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STATE OF IOWA
1930

Courses of Study for
High Schools

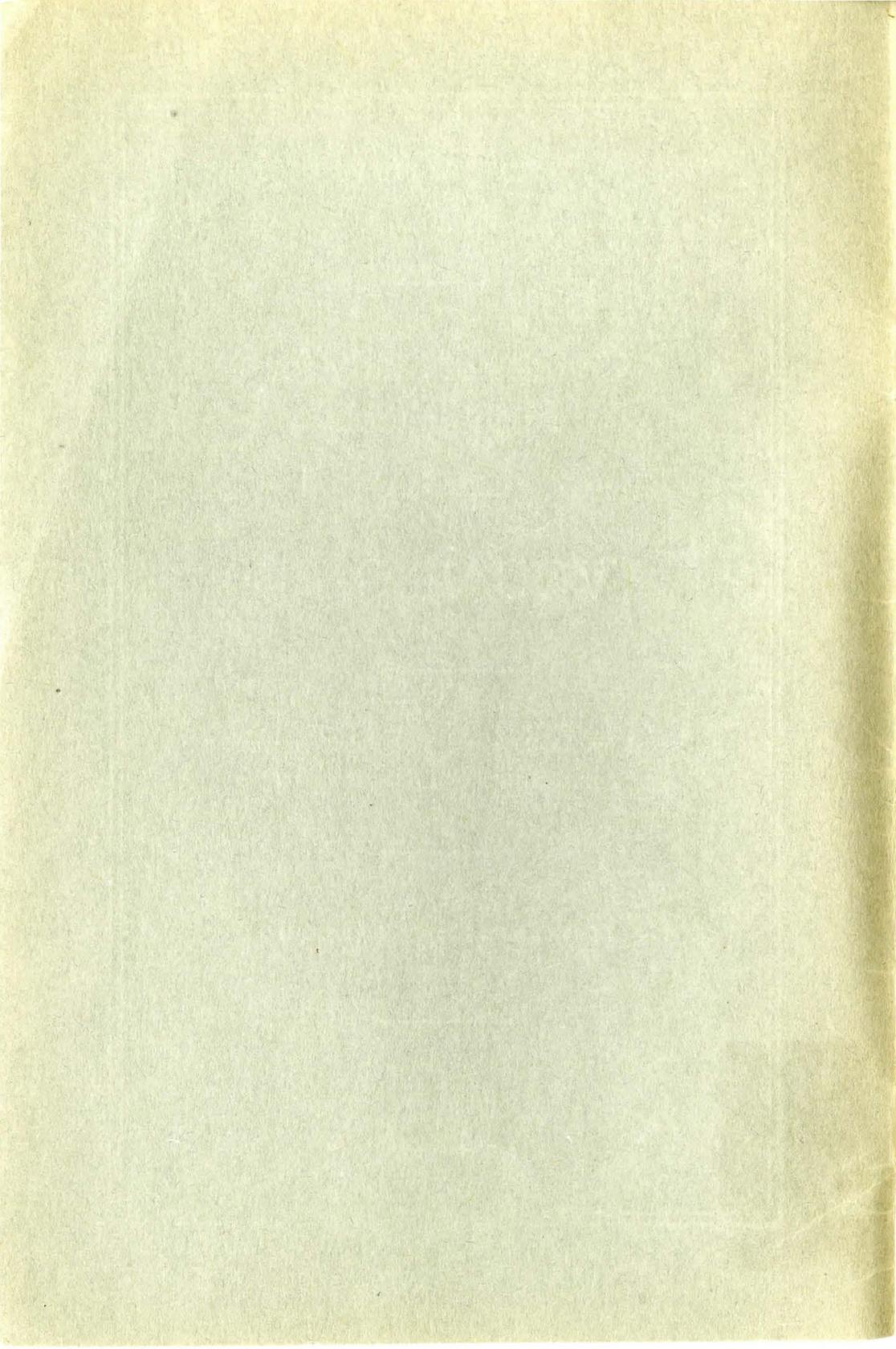
VOCATIONS

Issued by the Department of Public Instruction
AGNES SAMUELSON, *Superintendent*

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THE STATE OF IOWA
Des Moines

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VOCATIONAL

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FOREWORD

This course of study is one of a series of curriculum publications to be presented the high schools of the state from time to time by the Department of Public Instruction. It has been prepared by a subject committee of the Iowa High School Course of Study Commission working under the immediate direction of an Executive Committee. If it is of concrete guidance to the teachers of the state in improving the outcomes of instruction, the major objective of all who have contributed to its construction will have been realized.

From the start the need of preparing working materials based upon cardinal objectives and adaptable to classroom situations was emphasized. The use of the course of study in the development of proper pupil attitudes, ideals, habits, and skills was the criterion for selecting and evaluating subject matter material. At the same time it was important to consider the relation of the single course of study unit to the variety of textbooks used in the high schools of the state. The problem before the committees was that of preparing suitable courses of study representing the best in educational theory, practice, and research, and organized in such a way as to guide the teachers in using the textbook to greater advantage in reaching specified outcomes of instruction.

The selection of texts in this state is a function of the local school boards. The Department of Public Instruction and the committees do not recommend any particular text as essential to the working success of this course of study. The titles listed on the following pages are not to be interpreted as having official endorsement as against other and newer publications of value. They were found upon investigation to be in most common use in the high schools of the state at the time the units were being prepared; a follow-up survey might show changes.

Although many valuable studies have been made in the effort to determine what to teach and how to teach it, and to discover how children learn, these problems have not been solved with finality. For that reason and because no fixed curriculum can be responsive to changing needs, this course of study is to be considered as a report of progress. Its revision in accordance with the enriched content and improved procedures constantly being developed is a continuous program of the Department of Public Instruction. Your appraisal and evaluation of the material as the result of your experience with it are sincerely requested.

ACKNOWLEDGMENTS

The Department of Public Instruction takes this opportunity of thanking the many college specialists, school administrators, and classroom teachers who have helped with this program. Without the active coöperation of the educational forces of the state it could not have been attempted. It has had that coöperation both in general and specific ways. The support given by the Iowa State Teachers Association and the High School Principals' Section has enabled the Executive Committee to meet and also to hold meetings with the Commission as a whole and with the chairman of subject committees.

Special acknowledgment is given the Executive Committee for its significant leadership in organizing the program and to Dr. T. J. Kirby for his valuable services in directing its development. Sincere gratitude is also expressed to the various committees for their faithful and skillful work in completing the subject matter reports assigned them and to Dr. C. L. Robbins for his careful and painstaking work in editing the manuscripts. The state is deeply indebted to the High School Course of Study Commission for its expert and gratuitous service in this enterprise. Credit is due the publishers for making their materials accessible to the committees and to all who served in advisory or appraisal capacities. Many of their names may not have been reported to us, but we acknowledge our appreciation to every one who has shown an interest in this significant program.

In the following committee list, the positions held by members are given as of the school year 1928-1929.

IOWA HIGH SCHOOL COURSE OF STUDY COMMISSION

Executive Committee

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Executive Chairman

A. J. Burton, Principal, East High School, Des Moines

H. M. Gage, President, Coe College, Cedar Rapids

M. S. Hallman, Principal, Washington Senior High School, Cedar Rapids

O. R. Latham, President, Iowa State Teachers College, Cedar Falls

E. E. Menefee*, Superintendent, Public Schools, Hawarden

Theodore Saam, Superintendent, Public Schools, Council Bluffs

F. H. Chandler*, Superintendent, Public Schools, Sheldon

Social Studies

F. C. Ensign, Professor of Education, State University of Iowa, Iowa City, Chair-
man

HISTORY AND GOVERNMENT

J. R. MacGregor, Dean, Junior College, Mason City, Chairman

*Superintendent Chandler was appointed in 1929 to fill the vacancy created by the resignation of Superintendent Menefee.

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Community Civics and Occupations

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 Mitchell Dreese, Director of Personnel, Grinnell College, Grinnell
 Rall I. Grigsby, Principal, Amos Hiatt Junior High, Des Moines
 W. L. Wallace, Professor of Government, Iowa State Teachers College, Cedar Falls, Chairman
 Fred D. Cram, Extension Professor, Iowa State Teachers College, Cedar Falls

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- N. R. Ringstrom, History and Civics, Public Schools, Davenport, Chairman
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 Geo. F. Robeson, Department of Political Science, State University of Iowa, Iowa City

SOCIOLOGY AND ECONOMICS

Sociology

- E. B. Reuter, Professor of Sociology, State University of Iowa, Iowa City, Chairman
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 B. C. Berg, Seperintendent, Public Schools, Newton
 G. W. Kirn, Principal, Abraham Lincoln High School, Council Bluffs
 Clara M. Strickland, Social Science, Thomas Jefferson High School, Council Bluffs

Economics

- M. R. Thompson, Head of the Social Science Department, Iowa State Teachers College, Cedar Falls, Chairman
 C. C. Dunsmoor, Social Science, West Waterloo High School, Waterloo
 Mark J. Flanders, Social Science, East Waterloo High School, Waterloo
 Joseph Flynn, Superintendent, Dubuque County Schools, Dubuque
 Floyd Haworth, Superintendent, Pblie Schools, Glenwood
 John McMillan, Social Science, High School, Mason City
 H. J. O'Neill, Professor of Economics, Iowa State Teachers College, Cedar Falls
 J. E. Partington, Professor of Economics, State University of Iowa, Iowa City

AGNES SAMUELSON

Sperintendent of Public Instruction

GENERAL INTRODUCTION

At the first general meeting of the various subject committees a suggestive pattern for the courses of study, embodying the fundamental needs for teaching, was projected. Four crucial factors that should be emphasized in any course of study to make it an instrument that would cause teachers to consult it for guidance in the performance of their daily work were set forth as follows: objectives, teacher procedures, pupil activities, and evidences of mastery.

Objectives—The meaning of objectives as here used is those concepts which are set up for pupils to achieve. As used in current practice, there is a hierarchy of objectives as shown by the fact that we have objectives of general education, objectives for various units of our educational system such as those proposed by the Committee on Cardinal Principles, objectives for subjects, objectives for a unit of instruction, and objectives for a single lesson. In each level of this hierarchy of objectives a constant element is expressed or implied in the form of knowledge, a habit, an attitude, or a skill which pupils are expected to acquire.

In the entire field of secondary education no greater problem confronts us than that of determining what these fundamental achievements are to be. What shall be the source of those objectives, is a problem of too great proportions for discussion here, but it is a problem that each committee must face in the construction of a course of study. A varying consideration of objectives by the various committees is evident in the courses of study they have prepared. The value of the courses varies in terms of the objectives that have been set up, according to the value of the objective in social life, according to the type of mental techniques which they stimulate and exercise, and according to the objectivity of their statement.

Pupil Activities—In our educational science we are attaching increasing significance to self-activity on the part of the learner. Recognition is made of the fundamental principle that only through their own activity pupils learn and that the teacher's rôle is to stimulate and direct this activity. No more important problem faces the curriculum-maker than that of discovering those fundamental activities by which pupils learn. In a well-organized course of study, that series of activities, in doing which pupils will attain the objectives set up, must be provided. These activities must not be chosen in a random fashion, but care must be taken that appropriate activities for the attainment of each objective are provided.

Teacher Procedures—With the objectives determined and the activities by which pupils learn agreed upon, the function of the teacher in the pupil's learning process must be considered. In a course of study there should appear those teacher procedures of known value which make learning desirable, economical, and permanent. Here our educational science has much to offer. Where research has demonstrated with a high degree of certitude that a given technique is more effective in the learning process than others, this technique should be included in a course of study. Common teaching errors with sug-

gested procedures to replace them may be included. Pupil difficulties which have been discovered through research should be mentioned and methods of proven value for meeting these difficulties should be included. Suggested ways of utilizing pupils' experiences should be made. And as important as any other feature is the problem of motivating learning. Whatever our educational research has revealed that stimulates the desires of pupils to learn should be made available in a course of study. Valuable types of testing should be incorporated as well as effective type assignment. The significance of verbal illustrations as evidence of comprehending the principle at issue should be featured as a procedure. Where there is a controlling procedure of recognized value such as is recognized in general science—bringing the pupil into direct contact with the phenomena studied—forceful effort for the operation of this procedure should be made.

Evidences of Mastery—What are to be the evidences of mastery of the objectives set up? There are all degrees of mastery from the memoriter repetition of meaningless terms up to a rationalized comprehension that shows grasp of both the controlling principles involved and the basic facts necessary to a clear presentation of the principles. These evidences of mastery may be in the form of dates *to be known*, formulae *to be able to use*, types of problems *to be able to solve*, quality of composition *to produce*, organization of materials *to be made*, floor talks *to be able to give*, papers *to be able to write*.

In no part of educational procedure is there need for more effort than in a clear determination of those evidences, by which a well-informed teaching staff can determine whether a pupil has a mastery of the fundamental objectives that comprise a given course. As we clarify our judgments as to what comprises the essential knowledge, habits, attitudes, and modes of thinking involved in a certain course, we can set forth with more confidence the evidences of mastery. Teachers are asking for the evidences of mastery that are expected of pupils, and courses of study should reveal them.

While these four elements constitute the basic pattern, the principle of continuity from objective to pupil activity, to teacher procedure, to evidence of mastery was stressed. The maker of a course of study must bear in mind that what is needed is an objective having accepted value; a pupil activity, in performing which, pupils gain a comprehension of the objective that is now being considered; that a teacher procedure is needed which evidence has shown is best adapted to stimulating pupils to acquire this objective for which they are striving; and that evidences of mastery must be incorporated into the course by which to test the degree of comprehension of the objective now being considered.

The courses of study vary in the degree to which these four fundamental features have been objectified and in the degree to which the principle of continuity from objective to evidence of mastery has been cared for. On the whole they will provide effective guides which teachers will use.

Realizing that these courses of study were prepared by school men and women doing full time work in their respective positions, one fully appreciates the professional zeal with which they worked and the splendid contribution to high school education which they made.

THOMAS J. KIRBY,
Chairman of the Executive Committee

COURSE OF STUDY FOR VOCATIONS

INTRODUCTION

The increasing variety of courses and subjects now offered in high schools and other institutions, and the increasing specialization in economic life, handicap boys and girls in making intelligent choices both in school and after leaving school. This course is planned to help overcome such handicaps.

I. Objectives

- A. To inculcate a respect for all useful labor
- B. To enlarge the pupil's viewpoint as to the number of occupations open to young people
- C. To stress the need of sound moral qualities and thorough training as prerequisites for vocational success
- D. To develop a habit and a method of analyzing an occupation which will prove useful whenever it becomes necessary to choose or rechoose a life work
- E. To develop a sense of responsibility toward making a choice of a vocation and beginning preparation for it
- F. To appreciate the rewards that come from genuine social service

II. Viewpoints of Evidence of Mastery

"The occupational study classes are not to be concerned with the giving of advice. Children should not be influenced for or against any occupation. The interest features of an occupation should be sought out; advantages and disadvantages may be discussed frankly, but no occupation should be ticketed as good or bad; desirable or undesirable. Its goodness is a relative term, and can be estimated only in relation to the individual.

"Instead of being a peg, the child is a growing organism, and the work of vocational guidance, as of education as a whole, is to help the child mind in gaining an understanding of its environment and in learning how best to react to it.

"Finding one's place in the occupational world is for the most part a matter of growth rather than deliberate choice". *Vocational Guidance Pamphlet No. 1*, Cincinnati Public Schools

"Only 37.5 per cent of those entering engineering colleges complete their courses and the decision to study engineering seems to be based upon incomplete and unsubstantial knowledge." John M. Brewer

"There is no such thing as an easy job that is worth while. Some kinds of work require mere muscular activity; others demand mental activity. In each case any worth while job just about balances in the amount of energy that it takes out of a person in the course of a day". Introduction; *My Life Work* series, Milwaukee Vocational School

Attention should be given to the problem of discovering the individual's special abilities and interests and the question of how to secure a position. If time is available a non-technical consideration of vocational coöperation and vocational ethics might be worth while. Only significant or outstanding points such as the sources of expense in the cost of production and in in-

efficiency, labor turnover, and relation of unemployment and insufficient education, should be emphasized in the time available.

III. Materials

As a minimum list of library references, it is suggested that the books used as unit references be purchased. Any additional books desired may be chosen from the general bibliography. Much material too comes in pamphlet form. Many of the pamphlets from the Federal Board for Vocational Education and from the Vocational Bureau of Boston, which are now out of print, are still to be found in high school and public libraries. Several organizations are publishing material of this kind which can usually be secured free or at a nominal cost. Among them are the White-Williams Foundation of Philadelphia, the Vocational Education Department of the University of California, the Indianapolis Chamber of Commerce in coöperation with the University of Indiana, the Cincinnati Public Schools, the Detroit Public Schools, the Vocational Guidance Bureau of the Chicago Public Schools, and the Occupational Studies published by the Pittsburgh and the Milwaukee Public Schools.

In connection with vocational guidance there should be much use of books of fiction, biography, and general literature, as a supplement to the purely informational material. Particularly is there need for a bibliography of books of this nature carefully annotated from the point of view of vocational guidance. A few collections have already been published such as, *The Worker and His Work*, by Center, a collection of excerpts from various books of fiction, biography, poetry and essays which illustrate certain types of work.

School libraries should also be supplied with books intended primarily for teachers and advisers. One of the most important of these is, *A Guide to the Study of Occupations* by Allen, published in 1921. This book furnishes bibliographies and direct references on a great variety of occupations, and gives a careful annotation on each book listed.

IV. Pupil Activities

It is well to list the extra-curricular activities of the school, and with the student to inquire into their vocational significance. Leisure activities such as hobbies, club and church associations, and part-time and vacation employment experiences should be considered for their training values, the discovery of aptitudes, interests and opportunities for future development or life careers.

Pupils should attend one or more of the group meetings planned for the discussion of industrial life and vocational opportunities; they should also be expected to visit industrial plants and other places of business, and make a careful report of their observations using one of the forms or outlines provided.

While it is wise to consider early choices or preferences as provisional, "definite purpose to much school work" is thereby secured and pupils' interests aroused and vitalized. A preliminary canvass of choices should be made at the beginning of the study of occupations, and a check at its close to detect re-choices. Every pupil should be expected to work out a careful study of an occupation in the field of his choice after extensive read-

ing and observation, securing information also, if possible, by interviews or conferences with people active in that line of work.

V. Teacher Procedures

In the class room: discussion of textbook and reference materials with concrete local illustrations; analysis of vocational advantages and disadvantages; use of charts and questionnaires for the self-analysis of pupils; reports of interviews with people of various vocations; use of diagrams, graphs, clippings, pictures and brief magazine articles, special topics; reports of pupils and committees on local vocational surveys and special projects

Outside: counseling by teachers with individual pupils and with parents when possible; arranging for pupils to visit industries, to attend group meetings, to hold interviews for vocational information, and to read books, inspirational and informational, on the fields of vocational interest.

Resources: collection of materials, pamphlets, statistics, charts, pictures of local industries, U. S. Government bulletins, and vocational studies in leading cities; use filing case for systematic arrangement and ready reference.

Outlines for the study of an occupation: Allen, *Guide to Study of Occupations*, Introduction, Exercises and Problems (The limitation of space in this outline prevents their inclusion to any extent); Bate and Wilson, *Studies in Vocational Information*, p. 108 and Appendix (job analysis); Edgerton, *Vocational Guidance and Counselling*, pp. 140-153; Gowin, Wheatley, and Brewer, *Occupations*, p. 98.

I. BACKGROUND TO THE STUDY OF OCCUPATIONS

Time: two weeks

Unit Objective

To acquire a general understanding of the nature and meaning of the course

Specific Objectives

1. To lay a background for the intensive study of specific types of occupations
 - a. To secure a knowledge of the methods used for the study of promising fields of service
 - b. To know himself, in order that he may better study specific types of vocations
 - c. To become acquainted with the various suggestions offered for the choosing, preparing for, entering upon, and making progress in vocations
2. To acquire a general perspective for the study of occupations
 - a. To search for bases of common understanding
 - b. To have frank discussions with the teacher in regard to future occupational effort
 - c. To consider the intimate relations existing between occupational life and citizenship, and explore labor problems, taxation problems, and occupational problems

Teacher Procedures

1. Open the field of local occupations by discussion of the interests of the pupil
 - a. Set up a chart or diagram whereby the pupil may express the types of work he has experienced successfully in the past
2. Explain the general field of occupations, first in a general way, and second as adapted to local conditions
 - a. Have the pupil secure copies of telephone or of city directories
 - b. Have the pupil list the occupations followed by members of his immediate family
3. Aid in compiling a complete list of the interests of the individual pupil
 - a. By means of a questionnaire, determine which occupation each individual pupil is most seriously interested in
 - b. Determine the pupil's reason for the choice of an occupation
 - c. Have the pupil list the occupations which his parents wish him to follow
4. Set up an outline for the study of specific types of occupations
 - a. Classify occupations according to the United States Bureau of the Census
 - b. Classify occupations as industrial, commercial, and professional
 - c. Classify occupations as peculiarly fit for men; for women
 - d. Classify occupations as energizing, enervating, social, unsocial
 - e. Classify occupations according to mechanical or mental skill required

Pupil Activities

1. Make a survey of individual interests
 - a. Prepare a chart of individual interests as suggested by the instructor. List the occupations the pupil has successfully experienced
 - b. Prepare a short theme explaining some job that the pupil has held; what he liked about it, what demands it made upon his strength and information
2. Prepare a list of industries and professions in the immediate vicinity
 - a. Consult the index of a telephone directory, and note the most frequent occupations
 - b. List the occupations pursued by members of the immediate family
3. Prepare a questionnaire showing pupil's interests
 - a. Fill out a questionnaire which will provide means for the pupil's expressing his preference of occupation
 - b. List the reasons for choosing this occupation
 - c. Why the parents are anxious for the child to follow a particular occupation
4. Ascertain opportunities in local community, for employment, remuneration, and promotion in these interests
 - a. Bring to class copies of the advertisement section of the daily newspaper, noting the special kinds of jobs available
 - b. Make a visit to a local employment agency to ascertain positions available
 - c. Consult the Y. M. C. A. or Y. W. C. A. employment secretary
 - d. Talk with parents and older brothers and sisters to determine the remuneration of various occupations
 - e. Examine the rules and by-laws of labor unions to determine the minimum salary of the members
 - f. Make a chart or diagram showing the steps by which a person can progress from one position to a higher position

Evidences of Mastery

1. The ability to bring in data on the specific interests studied
2. The ability of the pupil to summarize in brief, oral, or written form the general perspective to the study of occupations
3. Completeness of the pupil's report on local interests and occupations

Specific Objectives

- d. To acquire a knowledge of the interdependency of occupations
 - e. To realize that promotional progress is dependent upon education
3. To be able to criticize and evaluate occupation experience
 - a. To know that his choice of an occupation depends upon his emotional and physical make-up
 - b. To discover for himself when changes in occupation are desirable

References

- Bate, W. S., and Wilson, E. A., *Vocational Information*, Chs. I and X, Longmans, 1926
- Catalogues and bulletins of leading colleges and universities
- Davis, J. B., *Vocational and Moral Guidance*, Ch. X, Ginn, 1914
- Giles, F. M., *Vocational Civics*, Ch. I, Macmillan, 1922
- Gowin, E. B., Wheatley, W., and Brewer, J. M., *Occupations*, Chs. I, III, IV, V, VI, Ginn, 1923

Teacher Procedures

5. Direct the pupil's attention to the possibilities of his own fitness for work in the fields of his special interests
 - a. Set up a chart whereby a pupil may estimate his own character accomplishments
 - b. Call the pupil's attention to those traits of character which make for more success in the occupations of the world
 - c. Point out to the pupil means whereby he may correct his own deficiencies
6. Direct pupil's attention to social, physical, and economic hazards of various occupations
 - a. Point out differences between existence and non-existence, and productive and non-productive industries

II. EDUCATION AND WORK

Time: five weeks

Unit Objective

To ascertain the educational requirements necessary for the common vocations of life

Specific Objectives

1. To appreciate the importance of school as an occupation and as a preparation for all occupations; the value of training; the importance of general foundation, and the application of special studies to various occupations
2. To ascertain the importance of early self-study, and lead to the scientific means of determined aptitudes and interests
3. To discover the steps necessary for success in any occupation
4. To discover the personal qualities necessary for successful group action

References

- Babson, R. W., *Making Good in Business*, Chs. II and III, Revell, 1921
- Barrett, C. R., *Getting a Good Job*, Ch. III, American Technical Society, 1917
- Bate, W. G., and Wilson, E. A., *Vocational Information*, Chs. I and III, Longmans
- Brewer Tests of Vocational Information
- Achievement and Experience in Work and Education, Information in Education and Vocations, Harvard University Press

Teacher Procedures

1. Set up an outline showing the relationship of high school courses to the field of occupations. Connect the studies offered in the high school and the jobs for which the studies best prepare one
2. Show the census classification of the different occupations. Note which occupations are gaining in number of employees and which are losing
3. Show the social value of the different occupations and the meaning of "unsocial" occupations
 - a. Demonstrate that money is not the main objective of an occupation
 - b. Emphasize the service side of occupations
4. Start from what the pupil wants to know about an occupation and develop with him an outline showing how to determine the value of an occupation. Establish rules for evaluating an occupation
5. Show the value of part-time and vacation jobs as preparation for life careers. Warn against spending too much time on one thing of temporary interest or of temporary rewards; against confusing interests with abilities
6. Call attention briefly to the development and significance of trade, business and professional ethics, ethical codes of Rotary, Kiwanis, doctors, lawyers, teachers
 - a. Refer to ethical code of Rotary
 - b. Refer to Kiwanis creed
 - c. Discuss ethical codes of doctors, lawyers, teachers

Pupil Activities

1. Determine the relationship between education and occupation
2. Discover the relation of high school courses to the occupation preferred, groups of occupations
3. Determine whether additional education after high school is necessary
4. Ascertain which high school subjects fit one to continue his education; study the practical application of each subject
5. Plan a tentative subject-program for each semester of high school
6. Outline the steps necessary for success in an occupation
7. Set up the various fields of occupations
8. List ten of the most important occupations, trying to include leading types
9. Make a brief preliminary investigation of occupations selected as to opportunities, preparations, and qualifications necessary

Evidences of Mastery

1. A complete understanding of the place of the school in the study of an occupation
2. The ability to list and to discuss the relationship between the various occupations of his local community and his school
3. The ability to make a self-analysis of interests and desires
4. The ability to understand successful group action

References

- Davis, J. B., *Vocational and Moral Guidance*, Ch. VI, Ginn, 1914
- Giles, F. M., *Personal Qualifications*, Ch. II, Macmillan
- Giles, F. M., *Vocational Civics*, Ch. XIII, Macmillan, 1922
- Gowin, E. B., Wheatley, W., and Brewer, J. M., *Occupations*, Chs. II and VIII, Ginn, 1923
- Jackson, W. M., *What Men Do*, p. 118, Macmillan, 1925
- Lyon, L. S., *Making a Living*, Ch. XXVII, Macmillan, 1926
- McKinney, J., and Simons, A. M., *Success Through Occupational Guidance*, Chapter on occupational analysis, taking an inventory, American Technical Society, 1922
- Rosengarten, W., *Choosing Life Work*, Chs. II and III, McGraw-Hill, 1924
- Shidle, N. G., *Finding Your Job*, Ch. II, Ronald, 1921
- Sowers, F. R., *Boy and His Vocation*, Ch. VII, Manual Arts Press, 1925
- Vocational Guidance Bulletin*, February, Harvard University Press, 1927
- Weaver, E. W., *Profitable Vocations for Girls*, Ch. II, Barnes

Teacher Procedures

7. Point out the regulation of business, local, state, and national
 - a. Determine the industries and businesses now owned, controlled, managed, or supervised by the federal government
 - b. Determine the industries and businesses now owned, controlled, managed, or supervised by the state government
 - c. Determine the industries and businesses now owned, controlled, managed, or supervised by the city government

8. Teach the use of the vocational library. Give occasional references for reports from the books in the vocational library

Teacher Procedures

- 10. Have each pupil select for further study three occupations of greatest personal interest
- 11. Try to secure material, such as cards, application blanks, transfer blanks, accident reports, rating scales, promotion charts, etc. from some personnel department for illustrative purposes
- 12. Study the principle of division of labor and the importance of team work
- 13. Make a list of enterprises owned, controlled, supervised, or managed by the federal government; by the state government; by the local government

THE OBJECTIVES

1. To become acquainted with the various occupations and to show their relation to the general social structure.

2. To develop a habit and a method of analyzing an occupation which will prove necessary to choose a vocation or to choose a list of work.

References

Adams, H. K., *Business Studies*, Boston, 1921.

Allen, J. A., *Guide to Study of Occupations*, Harvard Education Study, 1923.

Allen, G., *Business for Women*, pp. 185-193, *How and How to*, Boston, 1923.

Byer, D., *Occupations for Girls*, New York, N. Y., 1924.

Gluck, F. M., *Occupational Studies*, Ch. III and X, Massachusetts, 1922.

Gluck, F. M., *Wholesale, W. and Retail*, A. M. Government, p. 88, Ch. IX, XVII, K. K., 1922.

III. SOME IMPORTANT VOCATIONS

Time: eight weeks

Unit Objective

To acquire an understanding of the common vocations, so that a pupil may better take his place in life

Specific Objectives

1. To become acquainted with the various occupations and to show their relationship with the general social structure
2. To develop a habit and a method of analyzing an occupation which will prove useful whenever it becomes necessary to choose a vocation or to re-choose a life work

References

- Adams, E. K., *Women Professional Workers*, Macmillan, 1921
- Allen, F. J., *Guide to Study of Occupations*, Harvard University Press, 1925
- Filene, C., *Careers for Women*, pp. 163-198, 209-255, Houghton Mifflin, 1926
- Fryer, D., *Vocational Self-Guidance*, Chs. IX, X, and XXX, Lippincott, 1924
- Giles, F. M., *Vocational Civics*, Chs. III and X, Macmillan, 1922
- Gowin, E. B., Wheatley, W., and Brewer, J. M., *Occupations*, p. 92, Chs. IX, XVIII, XX, Ginn, 1923

Teacher Procedures

1. Make a study of agricultural conditions in Iowa and the United States
 - a. Emphasize the basic importance of agriculture to the existence and prosperity of a nation
 - b. Require the pupil to prepare topics for discussion of agricultural occupations in the local community
2. Make a study of manufacturing and machine trades; building trades
 - a. Set up special topics for investigation
 - b. Utilize visits to industries whenever possible
 - c. Explain importance of blue prints
 - d. If possible, bring in persons who are connected with the industries in the local communities to talk
3. Make a study of opportunities in transportation and communication. Point out the relationship of these to the study of occupations
4. Make a study of business or commercial opportunities. Set up topics for special investigation such as:
 - a. The high school commercial course
 - b. Interview a commercial teacher, to find out what type of person should take the commercial course, and for what type of person the employers are asking
 - c. Where and how may one get training in salesmanship
 - d. Opportunities in a wholesale establishment
 - e. Opportunities in a department store
 - f. Training on the job
 - g. Banking, how to enter, training, opportunities

Pupil Activities

Evidences of Mastery

1. Survey agricultural conditions in Iowa and the United States
 - a. Determine the extent and the importance of the field
 - b. Analyze fully one agricultural occupation
2. Survey opportunities in manufacturing and machine industries, building trades
 - a. Determine the rank of each in Iowa and in the United States
 - b. List all the occupations that are building trades, machine or related trades, and clothing trades
 - c. Determine what are semi-skilled operatives
 - d. Diagram the principal divisions of a manufacturing establishment under their heads: production, commercial, and personnel
 - e. Analyze fully one occupation under this head
3. Survey opportunities in transportation and communication
 - a. Fields
 - 1) Compile a list of various methods and agencies; include local and national
 - 2) Study the range of occupational pursuits in these fields, clerical, mechanical, professional, etc.
 - 3) Investigate wages and working conditions in local positions—railroading, both electrical and steam, telegraphy, telephony, and radio by inquiring of people who know
 - b. Local opportunities
 - 1) Visit one or two of the following to observe and secure literature: post office, telephone office, city ticket office, union station, telegraph office

1. An understanding of and the ability to explain the relationship of each specific occupation to the pupil's own interests and desires
2. A thorough knowledge of each occupation, its extent, purposes, rank, financial returns, and importance
3. Ability to write or to give orally a discussion on each of the above
4. An understanding of the relationship of transportation and distribution to each industry

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Teacher Procedures

- h. The use of machines in modern office practice
- i. Causes of failure in business
- j. Importance of a knowledge of commercial law
5. Make a study of public service and its opportunities
- a. Have committees secure copies of announcements of examinations and positions open in the Civil Service
- b. Trace the history of Public Service work
6. Make a study of opportunities in the professions
- a. Point out the advantages and disadvantages of each
- b. Require the pupil to make an investigation of the educational requirements for the one he is most interested in
- c. Bring in speakers on each profession if possible
7. Make a study of home-making and related occupations
- a. Set up for the pupil an outline, in order that he may understand the significance of home-making for both sexes, under modern conditions; the importance of coöperation in the home, and its efficient and wholesome operation for the welfare of the family and for better social conditions
- b. Show the importance of training and preparation in both the home and school
- c. Point out the relationship of home economics, art, manual training, sociology, economics, etc., to home-making
- d. Outline the related callings, such as dressmaking, nursing, interior decorating, etc.

Pupil Activities

4. Survey business or commercial opportunities
 - a. Make a list of the kinds of work and the types of positions; outline preparation, qualifications, and steps in advancement. Have students inquire from employed relations and friends as to the duties of positions in these fields and the local opportunities
 - b. Prepare special topics arranged by teachers
 - c. Project:

Visit two or three large department stores and notice the arrangements and equipments for carrying on business; the special methods and devices that seem to be adapted to the display of goods; attracting customers; making sales easy, and contributing to the comfort and welfare of the employees. Inquire of a saleswoman or salesman as to inducements to sell goods, training facilities, salaries, and promotion. Write a report of this study
5. Survey Public Service and its opportunities. Types and extent of employment in the local, state, and Federal Civil Service
 - a. Make a preliminary survey based upon personal knowledge
 - b. Examine latest reports of local Civil Service Commission, if there is one, for list of positions available
6. Survey opportunities in the professions
 - a. Make a list of the leading professions; compare with one that might have been used one hundred years ago
 - b. Study the tendency toward over-crowding in the professions
 - c. Compile a list of personal qualities, aptitudes, and abilities necessary to success in a profession
 - d. Investigate college entrance requirements for one or more professional fields, and find out the length and cost of special courses necessary

Notes by Teacher

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Pupil Activities

- e. Consider the problem of probations, or getting started, also the value of specialization
 - f. Study differences between types of engineering
7. Survey home-making and related occupations. Make a job analysis of home-making. In parallel columns set down the kinds of work wife, husband, and children can each do; then, in additional columns, the workers necessary for the building, the equipment, and the maintenance of the home

UNIT OBJECTIVE
 To know the meaning of the word "vocation" and to understand its relation to the word "occupation".
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IV. VOCATIONAL READJUSTMENT

Time: three weeks

Unit Objective

To acquire the ability to adjust himself in the vocations of life

Specific Objectives

1. To acquire a sense of responsibility for making a choice of a vocation and beginning preparation for it
2. To appreciate the rewards that come from genuine social service
3. To know the need of sound moral qualities and thorough training as prerequisites for vocational success

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Teacher Procedures

1. Study the problem of choosing one's life work
 - a. Point out the advantage of trial or temporary experience
 - b. Caution the pupil as to the danger of false impression
 - c. Stress the value of beginning to get ready for life work by developing or acquiring habits of concentration, correct speech, thrift, accuracy
 - d. Require the pupil to make an investigation of the apprenticeship plan in local operation
 - e. List the various kinds of vocational and professional schools and the part they play in the life of the local community
 - f. Call attention to the value of continuing and expanding one's education along special lines, while on the job
2. Investigate what rewards should be expected from your work or career
 - a. Point out the various kinds of rewards
 - 1) Service to others and to society
 - 2) Satisfaction in performance
 - 3) Respect or esteem of others
 - 4) Income, wealth, and other material rewards
 - b. Show how there may be a variation of rewards with variation of occupational environment, people, etc.
 - c. Have the pupil understand the use of index numbers applied to the cost of commodities and to wages

Pupil Activities

1. The problem of preparing for and choosing one's life work
 - a. Review the division on aptitudes, interests, abilities, and the significance of choosing one's life work, considering personal adaptability and training
 - b. Make a study of the methods of apprenticeship used in industry
 - c. Draw up a summary of the kinds of vocational and professional opportunities, schools, and courses open to each person in the class

2. The rewards that would be expected from one's work or career
 - a. Make a list of the different kinds of rewards
 - b. Consider the relative rewards of these kinds and point out their relative value in the different types of service, such as professional, social service, public service, clerical, etc.
 - c. Make a study of the standards of living; inquire into the subsistence of comfort levels; the money necessary in each case; the possibilities of providing for education of family and old age; the opportunities for proper home life; church affiliation, etc.
 - d. Make a comparison or weigh size of income against service and satisfaction
 - d. Discuss possible rewards of efficiency, alertness, dependability, and the temporary handicap of the waiting period in the professions

Evidences of Mastery

1. The development of a high sense of social service to the community as shown by actual service and written themes upon it
2. A thorough understanding of the types of occupation which tend to develop service
3. An ability to intelligently discuss his own interests in the light of general development
4. A knowledge of the rewards which may be expected from the various occupations
5. A knowledge of the methods most advisable in attempting to secure employment

Teacher Procedures

3. Study the problem of securing employment
 - a. Require the pupil to make application, personal and written, to business houses. Secure the impressions of these business men and discuss these impressions in class
 - b. Require students to collect good business letters
 - c. Have pupils practice, on teachers and class mates, the important points to be remembered in an application

Notes by Teacher

Pupil Activities

3. The problem of securing employment
 - a. Make a list of personal experiences in securing odd, part-time, and vacation jobs
 - b. Practice writing letters of application
 - c. Compile a list of employment agencies
 - d. Examine the classified want advertisements
 - e. List the important points to be considered in applying for a position, such as personal appearance, neatness, etc.

Notes by Teacher

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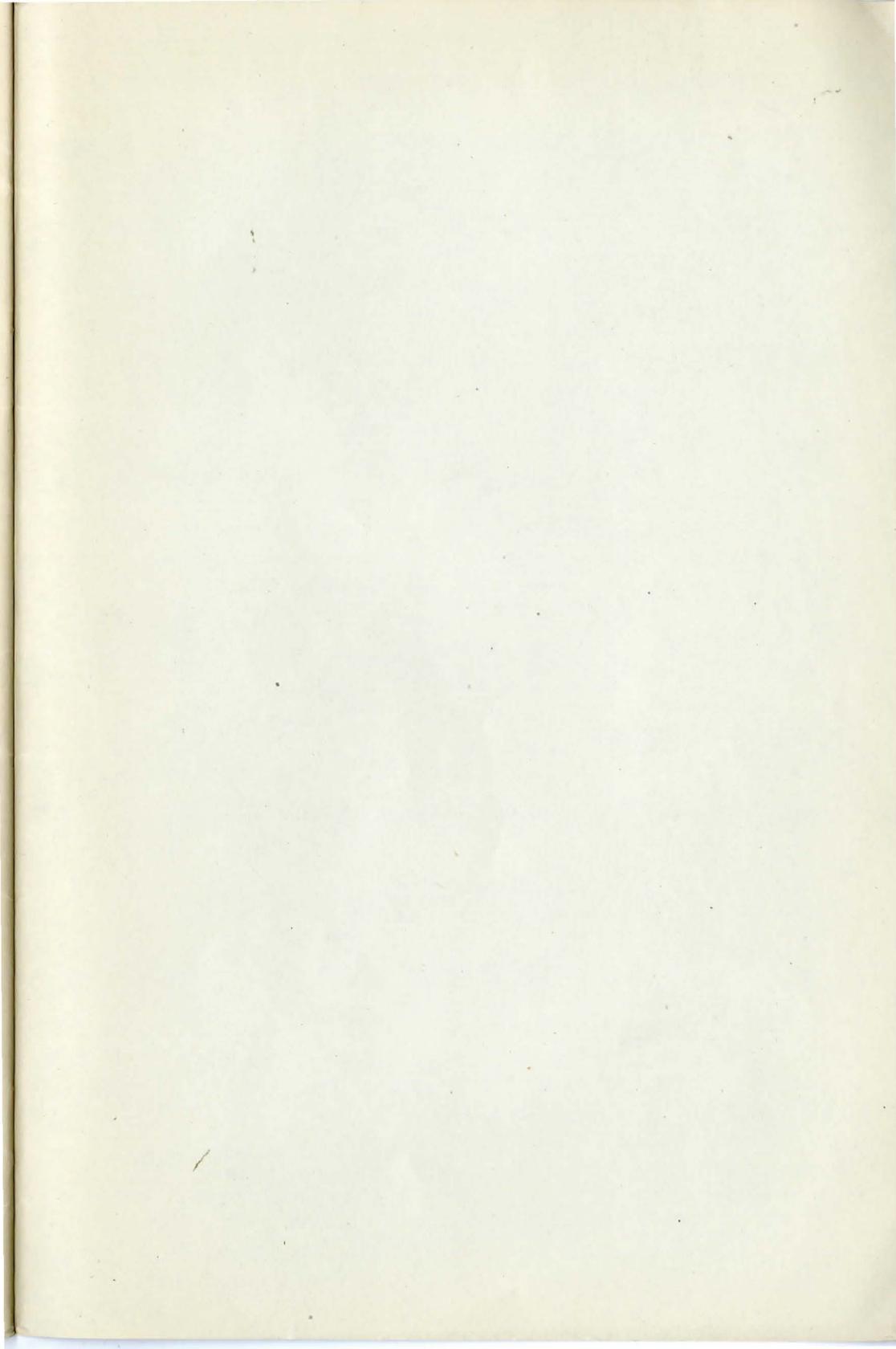
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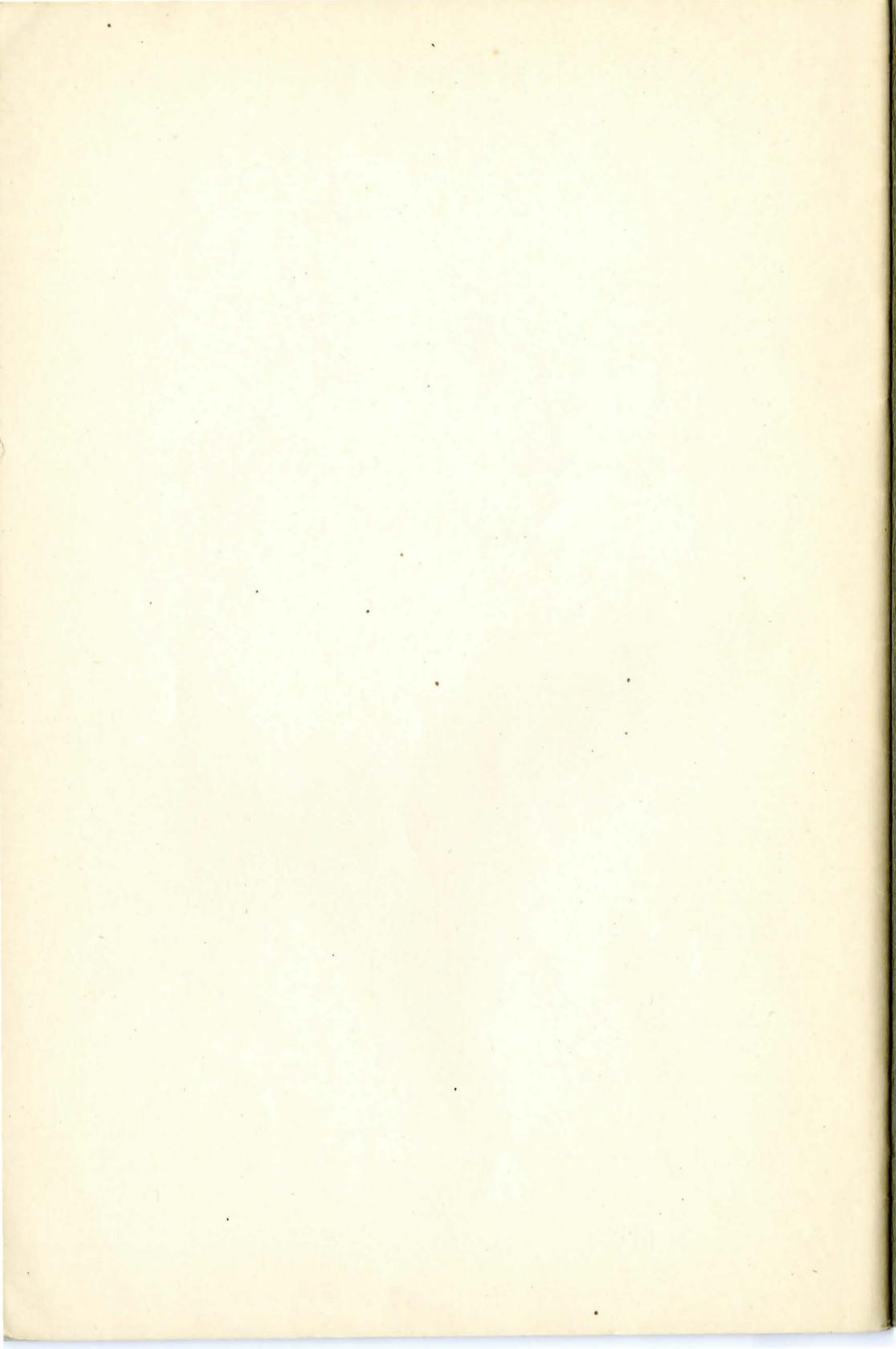
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