	Messenger
Auditor	Office boy
Advertising man	Office machine operator
Bank clerk	Paymaster
Bank page	Personal shopper
Bank teller	Personnel director
Banker	Photographer
Bookbinder	Printer
Bookkeeper	Production manager
Broker	Promotor
Bundle wrapper	Public stenographer
Business analyst	Publisher
Business executive	Real estate agent
Buyer	Receiving clerk
Cashier	Receptionist
Certified Public Accountant	Retail merchant
Collector	Sales clerk
Commercial broker	Salesman
Comparison shopper	Secretary
Compositor	Shipping clerk
Controller	Sky writer
Court reporter	Statistician
Demonstrator	Stenographer
Economist	Stock broker
Employment manager	Stock clerk
Engraver	Telephone-order clerk
Fashion coordinator	Typesetter
Filing clerk	Traffic manager
Floor manager	Typist
Insurance agent	Wholesale merchant
Window dresser	

VII. Public Service Occupations:

Abstractor	Keeper of penal insti-
Author	tution
Assessor	Librarian
Bank examiner	Marine
Clergyman	Marshall
Coroner	Meteorologist
Detective	Newspaper reporter
Editor	Notary
Fingerprint expert	Policeman
Fireman	Probation officer
Garbage man	Religious worker
Geographer	Sailor
Government inspectors (food	Sheriff
safety, sanitary, etc.)	Social worker
Government officials	Soldier

Journalist
 Judge
 Justice of the peace
 Keeper of charitable
 institution

Special agent (F.B.I.)
 State trooper
 Street cleaner
 Teacher

VIII. Personal Service Occupations:

Barber
 Beauty operator
 Bootblack
 Butler
 Cafe, restaurant manager
 Chauffeur
 Chef
 Charwoman
 Chiropodist
 Chiropractor
 Cook
 Dentist
 Dentist's assistant
 Dietitian
 Domestic servant
 Dry cleaner, dyer, presser
 Elevator operator
 Genealogist
 Guide
 Hostess
 Hotel housekeeper
 Hotel manager
 House steward

Janitor
 Laboratory technician
 Laundry worker
 Lawyer
 Lunchroom, tearoom
 manager
 Maid
 Manicurist
 Masseur
 Occupational therapist
 Pathologist
 Pharmacist
 Physician, surgeon
 Physician's attendant
 Porter
 Practical nurse
 Private detective
 Psychiatrist
 Ship steward
 Trained nurse
 Undertaker
 Valet
 Waiter

IX. Amusement and Recreational Occupations:

Accompanist
 Actor
 Animal trainer
 Animated cartoon artist
 Athlete (professional base-
 ball, football, golf,
 hockey, tennis player,
 etc.)
 Attendant (bowling alley,
 golf club, pool room,
 etc.)
 Band leader
 Barker
 Circus helper
 Concert musician
 Concert singer

Make-up artist
 Master of ceremonies
 Motion picture cameraman
 Motion picture pro-
 jectionist
 Motion picture research
 librarian
 Musician
 Official of lodge, socie-
 ty, etc.
 Orchestrator
 Radio director, manager,
 official
 Recreation, amusement
 laborer
 Referee

Continuity writer	Scenario writer
Costume director	Script writer
Dancer	Showman
Film developer	Singer
Film editor	Song writer
Film splicer	Sound editor
Gag writer	Sound-effects man
Illuminating electrician	Sound engineer
Instructor of dancing, swimming, riding, etc.	Stage hand
Jockey	Stand-in
Keeper of billiard room, dance hall, pleasure resort, race track, skating rink, etc.	Theater manager, official, owner
Life Guard	Theater usher
Wrestler	Theatrical entertainer
	Ticket collector
	Ticket seller
	Umpire

STUDENT ACTIVITIES:

- I. Discuss the comparative merits of studying occupations by each of the following methods:
 1. Analyzing oneself, analyzing occupations, and matching one's own qualifications with the requirements of a job.
 2. Interviewing and observing persons already engaged in different occupations.
 3. Actually trying out several types of work.
 4. Reading and studying about vocations.
- II. Interview two or three local persons concerning the vocation in which you are most interested. Go prepared with a list of good questions to be asked. At the conclusion of each interview, write up accurate and complete notes. Combine all the information which you have accumulated concerning the vocation and prepare to report it to the class.
- III. Discuss the leading business and industrial concerns in your locality and agree upon the ones which the class is to study. Form groups of those who are interested in visiting the same plant and arrange for the trips. Make a preliminary study of the occupation; prepare a list of questions to be asked of the employer; and take notes at the close of the visit. The group should then decide upon the most important and interesting facts to be presented in a report to the class by the chairman of the committee.
- IV. Using the city directory or the telephone directory, make a study of the vocational opportunities of your community. List all the occupations found and note the frequency with which they occur, and then figure the percentage of occupations occurring in the various classifications. This will give a general idea of the types of industries and service establishments in the community.
- V. If the size of your community does not make it impracticable, conduct an occupational survey by means of personally interviewing employers to determine what job openings will probably exist at the time of your graduation. Using a map of the town, decide upon the sections which are to be covered by particular

groups. Prepare lists of names and addresses of the firms to be visited and lists of specific questions to be asked. Combine the findings of the entire group and record the data obtained on cards which can later be used by students interested in applying for positions. This data should include the name and address of the firm; the types of possible openings classified as to skilled, semiskilled, or unskilled; the duties of each job; the wages paid; the education, training and other requirements of workers; and the approximate number of new workers required each year.

- VI. The girls of the class may make lists of occupations in which there are opportunities for women. Suggestions can be obtained from some of the books for girls listed in the bibliography at the close of the chapter.
- VII. Study the lists of occupations on pp. 128-133 of this chapter. Using Part I of the Dictionary of Occupational Titles*, find the definitions of any occupations with which you are not familiar. Find names of related occupations which might be added in each field.

Names and definitions of occupations in industry may also be found in the pamphlet, Vocational-Technical Training for Industrial Occupations**.

- VIII. Choose at least two occupations which you would like to study in detail. These may be in the same or in different vocational fields. Consult library books, pamphlets, magazines, and, wherever possible, write to the national headquarters of the profession or trade or to some other source for additional material***.

*United States Department of Labor and United States Employment Service, Dictionary of Occupational Titles, United States Government Printing Office, Washington, D. C., 1939.

**Consulting Committee on Vocational-Technical Training appointed by the United States Commissioner of Education, Vocational-Technical Training for Industrial Occupations, Federal Security Agency, United States Office of Education, Washington, D. C., 1944, pp. 16-136 (Price, 40¢).

***Orata, Pedro T., and Zeran, Franklin R., 200 Sources of Pamphlet Materials on Occupations, United States Office of Education, Washington, D. C., gives names of these sources.

Obtain as complete information as possible and arrange it in outline form, using the outline suggested on pp. 111-113, Chapter III.

NOTES TO THE TEACHER:

- I. Each member of the occupations class should have some direct contact with one or more workers in the field of his choice. As an aid in arranging personal contacts, it is suggested that you have simple questionnaires filled out by the students before beginning the study of this chapter. Such questions as the following may be used:

1. Would you like to visit a factory, store, or office for the purpose of observing a particular type of work? _____

Name of occupation _____

Name of firm, if any preference _____

2. Would you like to interview a professional person concerning his work? _____

Name of profession _____

Do you know someone in the profession whom you can contact? _____

Do you need suggestions or help in making an appointment? _____

3. Would you be interested in having speakers invited to discuss various vocations? _____

Names of vocations in which you are most interested:

1. _____
2. _____
3. _____

- II. If there are enough interested students to justify it, you may want to have several outside speakers invited to discuss their respective vocations at the same hour. The speakers may be assigned to different rooms

and the students may be allowed to hear the ones of their choice. Be sure that the students are prepared to ask good questions at the conclusion of each address.

- III. If your school does not make a regular follow-up survey of its graduates, you may be interested in initiating such a project on a small scale with your guidance classes. The following materials give details regarding methods which have been successfully used:

Chambers, M. M., and Bell, H. M., How to Make a Community Youth Survey, American Youth Commission, 744 Jackson Place, Washington, D. C., 1939, (Price, 25¢).

Crane, Margaret, Community Occupational Survey Coordinated with a Follow-Up Study and a Pupil Inventory, State Department of Education, Montpelier, Vermont, 1942.

Landy, Edward, and Associates, The Occupational Follow-Up and Adjustment Service Plan, National Association of Secondary School Principals, 1201 Sixteenth St., N. W., Washington, D. C., 1940. (Sample set of follow-up forms, 10¢. Manual of Instructions, 50¢)

- IV. If your school system or some other local organization has not made a community survey to determine the vocational opportunities for young people, it would be an interesting project for your class to undertake on a small scale. The following materials describe in detail the steps in planning and executing such a project:

Frasier, P. G., A Technique for a Vocational Education Survey of a Local Community, The Iowa Board for Vocational Education, Des Moines, Iowa, 1939.

Zapoleon, Marguerite W., Community Occupational Surveys, Vocational Division Bulletin No. 223, United States Office of Education, Washington, D. C., 1942. (Price, 25¢.) (Discussion of techniques involved in ninety-six surveys, outline of survey steps, and bibliography of survey reports.)

- V. Printed forms for an occupational follow-up may be

purchased from the National Association of Secondary-School Principals, 1201 Sixteenth St., N. W., Washington, D. C. These materials include questionnaires for both the former student and the employer. The replies enable the school to determine how the students succeed after leaving school and how the school may serve them. A sample set of the Post-School Inventory, the Follow-up Interview Schedule, the Employer Interview Schedule Card and the Follow-up Record Card may be secured for 10%.

- VI. In order to have an up-to-date bibliography of books on vocational guidance, you may secure without charge from the Occupational Information and Guidance Service, United States Office of Education, Washington, D. C., the following mimeographed publications:

Misc. 2150, Guidance Bibliography: Occupations, 1940.
 Misc. 2395, 80 New Books on Occupations, 1940.
 Misc. 2518, Selected References on Occupations for Girls and Women, 1940.
 Misc. 2590, A Guidance Bookshelf on Occupations, 1941.
 Misc. 3059, Guidance Books, 1942-43.

- VII. A supply of free or inexpensive vocational pamphlets is invaluable in teaching a guidance class in occupations. Bibliographies of such materials are found in:

Bennett, Wilma, Occupations and Vocational Guidance, a Source List of Pamphlet Material, W. H. Wilson Co., New York, 1938.

Miscellaneous Publication No. 2536, 200 Sources of Pamphlet Materials on Occupations, Occupational Information and Guidance Service, United States Office of Education, Washington, D. C., 1941. (Free)

A list of reliable sources of inexpensive pamphlet materials is given below. The secretary of the class may be instructed to write to each address for a complete list of the vocations included in their series of publications so that orders may be placed for those pamphlets which will be especially useful to the particular class.

America's Major Occupations, Science Research

Associates, 228 S. Wabash Ave., Chicago, Ill.
One Hundred four-page outlines. Price, 15¢
each; complete set, \$9.75.

Careers Monographs, Institute for Research,
537 S. Dearborn St., Chicago, Ill. One
Hundred seventeen monographs. Price, 75¢ each.

Commonwealth Vocational Guidance Monographs,
Commonwealth Book Co., 80 East Jackson Blvd.,
Chicago, Ill. Seventy-five monographs. Price,
\$1.00 each; series of 25 monographs, \$17.75.

Guidance Leaflets, United States Office of Ed-
ucation, Washington, D. C. Nineteen leaflets.
Price, 5¢ each.

Occupational Abstracts, Occupational Index,
Inc., Washington Square, New York, N. Y.
Sixty-one abstracts. Price, 25¢ each; 5 for
\$1.00; 15¢ each in lots of 10.

Occupational Reprints and Abstracts, Science
Research Associates, 228 S. Wabash Ave.,
Chicago, Ill. One Hundred sixty-one reprints
of occupational information published in books,
magazines, and periodicals. Price, 15¢ each;
20 or more, 10¢ each; 50 or more, 5¢ each.

Success Vocational Guidance Monographs, Morgan-
Dillon and Co., 5154 N. Clark St., Chicago, Ill.
Sixty-one monographs. Price, 32¢ each.

Vocational Guidance Series, Rochester Institute
of Technology, 65 Plymouth Avenue South,
Rochester, N. Y. Price, 10¢ each; in lots of
50, 9¢ each; in lots of 100, 8¢ each.

Vocational Monographs, The Quarrie Corporation,
35 E. Wacker Drive, Chicago, Ill. Thirty mono-
graphs. Price, 35¢ each.

Vocational and Professional Monographs, Bellman
Publishing Co., 6 Park St., Boston, Mass.
Seventy-five vocational booklets. Price, 50¢
each and 75¢ each. Complete set, \$25.00.

VIII. An excellent way for the counselor to keep up to date
on current trends and new literature in the field is
through magazines and periodicals. The following are

suggested:

Occupational Index, Occupational Index, Inc., Washington Square, New York, N. Y. (A continuous quarterly listing of occupational information in current books, pamphlets and periodicals. Price, \$5.00 per year)

Occupations, the Vocational Guidance Magazine, National Vocational Guidance Association, 425 West 123rd Street, New York, N. Y. (Eight months a year, \$3.50.)

Vocational Guidance Digest, Stanford University Press, Stanford University, Calif. (\$2.50 per year)

Vocational Guide, Science Research Associates, 228 S. Wabash Ave., Chicago, Ill. (A monthly publication which indexes current sources of occupational material from books, magazines, and pamphlets. Published monthly, September through May, \$4.00 per year.)

Vocational Trends, Science Research Associates, 228 S. Wabash Ave., Chicago, Ill. (Ten months a year, \$2.50)

- IX. With the help of all members of the occupations classes, it is possible to obtain a valuable collection of recent guidance material in the form of newspaper and magazine articles, pictures, clippings and leaflets. In order that this material may be available for immediate reference, it should be classified and filed.

Various systems of filing have been used with success. In some schools the material is simply placed in manila folders and filed alphabetically. In others the occupational classification and code as set up in the Dictionary of Occupational Titles* and used by the United States Employment Service is in use.

*Dictionary of Occupational Titles, United States Department of Labor, Washington, D. C., 1939, Part I, pp. xxiii-xxxii, and Part II.

Parker's Books About Jobs*, was used as a guide for the coding of unbound occupational material in the Bureau of Guidance of New York State Educational Department. Helpful devices for filing unbound occupational information may be secured from the following sources:

Science Research Associates, 236 S. Wabash Ave., Chicago. Provides guidebook of information, printed file folders, and out cards. Price, complete set, \$6.00. Guidebook, How to Build an Occupational Information Library, \$2.50, if purchased separately.

The Chronicle, Port Byron, New York. Provides guide labels and reference cards, file folders, mounting cards for pasting clippings and references or for typing information, and a set of occupational briefs. Complete set of materials, \$12.50. Items may be purchased separately.

- X. The librarian can be of untold assistance in providing occupational materials for the guidance classes. Students should be encouraged to make constant use of the library. At the end of each term any unbound material of lasting value which has been collected by the class should be turned over to the library.
- XI. Educational motion pictures may be used very effectively in connection with this chapter. The following are suggested:

Choosing Your Vocation, 10 min., 16 mm., sound, 1931, Erpi Classroom Films, Inc., 1841 Broadway, New York. (Shows psychoanalyst interpreting vocational problems to high school boy.)

I Want to Be a Secretary, 15 min., 16 mm., sound, 1943, Coronet Productions, Glenview, Ill. (Deals with clerical aptitudes and gives clues to chances of success in this field.)

*Parker, W. E., Books About Jobs, American Library Association, Chicago, 1936.

Twenty-four Jobs, 24 min., 16 mm., silent, 1939
University of California, Extension Division, Department of Visual Instruction, 2441 Bancroft Way, Berkely, Calif. (Describes twenty-four typical jobs secured by high school graduates of Oakland, Calif., giving facts concerning requisites, salary averages, nature of work, and possibilities of advancement.)

Your Life Work Series, each 400 ft., 16 mm., with teachers' guides, 1940. Vocational Guidance Films, Inc., 2708 Beaver Ave., Des Moines, Iowa. Each of the following films shows the duties, working conditions, necessary training, personal qualities required and the promotional opportunities in the vocation:

Accounting	Journalism
Automotive Service	Machinist and Toolmaker
Bookkeeping and Accounting	Nursing
Brick and Stone Mason	Painting and Decorating
Dairy Farming	Plumbing
Drafting	Radio and Television
Engineering	Salesmanship
Forestry	The Electrician
General Farming	The Dairy Industry
Heating and Ventilating	The Sheet Metal Worker
	The Welding Operator
	The Woodworker

XII. Film strips are helpful in furnishing occupational information. The following series are available:

Vocational Guidance, Society for Visual Education, Inc., 100 East Ohio Street, Chicago. Each film, \$2.00. No manual. These 35 mm. slidefilms deal with the subjects of:

Agriculture as a Career
Apprenticeships in Industry
Art as a Career
Army and Navy, Careers in
Automobile Industry, Careers in
Aviation as a Career--Manufacturing
Aviation as a Career--Transportation
Aviation in Government Service
Banking as a Career
Beauty Culture as a Career
Building Trades, Careers in
Ceramic Engineering as a Career

Chemistry and Chemical Engineering as
a Career

Civil Engineering as a Career

Clerical Work as a Career

Coast Guard as a Career

Domestic Service as a Career

Electrical Engineering as a Career

Forestry as a Career

Home Economics as a Career

Hotel Administration as a Career

Hotel Occupations as a Career

Journalism and Newspaper Operation as
a Career

Librarianship as a Career

Mechanical Engineering as a Career

Medicine, Dentistry and Pharmacy, Careers in

Metal Trades as a Career

Mining and Metallurgical Engineering as
a Career

Music as a Career

Nursing as a Career

Occupational Therapy and Laboratory Tech-
nique as a Career

Police Administration, Careers in

Public Service, Careers in

Radio, Careers in

Retail Merchandising as a Career

Social Work as a Career

Teaching as a Career

Telegraph and Telephone Operators

Trade Training in the U. S. Army and Navy

Veterinary Medicine as a Career

Job Classification Series, Vocational Guidance
Films, Inc., Des Moines, Iowa. Each 35 mm. film,
\$2.25. Manual covering ten films, 35¢. This
group of film strips is based on the Dictionary
of Occupational Titles Classification, prepared
by the United States Employment Service. It con-
sists of:

Classification of occupations

Professional and managerial occupations

Clerical and sales occupations

Service occupations

Agriculture, fishery, forestry and kindred
occupations

Skilled occupations

Skilled occupations (cont.)

Semi-skilled occupations

Semi-skilled occupations (cont.)
Unskilled occupations

Vocational Subjects Series, Vocational Guidance Films, Inc., Des Moines, Iowa. Each 35 mm. film, \$2.25. Manual covering ten films, 35¢. This group of film strips deals with the following single fields of work or industries:

Hotel occupations
Occupations in aircraft manufacturing
Occupations in aircraft operation
Occupations in cement manufacturing
Occupations in the printing industry
Occupations in the steel industry
Optometry
Osteopathy
Railroad occupations
Tree surgery

- XIII. If members of the class are interested in presenting brief plays or in planning mock radio programs, the following dramatizations may be secured from the Circulating Library of the Educational Radio Script Exchange, United States Office of Education, Washington, D. C.:

Technical Preparation for a Job, Script No. 9 of the Planning Your Career Vocational Guidance Series.

Tom, Dick and Harry on the Job, from Dramatizations on Vocational Guidance Series.

- XIV. In Note I, page 46, each member of the class was asked to write a paragraph summarizing his plans for the future. After a comprehensive study of several occupations has been completed, ask the students again to write brief statements of their vocational aims, giving reasons for any changes in the original plans.

ADVANCE PREPARATION FOR THE NEXT CHAPTER:

Appoint the committees mentioned in Activity I, pp. 169-171. Urge members of these committees especially to prepare an attractive bulletin board; to obtain application blanks and interviewers' rating charts from large business concerns; to secure application blanks for social security

numbers; to plan skits demonstrating personal applications for positions; and to prepare an appropriate one-act play.

Have on hand motion picture films, as suggested in Note I, p. 172, and trade tests, as suggested in Note II, pp. 172-173.

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Johnson, Harriett, Your Career in Music, E. P. Dutton and Company, Inc., New York, 1944.

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Klinefelter, Lee M., Medical Occupations Available to Boys When They Grow Up, E. P. Dutton and Company, New York, 1938.

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Leyson, Burr W., Photographic Occupations, E. P. Dutton and Company, New York, 1940.

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CHAPTER V
GETTING YOUR FIRST JOB

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Locating job opportunities

In attacking the problem of job finding, one can get a great deal of assistance from the "help wanted" columns of local newspapers. Job opportunities can also be found in the classified advertisements of trade journals and professional magazines. Only a limited number of openings can be located by this method, however, as the larger firms usually have enough applicants without resorting to advertising. But even though you may not get a direct lead to a job through the want ads, reading them will give you a better idea of the kinds of workers needed in your locality and of vocational possibilities and requirements in general.

Because of the precautions taken by publishers, most newspaper advertisements can be considered reliable. However, there are still "rackets" behind some ads. Be suspicious of the ones which promise easy work at home, which require investments of money, a tuition fee for a training course, the purchase of expensive working outfits, or the deposit of money for samples, demonstrating kits, or other sales equipment. Reputable employers do not usually make extravagant promises of rapid advancement or of enormous profits. Before investing money or becoming involved in some doubtful business venture, investigate with

the Better Business Bureau, the Chamber of Commerce, or the Board of Trade in your town.

"Position wanted" advertisements are often used to advantage but they too are narrow in scope. The person who has special qualifications and unusual experience is more likely to be successful with this type of ad than the one with no experience or skill. In running a "position wanted" ad, it is best to select a newspaper with a large circulation or a trade journal which will be likely to reach interested employers. Do not make the ad too brief. Give all pertinent information. Use individuality in the wording and avoid stereotyped phrases. Give your telephone number. If you have no phone, arrange for the use of one while your ad is being run.

When using the telephone to secure an interview, remember that much will depend upon poise, a pleasing voice, and clear thinking. All information should have been carefully rehearsed and thought through. Notes concerning the types of work you have done, your former employers and your educational qualifications should be at hand. Ask for an appointment and be prepared with paper and pencil to take down the date and time agreed upon.

Aside from want ads, there are other ways of locating jobs through the newspaper. News items often tell which industries are having business booms. Articles con-

cerning the death, removal, transfer, and promotion of employees hint of vacancies in firms. By learning to detect job possibilities in newspaper stories, you can study vocational trends just as a broker watches stock market trends.

Tell your friends and relatives that you are looking for a job. Try to become acquainted with persons who are engaged in the field of work in which you are interested. Employees often know in advance about vacancies that are to occur or new jobs that are to be created in their companies. In addition to supplying you with job leads, your friends may also be able to recommend you.

Employers who hire workers through private employment agencies usually state the exact type of person and the particular qualifications which they desire. This often makes it difficult for first-job-seekers to qualify. Many private employment agencies are reliable and render good service. Some of them, however, take advantage of the inexperience of young persons. You can distrust an agency which makes unusual demands such as asking you to pay for a mailing service to prospective employers, trying to sell you a course of training, or charging more than two weeks of your salary for finding you a job. Before registering with a commercial agency, investigate it through your Chamber of Commerce, Better Business Bureau, or some other

local civic organization. Find out how long the agency has been in existence and whether it is licensed by the state. Never sign an agreement with any agency without carefully reading the entire contract, especially the parts in small print.

A good method of discovering vacancies is through the United States Employment Service which is free to all citizens who register with its offices. Some persons have the false impression that this is a political organization or that it is a service intended only for those on relief. The U.S.E.S. is simply a government agency for bringing together men and jobs. An applicant is interviewed and asked to fill out an application blank. He is then notified when there is a job opening for which he may be able to qualify. The employment service does not guarantee jobs for registered workers. It merely arranges appointments with potential employers or personnel managers who may or may not employ them. Applicants are not obligated to take jobs if they do not want to do so.

Many persons could find jobs for themselves if they only knew where and how to look. Religious organizations, lodges, charitable societies, and civic groups sometimes help young people to find their first jobs. School principals are constantly receiving requests for names of high school boys and girls who can qualify for certain

kinds of work. Local union officials can supply information about becoming apprenticed for unionized trades.

Planning a job seeking campaign

It is not necessary to depend upon an organization or an agency to find employment for you. There is always the old method of simply going out and looking for a job. But if you expect to stage a door to door campaign in search of work, make a careful plan before you start. Do not waste time applying for jobs where your particular kind of service is not used. In larger towns the telephone directory has a classified section which gives the names of employers in various industries. The names of the personnel directors of most of these concerns can be found in the city directory.

Thomas' Registry and Foor's Directory of Directors, found in the reference department of the public library, give the names of companies classified as to trade or business. From these sources you can secure the names of the presidents or general managers, the addresses, and the financial ratings of local firms and also of any out-of-town concerns which might offer you the kind of work for which you are seeking. Here again, officers of your Chamber of Commerce or Board of Trade may be able to give you many valuable tips. They can probably furnish you lists of local employers in different fields of business and tell you which firms have recently had an increase in business and which ones have newly located

or are seeking location in your territory.

Naturally, you will want to investigate the field and endeavor to get the job which will have the greatest promise for your future. Find out something about the financial rating and the reliability of each of the companies in which you are interested. You may be able to get this information from business men of your acquaintance. Or you can learn about a firm's financial rating from Dun and Bradstreet's credit-rating books, copies of which are found in the public library. If it is possible, inquire about the employment policies of the companies to which you expect to apply for work. By talking to workers and to business people acquainted with the company policy, you may be able to determine the general attitude of the workers and to learn whether the company pays them well and treats them fairly.

Before starting in search of employment, list the names of possible employers in the order of your preference, so that you can make application first to the one which appears to be the most desirable prospect. Prepare cards containing such information as the name, address, telephone number of the company, names of the chief executives, name of the person whom you should interview, any interesting personal data concerning the interviewer, and important facts about the company. Notes regarding the duties of the job and the products of the company will help you to decide

which of your qualifications to stress and will also help you to impress the employer with your interest in his firm. Leave a space at the bottom or on the back of each card for the date of your letter of application or interview, the results, and the follow-up to be made.

Personal applications

When making a personal application for a job, no matter how well qualified you may be, you must be able to "sell" yourself. Make such a thorough study of the requirements of the job and of your own qualifications that you can truthfully answer the question, "Would I be willing to hire myself for this position?" If you are convinced that you are well equipped to handle the job, it will be easier to prove to the employment manager that he should hire you. An employer who is in the market for the kind of service which you have to offer is just as anxious to find a skilled and efficient worker as you are to land the job.

Know beforehand exactly what you are going to say and rehearse your opening remarks until you feel quite sure of yourself. Outline the main points which you plan to stress. Do not have a memorized speech, but try to have well fixed in your mind all the facts which you wish to present and be prepared to answer any possible questions concerning yourself, your education, and your work experience. In preparation for the interview, get your teacher or some

interested friend to assume the role of employer and ask you a number of likely questions.

Be careful of all the little things which will help you to create a favorable impression. If you have an appointment, be on time. It is better to go alone for the interview. Do not risk appearing as if you cannot stand on your own feet. When a person accompanies you to introduce you to the employer, he should leave as soon as the introduction is made.

To increase your own self-assurance, be sure that your appearance is appropriate and correct. Skin, nails and teeth should be spotlessly clean. Clothing should be neatly brushed and pressed, shoes shined, and hair combed. Choose plain, business clothes for the occasion. Sport clothes and high school attire are rarely suitable for business. Do not dress as if going to a party. You are sure to feel and look quite out of place if you go for an interview wearing flashy, conspicuous styles, jewelry, expensive furs, too much make-up, an elaborate hair-do, cheap perfume, and too long and brightly polished finger nails. A girl should wear a hat. A boy should wear a coat and tie and carry a hat.

In a small business concern, the interview may be simply an informal conversation with a foreman or some member of the firm. In a larger establishment, however, you may come in contact with the elevator operator, office boy, re-

ceptionist, and several others before finally reaching the personnel manager. Be pleasant and courteous to all of them. Very often a private secretary's impression relayed to the employer carries a great deal of weight.

Your success may be determined during the first few minutes of the interview. Walk quietly into the office with a smile and a brisk and dignified step. Be sure to have learned the employer's name before entering so that you can address him by name. Introduce yourself and state your mission. Do not offer to shake hands unless the interviewer first extends his hand. Do not place your hat, gloves, purse, or other belongings on his desk. Remain standing until you are asked to be seated. Do not smoke or chew gum. Look directly at the person to whom you are talking; do not shift your gaze to the ceiling or the floor. Endeavor to be perfectly calm.

At the beginning of the interview the employer may ask your reasons for wanting to work for his firm or your ideas of just what duties the job entails. He may simply ask you to tell him something about yourself. The chief purpose of such opening questions may be to get you to talk. Remember that as you talk, you will be judged not only as to your ability to fill the position, but also as to your alertness, poise, ambition, industry, courtesy, grammar, and vocabulary. The interviewer will make mental

notes of his impressions as to whether you are too talkative, too shy, egotistical, cocky, or unkind in your remarks about a former employer. Be as convincing as possible, but do not try any of the sensational, high pressure methods about which you may have heard. Be absolutely honest; do not misrepresent your abilities. Do not say that you are willing to do "just anything." This statement always gives the impression that one is not trained to do any specific thing. If you have had no previous work experience, it may be necessary to capitalize heavily upon your personality and training. Do not feel defeated because you have not worked before. Some business firms prefer to employ inexperienced workers with a good background and to train them in their particular methods.

Let the interviewer introduce the subject of salary. If asked what wages you expect, do not say that you are not interested in salary. Nobody would believe you. You may say, however, that you are more interested in the opportunities for advancement than in your beginning salary, or you may turn the question back to the employer by asking how much is usually paid for the work. Many larger companies have regular salary schedules and the amount paid a beginner is fixed. Usually it is not wise to name an exact sum which you hope to get. If it is too high, you may not get the job. If it is too low, you may give the impression that your work

is not worth very much. It will not help to go into detail about how much you need the job. Most business men hire workers for the service they can render and not because of their financial troubles.

If, at the close of the interview, you have not been employed but have been given reason to hope that you may be considered for the position, it may be a good plan to leave for future reference a previously prepared folder of brief and concise information about yourself, including a sample of your work and a small photograph. Or, if you have received any encouragement, you may make one or more follow-ups by letter, telephone, or personal call. The first follow-up should not be made earlier than a week after the interview. It may take the form of a thank-you note to the interviewer for his courtesy and consideration, samples of past work mentioned at the time of the interview, or a description of additional training or experience obtained after the original application. It does not help to be too persistent. But it is a good idea to let an interested prospective employer know that you are still in the market.

Most applicants are requested, either before or after the interview, to leave application blanks on file. Fill out an application blank legibly with ink. Be as neat as possible and spell all words correctly. Write small enough to get all the information into the space allowed for

it. Answer in full every question which applies to you; do not leave any blanks. If a question does not apply to you, answer "none" or "no" or draw a line above the blank to indicate that you have not overlooked it. Answer all questions honestly and accurately, even though you may feel that some of them are of a personal nature and have no bearing on the job. Remember that there is a reason for them and that employers have a right to ask any questions they choose. Since application blanks sometimes have to be filled out in the presence of the employment manager, it is wise to have at your finger tips any information which may be necessary. Be prepared to give the names of former employers, the dates at which you worked at certain jobs, and the full names, addresses, and telephone numbers of references. You may even be asked to give the names of both parents, including your mother's maiden name; your father's occupation; your religion; information concerning your childhood diseases; and the cause of death of relatives.

Sometimes the type of work which a person can be expected to do is judged by the way in which he fills out an application blank. This completed form tells a great deal about handwriting, accuracy, neatness, attention to details, and ability to interpret and carry out instructions. The information given on application blanks is often checked for accuracy. When several persons are applying for the same

position, the one who is most painstaking and careful is likely to be the successful one.

Many business firms and employment agencies give tests as a means of selecting from a number of applicants the ones who have the greatest aptitude or ability for particular jobs. These tests may involve problems in addition, subtraction, spelling, coding, filing, and the use of different types of tools. Some companies simply request applicants to give a demonstration of their work. For example, a stenographer may be asked to take dictation and transcribe several letters for her prospective employer. Another office worker may be asked to prove her ability to use an adding machine or a punch press. There are tests for printers, electricians, machinists, carpenters, plumbers, draftsmen, truck drivers, butchers, and many others. Some standardized tests are used to determine the ability of applicants to judge the size and shape of objects, to judge relative distances, or to attend to many things at once. Others are used to measure speed, steadiness of hand, coordination of eye and hand, and to detect faulty vision and color blindness. If you have an opportunity to take such tests, regard them seriously, even though they may consist of picking up pins with tweezers and putting them into small holes, fitting oddly shaped blocks into holes in a board, or performing some other task which to you may seem quite foreign

to the work for which you are applying. Remember that tests give you a chance to make a scientific proof of your aptitude for the work. Sometimes the results of a test may land a job when personality or first impressions fail to do so. Remember, too, that you have a much better chance of remaining with a company which is careful in the first place to select the right person for the job.

Written applications

Many employers request that applications be made by letter. Because such a letter may be the only means of obtaining an interview and also because it may be regarded as a sample of the kind of work you do, it should be so carefully written that it will create the best possible impression. Use good quality 8½" x 11" paper. Never use the letterhead of a business organization. Even though you are sending out a number of identical letters, under no circumstances mail a carbon copy. Write plainly and neatly with black or blue ink. If at all possible, have the letter typewritten. Arrange the margin and spacing so that it will have the appearance of a picture centered in a frame. Ask several experienced persons to read, criticize, and correct your letter. Then continue to rewrite it until you can be proud to place your signature on it. Before mailing, check again carefully as to general appearance, spelling, punctuation, paragraphing, and sentence structure. Be sure that it is properly

folded and correctly placed in the envelope. The rules given in your English classes or in some good book on business letter writing should serve as a guide to you in getting the mechanics and the form of your letter correct.

Use individuality, but do not attempt to make a letter of application so unusual that it will be ridiculous. On the other hand, do not be too formal and stilted in your style of writing. Be sure that the information which you give is concrete, and not too general. In replying to an advertisement, answer every point mentioned in the ad.

Unless the beginning of your letter demands attention, the remainder of it may never be read. Write a strong opening paragraph with an interesting topic sentence. In this paragraph state the purpose of your letter and express your desire to become connected with the firm.

The next paragraph may concern your work experience. Give the names of your various employers, starting with the most recent, and mentioning in each case the kind of business, the type of work which you did, and the dates of your employment. If you have had no experience, say so. Stress any of your accomplishments which may have a bearing on the work you are to do, such as ability to read blueprints, operate a telephone switchboard, or use a typewriter, dictaphone, or calculating machine. Give a brief description of any part-time jobs which you have held.

In another paragraph mention the amount of general education you have had, the course you took in high school, any special subjects you have studied or are now studying which might help you in the particular job, and any night classes or correspondence courses which you may have taken. If you have attended college at the time of your application, give the name of the college, your major and minor subjects, the certificate or degree earned, the number of years attended, and the date of graduation. Offices held in high school; high rank in classes; honors won in debating, writing, spelling, or work on the school paper; college scholarships, scholastic honors, and academic awards; or special interest in hobbies and sports may indicate talents and abilities and serve to give your prospective employer a more complete picture of you. Beginning workers must emphasize their education and school activities.

State your correct age or exact date of birth, height, weight, and any personal characteristics which might help you to qualify for the position. If your health is good, say so. The statement that you have not missed a day at school for a certain number of years is usually sufficient evidence of good health and an indication that you could be counted upon to be at work every day.

Give the full names, titles, addresses, and telephone numbers of two or three persons who know you well and

who are willing to recommend you. It is better to allow the employment manager to communicate directly with these persons than to enclose letters of recommendation with your application. Choose your references with care. Former employers are preferred. If you have had no work experience, give names of some influential business men who have observed you and whose opinions carry weight. Teachers, clergymen, or other persons who know something of your character are the next best choices. Do not use members of your family as references. Be sure to ask permission of the persons whose names you wish to use. This will give them time to think about you and to be prepared to answer the employer's questions more accurately.

In the closing paragraph of your letter request a personal interview. Give the address at which you can most easily be reached and your telephone number.

Instead of putting all the information into the body of the letter, it is often more effective to write a brief note stating your reasons for wanting the position, mentioning any special qualifications which would help you to do the work, and asking for an interview. Enclosed with this note should be one or more typewritten pages giving detailed information concerning yourself. This should be arranged so that it is neat and attractive, and can be easily and quickly read. The following is a suggested outline of the data which might be included:

PERSONAL DESCRIPTION:

Name--
Home address--
Telephone--
Date of birth--
Height--
Weight--
Health--
Religion--
Marital status--

EDUCATION:

High school:
Name--
Dates attended--
Course--
Special subjects having bearing on job--
Scholastic honors--
Extracurricular activities--
College, business, or trade school:
Name--
Dates attended--
Major field--
Minor field--
Degree or certificates received--
Honors--
Extracurricular activities--
Others:
Night school--
Correspondence or extension courses--

WORK EXPERIENCE:

High school vacation and after-school work--
College part-time work--
Regular employment:
Name of employer--
Address--
Dates employed--
Type of work--

OTHER INFORMATION:

Special skills or training--
Hobbies--

REFERENCES:

Business--
Personal--

Include a small photograph which has been made for

the purpose, which is a good likeness of you, and which will create a favorable impression.

Do not become discouraged if you do not get the first position for which you apply. It is often necessary to make numerous attempts before finding the right work. If your first job is not just what you had hoped for, you can use it to get much needed experience and to furnish a steppingstone to something better.

STUDENT ACTIVITIES:

I. A special committee may be responsible for each of the following activities:

1. Prepare a bulletin board of newspaper clippings and magazine articles which indicate job possibilities, business conditions, and trends in certain fields. These may include items concerning the opening of a new business in the community, the letting of a contract for a big building, large orders received by a factory, and descriptions and advertisements of new products.
2. Bring to school a sufficient number of application blanks from local business concerns so that each student may have the experience of filling out one. If this is not possible, mimeographed copies of a typical application blank may be used. (See illustrations on the following pages.) These should be filled out neatly and painstakingly, exchanged, discussed, and criticized by the teacher or by other members of the class.
3. Secure a number of copies of pre-employment interview guides, rating charts, or check list blanks which are used by personnel managers to indicate their opinions of applicants. (See illustrations on the following pages.) By calling upon the personnel directors of several large firms you should be able to obtain enough of these blanks to supply each member of the class with one. Study them carefully; try to visualize how you would be rated on such score sheets; and use them in rating the applicants in Activity I, no. 8, pages 170-171.
4. Investigate and report to the class the functions of the United States Employment Service, paying special attention to the help given young persons seeking their first jobs. If you do not know the address of the nearest U.S.E.S. office, ask at your local post office, or write to the State Administrative Office of the U.S.E.S. at your state capital. If there is an office in your city, a representative may be invited to speak to the class.

5. As soon as you begin working in any occupation covered by the Social Security Act, you will have to apply at the nearest social security office for an account number which will be yours the rest of your life. If possible, obtain copies of the application blanks for social security numbers and instructions for using them and show them to the class.

The address of your nearest Social Security Board Field Office may be obtained from your local post office. Visit this office or write to the Social Security Board, Washington, D. C. Find out and report to the class: the provisions of the Social Security Act; what persons must apply for social security numbers when they get their first jobs; to whom the application must be sent; what persons are not protected by the Act; and the amount of old-age pension provided.

6. Find out and report to the class some facts concerning the financial rating and the reliability of two or three large companies in which the members of the group have expressed an interest. If these are private businesses which serve only local territory, find out from business men of your acquaintance whether the firms are making money, whether they are hiring or laying off workers, whether the plants are modern, and whether they have been in the community long enough to have established reputations. If the firms are larger ones, look for their financial ratings in Moody's Report or in Dun and Bradstreet's Financial and Business Firms, copies of which can be found in the public library.
7. One or two students who have done part-time work may relate to the class their actual experiences in locating and applying for jobs.
8. Give several demonstrations of personal applications for positions. Two committees should be appointed for this activity, one to represent employers and the other to represent prospective employees. The two groups may agree upon the specific jobs for which applications are to be made, but neither group should know in advance what the other is to say. The appli-

cants should try to "sell" their services to the employers, allowing the class to judge, on the basis of poise, talking points, and proper interviewing procedure, whether or not they should be employed.

Each "employer" should be prepared to ask for all the information which he thinks one should have to fill the position satisfactorily. He may ask what work the applicant has done before, what salary he received, how long he worked, why he left his last job, and how long he has been unemployed. He may present some problem in the form of a question as to what the applicant would do if certain circumstances should arise in the course of business.

Each "applicant" should be ready to give clear and concise replies to any questions concerning the amount of formal education he has had, his interests, health, and ability to get along with associates. He should be prepared to explain his answers and to meet any objections which the interviewer may make as to his age, lack of experience, or courses taken in school. Perhaps he can originate some devices for helping to land the job.

9. Prepare and present for the class an original skit which will demonstrate both good and poor techniques of making personal applications for positions. Or revise a commercial one-act play to suit your particular situation and present it. The following is suggested:

Flops A-Plenty or Ten Try But Two Are Chosen, by Ruth Jocelyn Wattles and James A. McCain, published by McKnight and McKnight, Bloomington, Illinois, 1941.

- II. The entire class should watch the Help Wanted columns of local newspapers for positions available to boys and girls of their age. Then each student may select one ad and write a letter of application which might be used in answering it. The best letters may be selected and read by the teacher and commented upon by the class. All letters should be corrected and rewritten until they can be considered mailable.

- III. Invite your school principal or counselor to speak to the class concerning the typical questions asked by personnel managers who are considering employing graduates of the school.

NOTES TO THE TEACHER:

- I. If a motion picture projector is available, films may be used very effectively for illustrating the proper procedure in applying for a position. The following are suggested:

How to Hunt a Job, 20 min., 16 mm., silent, 1938, University of California, Extension Division, Dept. of Visual Instruction, 2441 Bancroft Way, Berkeley, California; or 801 Hillstreet Bldg., 813 S. Hill St., Los Angeles, California. (Produced by Oakland, California Public Schools. Gives excellent pointers to job hunters.)

I Want a Job, 22 min., Bell and Howell Company, 1801-1815 Larchmont Ave., Chicago, Ill. (Dramatization of self-appraisal in terms of local job opportunities for young job-seekers and of ways in which personnel managers size up applicants.)

What About Jobs, 30 min., 16 mm., silent, 1936, Educational Research Association, 420 Orange Ave., Long Beach, California. (Actual life situations involved in securing jobs. Includes application interviews and hints for impressing prospective employers.)

- II. Trade tests are used by employers to discover whether persons who say they can do a certain kind of work really know anything about the occupation. It is unlikely that a high school student without special training could pass many of these tests. However, they are sometimes of value to the school counselor in determining the trade knowledge of the student who has had some trade training or experience and who is leaving school to seek employment.

In order to familiarize students with the types of oral and picture trade tests which are commonly given, you may make use of:

Chapman, J. C., Trade Tests, Henry Holt and Co.,

Inc., New York, 1921. (Descriptions of oral and picture trade tests and an estimate of their value in fitting men to occupations.)

Thompson, L. A., Jr., Lawrence, D. C., and Allardyce A., Interview Aids and Trade Questions for Employment Offices, Harper and Bros., New York, 1936. (One Hundred thirty-one different oral trade tests with about twenty questions in each test.)

ADVANCE PREPARATION FOR THE NEXT CHAPTER:

In Chapter VI, advance assignments are required for Activities III and IV, p. 195.

If Note I, p. 195, is to be used, it will be necessary to invite the speaker in advance.

Have on hand the motion picture film suggested in Note II, pp. 195-196, and the radio skit suggested in Note III, p. 196.

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MacGibbon, Elizabeth Gregg, Fitting Yourself for Business, McGraw-Hill Book Company, New York, 1941, Chaps. 5-9.

Maule, Frances, Men Wanted, Funk and Wagnalls Company, New York, 1938, Chaps. 1, 8, 11, 12, 13.

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Prosser, C. A., and Anderson, Walter A., Getting a Job, Life Adjustment Series, McKnight and McKnight, Bloomington, Ill., 1936.

Stockford, Clark C., Move Up In Your Job, Funk and Wagnalls Company, New York, 1943, Chap. 14.

Yates, Raymond F., Young Men and Machines, Dodd, Mead and Company, New York, 1944, Chap. 11.

CHAPTER VI

HOLDING YOUR JOB AND ADVANCING TO A BETTER ONE

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After spending several years preparing for a job and considerable time and effort in getting it, it is well to give some thought to how to hold the position and how eventually to advance to a better one.

Getting off to the right start

The first impression you make on your employer is lasting and very difficult to change. You can be assured that at the end of the first day your boss will have evaluated you. In his mind you will be classified as a good worker, a poor worker, bright, dull, industrious, lazy, responsible, or otherwise. So go to work on the first day with the determination to prove to your employer that he did not make a mistake in hiring you. Make every effort to do all the little things that will make you valuable to the firm. Start by reporting to work on time with all the necessary equipment.

Be dressed for the occasion. If you are to do manual labor, wear work clothes. If you are to work in an office or in a store where you will meet the public, dress accordingly. Take your cue for the type of clothes to wear by observing the executives over you. A neat, tailored suit is always a good choice for business. Navy, brown, black, and gray are the most practical colors. Loud plaids and

vivid color combinations are in poor taste. Girls should avoid the temptation to wear earrings, cheap perfume, spike-heeled pumps, tight sweaters, flimsy blouses, and flowers and bows in the hair. Do not begin to neglect your personal appearance just because you have found a job. Many good positions and opportunities for promotion are lost by persons who become sloppy and untidy after being employed. Especially is this true of those who are guilty of body odor and unpleasant breath. These offenses are inexcusable and are impositions on fellow workers.

You cannot expect a job to be changed to suit your disposition and temperament. When you become employed, adjust yourself to the new situation. Try to catch the spirit of the organization and to become an accepted member of the group. Abide by the rules and regulations, observe the customs, and respect the traditions of the firm. You may not understand or appreciate all of them, but it will be to your advantage to conform. Picture the business as a whole from the general manager on down and then fit yourself into this picture. Workers who can quickly fall into line with the general scheme of things are always appreciated by their superiors.

Be alert to what is happening around you. Show an eagerness to learn and to absorb everything about your job. By watching the other workers and by observing some of the completed work, it is easy to discover the accepted methods

of doing things. Learn from the first how your employer likes things done and do them just that way. When you are being told how to do a task, pay strict attention. Ask questions but remember the answers. If you do not understand, ask for a second explanation. It is better to ask twice than to spoil work. Your co-workers can be invaluable to you in finding out the "do's and don'ts" on a new job. In every group there is some one who is willing to be friendly and helpful. Look around for such a person and enlist his aid.

Your job will be much easier and more pleasant if you can earn the good will of your fellow employees. Respect the opinions of those who have had longer experience, and express your gratitude for any assistance which they give you. Be helpful, considerate, and willing to cooperate with the other workers. Cultivate a genuine interest in them as persons, but do not pry into their personal lives. Have a kind word for everyone, and do not participate in malicious gossip. This is a cheap pastime which only causes grief and unhappiness for all concerned. You may dislike someone with whom you must work, but never let it be known by your actions or your remarks. If you have a jealous nature, work overtime to curb it. Be big enough to recognize a good piece of work done by another worker, and refrain from condemning the fellow who is having a hard time.

What an employer wants in an employee

Before you have worked at a job very long, you will have observed that the employees who appear to be enjoying the boss's favor are the conscientious workers who go about their tasks efficiently and quietly. They accept additional work willingly and with a smile. They know how to take criticism graciously and to profit by it. They do not create scenes or cause disturbances. They are tactful with their superiors and diplomatic in their dealings with their fellow workers.

It is difficult for young people to understand that employers expect something in return for the wages they pay. Many high school students have become accustomed to putting in time in their classes only because their parents appreciate the value of an education and demand that they be in school. But an employer wants more from an employee than just his presence. He wants production. He has a right to expect a good job done quickly. He does not like mistakes, because they are expensive. A misspelled word or an erasure in a letter often means that the letter must be rewritten. A second letter could have been gotten out while the first one is being re-typed. Your school may allow you to be promoted on a grade of 75 percent, but promotions in industry require 100 percent efficiency.

Besides ability, the employer wants good character in his employees. More persons are discharged because of

weak character than because of lack of ability to do the job. Usually included in the term character are such traits as industry, fairness, straightforwardness, and loyalty. It is understood that one is expected to be strictly honest. But loafing on the job is one form of stealing from the company. Employers appreciate those workers who when they have completed a task, look around for something else to do without waiting to be told. It is to the worker's advantage to do a good job without constantly having to be watched, because the amount of supervision required is usually a factor in determining salaries. The worker who is frequently absent from work without an excellent reason is both unreliable and dishonest. Through his thoughtlessness he may slow down production, inconvenience the other workers, and cause an actual loss to his employer. No one who has accepted a position has a right to remain away from work for personal reasons. It is also to the worker's advantage to give his wholehearted support to the one for whom he works. No executive likes to feel that his employees are against him.

The difference between success and failure in business is often measured in terms of personality. Surveys on employment show that a larger percentage of workers miss promotion because of disagreeable personal traits than because of lack of ability. When two persons who have the same amount of training and skill are employed by the same company, the one who has the most agreeable personality is bound to win over

the one who has only job ability. Employers are constantly asking for workers with pleasing personalities. But just what does a personnel manager have in mind when he asks an employment agency to send him someone who has a "pleasing personality?" He wants an employee who is attractive in appearance, who is alert, enthusiastic, and orderly, who has a good disposition, and who is pleasant to work with under all circumstances.

For most positions of importance firms prefer to employ persons of refinement and high ideals. It is obvious that a cultured person with poise and good manners will get along better with his co-workers and make a better impression on customers than will a crude and uncultured one. It is the responsibility of each individual to cultivate and practice the social graces which cause the wheels of business to run more smoothly. Employers will call attention to inferior work, but they usually hesitate to talk to employees about their personal short-comings, ill-breeding, and bad manners. Many persons have lost their jobs without ever realizing that it was because of a lack of business etiquette.

Causes of dismissal

Most large companies keep a chart for each employee and record a regular rating of his work and behavior. This is kept on file and used to help in deciding upon raises and promotions. A number of organizations have become so interested in the reasons for the success or failure of their

employees that they have made studies of the causes of dismissal. In one such study a group of corporations was asked to list the most common causes of discharge among their office and clerical workers. They found that only about 10 percent of those who lost their jobs were dismissed because they lacked specific skills such as shorthand, typewriting, bookkeeping, and the use of office machines. The other 90 percent were discharged because they were deficient in character and personality traits. They were non-cooperative, careless, lazy, dishonest, discourteous, or lacking in ambition or some other necessary quality. Business does not demand that you be brilliant. But it does require that you be willing to work, shoulder responsibility, get along with people, and take pains with your work.

A job is held and promotion is achieved not because of one specific ability or personality trait, but because of a combination of good traits and abilities. However, dismissal is frequently the result of one undesirable habit or characteristic. You may not be complimented for a job well done, but you will be criticized for doing thoughtless things, standing idle, chatting with other workers, or failing to follow instructions. Supervisors are prone to take all of a person's good qualities for granted and to notice his one or two faults. For this reason, it is well to discover as soon as possible your employer's pet peeves and your own weaknesses.

If you want to gain the good will of your superiors, try to understand their problems. Never lose sight of the fact that because of the added responsibility which he must assume, the boss's job is probably more difficult than your own. Give him credit for being fair to all of his employees, even though it may sometimes be difficult for you to see his point of view. Never cause him to lose face in front of others. Think of ways in which to be useful to him and to save him time and work. When you have a real constructive idea which you think will help, ask for a conference and present your proposition to the management. If, as often happens, your ideas are later presented as if they were original with the boss, say nothing about it. You are just that much more valuable to the firm, and eventually your worth will be recognized. Be willing to take orders graciously and to carry them out exactly as they are given. The person who thinks he knows all the answers and is constantly forcing his ideas upon others and insisting upon doing things in his own way is a pest. But the perpetual "yes-man" is no more popular. Employers can see through "soft-soapers" who are constantly trying to flatter them and often become suspicious of their real intentions and loyalty.

Do not find fault with the firm or criticize its personnel. If you have a grievance, tell your employer, not your co-workers. Those who are constantly complaining about their salaries, working conditions, and their own unhappiness

can be a great source of trouble among the other workers. There are some persons who are so concerned about the mistakes being made around them that they have no time to notice their own. Then when things go wrong they invent an alibi. This is never a very effective way out of a difficulty. Instead of defending yourself and placing the blame on someone else, be big enough to take your share of the responsibility.

Show a willingness to tackle any task that must be done, no matter how tedious or insignificant it may seem. Business and industry have very little patience with those workers who feel so superior that they cannot be bothered with little things. Most worth-while jobs have been earned by people who started at the bottom and worked up to places of importance.

Go to work a few minutes early in the morning. Get down to business at once and organize your day's work instead of talking and smoking until the last minute. Do not be afraid to stay after the whistle blows when you are asked to help finish an important piece of work. Unless you are willing to do more than you are paid to do, you will never be worth a raise. A clock watcher gets just what he is looking for--a day's pay. When a layoff comes, he will not have to worry about the time, for he will have plenty of it on his hands.

Habitual tardiness to work is irritating to the one in charge and it shows a lack of reliability on the part of the worker. No one likes to drive an automobile which runs on five cylinders because it is lacking in power and speed. Neither does an employer want a worker who cannot give his best because he was up late at a party the night before. Insufficient sleep causes one to be slow and inaccurate. Improper diet, lack of exercise, and too many responsibilities at home may have the same effect. Learn to organize your living so that your private life does not interfere with your business efficiency. When you are selling your services, it is your responsibility to be in top shape for the job to be done.

Your private life is important to your employer

Employment managers are very careful not to hire anyone who takes the attitude that what he does while off the job is his own affair. From an executive's point of view, the employee's personal habits and the way he spends his leisure time are very much the firm's business. The person who has a position of any responsibility whatever represents the company on the job and off the job, and any display of weakness in his character is detrimental to the business. No one can expect to associate with persons of disreputable character and continue to be successful. Some one once said, "Tell me the company you keep, and I will tell you what you are."

Employers are usually interested, too, in the financial status of their employees as indicated by the use which they make of their earnings. The young person who gambles, spends his money recklessly, and is always in debt does not show sound judgment or good business sense. On the other hand, one who has a systematic plan of saving and who sets aside a certain amount for this purpose before spending the balance of his salary, is sure to make a good impression on an employer. If the firm is incorporated, nothing can do more to improve one's standing with the executives than to invest some of one's savings in company stock.

Good workers have sometimes been discharged because they talked too much. It is very poor business ethics to tell outsiders about any of the transactions of your firm. Big deals have been lost because somebody innocently gave out information which should have been kept secret. It is even unwise to make conversation with fellow employees concerning the work of your immediate superior. Establish a reputation of being able to keep all matters of business absolutely confidential. If you have time on your hands during working hours, find something that needs to be done. Do not keep others from their work by hanging around and talking to them.

It is pleasant to pass the time of day with a co-worker and sometimes to relax over a soft drink. If your firm is considerate enough to allow you such rights, do not take advantage and use them as excuses for loafing. When privileges

are abused by a few, they may be taken away from all. Never use the business telephone for personal calls except in cases of emergency. Make such calls as brief as possible. Refrain from taking any company stationery or office supplies for your own use.

Avoid annoying eccentricities such as tapping with a pencil on a desk, humming, whistling, chewing gum, slamming doors, and banging file drawers. Telling off-color jokes may cause other people to get the wrong impression of you.

Do not get too familiar with your fellow workers, especially with those of the opposite sex. There is always someone in a group who likes to gossip and to make something of nothing. Although many happy marriages are the result of office romances, there are employers who feel that it is unwise to socialize with one's business associates. Save your social life for after-business hours.

Earning a promotion

Young people are usually interested in the future which their first jobs hold for them. Most executives, too, are anxious for their employees to prepare themselves to take on new duties and to assume more responsibilities. In fact, many firms make a practice of hiring those persons whom they believe to be potential executives.

You cannot get a promotion solely on the ground that you would like to have it. Be sure to let your employer

know that you are ambitious to advance to a better position. Then do something about it. Prove that you have those qualities which eventually make an employee indispensable to his firm. One of these is the rare trait of being willing and able to accept responsibility. Show that you have the capacity to organize your work and to do things which require thoughtful planning and originality. Have the initiative to see things which need to be done and to do them without waiting to be told and without having to have constant supervision. Of course, this does not mean that you should start some drastic reform without first consulting your superior. Even though you do not have the opportunity to assume much authority, the person over you will appreciate any evidence of your self-reliance.

Before you can hope to be considered for promotion, you must have a consuming interest and enthusiasm for your present position. When you close your typewriter or put away your tools and leave your job in the afternoon, do not forget all about it until the next day. Think about your work, and be constantly on the alert for new and better ways of doing it. By making a success of small duties, you prove your potential ability to handle more important ones. Remember that anything you do to promote the interest of the firm will also further your own interests.

Old employees frequently complain because some

young person is advanced above them. They are good men who have gotten into a rut and remained there, and they wonder why. But these same men never think of spending an evening or two a week studying their jobs and the next jobs above them. The driving force necessary to cause one to go to night school, take correspondence courses, or attend university adult classes is the characteristic which an employer wants to see in a worker. This enthusiasm for work and the desire for advancement are the criteria which many executives think should be used in selecting foremen and department heads. Employers like to see this spark of industry. To get above the rank and file of the majority one must have it and show it. Those whose actions prove that they are looking for easy jobs are not likely to be considered for promotions.

Above all, you must have the knowledge and ability necessary to compete with others who may also have an eye on the promotion you want. Look around you and decide which job on the next higher level you would like and would have the best opportunity of getting. Then start planning to make your desire a reality. Acquire the necessary skills; and find ways of displaying any talents you already have which might be of advantage to the business. As you progress, however, be sure to guard against becoming arrogant and officious. Be ready when opportunity knocks at your door, but do not become too impatient while waiting. Promotions can be made only when

there are openings.

Study your own job and everything related to it. Learn all you can about the organization, the service, and the products of your company. Attend lectures; read books; and enroll in night classes. Take any training courses offered by your company. Even though they may not be compulsory, failure to enroll shows a lack of interest. Attend exhibitions showing products and developments in your field. Talk to successful people in your line of work. In order to make himself more valuable to his firm, a luggage salesman should learn all he can about baggage and leathers. He might take night courses in salesmanship and business administration. If possible, he could visit trunk factories in an effort to learn how the merchandise he sells is constructed. He might even spend his vacation working in a trunk factory.

A young high school graduate started working in a bank as a general messenger boy, running errands, filling ink wells, and distributing mail. He did everything he could to make himself useful. Having taken the commercial course in school, he watched for opportunities to do some typing, to take dictation for the officials, and then to assist the bookkeepers. For five years he went to night school and studied accounting, banking, law, and economics. When he had earned his A. I. B. certificate, he started working toward a C. F. A.

rating. He has been promoted a number of times and now holds the title of business analyst.

There are many people whose lives tell similar stories of success. Perhaps you know some of them. Students often cite cases of friends and relatives who, although they did not get very far in school, have excellent jobs with good salaries. If these students would investigate the facts, they would surely find that hard work and study, coupled with initiative and a pleasing personality and strong character were the keys to success and advancement in each case.

It is not lack of ability, but lack of energy and desire which prevents most young persons from advancing. To be sure, you can not all hope to become presidents and general managers, but you can all progress as far as your innate ability will allow. You will not be promoted simply because you have worked for the firm longer than someone else. Promotion will come to you because you have shown by your past accomplishments that you have the ability to do the work of the next job and to assume its responsibilities. Your desire to improve your position must so far outweigh your desire for immediate pleasure that you are willing to sacrifice your leisure hours to hard work and study.

STUDENT ACTIVITIES:

I. Use the following as bases for class discussions:

1. Tell of any cases of discharge which you know were due to inefficiency, laziness, dishonesty, habitual lateness, lack of cooperation, or inability to get along with others.
2. Cite some actual cases to illustrate promotion which was the result of hard work and study.
3. Enumerate and discuss some desirable traits which might help one to hold a job and some undesirable traits which could cause discharge.
4. Name some apparently harmless types of behavior which might annoy or displease an employer.
5. Discuss the effects of drinking upon one's work and also upon one's chances for advancement.
6. What is wrong with putting your work away before quitting time and being ready to walk out as soon as the whistle blows?
7. Should religion and politics be discussed with fellow workers? Why?
8. Why are employers interested in how employees use their time after they leave work; in how they spend their money?
9. Can a student who is uncooperative, careless, and lazy in school change these habits as soon as he gets a job?

II. The assistant principal of the high school in Meriden, Connecticut, made a study to find out the most common reasons for discharge of office and clerical employees.*

*Hunt, Chandler, "Business Demands More Character Education", Personnel Journal, December, 1935, pp. 7, 8.

He interviewed the personnel managers of seventy-six large business concerns, including New York Stock Exchange, Goodyear Tire and Rubber Company, Swift and Company, Montgomery Ward and Company, and Western Electric Company. He found that approximately 4,000 office and clerical workers, or 5.8 percent of the employees of these companies, were "fired" each year for the following reasons:

	Most common Causes of Discharge	Deficiencies Preventing Promotion
<u>Lack of Specific Skills</u>		
1. Lack of ability in short-hand	2.2%	3.2%
2. Lack of ability in Type-writing.	1.6	2.4
3. Lack of ability in English.	1.6	5.2
4. Lack of ability in Dicta-phone work	1.3	1.6
5. Lack of ability in Arith-metic.	1.3	3.0
6. Lack of ability in Machine operation.	.9	2.2
7. Lack of ability in Book-keeping.	.6	1.4
8. Lack of ability in Spelling	.6	2.7
9. Lack of ability in Penman-ship	.0	1.8
Total--Lack of spe-cific skills	10.1%	23.5%
<u>Lack of Character Traits</u>		
1. Carelessness	14.1%	7.9%
2. Non-cooperativeness.	10.7	6.7
3. Laziness	10.3	6.4
4. Absences other than illness	8.5	3.7
5. Dishonesty	8.1	1.2
6. Attention to things other than office work during office hours.	7.9	5.6
7. Lack of initiative	7.6	10.9
8. Lack of ambition	7.2	9.7
9. Tardiness.	6.7	4.6
10. Lack of loyalty.	3.5	4.6
11. Lack of courtesy	2.2	3.0
12. Insufficient care of, or im-proper clothing	1.6	3.0
13. Self-satisfaction.	.9	4.4

14. Irresponsibility	.3	.8
15. Unadaptability	.3	1.4
16. Absence from work for illness	<u>.0</u>	<u>2.4</u>
Total--Lack of proper character traits	89.9%	76.5%

1. Make a comparison of the traits which cause vocational failure and those which cause failure in school.
2. Which of the traits and habits listed above are often developed while persons are still in school?
3. In the above table, which traits appear to be most desirable, whether considered in terms of holding a job or of advancing to a better one?
4. Which of the character traits rank higher in the first column of the table than in the second? How do you explain this?

III. Make an effort to obtain copies of the rating scale used by one or more large business organizations. (See illustrations of actual rating sheets on the following pages.) Study the characteristics on which workers are judged. Think about yourself as objectively as possible and try to determine how you would rank if being scored on these traits.

IV. Several members of the class may obtain books of etiquette from the library and report to the class on some of the social customs and good manners which make business run smoothly.

NOTES TO THE TEACHER:

- I. At this time you may wish to invite a personnel director or other business executive to speak to the class concerning the qualities sought by employers, the factors considered in determining raises and promotions, and the most frequent causes of discharge.
- II. If a motion picture projector is available, you may find it worth while to show the film, Minutes are Pennies, 21 min., 2 reels, Bell and Howell Company, 1801-1815 Larchmont Ave., Chicago, Ill. (A story centered around the importance of cooperation and coordination in the

handling of a rush order in a large wholesale food company. Persons are called before the general manager and given illustrations of the correct methods of meeting the responsibilities of routine business jobs.)

- III. If you wish to make use of a short play or mock radio program, you may borrow from the Circulating Library of the Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C., There is Still Room at the Top, No. 10 of the Planning Your Career Vocational Guidance Series. (Fifteen minute script.)

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