

COURSE OF STUDY IN OCCUPATIONS FOR THE
NINTH GRADE

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE 1
LIBRARY
SEP 28 1938

COURSE OF STUDY IN OCCUPATIONS FOR THE
NINTH GRADE

By

ONA C. RAINES

Bachelor of Arts

Oklahoma Agriculture and Mechanical College

Stillwater, Oklahoma

1920

Submitted to the Department of
Trade and Industrial Education
Oklahoma Agricultural and Mechanical College
In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF SCIENCE

1938

APPROVED:

N. A. Huntington
Head, Trade and Industrial Education

Philip Donnell
Dean of Division of Engineering

D. C. McIntosh
Dean of Graduate School

ACKNOWLEDGMENTS

In preparation of this thesis the author has naturally incurred a heavy load of indebtedness to the teachers of Occupations classes in the Tulsa Public Schools for the practical work they have carried on in their classrooms and to Miss Nelle Bowman, Director of Social Studies of the Tulsa Schools for her assistance in collecting the reference materials for the study.

Grateful acknowledgment is made of the expert assistance rendered by Mr. H. A. Huntington, Head of the Trade and Industrial Education Department, Stillwater, under whose supervision and guidance this thesis was written and to Mrs. Guy Lackey who typed it in its final form.

O. C. R.

TABLE OF CONTENTS

CHAPTER		PAGE
I	THE PROBLEM - - - - -	1
II	OUTLINE OF COURSE OF STUDY IN OCCUPATIONS FOR THE NINTH GRADE - - - - -	8
III	COURSE OF STUDY IN OCCUPATIONS FOR NINTH GRADE - - - - -	11
IV	CONCLUSIONS - - - - -	52
V	BIBLIOGRAPHY - - - - -	53

CHAPTER I
THE PROBLEM

Introduction.--That the ninth grade is the logical place for a general course in occupations is being recognized by school authorities over the country.

By the nature of the case, most of the major problems of vocational guidance are located in the junior high school. This is true because the majority of pupils who leave school do so before the tenth grade is reached and because curriculum choices that involve broad selection of occupations must be made at the beginning of the ninth grade or during the ninth grade.¹

This course of study in Occupations for the ninth grade is presented in thesis form as a practical plan of meeting a recognized need.

Accomplishing the Purpose.--Anyone can write a course of study, not everyone can accomplish his purpose in so doing and the measure of success inheres in the accomplishment of that purpose. What may that purpose be? In this case, it is to make available to the student reliable knowledge of a wide range of occupations; to present this information so that the student may achieve a clear understanding of the requirements for entrance into the respective occupations; to enable the student to think of his individual abilities in comparison with the requirements for entrance into these respective

¹

Arthur J. Jones, Principles of Guidance, p. 323.

occupations; to stress the idea of individual cooperation within the occupation and of the cooperation of occupations within the industrial fields in order that all persons may live the good life; and to awaken such an interest in the world's work that it will prompt each student to seek out that place in the productive work of society which will make him most valuable to himself and his community.

A General Occupations Course of Study Is Needed.--

This course is needed by those who expect to finish high school and go on through college; by those who expect to finish high school and then go to work; by those who do not plan to finish high school; and by those who plan to stop school at the end of the year and obtain a job as soon as possible.

The Importance of the Course of Study in Occupations.--

The problem of choosing and preparing for an occupation confronts all youth. That many do not make wise choices is shown in the comments of Arthur J. Jones:

We have only to look around us and see the conditions that confront our friends and ourselves to be convinced that human energy is wasted, lives are misspent, and misery and disaster result from lack of direction and from unwise selection of occupation, of recreation, of companions, and of educational opportunities.²

Jones quotes Edwin W. Adam's figures on reasons for leaving the continuation school of Philadelphia. He says

²

Jones, op. cit., P. 3.

that 50 per cent of those dropping out do so because of economic pressure and 35 per cent indicate some maladjustment.³ He further quotes Miss Mary E. Robert's study of elimination in New Jersey high schools:

Forty-four per cent of those who dropped out of high school dropped out in the ninth grade, 33 per cent in the tenth grade, 17 per cent in the eleventh grade, and 6 per cent in the twelfth grade; over three-fourths of those who dropped⁴ out did so before reaching the eleventh grade.

Frank G. Davis and B. Carnall Davis make this statement:

We believe that the vast number of pupils who drop out of school as soon as the law allows do so not for financial reasons but because they do not realize the value of education and are therefore indifferent to it. While it is our opinion that many young people go to college who would be better off in vocational school or in industry, we are as strongly⁵ convinced that far too few finish high school.

They further make this statement:

In early adolescence many boys and girls begin to feel restless, to question the value of remaining in school, to want to earn some money of their own. To the extent that they can be convinced of the definite values of their various school subjects, and interested in the requirements of different careers, to that extent will⁶ their days in school be given point and purpose.

There is today an ever increasing number of students enrolling in the high schools of the country. In 1890

³ Jones, op. cit., p. 243.

⁴ Ibid., p. 242.

⁵ Frank G. and B. Carnall Davis, Guidance for Youth, p. v.

⁶ Ibid., p. vi.

only 5 to 10 per cent of the pupils of high school age were enrolled. Today city high schools enroll 80 to 90 per cent of secondary population while in the country as a whole 60 per cent of those of high school age are in school.⁷

The changing conditions of the home and the changing conditions of labor and industry have a great deal to do with this. There can be no doubt that these conditions are reflected in the child labor laws which force children out of industry and into schools.

Forty-three states require young people to attend school at least through the elementary school unless otherwise exempt, and twenty-nine states require the completion of the sixth grade before working certificates are issued. While compulsory attendance laws are by no means strictly enforced, the census of 1920 showed that over 92 per cent of all children thirteen years old were in schools of some kind and that over 86 per cent of those who were fourteen years old were in school. In 1907 half the children reached or completed the seventh grade. Since that time the proportion of children not only entering but completing the senior high school has increased enormously. We can confidently look forward to the time when the large porportion of our boys and girls will secure the equivalent of a high-school training and practigally all will complete the junior high school.⁸

Everett admits our high schools must be reconstructed.

Commercial and vocational courses have been added, but these, because of their formalism and high degree of specialization, commonly prepare

⁷ Samuel Everett, A Challenge to Secondary Education, p. 14.

⁸ Jones, op. cit., p. 248.

hundreds of thousands of American youth for non-existent jobs. Rapid changes in technology and the current unemployment situation are not sufficiently taken into account.

However, Bulletin 59 of the Department of Secondary School Principals makes the following statement concerning vocational programs:

They must meet the needs of youth who do in fact and very commonly must of necessity make an early choice, whether or not such choice can most wisely be made....Many educators point to the fact that most people at present must take whatever jobs are offered them, as though this were desirable or inevitable.....The present purposeless drift into occupations is even more deplorable, and is directly related to the absence of educational provisions for vocational guidance in the past. A determined effort on the part of American secondary education to remedy this deplorable condition through building interests and capacities in broad fields of service would add immeasurably to the happiness of the American people.¹⁰

That students are capable of making early vocational choices is not unreasonable is further shown in the Bulletin 59 of the Secondary School Principals.

Pupils make educational choices continually: elective courses, extra-curricular activities, projects, books, magazines, newspapers, movies, radio programs, and the like. No one rises to assert that pupils are too young to make such choices. It is taken for granted that such choices must be made if education is to proceed, and that through a long series of such

9

Samuel Everett, op. cit., pp. 5-6.

10

Issues of Secondary Education, Bulletin of the Department of Secondary-School Principals of the National Education Association, XX, No. 59, p. 200.

choices, under supervision but with many chances for error, pupils may learn to choose wisely. It is unreasonable that the same opportunity should be denied them in the most important choice of all.¹¹

Quoting from Bulletin Number 59 further:

Within the general fields of business, industry, agriculture, the professions, public service, and home-making, pupils will analyze carefully what needs of society their efforts should serve, and the resources, plant, equipment, organization, personnel, and technology available for satisfying these needs. They should endeavor to get a bird's eye view of the whole field of service from top to bottom in its social setting.

With this general orientation they should map out a tentative program for themselves within this field of service, and foresee as far as possible what skills, information, understandings, techniques, abilities, habits, attitudes, and ideals will enable them to carry out this program. At this point the need for an adequate guidance program is clearly indicated. What remains is to acquire the personal competence which is necessary in so far as their educational opportunities in and out of school permit, and to follow developments in their chosen field of service until, at an opportune moment, they focus upon the requirements of a specific job through which they may gain entrance to their vocation.¹²

Even in very small schools something may be done to recognize, encourage, promote, and utilize the vocational interests of pupils. The procedures of the integrated courses which are increasing in popularity may be used to enable pupils to study a variety of fields of service within the same class. Their reports to one another of various common aspects of these fields, such as resources, organizations, finance, conditions of labor, local operations, and the like, may further the integrating function of secondary education. A variety and abundance of printed materials and all the resources of the local

¹¹
Ibid., pp. 200-201.

¹²
Issues of Secondary Education, op. cit., pp. 208-209.

community are available for at least a generalized study of every major field of service. Although special qualifications are exceedingly desirable in directing such study, even the teacher in a one-room secondary school may do something about it. It should at least be taken into account as a central purpose to which the pupil may relate his educational experiences.¹³

Need for Improvement of General Courses of Occupations.--The principal criticism of general courses of study in occupations is not in the philosophy underlying them but in the matter to be presented. Arthur J. Jones says:

The study of each occupation followed the same outline; after one or two had been studied in this way, the work became quite uninteresting and tiresome, both to pupils and to teachers. It is difficult to arouse interest in a mass of details, especially among students who have no immediate intention of entering the occupation studied. To be sure, whenever a boy or girl is thinking seriously of entering such an occupation, such details are of absorbing interest, but it is doubtful whether this is the best method of approach to a general class study.¹⁴

Suggested Improved Course of Study.--The course of study which follows has been evolved from five years of experience in teaching occupations in the ninth grade and in revising the material taught.

¹³

Ibid., p. 210.

¹⁴

Jones, op. cit., p. 329.

CHAPTER II

OUTLINE OF COURSE OF STUDY IN OCCUPATIONS
IN THE NINTH GRADE

UNIT I

PAGE
I

Choosing a Vocation

- A. Changing World of Work
- B. Methods of Choosing a Vocation
 - 1. School - Your Present Occupation
 - 2. Investigating Fields of Work
 - 3. Studying Your Own Interests and Abilities and
the interests and Abilities Required by
Various Occupations

UNIT II

Commercial Occupations

- A. Buying, Selling and Advertising
 - 1. Buying as an Occupation
 - 2. Selling Occupations
 - 3. Advertising as a Career
- B. Offices
 - 1. Clerical Work
 - 2. Secretarial Work as a Career

UNIT III

The Trades

- A. Building Trades
 - 1. Architect, Draftsman, Contractor, Which Shall
It Be!
 - 2. Carpenter, Brickmason, Stonemason, Structural
Iron Worker Are Important Building Trades

3. Plasterer, Plumber, Tile Layer, Electrician, Paperhanger, Painter, Varnisher, All Are Also Building Tradesmen.

B. Metals Trades

1. Designer, Draftsman, Patternmaker Are Important to the Metals Trades
2. Machinist, Mechanic, Foundryman Are Metal Tradesmen.

UNIT IV

Professional Service Occupations

A. Engineering, an Interesting Career

B. Health and Healing

1. Physician and Dentist Are Typical Health and Healing Occupations
2. Nursing and Pharmacy Are Necessary to Health and Healing Occupations

C. Law as a Career

D. Artistic Occupations are Interesting

UNIT V

Representative Businesses that Combine Commercial, Trades and Professional Service Occupations

A. Careers in Agriculture

B. Transportation and Communication Careers

C. Public Service Occupations

UNIT VI

Finding and Keeping a Job

UNIT VII

The Importance of a Well-planned Education

CHAPTER III
COURSE OF STUDY IN OCCUPATIONS
FOR THE NINTH GRADE

UNIT I - A

Choosing a Vocation

A. Changing World of Work

Problem: Why is one's education for his occupation never completed?

1. Unchanging things in the world of work
2. Changing things in the world of work
3. Attitudes toward work
4. "Falling into an occupation"

Assignment - Basal texts*

Brewer, Ch. I, and II, pp. 3-30

Chapman, Ch. I, pp. 3-20

Rexford, Smith, Ch. III, pp. 30-40

Lyon, pp. 57-105

Smith and Blough, pp. 19-37

Holbrook and McGregor, Work, pp. 28-52

Supplementary readings*

Giles, pp. 1-6

Questions for review and discussion

1. Why are occupations always changing?
2. What are some of the recent changes in occupations?
3. Does progress mean change?
4. What is meant by one's attitude toward work?

* See Bibliography

5. What, in your estimation, is the right and the wrong attitude toward work?
6. What is the difference between vision and opportunity in an occupation?
7. If a new invention threatened your job what would you do?
8. Why do changes make it difficult to choose a vocation?

Topics for further study

1. Changing Occupations
2. Present Methods in Occupations
3. Future Methods in Occupations
4. Levels of Work

UNIT I - B₁

Topic: School - Your Present Occupation

Problem: What is the importance of studying your present occupation?

1. Relationship of school to life afterwards
2. How to succeed in school
3. How and where school studies are used in work

Assignment - Basal texts

Brewer, pp. 31-75

Holbrook and McGregor, Work, pp. 52-58

Proctor, pp. 14-16

Rexford, Smith, Ch. V and VI, pp. 49-63

Smith and Blough, pp. 3-17

Ziegler and Jaquette, pp. 1-12

Supplementary Readings

Goss, pp. 11-24

Questions for review and discussion

1. What is meant by "attitude toward work"?
2. What is meant by "success" in school?
3. What is meant by "right attitude toward work"?
4. If your attitude toward your work is not a right attitude how can school help you to change it?
5. What are the advantages of school as an occupation? The disadvantages?
6. What personal qualifications are necessary for one's success in school?
7. Why are some persons not successful in school work?
8. Should one go through high school?

Topics for further study

1. Success in School vs Success on a Job
2. Methods of Studying in School
3. School Goals
4. Choice of Studies

UNIT I - B₂

Topic: Investigating Fields of Work

Problem: How does investigating fields of work help one to choose a vocation?

1. Kinds of occupations
2. Classification of occupations

3. Investigation of an occupation
4. An outline for the study of occupations

Assignment - Basal texts

- Brewer, Ch. XI, pp. 147-176
Chapman, Ch. II and III, pp. 21-53
Cottler and Brecht, pp. 3-14
Holbrook and McGregor, Work, pp. 58-69
Proctor, pp. 1-14; 30-45
Smith and Blough, pp. 38-41
Ziegler and Jaquette, Ch. II, pp. 15-25

Supplementary readings

- Cades, pp. 31-11
Giles, pp. 6-15
Kitson, pp. 30-47
Prosser and Palmer, pp. 11-24

Questions for review and discussion

1. What would you want to know about an occupation before you entered it?
2. What are some of the ways you can investigate an occupation?
3. Explain how you would go about investigating an occupation?
4. What should you learn about a job before you enter it?
5. Why is it more difficult for you to select an occupation than it was for your parents?

Topics for further study

1. Grades of Mechanical Skill
2. Biographies or Autobiographies
3. Making a Choice of Occupations
4. Study the OCCUPATIONS Volume of the United States Census Report
5. Note the Increase of Workers in Some Occupations and the Decrease in Others

UNIT I - B₃

Topic: Studying Your Own Interests and Abilities and the Interests and Abilities Required by Various Occupations

Problem: Why should you study your own interests and abilities and compare them with the interests and abilities required by various occupations?

1. Interests
2. Abilities
3. Ways of studying interests and abilities
4. Desirable personal qualities
5. Undesirable personal qualities

Assignment - Basal texts

Brewer, Ch. X, pp. 126-146

Chapman, pp. 533-574

Proctor, pp. 17-30

Prosser and Palmer, pp. 11-58

Ziegler and Jaquette, Ch. IV, pp. 46-55

Supplementary readings

Jackson, Deming, and Bemis, pp. 23-32

Kitson, pp. 19-29

Prosser and Palmer, pp. 85-94

Questions for review and discussion

1. What vocational experiences have you had that have helped you to find out about your vocational interests?
2. Whom should you go to for advice?
3. Whom should you not go to for advice?
4. How should you ask for advice?
5. Why not consult the stars or cards for advice in determining what kind of vocation to enter?
6. Can you think of any occupations in which desirable personal qualifications are more important than high educational qualifications?
7. How may you go about discovering your own special abilities?
8. What is meant by character traits?
9. Does a boy who leaves school to take a position when his father wants him to continue in school show good judgment?

Topics for further study

1. Inferiority and Superiority Complexes
2. Study Lists of Personal Qualifications
3. List Your Own Personal Qualifications
4. Types of Abilities
5. Types of Interests

UNIT II - A₁

Topic: Buying as an Occupation

Problem: Under what circumstances might buying be wholly or a part of your life career?

1. The duties of a buyer
2. "Buying" occupations
3. Importance of "buying" occupations
4. Difficulties of buying as an occupation
5. Qualifications and training necessary
6. Promotion for a "buyer"
7. Financial returns
8. Difference in various types of buying occupations

Assignment - Basal texts

Brewer, Ch. XIII, pp. 193-195; 199-211;

Ch. XXIX, pp. 525-538

Davis, Ch. XVII, pp. 180-195

Holbrook and McGregor, Work, Ch. XI, pp. 117-129

Lyon, Ch. X, pp. 153-185

Proctor, Ch. XV, pp. 208-210; 212-213

Rexford, Smith, pp. 141-149

Smith and Blough, pp. 170-175

Supplementary readings

Prosser and Palmer, pp. 105-106

Cooley, Rodgers and Belman, My Life Work, (Office and Store Occupations), Ch. VI, VII, VIII

Filene, pp. 87-90

Institute for Research, Book Store Operation
Institute for Research, Merchandising as a Career
Institute for Research, Women's Apparel-Shop
Management

Questions for review and discussion

1. What is the meaning of "division of labor" in "buying" occupations?
2. Is it necessary for one who owns his own business to be a buyer?
3. Is there opportunity for the semi-skilled laborer in the "buying" field?
4. What are the opportunities for one who wishes to become a successful "buyer"?
5. What are the qualifications necessary for such a position?
6. What school subjects have you studied or may study which will help you in "buying as a career?"

Topics for further study

1. Local Buying Occupations
2. Local Opportunities in the Buying Field
3. Interview a Retail Merchant
4. Interview a Wholesale Merchant
5. Interview a Broker

UNIT II - A₂

Topic: Selling Occupations

Problem: Would you be interested in salesmanship as a career?

1. Types of positions
2. Promotions for salesmen
3. Nature of work
4. Qualifications
5. Advantages
6. Disadvantages

Assignment - Basal texts

- Brewer, pp. 195-198; 208-209
- Cottler and Brecht, Ch. XXII, pp. 258-268
- Davis, pp. 186-288
- Holbrook and McGregor, Work, pp. 129-134
- Lyon, Ch. XIII, pp. 229-232; 235-237
- Proctor, pp. 210-214
- Rexford, Smith, pp. 136-141
- Smith and Blough, pp. 175-177

Supplementary reading

- Cades, pp. 157-164
- Giles, pp. 121-134
- Institute for Research, Salesmanship as a Career
- Jackson, Deming, Bemis, pp. 141-152; 223-225

Questions for review and discussion

1. Which should know the quality of goods better, the buyer or the salesman?
2. What do you think of the slogan, "The customer is always right"?
3. Should a salesman overestimate the quality of his goods to his customer?

4. Which type of salesman needs the highest educational qualifications?
5. Do all types of salesmen need the same personal qualifications?
6. Why do many people make successful salesmen but unsuccessful proprietors of stores?
7. Why do you think you would, or would not make a successful salesman?

Topics for further study

1. Local Insurance Salesmen
2. Local Wholesale Salesmen
3. Local Canvasser
4. Local Department Store Salesmen
5. Local Real Estate Salesmen

UNIT II - A₃

Topic: Advertising as a Career

Problem: In what respects does advertising as a career differ from other forms of salesmanship?

1. Ways of advertising
2. Advertising departments
3. Work of advertisers
4. Opportunities in the field
5. Qualifications

Assignment - Basal texts

Brewer, pp. 198-199; 208-209

Chapman, pp. 340-357

Cottler and Brecht, Ch. XXIII, pp. 269-282

Davis, Ch. XIV, pp. 153-163; 188-189

Holbrook and McGregor, Work, pp. 134-138

Lyon, pp. 232-235

Proctor, pp. 214-218

Smith and Blough, pp. 175ff

Supplementary reading

Business and Professional Women's Clubs

The Current Outlook in Advertising and
Promotion

Institute for Research, Advertising as a Career

Platt, pp. 217-218

Questions for review and discussion

1. Why may a person be successful in one type of advertising and not in another?
2. Why may a person be successful in one phase or department and not in another?
3. What in your estimation is the most important type of advertising by: a manufacturer of motor cars, a wholesale grocer, a retail merchant?
4. What personal qualifications should an advertiser have that are not so important to a salesman?
5. Why would you or would you not, be interested in some type of advertising as a career?

Topics for further study:

1. Salesman of Newspaper Advertising

2. Manager Local Advertising Department Store
3. Advertising Illustrator
4. Radio Advertising Manager
5. Sign Painters
6. Sky-writing

UNIT II - B₁

Topic: Clerical work

Problem: What is the importance of clerical occupations to every phase of business?

1. Non-recording occupations
2. Recording occupations
3. Importance of these occupations
4. Demand for workers
5. Qualifications for workers in various occupations
6. Advantages and disadvantages

Assignment - Basal texts

Brewer, Ch. XII, pp. 179-183; 186-191

Cottler and Brecht, Ch. XXI, pp. 242-246; 251-257

Davis, Ch. XX, pp. 209-214

Holbrook and McGregor, Work, pp. 143-146; 149-156

Lyon, pp. 196-198; 287-300; 305-310; 358-362

Proctor, pp. 195-201

Rexford, Smith, Ch. XVII, pp. 180-186

Smith and Blough, pp. 187-189

Supplementary readings

Filene, pp. 92; 107; 263

Institute for Research, Accountancy as a Career
Institute for Research, Staistical Work as a
Career

Platt, pp. 212-214

Prosser and Palmer, pp. 109-110

Questions for review and discussion

1. Is a knowledge of bookkeeping or accounting important to all who work?
2. What is meant by "division of labor" in office work?
3. What is the difference between an accountant and a bookkeeper?
4. How does promotion in clerical work depend on educational qualifications?
5. What personal qualifications are necessary to an accountant that are not necessary to a bookkeeper?
6. Who is a C. P. A.?
7. Why is accounting a science level occupation and bookkeeping a skilled level occupation?

Topics for further study

1. Office Machine Operators
2. Filing
3. Interview a Bookkeeper for an Insurance Company
4. Interview a Bookkeeper for a Department Store
5. Interview a Bookkeeper for the Telephone Company
6. Interview a Bookkeeper for a Real Estate Company

UNIT II - B₂

Topic: Secretarial Work as a Career

Problem: Are secretarial occupations necessary to the organization and the speeding up of business?

1. Occupations
2. Levels of work
3. Education necessary to promotion from one level to another
4. Importance of these occupations
5. Demand for workers
6. Advantages and disadvantages
7. Requirements for entering or gaining promotion in secretarial work

Assignment - Basal texts

Brewer, pp. 183-186

Cottler and Brecht, Ch. XXI, pp. 246-251

Davis, pp. 201-207

Holbrook and McGregor, Work, pp. 146-149

Lyon, 301-315

Proctor, pp. 201-206

Rexford, Smith, Ch. XVIII, pp. 187-195

Smith and Blough, pp. 189-193

Supplementary readings

Institute for Research, Private and Social
Secretaryship as a Career

Institute for Research, Commercial and Trade
Association Secretaryship as a Career

Minneapolis Public Schools, Typing Telegraphy
Minneapolis Public Schools, Stenographic Positions
in Minneapolis

Questions for review and discussion

1. How can a knowledge of stenography be of value to those who do not plan to follow stenography as a career?
2. What is meant by general office work?
3. Why do stenographers so often need a knowledge of filing, indexing, and bookkeeping?
4. To what extent does promotion depend on educational qualifications?
5. How is a private secretary an executive?
6. What personal qualifications are necessary to a private secretary that are not so necessary to a stenographer?
7. Why do you think you would, or would not, make a good private secretary?

Topics for further study

1. Value of Stenography in Various Industries
2. Court Stenographer
3. Public Stenographer

UNIT III - A₁

Topic: Architect, Draftsman, Contractor, Which Shall it Be?

Problem: Why are these occupations placed on the science level?

1. Problems of the builder
2. Nature of work in each field
3. Training required
4. Most important personal qualities; educational qualifications; experience necessary
5. Comparison of your abilities and those required for success in the field
6. Advantages and disadvantages in these occupations

Assignment - Basal texts

Brewer, pp. 301-303; 312-314

Chapman, Ch. XXI, pp. 374-381

Davis, Ch. XXI, pp. 215-221

Smith and Blough, pp. 129-133

Supplementary readings

Cooley, Rodgers, and Belman, My Life Work,

Building and Metal Trades (1930)

Greenleaf, Walter J., Architecture, (A Guidance Leaflet) Government Printing Office, Washington, D. C.

Questions for review and discussion

1. If you had the money and wanted to build a home, what steps would you take to do so?
2. Why are building trades among the first affected by a depression?
3. How is the pay for an architect or contractor determined?

4. What risks are taken by an architect or a contractor?
5. Why is it that the draftsman does not have the same risks as the architect or contractor?
6. Why would or would you not be interested in one of these occupations?

Topics for further study

1. Select one of these occupations and make a complete study of local conditions in it relative to: number employed; opportunities for employment; personal requirements; educational requirements; earnings.
2. Make a list of occupations in which drafting, contracting and architectural information can be used
3. Trade school vs apprenticeship methods

UNIT III A₂

Topic: Carpenter, Brickmason, Stonemason, Structural Iron Worker Are Important Building Trades

Problem: Why are the occupations in this group considered as skilled trades?

1. Nature of the work
2. Qualifications
3. Advantages and disadvantages
4. Risks and hazards
5. Promotion
6. Workers organizations

7. Seasonal character of the work

Assignment - Basal texts

Brewer, pp. 304-308; 311-314

Chapman, pp. 381-389

Cottler and Brecht, Ch. I, pp. 17-30

Davis, pp. 87-97

Holbrook and McGregor, Work, pp.

Proctor, pp. 158-160; 166-169

Smith and Blough, pp. 135-138

Supplementary readings

Cooley, Rodgers, Belman, My Life Work: Building
and Metal Trades, Ch. I, II, IX, pp. 3-17;
103-111

Prosser and Palmer, pp. 118-122

Weekly News Review, March 29, 1937, Building
Trades

Questions for review and discussion

1. What is the difference in the type of promotion for this group of occupations and that of the preceding group?
2. What is the difference in the training required for the two groups?
3. What would you consider the greatest disadvantage of this group of tradesmen?
Advantages, contributions to society?
4. What is the difference between an apprentice and a journeyman in this group of occupations?

5. List the opportunities for workers in this field showing increase or decrease
6. Why is the work of the structural iron worker so important today?
7. What personal qualifications can you list as being more important to this group than to commercial occupations?

Topics for further study

1. Opportunities in These Fields of Work in Your Community
2. Importance of the Structural Iron Worker in Your Community
3. Which Would Have the Greater Opportunity in Your Community: the Carpenter or the Brick-mason?
4. Importance of this Group of Occupations to Women?

UNIT III - A₃

Topic: Plasterer, Plumber, Tile Layer, Electrician, Paperhanger, Painter, Varnisher are also Building Tradesmen

Problem: As you see them, what is the difference between this group and the preceding group of occupations?

1. Nature of the work
2. Qualifications
3. Risks and hazards
4. Advantages and disadvantages

5. Promotion
6. Workers organizations
7. Seasonal character of the work

Assignment - Basal texts

- Brewer, pp. 314-320
Chapman, pp. 389-392
Davis, pp. 97-106
Holbrook and McGregor, Work, pp.
Proctor, pp. 160-166; 166-169
Smith and Blough, pp. 138-142

Supplementary readings

- Cooley, Rodgers, Belman, My Life Work: Building
and Metal Trades, pp. 31-67; 79-103
Giles, pp. 109-117
Electrical Workers in Minneapolis, Minneapolis
Public Schools

Questions for review and discussion

1. How could promotion in these fields of work put the workers in the commercial group?
2. What is the difference in the risks and hazards of the group and that of carpenters, brickmasons, and stonemasons?
3. Is there any difference in the educational requirements of this group and that of carpenters and brickmasons?
4. In what ways do these two groups resemble one another?

5. Why is the question of personal interest so important in these groups?
6. In what respects do you think your personal qualifications fit you for one of the occupations in these fields of work? In what respects do you think your personal qualifications do not fit you for work in these fields?

Topics for further study

1. List Opportunities for These Workers in Your Local Community
2. The Importance of Commercial Occupations to Workers in the Building Trades
3. The Importance of School Subjects in Your High School to Workers in the Building Trades
4. Opportunities for One Who Enters the Electrical Trade

UNIT III - B₁

Topic: Designer, Draftsman, Patternmaker Are Important to the Metal Trades

Problem: Under what circumstances should one choose to follow one of these occupations: designer, draftsman, patternmaker?

1. Relationship of each with the other
2. Difference between work of architect and designer
3. Difference between work of draftsman in building trades and in metal trades

4. Meaning of apprenticeship
5. Personal and educational qualifications
6. Dangers in each occupation
7. Advantages and disadvantages in each

Assignment - Basal texts

- Brewer, pp. 271-272; 292-293
Chapman, Ch. XX, pp. 358-372
Proctor, p. 144
Smith and Blough, pp. 124-126
Ziegler and Jaquette, pp. 150-154

Supplementary readings

- Cooley, Rodgers and Belman, My Life Work:
Building and Metal Trades, pp. 115-139
Platt, p. 246
Prosser and Palmer, pp. 102-104; 118-122

Questions for review and discussion

1. Bring to class a blueprint made by a draftsman. Tell what you can about how it was made and how it was intended to be used
2. What is the relationship of the patternmaker to the designer and moulder
3. Why are these occupations listed under metal trades?

Topics for further study

1. Enumeration of Occupations in These Trades
2. Subjects Offered in Your High School That Would Be of Value to a Worker in One of These Trades

SEP 28 1938

3. Industries That Employ Designers, Draftsmen
and Patternmakers

UNIT III - B₂

Topic: Machinist, Mechanic, Foundryman Are Metal
Tradesmen

Problem: Why is it difficult to obtain promotion in
occupations in this group?

1. Nature of work in these trades
2. Opportunities in these occupations
3. Preparation for work in these occupations
4. Advantages and disadvantages to be found in
these occupations

Assignment - Basal texts

Brewer, pp. 294-298

Cottler and Brecht, pp. 30-60

Davis, pp. 81-87

Holbrook and McGregor, Work, pp. 183-186

Lyon, pp. 221-227

Meyer, Little and Robinson, pp. 85-92

Proctor, pp. 138-144

Ziegler and Jaquette, pp. 155-161

Supplementary readings

Cooley, Rodgers and Belman, My Life Work:

Building and Metal Trades, Ch. XII, XIII,

XIV, pp. 127-173

Minneapolis Public Schools, The Machinist

Minneapolis Public Schools, Workers in Machine Shops

Questions for review and discussion

1. Show how a boy may climb from apprentice to an executive position in any one of the occupations mentioned
2. Visit a machine shop in the city and report the number of tradesmen you find working there and the type of work each is doing
3. Is a mechanic ever justified in charging more for his work than it is worth?
4. Under what circumstances might a mechanic be excused for doing poor work?
5. Is a mechanic a success if he never aims for promotion?
6. How does mass production affect these occupations?
7. Outline a training program for one who expects to become a machinist

Topics for further study

1. Automotive Industry
2. Apprenticeship in metals Trades
3. Auto Service Occupations
4. Relation of Machine Shops to General Manufacturing
5. Effect of New Materials on Work in These Occupations

UNIT IV - A

Topic: Engineering, an Interesting Career

Problem: Why is engineering called the profession of progress and why is only a limited number of persons successful in the field?

1. Branches of engineering
2. Nature of the work
3. Natural or personal qualifications necessary for success
4. College requirements
5. Disadvantages of the profession
6. Advantages of the profession

Assignment - Basal texts

Brewer, pp. 364-382

Chapman, pp. 491-501

Cottler and Brecht, pp. 61-70

Davis, pp. 242-254

Holbrook and McGregor, Work, pp. 272-275

Lyon, pp. 343-351

Proctor, pp. 273-282

Smith and Blough, pp. 234-350

Supplementary readings

Institute for Research

Civil Engineering as a Career

The Diesel Engine

Chemistry and Chemical Engineering as a Career

Mechanical Engineering as a Career

Electrical Engineering as a Career

Acoustical Engineering as a Career

Giles, pp. 195-203

Questions for review and discussion

1. Why is engineering a profession?
2. How does the work of an engineer influence our daily lives?
3. What are the major and minor fields of engineering?
4. What phases of engineering offer the greatest opportunities at present? Why?
5. What is the difference in opportunities today and one hundred years ago?
6. If you were trained as an engineer where could you reasonably expect to find work?
7. Just how independent are engineers?

Topics for further study

1. The Golden Gate Bridge
2. The Tunnel Under the Hudson River
3. Boulder Dam Project
4. Muscles Scholes Project
5. Air Conditioning
6. Radio Inventions
7. Broadcasting Projects
8. Grand River Dam Project

UNIT IV - B₁

Topic: Physician and Dentist Are Typical Health and Healing Occupations

Problem: What are the values of the medical profession and the requirement of the personnel?

1. The work of the profession
2. The importance to society
3. The branches or divisions of the work
4. Personal qualities peculiar to the profession
5. Opportunities in the field
6. Disadvantages encountered

Assignment - Basal texts

Chapman, pp. 471-475

Cottler and Brecht, pp. 96-113; 117-120

Brewer, pp. 382-389

Davis, pp. 282-290

Holbrook and McGregor, Work, pp. 292-296

Myers, Little and Robinson, pp. 134-148

Proctor, pp. 301-307; 310-313

Rexford, Smith, pp. 207-214

Smith and Blough, pp. 227-230; 349-351

Ziegler and Jaquette, pp. 261-266

Supplementary readings

Cades, pp. 469-489

Ernst, pp. 112-132

Giles, pp. 152-162

Platt, pp. 315-327

Toland, pp. 156-163

Questions for review and discussion

1. What are five divisions of the medical profession?
2. What are some of the fields for employment for the dentist and the physician?
3. Is there a correlation between the work of the physician and that of the dentist?
4. What do you consider the most important personal qualifications of the medical man and the dentist?
5. What is there about dentistry that puts it in the professional group--not the skilled group?

Topics for further study

1. Write a Brief Biographical Sketch of Some Well-known Physician or Surgeon
2. Interview a Surgeon
3. Interview a Dentist
4. List some of the leading medical schools in Your Section of the Country

UNIT IV - B₂

Topic: Nursing and Pharmacy Are Necessary to Health and Healing Occupations

Problem: Why should interest and ability in these occupations be of so great importance in planning to enter them?

1. Major fields of employment open to trained nurses

2. Training for pharmacy and nursing
3. Importance of these occupations
4. Requirements and regulations of your state for entrance into these occupations
5. Advantages and disadvantages

Assignment - Basal texts

Brewer, pp. 222-224; 428-429

Chapman, pp. 475-479

Cottler and Brecht, pp. 84-95

Davis, Ch. XXIX, pp. 291-298; 196-200

Holbrook and McGregor, pp. 296-300

Proctor, pp. 306-307; 309-310; 313-315

Smith and Blough, pp. 359-369; 257

Ziegner and Jaquette, pp. 271-273; 266-268

Supplementary readings

Giles, pp. 162-171

Platt, pp. 315-327

Toland, pp. 156-163

Questions for review and discussion

1. What are the qualifications of a trained nurse?
2. What duties does the trained nurse have to perform that require this training?
3. Why is a college education necessary to the success of a pharmacist?
4. What personal qualifications are common to both the trained nurse and the pharmacist?

5. What qualifications, if any, are necessary to the success of one but not the other?
6. What to you are the greatest disadvantages of either the nurse's occupation or the pharmacist's occupation?
7. Why do you think you would or would not be a success as either?

Topics for further study

1. The Difference Between an Occulist and an Optometrist; a Serologist and a Bacteriologist
2. Interview a Local Nurse, a Pharmacist
3. Opportunities in Either Field in Your Community
4. The Importance of Research to Pharmacy
5. Pharmacy Fifty Years Ago and Today
6. Study of Occupational Therapy

UNIT IV - C

Topic: Law as a Career

Problem: To be, or not to be a lawyer; that is the question

1. Divisions of legal profession
2. Qualifications necessary
3. Duties of a lawyer in each division of law
4. Disadvantages and advantages

Assignment - Basal texts

Brewer, pp. 308-400

Chapman, 466-469

Cottler and Brecht, Ch. XX, pp. 230-241

Davis, pp. 264-272
Holbrook and McGregor, Work, 320-322
Lyon, pp. 354-358
Proctor, pp. 285-288; 298
Smith and Blough, pp. 320-231; 245-247
Ziegler and Jaquette, pp. 258-261

Supplementary readings

Cades, pp. 427-451
Ernst, pp. 1-23
Giles, pp. 145-162
Hatcher, pp. 336-345

Questions for review and discussion

1. What is meant by the "starvation period" of a lawyer?
2. Why do so many men prepare for a business career by making the study of law a part of their preparation?
3. Why are so many legislators, lawyers?
4. What are the advantages of law as a profession?
5. If you were called upon to defend a man accused of a crime you were reasonably sure he committed, would you take the case? Why?
6. Do you think you have the personal qualities to make a lawyer?
7. Does the practice of law make a man dishonest?

Topics for further study

1. Interview a Lawyer

2. General Practitioner vs Corporation Law
3. The Importance of a Patent Attorney
4. Name and Discuss Several Ways of Settling a Dispute
5. Value of a Legal Department to an Insurance Company

UNIT IV - D

Topic: Artistic Occupations Are Interesting

Problem: If you have an artistic temperament what determines the artistic field you choose to enter?

1. Meaning of artistic vocations
2. Nature of work of each artistic occupation
3. Personal qualifications common to all
4. Advantages and disadvantages

Assignment - Basal texts

Brewer, pp. 392-396; 410-421

Cottler and Brecht, pp. 144-198

Davis, pp. 255-263

Holbrook and McGregor, Work, pp. 270-283

Proctor, pp. 234-254

Smith and Blough, pp. 231-234; 337-342

Supplementary readings

Cades, pp. 132-140; 165-172; 67-103

Giles, pp. 177-183; 220-225

Questions for review and discussion

1. If you find that you have artistic skill, what are some of the things you should do in order to develop that skill?
2. Why is an architect's work classed as an artistic vocation?
3. What is the difference between fine art and commercial art?
4. Should a stage career be encouraged for a majority of young people expressing interest and desire for entering it as a career?
5. What are some of the opportunities in the field of music?
6. What is the difference between an author and a journalist?
7. Which of the arts do you feel you could best fit yourself for, that is, according to your personal qualifications?

Topics for further study

1. Interview as Many Artists and Artisans as Possible
2. Study Local Opportunities in Artistic Fields
3. Places of Employment
4. Interest vs Talent. Which is most important to Success in the Arts?

UNIT V - A

Topic: Careers in Agriculture

Problem: Why is a farmer on the scientific level more broadly educated than a person in either the commercial, trades or professions groups?

1. Work of a modern farmer today
2. Personal and educational qualifications
3. Advantages and disadvantages

Assignment - Basal texts

Brewer, pp. 235-262

Chapman, pp. 57-114

Cottler and Brecht, pp. 285-305

Davis, pp. 39-74

Holbrook and McGregor, Work, pp. 75-115

Myers, Little and Robinson, pp. 43-56

Smith and Blough, pp. 53-84

Proctor, pp. 48-77

Ziegler and Jaquette, Ch. V, pp. 57-75

Supplementary readings

Filene, pp. 24-27

Ernst, pp. 85-235

Giles, pp. 32-59

Questions for review and discussion

1. Why is a farmer a business man, a tradesman and a professional man at the same time?
2. How is manufacturing closely connected with farm life?

3. What effect does fluctuating prices have on farming as an occupation?
4. What effects do new methods in farming have on the industry as a whole?
5. What is the importance of the national Department of Agriculture to the farmer?
6. What do you think of the "Back to the farm" movement? Why?

Topics for further study

1. The Farmer and Cooperatives
2. Financial and Marketing Problems of the Farmer
3. Transportation and Farming
4. Opportunities for Agricultural Education in Your Section of the State
5. Agricultural Clubs
6. Machine Equipped Farming

UNIT V - B

Topic: Transportation and Communication Careers

Problem: Why are workers in transportation and communication occupations not usually as broadly educated as a scientific farmer?

1. Divisions of the transportation and communication occupations
2. Nature of the work
3. Qualifications
4. Hazards
5. Advantages

Assignment - Basal texts

- Brewer, Ch. XIX, pp. 322-344
Chapman, pp. 206-280
Davis, pp. 117-132
Lyon, pp. 264-319
Smith and Blough, pp. 147-169
Ziegler and Jaquette, pp. 189-217

Supplementary readings

Rogers and Beard, Heels, Wheels and Wire

Questions for review and discussion

1. According to numbers employed, how do the several forms of travel and transportation rank?
2. Into what divisions may workers in transportation be classified?
3. Which modes of travel and communication are increasing in numbers of employees? Which decreasing? How do you account for this?
4. What is meant by the term seniority? What are the advantages and disadvantages of promotion on this basis?
5. Can the field of transportation and of communication be combined into commercial, trades and professional service occupations?

Topics for further study

1. Study Local Occupations in Each Field of Transportation and Communication and Determine What the Opportunities in Each Are

2. Interview Several Persons in Each Field
3. Study New Modes of Travel
4. Radio vs Telegraph

UNIT V - C

Topic: Public Service Occupations

Problem: Are public service occupations more unstable than those in private industry?

1. Nature of work
2. Qualifications
3. Hazards
4. Advantages and disadvantages

Assignment - Basal Texts

Brewer, Ch. XIX, pp. 322-344

Chapman, pp. 206-280

Davis, pp. 117-132

Lyon, pp. 264-319

Smith and Blough, pp. 147-169

Ziegler and Jaquette, pp. 189-213

Supplementary readings

Rogers and Beard, Heels, Wheels and Wire

Questions for review and discussion

1. Why has the number of employees of the Federal Government increased rather consistently?
Will it continue?
2. Explain what is meant by Civil Service?
3. How does the Civil Service system operate?

4. Name as many occupations in Public Service as you can and classify them according to commercial, trades and professional service occupations
5. If these people were not working for the government where could they find employment?
6. Why would you like to work under Civil Service during a depression and work for a private concern at other times?

Topics for further study

1. List Public Service Occupations that Are Hardest to List According to Commercial, Trades and Professional Service Occupations
2. Occupations Created by CCC, WPA, NYA

UNIT VI

Topic: Finding and Keeping a Job

Problem: Why are personal qualifications so important to one who expects to find and hold a job?

1. Methods of finding a job
2. Ways of applying for a job
3. Importance of personal qualities in getting and keeping a job
4. Value of vocational ethics

Assignment - Basal texts

Brewer, pp. 434-488

Davis, pp. 358-366

Lyon, pp. 321-335

Proctor, pp. 345-355

Meyers, Little and Robinson, pp. 362-390

Supplementary readings

Shidle, pp. 1-183

Gowin, Wheatley, Brewer, pp. 79-87

Questions for review and discussion

1. How would you go about making an application for a job which you thought you were fitted for?
2. What would and wouldn't you do if you were interviewing a man for a job and he asked you why you left your last position?
3. What would you do if you wrote a letter asking for an interview and received no answer from it?
4. Why are some persons good "job getters" but poor "job holders"?
5. Which do you consider more important, a good personal appearance or good qualifications for a position?
6. What reasons for desiring a new job would you give in a letter of application?
7. What items should not be included in a good letter of application?
8. After one has secured his position what are some of the things he may do to keep it?

Topics for further study

1. Study Help Wanted Ads
2. Write Letters of Application for Jobs
3. Study a Code of Ethics
4. Study Application Blanks of Various Firms
5. Study Plans of Employment Offered by Commercial Employment Agencies
6. Demonstrate an Interview Showing a Person Making a Personal Application for a Position in Response to an Appointment Made Answering a Blind Advertisement. Let One Person Represent the Employer and the Other the Applicant

UNIT VII

Topic: The Importance of a Well-Planned Education

Problem: What shall be my future plans for education?

1. The importance of high school education
2. Planning a complete high school schedule
3. The place of college in occupational and educational planning
4. When to go to college and when not to go
5. If one cannot go to high school or college what he can do

Assignment - Basal texts

Holbrook and McGregor, Education, pp. 93-180

Smith and Blough, pp. 3-15

Holbrook and McGregor, Work, pp. 42-69

Davis, pp. 3-36

Supplementary readings

Bennett and Hand, Beyond High School

Questions for review and discussion

1. When is one justified in not going to college?
2. Why should a student plan his entire high school course, subject to change, when he enters high school?
3. Is one justified in not going to high school?
4. What occupations may one hope to enter if he does not go to high school?
5. What occupations may he hope to enter if he plans his high school course well?
6. If one plans to enter college, why is it best for him to make his choice of college before he enters his junior year in high school?
7. Why should a student plan his entire college course, subject to change, when he enters college?

Topics for further study

1. Selecting an Occupation and Making a High School Schedule
2. Vocational School Training
3. Extension Courses
4. Correspondence Courses

CHAPTER IV
CONCLUSIONS

- I. This Course of Study in Occupations for the Ninth Grade is a practical plan of meeting a recognized need.
- II. It makes available to the student reliable knowledge of a wide range of occupations; presents this information so that the student may achieve a clear understanding of the requirements for entrance into the respective occupations; enables the student to think of his individual abilities in comparison with the requirements for entrance to these respective occupations; stresses the idea of individual cooperation within the industrial fields.
- III. The ninth grade is the logical place for such a course.
- IV. And finally, this study presents the Course of Study in Occupations in an interesting and stimulating manner both to the teacher and to the student.

CHAPTER V

BIBLIOGRAPHY

Guidance References

- Everett, Samuel. A Challenge to Secondary Education.
D. Appleton-Century Company, New York, 1935, pages
352
- Jones, Arthur J. Principles of Guidance. McGraw-Hill
Book Company, New York, 1934, pages 456
- Koos, Leonard V and Kefauver, Grayson N. Guidance in
Secondary Schools. The Macmillan Company, New York,
1932, pages 640
- Strang, Ruth. The Role of the Teacher in Personnel Work.
New York, 1932, pages 332
- Issues of Secondary Education, Bulletin of the National
Education Association of Secondary-School Principals
of the National Education Association, XX, No. 59,
National Education Association, Washington, D. C.

Basal Texts

- Brewer, John M. Occupations. Ginn and Company, Boston,
1936, pages 622
- Chapman, Paul W. Occupational Guidance. Turner E. Smith
and Company, Atlanta, 1937, pages 639
- Cottler, Joseph and Brecht, Harold. Careers Ahead.
Little, Brown, and Company, 1936, pages 312
- Davis, Frank G. and Davis, B. Carnall. Guidance for
Youth. Ginn and Company, Boston, 1928, pages 387

- Holbrook, Harold L. and McGregor, A. Laura. Our World of Work. Allyn and Bacon, Boston, 1929, pages 351
- Lyon, Leverett S. Making a Living. The Macmillan Company, 1928, pages 622
- Myers, George E., Little, Gladys M., Robinson, Sarah A. Planning Your Future. McGraw-Hill Book Company, New York, 1930, pages 415
- Proctor, William M. Vocations. Houghton Mifflin Company, Boston, 1929, pages 382
- Rexford, Frank A., Smith, Charles M., Sellin, Sarah L., Frabbito, Paul F. Beyond the School. Henry Holt and Company, New York, 1936, pages 413
- Smith, Lewis W. and Blough, Gideon L. Planning a Career. American Book Company, New York, 1929, pages 470
- Ziegler, Samuel H. and Wildes, Helen Jaquette. Choosing an Occupation. The John C. Winston Company, Philadelphia, 1933, pages 344

Supplementary References

- Bennett, Margaret E. and Hand, Harold C. Beyond High School. McGraw-Hill Book Company, New York, 1938, pages 227
- Cades, Hazel R. Jobs for Girls. Harcourt, Brace and Company, New York, 1930, pages 208
- Cooley, Robert L., Rodgers, Robert H., Belman, Harry S. My Life Work: Building and Metal Trades. McGraw-Hill Book Company, Boston, 1930, pages 208

- Ernst, Clayton H. What Shall I Be! D. Appleton-Century Company, 1924,
- Filene, Catherine. Careers for Women. Houghton Mifflin Company, Boston, 1924, pages 576
- Giles, Frederic M. and Giles, Imogene K. Vocational Civics. The MacMillan Company, New York, 1923, pages 284
- Goss, J. Edward. Chats in an Employment Office. Inor Publishing Company, New York, 1934, pages 39
- Gowin, Enoch B., Wheatley, William A., Brewer, John M. Occupations. Ginn and Company, Boston, 1916, pages 441
- Hatcher, O. Latham. Occupations for Women. Southern Woman's Educational Alliance, Richmond, 1927
- Hill, Howard C. Vocational Civics. Ginn and Company, Boston, 1928, pages 365
- Jackson, Bennett B., Deming, Norma H., and Bemis, Katherine I. Opportunities of Today for Boys and Girls. The Century Company, 1921, pages 274
- Kitson, Harry D. How to Find the Right Vocation. Harper and Brothers, New York, 1929, pages 202
- Platt, Rutherford H. The Book of Opportunities. G. P. Putnam's Sons, New York, 1928, pages 477
- Prosser, C. A. and Palmer, R. H. Selecting an Occupation McKnight and McKnight, Bloomington, Illinois, 1936, pages 157

- Rogers, Frances and Beard, Alice. Heels, Wheels and Wire.
Frederick A. Stokes Company, New York, 1935, pages
265
- Rosengarten, William. Choosing Your Life Work. McGraw-
Hill Book Company, New York, 1924, pages 323
- Shidle, Norman G. Finding Your Job. The Ronald Press
Company, New York, 1921, pages 183
- Toland, Edward D. Choosing the Right Career. D. Appleton
and Company, New York, 1925, pages 222
- Gowin, Enoch B., Wheatley, William A., Brewer, John M.
Occupations. Ginn and Company, Boston, 1916, pages
441

Occupational Monographs

- Careers Research Monographs, Institute for Research, Chicago
- Research No. 2 Civil Engineering as a Career
- Research No. 4 Advertising as a Career
- Research No. 16 Chemistry and Chemical Engineering
- Research No. 17 Advertising as a Career
- Research No. 33 Salesmanship as a Career
- Research No. 36 Mechanical Engineering as a Career
- Research No. 37 Electrical Engineering as a Career
- Research No. 38 Acoustical Engineering as a Career
- Research No. 48 Merchandising as a Career
- Research No. 55 Woman's Apparel-Shop Management
- Research No. 65 Book Store Operation
- Research No. 64 Private and Social Secretaryship
- Research No. 66 Commercial and Trade Association
Secretaryship as a Career

Stenographic Positions in Minneapolis, Vocational Guidance
Bulletin, Vol. VI, No. 1, Minneapolis Public Schools
Minneapolis, October, 1931

Typing Telegraphy, Vocational Guidance Bulletin, Vol. IV,
No. 6, Minneapolis Public Schools, Minneapolis,
March 1930

Electrical Workers in Minneapolis, Vocational Guidance
Bulletin, Vol. IV, No. 3, Minneapolis Public Schools,
December 1929

The Machinist, Vocational Guidance Bulletin, Vol. III,
No. 9, Minneapolis Public Schools, Minneapolis,
June, 1929

Workers in Machine Shops, Occupations Bulletin, No. 2,
Minneapolis Public Schools, Minneapolis, March 1932

"Machine Trades", Weekly News Review, April 12, 1937

Typist: Mrs. Florence Lackey
East of City
Stillwater, Oklahoma