

A PROPOSED COURSE IN OCCUPATIONS BASED UPON THE PRESENT
STATUS OF COURSES AND UPON EXPERIMENTATION

by

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INTRODUCTION

Work in the field of occupations offers many possibilities and much can be done to make an occupations course valuable to the boys and girls of our state and of the nation. It is evident that education needs more and more to meet life situations. The following study and experimentation was made with these facts in mind.

In studying the status of occupations courses the writer had in mind a twofold purpose: (1) to determine the nature of the course, grade placement, frequency, and other factors pertinent to such a course; and (2) to conduct an experimental project which might be valuable in formulating a better course in occupations. After making this study and conducting the project, it was planned to propose a course in occupations based upon the study and the results of the project.

METHODS

In making this study, the field has been divided into three parts. Part one deals with a review of literature upon such courses in certain states and with a study of the

Kansas courses as revealed with the aid of a questionnaire. Part two is concerned with the development of an experimental project in which the students were given some practical experience in retail establishments and shops in the city of Manhattan. This project was a part of the regular work of the occupations classes of the Manhattan Junior High School. Part three which is based upon these studies is a proposed course in occupations for junior high schools.

THE STATUS OF OCCUPATIONS COURSES IN VARIOUS REPRESENTATIVE STATES INCLUDING KANSAS

Grade Placement

There seems to be little doubt, at least in the minds of those who teach a course in occupations, that it belongs in the junior high school. There is however some difference of opinion as to the grade level in the junior high school on which the course should be offered.

In Pennsylvania (31, p.3) the course is extended over the entire three grades of the junior high school beginning with a study of the opportunities offered by the school in the seventh grade. The eighth grade students are introduced to a general study of occupations and a survey of the field. In the ninth grade, the student investigates the occupations

toward which his interests are turning.

In Virginia (40, p.1) the course has been placed in the first year of the four-year high schools which corresponds to the ninth grade of the three-year junior high schools. This course of study was published by the state department of education.

New York (30, p.5) according to Bulletin 985 of the University of the State of New York, December, 1931, placed the course in grade seven for two periods per week.

In Atlanta, Georgia (38, p.225) the junior high school offers an exploratory course in Occupational Information in the ninth grade which is followed in senior high school by other courses of a like nature but more advanced.

Bridgeport, Connecticut (27, p.183) has a survey course of occupations in the eighth grade which continues on into the ninth grade.

Baltimore, Maryland (42, p.10) has a course in both seventh and ninth grades which meets once each week.

Bixler (3, p.530) suggests that the exploratory course should be offered in the junior high school and should meet from one to five periods per week.

In Kansas it was found through the use of the questionnaire that out of 22 schools 13 offered it in the ninth grade alone, 3 in both ninth and tenth grades, 3 in the

eighth grade, 2 in the eleventh and twelfth grades, and 1 in the seventh grade.

Course required or Elective

In a survey of the literature of the field, it was not possible to draw any very definite conclusions on the question, should the course be elective or required. However, in those cases where it was possible to find any reference to this point, the general practice was to have the course as a part of the required work of the child. The general tendency in all state courses was to make this a required course.

In Kansas, however, it was found that 8 schools required the course and 14 allowed the child to elect the course.

Course a Separate One

New York (30, p.5-51), Pennsylvania (31, p.3-22) and Virginia (40, p.1-40) publish courses of study for occupations, giving texts, references, etc., and treat this as a separate course.

Atlanta, Georgia (38, p.223); Bridgeport, Connecticut (27, p.181); Lewiston, Montana (7, p.413) and Baltimore, Maryland (42, p.10) all treat it as a separate course.

In Kansas it was found that 14 schools have the course as a separate one. Seven schools had the course combined with civics and one school had the course combined with business training.

Length of the Course

In an effort to discover the length of the course, the number of periods per week and the length of the periods, it was difficult to find anything in the literature which gave definite information. Particularly was this true of the last two questions, length of periods and number of periods per week. Some material was found on the time given to the course each year and in some cases information was found as to the amount of time spent each week.

Pennsylvania (31, p.3-22) provided for the course to run the entire year through three years of the junior high school, meeting twice each week for the first two years and five times a week for the last year.

Baltimore, Maryland (42, p.10) provides that the classes should be held once each week throughout the entire year and they have the course in two years of the junior high school, the seventh and ninth grades.

New York (30, p.5-51) provides for the course to run

the entire year meeting twice each week.

In Kansas various times were found all the way from 2 weeks to 36 weeks with classes meeting either 2 periods, 4 periods, or 5 periods per week. Fourteen out of 20 schools answering this question had the course for 18 weeks meeting 5 periods per week. Table 1 shows the practice followed in various schools of Kansas.

Table 1. Amount of time devoted to occupations course.

No. of schools	No. of weeks	Periods per week
2	36	5
1	36	2
1	15	5
1	4	5
1	4	4
14	18	5

General Nature of the Type of Instruction Given in Classes

In a course of this kind the most fundamental factors are the nature of the work that the student does and the type of experiences he is given. For this reason more time will be devoted to a consideration of the factors which make up the course, principally, use of textbooks, references used, contacts with layman, field trips both in and out of the city, number of occupations studied, method the student

used to study occupations, reports of student and nature of reports, and opportunities for practical experience in various occupations. It was impossible to find much material in literature that had any bearing on this subject and what was found was of little value because it was too old. For this reason the discussion which follows is based entirely on the findings of the questionnaire and personal letters that were written to various schools having the course in Kansas.

Use of Textbooks. The general practice in Kansas is to use a textbook as a basis for study with much supplementary material. This may be on account of the fact that the state adopted text in civics has a section in it devoted to vocations; however, the book most frequently used was Occupations by Brewer rather than the state text. The other factor which has a bearing on the use of the textbook is the lack of information on what the content of such a course should be. It is also true that very few colleges offer any definite information relative to the subject in their training courses for teachers. It was found in Kansas of the 22 schools reporting, 14 used a text and 7 did not. This indicates at least two things. First, it shows that most teachers are depending on material in books to form a basis for the course which would indicate that the course is still in its infancy. In all schools however textbooks were supplemented by references of various types. Second, it indicates a need for more

modern material. The text most frequently used is not a recent publication; it was copyrighted in 1923. The second text most frequently used was a book by Hughes on citizenship in which vocations is treated as an afterthought and not as it should be treated. There is a definite need for some good texts in this field.

References Used. In the matter of references used, all schools reporting indicated a wide use of reference material. However, it was found that most schools were using books rather than research bulletins for references. All books reported are of a general nature rather than a treatment of specific occupations. It is difficult to see the value of the use of many different books since any one of these books might be used as a text. Some schools did indicate the use of different sets of Research Monographs on separate occupations. The most frequently reported set was that published by the Institute for Research called Careers. This is a set of 92 separate monographs, each on a different occupation and is one of the more specific, most complete sets on the market at present. However, many more good sets are being placed on the market. The expensiveness of the sets is one of the factors limiting the use of these monographs. This is the reason that many schools are using general references rather than specific works.

Contacts with Layman. Contacts with layman of the community may be made in two ways. The student may be sent to the layman or the layman may be brought to the students. Both of these methods are used in the schools of Kansas. All but two of the schools reporting used either one method or the other and in the majority of cases both methods were used. Each method has its advantages and disadvantages, but both should be given some attention. Thirteen schools stated that they used talks by layman in their classes and 9 of these 13 schools made use of the personal interview by the student. Sixteen schools reported the use of the personal interview by the student. Seven schools stated that they did not use talks by layman. Two schools out of 22 reporting did not use either of these aids.

The number of talks by layman varied from 2 to 20, the average number being about 6 each year. The number of interviews varied from two to six, the average being about three. In all cases where use is made of either one or the other, the teacher stated that a very definite value comes from these experiences if well planned. In only two instances did the teacher indicate that there was no value in the use of these aids. In both cases it was stated that no preparation had been made for the talks or interviews.

Field Trips within the City. The use of field trips within the city is evenly divided. Twelve schools made use of field trips while ten did not. Some of the schools substituted motion picture shows for the trips. The number of field trips varied from two to ten. The size of the city and the nature of the industries determined the number of trips. This also was a factor with some of those schools that did not use field trips. In all cases of schools using field trips the teacher indicated that each trip was planned and definite information was obtained with a general discussion period after each trip. In these cases the trip was considered a success and all stated that field trips were worth while. Parenthetically, it might be said that these trips were not merely field trips just to be going some place, but each trip had a definite end in view. The general criticism of field trips has been that the teacher and students just wanted something to do. This need not be true as has been shown in the above findings.

Field Trips out of the City. Of all of the schools reporting only one reported that they took trips outside of their own city. This school took from one to five trips a year. The problem here of course is a matter of transportation. One of the best methods of transportation is a school bus. Some schools are using this to advantage and more can

do it. A school bus can be paid for in a few years and the upkeep can be cared for with a small charge to each student on the various trips. As yet, however, few schools are taking advantage of the opportunities which a school bus would offer.

Shall the Course Be Intensive or Extensive. This is a debatable question as the findings in the Kansas schools show. The number of occupations studied by students varied from 2 to 50. A factor which partially entered in here was the length of time devoted to the course. However, since most schools offered the course for 18 weeks, and it was found on tabulation that those schools offering the course for 36 weeks did not study any more occupations than the others, it was concluded that the matter of time did not play a very important part in determining the intensiveness or extensiveness of the course. The philosophy of the teacher or school was a more important factor. One school in which the course was offered in the eleventh or twelfth grade of high school had the students study only two occupations. Another school which offered the course in the same years of high school had the students study about 50 occupations. Grade placement had but little to do with determining the intensiveness of the course.

The number of occupations studied by the various schools is shown in table number 2.

Table 2. Number of occupations studied.

No. of schools	No. of occupations studied by each student
1	2
1	3
1	5
1	10
1	12
2	15 to 20
2	25
2	30
3	40
3	50
4	5 or more
1	not reporting

All schools reporting on this question indicated, however, that they had their students study at least one occupation intensively. The opinion of the majority of the schools studied is that the course should be extensive rather than intensive in nature, but that some time should be given to an intensive study of the occupation in which the student is most interested.

Methods Used to Study Occupations. In the study of various occupations a more or less common plan is employed by the majority of schools. First, the student was given an idea of the facts one should look for in studying an

occupation. After making an outline each student was asked to take an occupation and make a brief survey of it. He reported to the class his findings in either written or oral form. Each occupation was treated in like manner, the student using as many aids such as interviews, books, and observation as possible. After many occupations had been studied in this manner, the student was asked the latter part of the semester to take the occupation of his choice and make an intensive study of it. This was submitted in the form of a written report at the close of the semester as a term project. While this was not the plan in all cases, it was the general type of work that was done.

Opportunities for Practical Experience. One of the greatest problems facing a school that offers this course is to give the student an opportunity to get some practical knowledge of the world of work. There were no schools in Kansas that made this possible in the junior high school. Two schools did attempt to do something about this on the senior high level. One school was making it possible for their students to work down town in the various business houses in the senior year. This, however, was not general, only a few students had the opportunity to work down town for a full half day as a part of their credit in occupations. A second school gave the opportunity for their tenth grade

students to work down town for a two weeks period for one hour a day. The latter school had a better organized program, but in neither case do we find the work a part of the definite course in occupations. It seems that this is the phase that needs attention. Twenty schools reported that they had no program making it possible for the student to get any practical experience.

Follow-up Program in High School. It was found that of the 22 schools reporting 5 schools had the occupations course on the senior high school level and 17 on the junior high level. Of the remaining 17 schools only 2 schools had any kind of a guidance course in senior high school. Of the five schools having the course in senior high school there was no follow-up program in the other years in high school. Only 3 schools of the 22 stated that they attempted to follow the student after he left high school. In most cases it was indicated that the personnel of the faculty was not sufficient to follow the student after he left school. It seems that this question of following the student through high school and later is being sadly neglected, and there is a need for some work to be done here.

General Attitude of Students and Communities Toward Courses. From all reports made on this question indications

are that both the students and the communities are interested in the course. There were no negative answers, and the positive answers in most cases showed interest. This shows that here is a need the schools must meet if they are to function properly.

Suggestions to Improve the Course Made by Teachers.

The following is merely a summary of the suggestions made by the various teachers to whom the questionnaire was sent. It is stated in their own words and indicates the thoughts of these teachers who have been teaching the course as to how the course might be improved.

1. A closer cooperation with the city and school libraries is desirable.
2. Cooperation with the various city organizations in order that material may be obtained.
3. I believe that courses in occupations should be spread over the subject field with a central guidance agency in the school to coordinate the efforts in this field. I hardly think it has justified its separation into an individual course.
4. I cannot divide occupations and guidance. I do not expect my pupils to keep notes. I try to make it free, get them to talk, ask questions. I observe and draw conclusions.
5. I feel that we should have more time devoted to the course as we try to teach civics and occupations in one semester. Naturally occupations is neglected. I have had a good many good studies made and the students have had some worth while interviews with citizens of the community.

6. We are just doing what we can with a very limited staff, most of whom have had no special training in this type of work. We have little time on the program for the work and must carry most of it as extra-curricular work and do what we can through personal assistance on the part of the superintendent and teaching staff.
7. The course as we teach it should stress information and exploration and the development of interests. Consequently, it should be very much of an occupational eye opener. In the eleventh and twelfth grades there should be a course to allow students to study further in the occupation of their choice. There might be tests to help determine interest and aptitudes.
8. If I were making a new occupations course in our school, I would make it a one semester's course and devote the entire time to the study of different occupations. If at all possible, I think it would be a splendid idea to have the students work under practical conditions. This has not been done in our community, but I see no reason why it should not be. I feel that the course should be elective.

From the foregoing one can easily see there is no uniformity of opinion as to the nature of the course and how it should be taught.

As a result, the writer feels he is at liberty to draw his own conclusions and conduct an experiment based on suggestions made here and on his own ideas. The second part of this study will be devoted to such an experiment.

Conclusions

From the foregoing study the writer has reached the following conclusions as to the status of occupations

courses:

1. No great amount of work has been done toward organizing an occupations course for junior high schools, but there is an intense interest in some of the schools of Kansas.

2. General opinion indicates that such a course should be in the junior high school, preferably in the ninth grade.

3. The course should be of an extensive nature rather than intensive. It should create interest in exploring the field, therefore, it should not be a textbook course.

4. The course should help the student to set some goals toward which he might work.

5. Students need to be given a better understanding of some of the practical problems of working for a living in order that they may prepare themselves better to meet those problems.

6. Consensus of opinion is that it should be a separate course apart from civics.

7. It should be more of an informational and vocational guidance course followed by personal guidance in senior high school.

8. A course of this nature should be a part of the regular curriculum, meeting regularly every day.

9. Most courses as they are now offered make little or no provision for outside contacts and actual experience of a practical nature by the students.

AN EXPERIMENT IN PRACTICAL EXPERIENCE

Introduction and Purpose

It has been considered a common fault of educational systems that the student is not given any real experience in meeting life situations. This has been true to a degree of all courses offered in school. The writer felt that in a course in occupations this should not be true and decided to see what possibilities there were to remedy the situation.

With this in mind it was decided to conduct an experiment with several classes and see what the results would be. In looking over the possibilities which might provide the means of giving the students this experience, the most logical one was to gain the cooperation of a number of business houses of the city and have the students work there. A small number of merchants were approached on the subject and their reaction was quite favorable. Arrangements were made for one class to work on the jobs directly under the employers, with the teacher acting as a consultant and advisor of

the students but in no way concerned in directing the work. That was done entirely by the employer.

Two purposes were in mind in conducting this experiment: (1) to give the student some actual practical experience in the world of work and in getting along with people; (2) to provide a means for the student to find himself and see if he were interested in certain types of work.

The writer has endeavored to summarize the actual procedure in planning and conducting the experiment, and the results of it for the student, the school, the community, and the business men. Most of the findings as to results, reactions, and attitudes had to be obtained through personal conferences with the business men and others interested in the experiment. Some of the results recorded here have been obtained by use of a questionnaire to the parents of the children employed. Copies of all forms, letters, blanks, and the questionnaire are found in the appendix.

Planning the Experiment

An experiment in giving the student practical experience in business houses of the city calls for careful planning and for the help and cooperation of everyone concerned. In order that it might be successfully carried to a

conclusion several things were necessary. The first factor with which one must be concerned was the attitude of the business men; the second was the attitude of the school administration; the third, the attitude of the parents; and the fourth, which was perhaps most important but necessarily had to be left until last, was that of the students. The first step in planning this project was to get the reaction of a few business men to see if there were any possibilities of going further with it. Their reaction was so favorable that it was decided to get the approval of the school administration to try this experiment. The superintendent and principal both were heartily in favor of it so plans were made to go forward with the work. Arrangements were made with the business men to allow students to work in their places of business for two and one-half hours each day for a period of two weeks. These arrangements were made by means of personal interviews in which the purpose of the plan was stated and the necessary details concluded. With the exception of one firm whose personnel was too small, every business house interviewed not only was willing to cooperate, but heartily approved the plan. A total of 23 business firms agreed to take from 1 to 3 students and give them this training and experience in their place of business.

After these arrangements were made, the next item was

the preparation of the students to meet the situation and to care for the details with which they would be concerned. This was done in the class room by means of several units of work which are presented in the next part under the heading, Approach to the Experiment. These units were all planned in the class and by them as a part of their regular work.

Approach to the Experiment

The success or failure of a project of this kind depends upon the interest and enthusiasm of the students. The students then should have a large part in the planning of the project. After all arrangements had been made the next step was to get the reaction of the students. The writer presented the idea of working down town to the class and asked them how they would like to try it. It is needless to say that it appealed to them very much. However, in order to get the students to think seriously about the matter it was suggested that they talk with their parents and see what they thought about it. The next step was to get the students to plan the various units that they would need to study to carry out a project of this kind. The questions were asked, What do you think you would like to do? and then, How do you know? It was evident from the answers to those questions

that the students needed to study, How to choose a job? The class was asked to set up the various units presented in this part and they are as follows:

Unit I. Choosing my job.

Unit II. What do employers and employees have a right to expect from each other.

Unit III. What can one learn from working on the job.

Unit IV. My responsibility as a student.

Unit V. Details necessary in carrying out the plan.

Each of these units will be summarized giving the most important details of each as they pertain to the working of the experiment.

Unit I. Choosing my job.

Objective. To develop an understanding of the factors which should be considered when one is choosing a vocation.

Approach. The question was asked, What do you think you would like to do? Various answers were given indicating that the students had thought very little about the matter. When they were asked, How do you know you want to do that? They could give no reasons. In this way they were led to see that it might be worth while to find out what they should know about a vocation before choosing it.

Activities of the class. In answer to the challenge, How to choose an occupation, the students decided they would

like to suggest at least some of the important factors one should consider in choosing a vocation. The students decided that each one would find all of the factors that he could which might have some bearing on the matter. It was suggested that this might be done through interviews with people in occupations, use of books, and interviews with other teachers. The students then came together in class and presented their findings which were accepted or rejected by the class. A brief outline of their findings follows:

Outline for study of vocations.

- A. History
- B. Importance of vocation
- C. Preparation necessary
 - 1. Education
 - 2. Experience
- D. Personal qualifications necessary
 - 1. Physical requirements
 - 2. Kind of a person required (character)
- E. General facts about the occupation
 - 1. What kind of work the worker does
 - 2. Equipment necessary
 - 3. Hours of work
 - 4. Income
 - 5. Health conditions of the work

6. Disability provisions
7. Possibilities of promotion
8. Is the work permanent or part time
9. Is the work seasonal
10. Do you have to belong to an organization
11. Leisure time for study
12. Vacations

F. Social side of the vocation

1. Type of people one works with
2. Type of home life possible
3. Kind of citizen the occupation makes
4. Moral standards required

Summarization of activities of class. After the outline was made the students decided that each would make a list of the occupations in which he was most interested both in the city and elsewhere. Each student was to make a study of as many of these as he could in the time allotted. He was to make both oral and written reports from time to time on different ones. At the close of this period each student listed in order of preference the five occupations at which he would like to work. From this list the teacher was to select his job if possible. If not, one was to be selected that was related as nearly as possible. This, in brief, was the method which was used to select the job for the students.

Unit II. What do employers and employees have a right to expect from each other.

Objective. To develop an understanding of the factors which make for one's success in the world of work.

Approach. In the discussion of the project of working in the various business houses the question was raised, What does my employer have a right to expect from me? The class decided that they would like to find out what employers do expect from their employees. With this as a starting point preparatory to working downtown, the class started their study.

Activities of the class.

- A. The class suggested that groups of students might interview some of the business men that they knew and asked them what they expected from their employees. (This had to be organized with great care as one can see.)
- B. Some raised the question if the people working did not have a right to expect certain things from their employers. As a result, it was decided to study this problem also.
- C. Each student was asked to make two lists, one of what the employer had a right to expect, and the other of what the employee had a right to expect.

- D. In addition to interviewing men down town, teachers also were interviewed. References in books also were given and studied on this subject.
- E. The class then came together and compiled their findings and discussed these very carefully. After their discussion and final agreement on the items, the students promised that they would try to meet these requirements of the employer. Much of the success of this project is due to a thorough understanding of what was expected of them. A summary of the findings of the students on, What employers expect, and a brief summarized statement about each is given in Table 3.

Table 3. The findings obtained from a study of, What employers expect.

Factors of success	Results of class discussion
Punctuality	This can be expected at all times in all my work.
A willingness to work	Even though I may not like the work, I should show a willingness to do it.
Cooperation	This means with my employer and fellow employees.

Table 3 Continued.

An ability to see things that need to be done	I should be able to see things that need to be done without being told each specific thing.
Neatness and cleanliness	This is a personal habit I should have.
Honesty	I must be honest in all that I do. If I make a mistake, I should be honest enough to admit it and correct it if possible.
Courtesy	This can be expected in all relationships.
Reliability	My employer and all others should be able to depend upon me to do my work well.
Interest in the work	I should be interested in the work if I am going to do it well.
Ability to follow directions	I should be able to listen to directions and then follow them.
Carefulness	I should be careful in all I do. Mistakes are costly to my employer and to myself.
Cheerfulness	A cheerful worker is always a help.

A study was also made on the question, What do I have a right to expect from my employer? Results are found in Table 4.

Table 4. The findings obtained from a study of, What do I have a right to expect from my employer.

Factors making a successful employer	Results of class discussion
Ability to give careful instruction and direction	As an employee I have a right to expect my employer to be able to give me direction and instruction in my work.
Patience	As a beginner I have a right to expect my employer to have patience in working with me.
Constructive criticism	When I do not do things right I can expect criticism. It should be of such a nature as to help me rather than hinder me in my future work.
Courtesy	I have a right to expect my employer to be courteous at all times.
Interest in employees	As an employee I have a right to expect my employer to be interested in my work and in me personally.

The lists given in these two tables are not complete but they give an idea of what may be developed in this field. It would be well to spend time on this part of the work as much of the success of the project depends upon the attitude of the students.

Unit III. What can one learn from working on the job.

Objective. To develop an understanding of the various business houses as institutions of Manhattan, their importance, problems, general working conditions, standards, and an appreciation of their contributions to society through a careful study of the place in which I work.

Approach. What can I learn about the business other than my job, was a question that was raised for consideration by the class. The class decided that if this project was to be worth while that they should find out more about the business than just their jobs.

Activities of the class. The class decided that they would like to make an outline of all the information one could get out of working down town besides just a knowledge of their job. A copy of their findings follows:

A. General information.

1. History of the business and how it started.
2. Traditions which have grown up around the business.
3. What does the business do for the community.
4. Importance of the institution.

B. Specific information.

1. Description of all the various types of work carried on in the business.
 2. Number of employees.
 3. Cost of operating a business.
 4. Possibilities and methods for advancement.
 5. Health conditions of the work.
 6. Home life possible in this work.
 7. What the employer does for his employees.
 8. Advantages and disadvantages of the work.
 9. How one can get training for the work.
 10. Problems peculiar to this business.
 11. Needed improvements.
- C. Outcomes or personal knowledge which I may get as a worker and a student.
1. Learn how to meet the public.
 2. Understand some of the problems of the worker.
 3. A better understanding of the important things in school.
 4. Information which one can use in school.
 5. Training in how to take orders and follow directions.
 6. Training in working with other people and learning how to get along with them.

While the foregoing outline is not complete, it indicates that the students were conscious of other things which they might learn from their work down town. How well they did it will be indicated by some of the results.

Unit IV. My responsibility as a student.

Objective. To develop an understanding of one's responsibility to himself, his school, and his parents as he takes his place in the world of work.

Approach. This unit was simply introduced as a discussion of some of the responsibilities which one must take as a student taking part in this activity.

Activities of the class. What are my responsibilities as a student taking part in this project, was the subject of the class discussion. This was simply an open forum discussion on this question. The students were asked to suggest some of the things that were their responsibilities as they started out to do this work. Some of their suggestions that were made are as follows:

- A. I am responsible for the good name of my school and must maintain that name.
- B. My father and mother expect me to make good.
- C. I have an opportunity here to learn much about this job and I owe it to myself to do it.

D. I may want to follow this work in the future so I should study it carefully.

Many other suggestions of a like nature were made but most of them refer to the unit on, What the employer expects. It was finally agreed by the class that at least they owed the above mentioned things to themselves and the school and their parents. The best way to carry out these responsibilities was to carry out the suggestions made in this unit on, What the employer expects.

Unit V. Details necessary in carrying out the plan.

Objective. To establish a system for carrying out the project of working in the various business establishments in the city.

Approach. It was simply pointed out that certain reports and methods should be set up if this project was to be carried out successfully.

Activities of the class and teacher. The class and the teacher together set up a very definite system for accomplishing the objectives which have been given for carrying on this experiment.

The first thing suggested was that the parent's consent must be given for the child to take part in this work. This was done by means of a blank sent home by the child. A copy of this blank is attached at the close of this study.

The second thing suggested was that of assignment of places. The class was asked how they thought this should be done and they left it in the hands of the teacher. Provision had been made for this in the first unit.

Next was the matter of reports and conferences. The class worked out this matter in the following manner. Each child was to keep a diary of each day's work. Each morning he was to turn this diary in to the teacher's box in the office. At the close of the period these would be returned to him so that he might make a complete diary and report. Conferences were to be held with the teacher at any time that either desired them. Working on Saturdays was left up to the student and the manager of the store. If the child was hired, that also was up to him and his parents. It was agreed that at the close of the period each student was to thank personally his manager for the opportunity given him to work. He also was to write a personal letter of appreciation for this opportunity.

Each student understood he was responsible for three reports at the conclusion of his work; namely, a diary of his activities, a summarized report of the various activities carried on in the business based on his outline, and a copy of his letter of appreciation.

Copies of some of these reports appear later to show certain results of the experiment.

Conducting the Experiment

The preliminary work having been completed, the boys and girls were now ready to go to work. Two different groups were used in this experiment. The first group consisted of 22 boys and girls who started to work on December 5, 1938, and worked until December 16, 1938. The second group consisted of 31 boys and girls who worked from April 3, until April 14, 1939. Each group was given the same preparation and instruction preliminary to the actual starting of the work.

Each student worked from two-thirty until five o'clock each day except Saturday, and in many cases they worked on Saturday. Sometimes they were hired as extra help and sometimes they did the work voluntarily. The first group was especially fortunate in the matter of extra work as this was during the Christmas rush and many of them worked during the vacation period preceding Christmas.

On the first day each student reported to the manager and introduced himself or herself. The manager then took him in charge or placed him in care of someone who would be

EXPLANATION OF PLATE I

**Students That Participated
in the Experiment**

1938-1939

PLATE I



responsible for his instruction. Each morning the students left their diaries of the work for the preceding day. The teacher was able to go over these carefully and if any one needed any assistance or guidance, it was possible to have a conference before he went to work the following day. In this way several minor problems were solved. The teacher, who is the writer, called on the various places each day for the first few days. Longer but less frequent calls were made as the project moved forward.

One group conference was held each week to care for any problems that might arise and to give any necessary instructions. At the close of the two weeks period each student expressed to the manager his appreciation of the opportunities that had been given him and reported to the class where the rest of the work was done.

In order that one may have a bird's-eye view of the work in which these students were engaged, a few of the diaries of the different students are given here verbatim. One can readily see that the experiences were many and varied.

Student A. December 5. I started working down at Scott's Five and Ten Cent Store today. I arrived at two-thirty and left at five o'clock. We first met the manager whose name is Mr. Devers. He had one of the girls show us

where to put our coats. Then we were turned over to a clerk who put us to work. My job was to fold and tie men's scarfs. I also had to tie ribbon on them.

December 13. I went to work at two-thirty and left at five-fifteen o'clock. I arranged dishes into boxes and wrapped them in cellophane. I carried them upstairs and arranged them on shelves. I waited on customers and in between times took various articles to the basement. Later I wrapped children's panties and vests in packages of 12 to be sent to North Dakota.

Student B. December 12. Arrived at two-thirty. Cleaned, dusted, and straightened the counters of electrical goods. Unpacked light bulbs and other merchandise. Helped unpack some radios. Went to the post office. Waited on customers at the counters where there were small articles.

December 15. Unpacked shipments. Cleaned counters. Waited on customers. Quit at five-twenty o'clock.

Student C. December 6. Arrived today at Cole's at two-twenty-five, quit at five-ten o'clock. I marked price, numbers, and cost numbers on goods. I also straightened counters and learned the different kinds of goods.

December 9. Arrived at two-twenty-five o'clock. I marked prices on goods and articles. Today I started to

wait on customers. Boy, it is fun. I helped straighten counters in between times. Quit at five-twenty o'clock.

Student D. December 5. I went to work at two-thirty o'clock. I went to the manager's office and introduced myself. He told a lady to show us where to leave our packages and money. I hung up my coat and I was then introduced to the head lady on the floor. I was then showed how to use the cash register and given instructions on how to greet a customer. I was taken to counter number three and told to go to work. I was so scared I didn't know what to do, but I got over it after my first customer came up. I made the sales and the other girl at my counter rang up the sales. My biggest trouble was wrapping packages.

December 15. I went to work at two-thirty o'clock. Didn't do so much today. It wasn't so busy. I filled out counters and under stock and waited on customers. Business always seems to come in spurts. One minute you are rushed to death and the next one there is no one at all. I made one mistake today. Sorry the work is ending so soon. Quit at five-ten o'clock. Guess I'll work Saturday as the manager wants me to for pay.

Student E. December 5. Reported to the manager at two-thirty o'clock. Mr. X taught me how to read sizes and

widths. I put shoes in their boxes and I watched the manager dye some shoes. I practiced fitting shoes on the manager and ended up by selling him a pair.

December 6. Today I unloaded a shipment of slippers. Then the manager sent me to the post office and later to get the janitor. I put shoes back in their boxes after they had been taken out for some one. The clerk told me how to make out a sales slip and let me make out one for her.

December 12. Today we sold quite a few shoes and a lot of slippers. We had to decorate the window and in so doing we had to take most of the shoes out. That's where I came in. I came very close to selling some shoes today but not quite close enough.

The above diaries are typical of those turned in by the different students and indicate the varied nature of their different places of work. Each student submitted a complete record in diary form of his work.

As a concluding piece of work each student was asked to write a complete story of his experiences and what he thought he had learned. He also wrote a letter of appreciation to his employer. These were both under the supervision of English teachers as a part of the work in English.

The entire class period in occupations was given over to a general discussion of what they had done and their reports on the jobs. In this way each student profited by the experiences of the others. The next thing was to ascertain the results of this experiment.

Results of the Experiment

It is not possible to measure all of the results of an experiment of this nature. It is not even possible to know what all of them are. Many of the results of such an experiment will not come to light until later in the lives of some of these boys and girls. However, in order that one might get some tangible evidence as to the success or failure of this project, an effort has been made to collect some of the evidence available.

Several methods were used to get at the results. First, a careful study was made of the diaries and articles written by the students to ascertain what changes were being made in the student. This is an indirect way but several definite changes were found, indicating that some impressions were made on the lives of these boys and girls. A second method that was used was to ascertain from the parents the various attitudes about this work. This was done through the use of

a special questionnaire which gave some concrete evidence. A third method was to get reactions from the employer. Finally, the various teachers were interviewed as to any noticeable changes in the attitude of the boy or girl.

As one must notice, none of these methods are objective therefore they are subject to many factors such as attitude of parents toward the project, attitude of merchants, and conditions of the places of business. In spite of all of these factors, the results do show some very definite things and on the whole indicate that such a project is very much worth while. It will be necessary to deal with these results under the separate headings listed above depending upon the method that was used to gather them. Some of the results do not concern the students directly, but they are an outgrowth of the experiment and are important enough to give.

The first source of information on the results was the diaries of the students who took part in the experiment. The students gained certain understandings and appreciations of the business world which can be summarized as follows:

1. A better knowledge of the various types of work that are carried on in the business houses of Manhattan.
2. An understanding of some of the problems of

conducting a business. Shoplifting, training clerks, hard customers upon whom to wait, calls for contributions, difficult children to take care of, and managers to please, were all mentioned as well as many others.

3. A realization that all people who work have some distasteful jobs to perform and also that all work gets tiresome at times.

4. An appreciation of the work of a clerk in a store. As one girl said, "If I didn't learn anything else, I learned to be more considerate of clerks."

5. A better understanding of what it means to have some one depending on you for a living. These boys and girls came to understand what this meant through mingling with those employees and talking with them. They began to understand what some of their parents had to face to make a living. They understand now why clerks are concerned when business is poor.

6. A realization that one cannot always stop his work at a certain time. They learned to finish a job that they had started even when time was up.

7. An understanding and appreciation of education in general. They learned the value of some of the subjects they had in school. As one boy put it, "I didn't know one needed mathematics so much until I worked in this store."

8. An appreciation of the value of courtesy in dealing with people. The very first lesson many of them received was how to meet people and treat them.

9. An appreciation of the effort one must exert to be pleasant even though one is tired and worn out.

10. An appreciation of the responsibility of the clerk to her employer. As one girl says, "To be a clerk, you have a great responsibility. Your employer has a great deal of faith and confidence in you and you must not let him down. Be on time, be neat and clean, use good English and be attentive and alert. Don't let the company refer to you as a clerk; be a saleswoman. To be a clerk you merely take what the customer gives you, tell them how much it is, and give them their change. To be a saleswoman you must be full of ideas and suggestions and be ready at all times to be of assistance to the customer."

11. An appreciation of the fact that people like to have some one show an interest in them and try to help them.

12. An understanding of the fact that all good business men are honest and try to help you in the honest way.

13. An understanding of the value of money. Some of the students worked for wages on Saturday and they realized how long it took to make a dollar. This also brought home to them the fact that people are sometimes underpaid.

14. An appreciation of the value of good health in one's work.

15. An understanding of some of the laws that business people must obey, particularly the Social Security Law.

The above are some of the results that one can glean from writings of the students as they expressed themselves in telling about what they did. As one analyzes many of these he must realize that they deal with character and personality. What is of greater concern than the development of these two things in the lives of individuals? If a project of this kind will develop a strong character and help an individual to develop a pleasing personality, is it not worth while?

While the students viewpoint is significant the more mature viewpoint of the parent might be expected to be particularly revealing as to outcomes. With this in mind a questionnaire was sent to each parent, a copy of which is included in the appendix. Forty-two parents of the 53 children replied to the questionnaire. One parent had moved from the community and two of the children were from the Odd Fellow's Home and the superintendent had moved from the community. Thus the percentage of those left who replied was quite high.

The following is a summary of the answers given by parents to the questions asked:

Do you approve of this project? Yes 42 No 0.

Did it interfere with school work? Yes 0 No 42.

Did it interfere with home work? Yes 3 No 39.

Did your child like the work? Yes 39 No 3.

Do you feel that it was detrimental to your child?

Yes 0 No 42.

To the question, In what ways was the project of value to your child, the following are typical answers as given by the parents:

She learned to take seriously a responsibility all her own and also learned that you meet all types of people. You must deal with them without partiality, one thing especially good for her.

He showed an increased interest in making a neat appearance. He gained confidence in meeting people. He gained a spirit of independence.

It gave just a general view of the business world.

Actual experience in the work was of value.

It encouraged self-reliance and responsibility.

I think Jim was helped in several ways. It taught him to meet the public and realize responsibility.

My child learned to meet people and the value of business.

I believe it taught her to deal with the public in an approved manner.

My child learned how to meet strangers, gained experience in business, and became more self-reliant and responsible.

It gave her some insight into the difficulties of ordinary work and some idea as to how to meet the public.

In learning how to meet and approach strange people and getting some direct business experience, it helped her to overcome a feeling of self-consciousness.

It gave him confidence in his ability to meet people easily and pleasure in doing something constructive for the pleasure of doing it.

It took him from the isolated, theoretical work of the school and gave him contact with the world of reality. He saw that arithmetic has a use, that some system in one's work has value, and made him see that personal appearance is something more than just a nuisance. It developed a sense of responsibility.

He gained experience of the work, experience in meeting the public, and self-confidence.

He has become alert to a possible future. It helped to show him one side of business he was unacquainted with.

To the question, Can you cite some particular instance in which you think this work made a noticeable change in your child, the following are typical answers as given by the parents:

We think she learned to appreciate the fact that we must earn our own way as a general rule. (You know generally speaking children rarely realize the effort their parents make to help them.)

He decided that clerking in a store might be as tiring as working on a farm.

I think it probably improved her shopping ideas on how to shop if anything.

I think he learned to be more prompt to his work and to be home at the right time.

My boy's comments indicate a realization that he must be alert, follow instructions, and do his work well. He took personal satisfaction in the confidence placed in him. It was not a lark but a definite responsibility where effort was required.

My boy has been offered a job in the market where he worked for the summer. He is much more interested in working and trying to please those he works for.

She learned that it takes hard work in all lines of work to earn a few pennies. One day she would come home very disappointed and the next day it was just so much nicer. She also found out that working behind a counter was not all play.

She was more considerate of sales girls than formerly.

It developed more confidence in my girl in regard to her ability. It gave her a better understanding of general principles on which business is transacted. She lost her fear to approach some one in regard to employing her. It taught her to appreciate the service of hard working employees behind the counter who are entitled to more courtesy than is often given them.

This is peculiar to my own child, of course, and not a general observation. He learned something of tact in handling people. He learned to take down stock and put it back without a sale and with a smile. (He needed some of that.) He learned more about spontaneous courtesy and the favorable response it brings. He learned about the clothing business and to respect and admire two fine merchants.

Yes, he saw that there is real work to be done in the world and that he needed to know many things and have many qualities if he is to do a reasonably good job. He saw a point and a purpose to many things that had previously been annoyances to him. He took more pride in things he had to do.

She was more pleasant, more agreeable. She tries to please others. She respects others and is more considerate of the clerks.

He was always slow going and slow getting started--now there is more pep. He has something to think of besides radio "junk" programs, and is very interested in his project. I was afraid he was going to be a lackadaisical sort of boy, but I don't think so any more. This work gave him inspirations.

To the question, What suggestions do you have which may be of help to us in improving this project in the future, the following are typical answers as given by the parents:

We think your project was well organized, and as far as we have been able to learn was quite a success.

It might be to an advantage to try to determine their preference. The value resulting from the experience may be governed to some extent by their personalities and abilities.

Give them more of it.

Cannot the merchants show a little more interest and give the children something worth while to do?

I feel it would be of benefit to the students if they could devote the entire afternoon to this work. They would become accustomed to it faster. Could arrangements be made to have them work down town every other day and put in a full afternoon?

About the only one I could make would be that you suit the child to the job as well as you did in our case. I think it is a delightful project. However, you find few men who will cooperate as pleasantly as the two for whom our boy worked.

Perhaps the class might discuss the errors each child made while working and constructively criticize that error.

I believe desirable publicity with the business men down town would help them see the purposes better, although I believe their attitudes were remarkably fine. For instance, I believe a feature article in the local paper giving the names of the children and the names of the firms cooperating and something of the purposes of the project would have had a fine effect on the business men and the youngsters and parents. Possibly this can be done yet. I believe this move is so decidedly in the right direction that we should see to it that the idea is sold to the community in a way that the community will come to support it with enthusiasm. We can give some credit to the cooperating business men to advantage.

If each child took to his work as my boy did, I really do not think there would need be suggestions. I was so glad the teachers visited the children and saw just what each did and how they were doing. That spurred Wayne as much as the wish to help his "boss".

The third source from which results of the experiment were obtained was through personal contacts with the business men. In the discussion of these results the writer will not attempt to discuss them in any definite way or as definite results. He will merely give some of the remarks that were made in the course of his day's experiences and contacts with the business men during the experiment, and in his contacts with them after it was over. These will be given in the form of personal quotations, recorded as nearly verbatim as possible.

"You must have sent me two of the best girls you had. I never had two girls take hold and do the job like they did. I hope I gave them something worth while," said the manager

of one store.

"He's one of the best boys I ever had," said another manager.

"That boy is the most courteous fellow we ever had. He makes me ashamed of myself at times," said still another manager.

Another manager when he was approached about taking a girl in the second group said, "Sure I'll take her. You know it was good for me to have that other girl around here. She made me think with some of the questions she asked."

"I think enough of that boy that I am going to give him a job this summer if he wants it," said a manager. The boy has the job.

A manager of a drug store stated, "I think enough of that girl that I have placed her on my list to call when we need extra help. I certainly approve of your project."

"I am glad of the chance to train these boys because I am always in need of clerks and can't get them," was the way an owner of a grocery store expressed himself.

These quotations perhaps indicate how the merchants felt about the experiment. Quotations from other men would indicate about the same feeling. One other result that perhaps should be mentioned is that most merchants stated certain subjects in which their clerks were lacking such as

mathematics and other subjects in school. The students and the instructor both reported this and perhaps some work can be done to remedy it.

It seems from the above statements that the school and the community have been brought closer together and a more sympathetic attitude among the merchants has come about. The fact that every merchant who had students in the first group expressed himself as willing to continue to help in the work indicated they approved of it. Eight additional firms were added for the second group and not one refusal was encountered. This would indicate that on the whole the merchants felt that it was worth their time.

The final source of information used was personal conferences and contacts with teachers. As in the preceding discussion, the writer will make no effort to make any organized compilation of definite results. This is simply a record of various remarks and attitudes found in conferences and contacts with the various teachers of the students participating in the experiment. Some of the discussion will be in the form of quotations and some of it a summarization of the attitudes of teachers.

Perhaps the first time it was called to the writer's attention that the various teachers were noticing any change

in the students was when a teacher said, "Say, what's happened to Jim?" When the writer asked, "Why?", the teacher replied, "He comes to school every day with his hair combed and all slicked up. I hardly knew him. And you know he wrote the most interesting theme the other day on what he was doing down town." Further discussion brought forth the information that all year it had been a problem to get this boy to write themes or do anything else. He had come to school slovenly dressed and did not seem to care what happened.

As a result of the above incident the writer became more interested in what was happening elsewhere. In many cases, it was found that the written work of these students was about their work down town. One boy wrote a very interesting newspaper article for the school paper. Another girl gave an interesting report in home room about her work. One teacher remarked about how much more courteous two girls were than they formerly had been. Another teacher said that she thought some of them certainly acted as if they had a better idea of why they were in school. A marked improvement in getting down to work was noted by another teacher. In the majority of cases the above information and comments were volunteered by the teachers and were not requested by the writer. However, after the teacher volunteered the

statement, further discussion followed. It was the consensus of opinion that these students who were working were getting something that was making a change in their attitude. It must be said in conclusion, however, that this may be only a matter of opinion and perhaps the writer is biased in his judgment. However, be that as it may, it is his opinion there was something here that one might feel was very much worth while.

Conclusions

As a result of the experiment carried out as described in the foregoing study, the following conclusions are submitted:

1. It is possible and practical to give the student of junior high school age actual experience in working at some occupation.
2. Practical experience in working at some occupation is of value to the student in helping him to understand some of the problems in the world of work.
3. Such experiences are beneficial to the student in helping him evaluate the various courses in his school curriculum.
4. A school system derives benefit from the student's

experiences because it will understand better the demands that business will make upon the students.

5. Parents are in favor of their child being given actual experience in working and are willing to cooperate in the undertaking.

6. Students who have this experience do better work in other subjects.

7. The project is of value to the community at large, particularly the business man, because it gives an opportunity to train and contact future employees and citizens of the community.

Recommendations

In view of the findings and results of the preceding study and experiment, it is recommended that the schools of Kansas, interested in organizing a course for the best interests of its boys and girls, study their own community. After making this study a course in occupations or vocations should be built upon the following principles:

1. The course should be a one semester course meeting five days a week. It should start as an elective course and as interest grows should become required.

2. The course should be separate from other courses.
3. It should be offered in the junior high school, preferably in the ninth grade.
4. The course primarily should be extensive in nature with perhaps an intensive study of one occupation.
5. The course should contain a period of two or three weeks of actual working experience.
6. The course should be integrated with the needs of the local community.
7. The course should have no textbook but the school should provide an adequate and well selected library.
8. The course should consist of both group and individual work, gradually tapering off into individual guidance.
9. The course should provide goals towards which the students might work in senior high school.
10. This course should be followed with individual guidance in senior high school.

With the above recommendations as a guide, there is offered a proposed course for occupations in the junior high school.

A PROPOSED COURSE IN OCCUPATIONS
FOR JUNIOR HIGH SCHOOLS

Introduction

The following course in occupations has been organized as a result of (1) a study of the courses that now exist in Kansas and elsewhere, and (2) of the findings of the experiment which was conducted with junior high school occupations students who were allowed to work in business houses of Manhattan, Kansas.

The course is by no means complete, but it is hoped that it will more adequately serve the purposes of such a course and become a basis for better courses in the future. The following course in occupations for junior high schools is submitted for your consideration.

Purposes

The purposes or objectives of a course in occupations have been many and varied. These objectives have been based largely upon the conception of an occupations course. Too many times the content of an occupations course has been

decided first rather than its purposes. As a result the course has simply been so much material for the student to cover and so many projects to complete. An attempt has been made to state the purposes of such a course and then to build a course to fulfill those objectives. Consensus of opinion indicates that an occupations course has a very definite place in the junior high school and should satisfy a very obvious need.

1. The occupations course should start boys and girls thinking about the field of vocations. It should stimulate a desire on their part to inquire into the field with the hope of finding some vocations in which they might have an interest.

2. An occupations course should give the opportunity to study many occupations or vocations from the standpoint of information and knowledge.

3. A course of this nature should give the boys and girls an opportunity to better understand themselves, their talents and shortcomings.

4. A better understanding of the industries of their own city and state by the students should be a part of this course as it is most likely that the majority of our boys and girls will stay within the city or state.

5. A course of this nature should in some manner provide contacts and experiences which will assist boys and girls to understand better the problems in the world of work, so that they will become more concerned in preparing for and meeting those problems.

6. A course of occupations should develop a better understanding and appreciation of the true meaning of citizenship and its obligations.

Finally, this course should help each boy and girl individually to set a goal for himself towards which he might work and prepare himself to attain. It should provide guidance in the setting of that goal and in the preparation necessary for its attainment.

When a course truly meets the foregoing objectives, it will be of service not only to the boys and girls of the school but also to the community, the state, and the nation. With these objectives in mind the writer has attempted to build a course that will fulfill them partially. As time goes on and this course is used and revised it is hoped that it will come nearer to the realization of these objectives.

General Plan of Organization

It is the purpose of the writer to give the students and teacher much freedom in planning how they shall organize the material of the following units. It is the belief that a course of this nature should be planned by both the students and the teacher. As a result, only suggested activities are made and no definite method for carrying out these activities is given. It is taken for granted that any good teacher can make plans for reaching the objectives. It is suggested that the teacher in advance plan the work well; then, give the student every opportunity to help plan the work for the class. In this way the work will be well planned and the students will have a part in planning which will make them feel that it is their assignment and not a requirement of the teacher. This type of assignment calls for more careful planning and study by the teacher but the results are worth the extra effort it takes to make it.

As a result most of the materials in the following units will be only suggested activities and they are not complete. They are intended only as leads from which will come many other ideas bringing about a realization of the various objectives of the course.

Unit I. Getting acquainted.

Objective. To develop an understanding of the purposes and nature of a course in occupations and to obtain as much personal information as possible about the students.

Approach. Any method of approach that will make the students feel at ease and that they have a part in the class is the desired thing. The teacher will need to take the initiative on this first day.

Activities of class in planning unit.

- A. The purpose of the course should be stated not in terms of the teacher but in terms of the student. This can best be done by having the student take part in setting up the purposes. The teacher might ask such questions such as, Do you know what you want to be? Why? What do you know about that occupation? How did you get your information? etc. From this the students can be led to see the needs for making a study of occupations. From this it should not be a difficult matter to lead the students to suggest the various things that should be an occupations course.
- B. Have the students set up the various things that they think should be in an occupations course.

It will probably not be complete, but with the help of the teacher's questions it can be made fairly so. It will probably include most of the following items:

1. Deciding what one should know about an occupation.
2. A preliminary survey of many different occupations.
3. What should I know about myself before choosing an occupation.
4. A study of occupations in one's own community.
5. A study of the industries of Kansas.
6. What are some of the requirements of the employer when one is working. (This should be organized to give the students personal experience if possible.)
7. An intensive study of the occupation in which the student is most interested.

(This is in general the big units which should be in such a course. It is possible to get the students to suggest at least parts of all of these units. Thus the course becomes the students' course and not the teacher's course.)

Activities of class in organization of materials.

- A. The students might arrange these units in the order in which they think the units should be studied.
- B. Let the students set up their purposes for taking such a course.
- C. Some of the units will need to be interwoven throughout the course. For example, Units II, IV, and V in the above list will be the chief units throughout the course and should be alternated throughout the first ten weeks.
- D. Each student might place under the different units the various subdivisions that should be there.
- E. Have the students fill in the personal information blank.

The following blank is a suggested one. Each teacher will want to make out his own blank in all probability.

Information Blank

Name _____ Address _____
 Telephone _____ Age _____ Date of Birth _____
 Number of brothers _____ Older _____ Younger _____
 Number of sisters _____ Older _____ Younger _____

Father's name _____ Occupation _____ Education _____

Mother's name _____ Occupation _____ Education _____

Occupations of brothers and sisters _____

Do you expect to go to college? _____ Business college? _____

Other special schools? _____.

What vocations are you interested in? (give choices)

First choice _____ Second choice _____ Third choice _____

Is there any one in your family following any of these
vocations? _____

Does your father or mother desire you to follow any particular vocation? _____

If so, what? _____

Have you ever asked advice about a vocation from anyone? _____

What advice did you receive? _____

What activities in school do you like best? _____

To what organizations do you belong in junior high? _____

To what organizations outside of school do you belong? _____

Do you work outside of school? _____ Where? _____

What are your hours of work? _____ Wages? _____

What subjects do you like best? _____

List the subjects you are taking in order of their difficulty for you _____

Would you like to have an opportunity to work for practical experience in the city without pay? _____

What type of work do you prefer? _____

Are you willing to spend some extra time outside of school without pay to get this experience? _____

Would you be willing to keep records of your experience while working? _____.

Do you think your parents would be willing for you to work? _____

State clearly why you are taking this course? _____

Unit II. What should I know about an occupation before choosing it.

Objective. To develop an understanding of the necessity of studying carefully one's life work before choosing it, through the making of an outline for studying occupations.

Approach. This unit logically follows Unit I and those old questions, Do you know what you want to be? How do you know? will serve as a starting point to introduce this unit.

Activities of class in planning unit.

A. The activities of the class will consist largely of reading and making an outline that they

would be willing to accept for studying of an occupation.

- B. Have the class survey the field and find out the various fields of occupations.

Activities of class in organization of materials.

- A. Each student will bring his outline to class.

The class will then together build an outline for preliminary study of occupations. The outline should include the following material:

I. History of occupation.

II. Importance of occupation.

III. Preparation necessary.

a. Education--high school, college, special.

b. Experience--is apprenticeship desirable.

IV. Personal qualifications necessary.

a. What are the physical requirements?

b. What kind of a person is required?
(character)

V. General facts about the occupation.

a. What does the worker do in a day's work?

- b. Products or services of the occupation.
- c. Equipment required.
- d. Does it require capital?
- e. Hours of work.
- f. Income--beginning, average, maximum.
- g. Health conditions.
- h. Disability provisions.
- i. Possibilities of promotion--time required.
- j. Number of people in occupation--growing or decreasing.
- k. Is the work permanent--part time, seasonal?
- l. Other occupations which one might reach from this.
- m. Opportunities for study.
- n. Vacations.

VI. Social side of the occupation.

- a. Type of people one works with.
- b. Type of home life possible.
- c. Attitude of society towards worker.
- d. Kind of citizen the occupation makes.
- e. Moral standards required.

B. This outline will probably be used both for the study of occupations in general and those of the community and with some additions for the intensive study of an occupation.

References to use in the study of this unit.

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Unit III. What should I know about myself before choosing my occupation.

Objective. To develop an understanding of the importance of knowing one's own talents as well as shortcomings before choosing an occupation.

Approach. The next logical step after one has considered what one ought to know about an occupation is to consider what one should know about himself. This is probably the easiest and most logical approach.

Activities of class in planning unit.

(Note: It is definitely essential, to get the best results here, that the students understand that

the self-analysis will be absolutely confidential. They may consult their friends after they have made out their chart but that is a matter of personal choice.)

- A. The first thing necessary is to determine what is meant by self-analysis.
- B. Students will probably suggest that they make an outline for self-analysis. At least they can be led to make this suggestion. It should be suggested to them that they do some reading on this subject. References are given at the close of this unit.
- C. Students will probably suggest that they want to analyze themselves. They may want to analyze each other. As a rule, this is not advisable.

Activities of class in organization of materials.

- A. Let the students submit their self-analysis outlines and discuss what should be in them. From these various outlines build a chart that the class will accept. It will probably include most of the following points:
 - I. Mental ability.
 - a. Difficult subjects.
 - b. Easy subjects.

II. Physical abilities.

- a. General condition of health characteristics--age, weight, height, etc. as compared with normal.
- b. Do I like to take part in athletic games?

III. Special interests

IV. Social ability.

- a. Do I like to be with people?
- b. Do I meet people easily?
- c. Do I have many friends?
- d. Is it easy for me to make friends?

V. Traits of character.

Analyze yourself by answering this question about each character trait, Am I honest in every way? Use a different trait each time in place of honest. Rate yourself on the basis of good, average, and poor. Use these traits:

- a. Honesty.
- b. Care.
- c. Ambition.
- d. Cheerfulness.
- e. Cooperation.

- f. Courtesy.
- g. Earnestness.
- h. Economy.
- i. Generosity.
- j. Promptness.
- k. Optimism.
- l. Neatness.
- m. Perseverance.
- n. Reliability.
- o. Sympathy.
- p. Tact.

(Others may be suggested and some of these omitted.)

VI. Abilities might be set up the same way and analyzed such as:

- a. Artistic.
- b. Creative.
- c. Work with people.
- d. Work with materials.

Etc.

B. After this outline has been made, let each student make an analysis of himself. Then the teacher should discuss this with him individually and perhaps ask him to hand in his chart.

This will need careful handling if one is to get the best results. The main purpose is to get the student conscious of his good points and shortcomings. Care must be taken not to over emphasize the shortcomings.

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Unit IV. Preliminary surveys of occupations.

(Note: This unit should be alternated with the units on Occupations of the community, and Occupations of Kansas.)

Objective. To develop an understanding and knowledge of many occupations through a study of several, and through interchange of information with other students.

Approach. Probably the simplest approach is to ask each student to take the outline he has made and use it to

study some occupation in which he is interested.

Activities of class in planning unit.

- A. Have the class suggest sources of information.
Make a list.
- B. Some of these sources will necessitate correspondence. Let the class write letters. (It might be well to give the English teachers a part in this.)
- C. Members of the class will many times select the same occupation. They might work as a committee after each has made a preliminary study. In presentation of their material to the class they might present it in a form of a panel discussion.

Activities of class in organization of materials.

- A. Interchange of sources of material should be made from time to time so that each student may keep his list up-to-date.
- B. Oral reports individually or in groups may be given in class. Opportunity should be given here for questions to be asked and comments made. Some students may want to take notes.
- C. Some reports should be handed in occasionally as written reports. There should not be too

many of these.

- D. Occasionally home rooms or other organizations will desire talks on vocations. It should be possible for some of these students to give some of these talks.

References to use in the study of this unit. It is impossible to give a complete list of references for this unit. Only a partial list can be given of some of the better references known for this type of work. A suggested list of references is given on pages 84 and 85 of this thesis.

Unit V. Occupations of the local city.

Objective. To develop an understanding and knowledge of the occupations in one's own city.

Approach. This can be approached from the angle of finding out how many industries or occupations there are in the city. The students will be extremely interested in finding out this fact and what the workers do in each occupation.

Activities of class in planning unit.

- A. A list of all occupations and industries of the city that the students can name might be made. From this the assignment could be made to see how many more they could find.
- B. The question of, How to get information about these, will bring the response of methods of

getting information which would be interviews, field trips by the group, and personal observation.

- C. Class and teacher could arrange for and plan field trips.
- D. Assignment of, How to get an interview, could be made with a mock interview in class as an assignment preliminary to the actual interview.
- E. Class together make a booklet on, Our City and Its Industries.

Activities of class in organization of materials.

- A. Students demonstrate before the class on, How to get and conduct an interview.
- B. Each student arrange for his own interview. Report in oral form to the class the information he obtained. An outline of what he is going to get should be made by each student. Care should be taken to keep personal questions out of this outline.
- C. Committee of students and teacher arrange for each field trip.
- D. Discuss purpose and conduct on field trips. After each trip organize and discuss the information obtained.

E. Entire class can be divided into committees to study certain industries of the city. By means of interviews and personal observations each industry might be studied. A complete story should be written about it. The various committee reports might then be combined into a fairly complete report on the industries studied. After a time a complete booklet might be made on, Industries of Our City.

Unit VI. Occupations of Kansas.

Objective. To develop an understanding and knowledge of the various industries of Kansas through a study of some of these and by trips to many places of interest.

Approach. Perhaps the best approach to this is to plan a trip to some place of interest if this is at all possible. If this is not possible, there is probably some one in the class who has visited some places of interest in Kansas about which he can tell.

Activities of class in planning unit.

- A. Have class make a list of industries of Kansas and the cities.
- B. If trip is not possible, plan a study of these based on the outline for Unit II.

C. If trip is possible then the following activities are possible:

- I. Letters of inquiry can be written arranging for trip.
- II. Entire class can help plan the trip as to time of leaving, itinerary of the trip, conduct on trip.
- III. Entire class set up information desired about each industry and select committee to be responsible for getting the information. For example on a visit to a salt mine, How do they mine salt? How much do they pay?
- IV. Class plan the uses that could be made of material obtained on trip such as,
 - a. Stories written about each industry.
 - b. A combined booklet of all industries studied on a trip.
 - c. A newspaper story about the trip.
 - d. Oral talks to other groups about the trip.

Activities of class in organization of materials.

- A. If trip is not used, reports in class can be made about industries in Kansas. Committees

could work together on this and make a combined booklet of the industries of Kansas.

B. If trip can be used, then make the trip and have the group carry out as many as possible of the assignments made in the preceding part of this outline.

C. Opportunity is given here for many varieties of experience in reports or the trip, etc.

Unit VII. Practical experience working on the job.

Objective. To develop an understanding of the various factors which make for success in the world of work, and of the various problems which a worker and an employer face through actual experience working on the job.

Approach. The foundation work has been laid in the previous units and steps that are necessary now are to prepare the students for actually taking a job and carrying out his part. The best approach for this unit is actually to put it up to the student to see if he is interested in trying out his abilities.

Activities of class in planning unit. The details of this unit have been provided in the Units II, III, IV, and V, pages 25-34, under the heading, Approach to the Experiment, and there is no need to repeat them here. The procedure that is recommended here is essentially the same but

naturally it will need to be adapted to the local community.

Activities of class in organization of materials.

- A. At the close of the project it is recommended that the following activities be carried out:
 - I. A complete write up of the experience by each student.
 - II. A copy of the day-by-day diary be turned in.
 - III. A letter of thanks be written to the merchants.
 - IV. An open discussion of the experiences in class by each member with time for questions and comments.
 - V. A newspaper article be written for the local paper or the school paper.
 - VI. An assembly program be given over to this and allow the students to tell their experiences in the group after careful preparation and criticism of the teacher.
 - VII. Parents be asked to state their opinions of the project.

Unit VIII. An intensive study of the chosen occupation in which one is most interested.

Objective. To develop an understanding and knowledge of the occupation in which one is most interested and thereby help the student to set a goal towards which he may work through an intensive study of that occupation.

Approach. By the time the student has reached this stage in the work he will very probably have in mind an occupation in which he has an intense interest, and he will be ready and willing to make a study of that occupation. Perhaps one of the best methods of approach is to suggest that it might be well to put in written form all of the information that can be found about this occupation for future reference. In this way the approach is made for the project of writing a booklet about that particular occupation.

Activities of class in planning unit.

- A. Have the students help plan how they might make a study of their occupation and be able to keep the information. A booklet about it can very easily be suggested.
- B. Have each student investigate and see what a book contains and how it is put together. They should prepare an outline of the construction of the booklet.

- C. Compils sources of material including books, magazines, bulletins, and any other material with which students and teachers are familiar. This should be pretty well done by this time.
- D. Make an outline for the study of the occupation. This will naturally be built from the former outline.

Activities of class in organization of materials.

- A. Each student should submit his choice of occupation.
- B. Students should plan together from their outlines they have made for the assignment and the construction of the booklet. The booklet will probably have this general make-up,

Cover
 Title page
 Frontispiece
 Preface
 Table of contents
 List of illustration
 General body of information
 Bibliography

- C. Compiling of sources of material is very important and each student should be sure to have a copy of this. He should also be instructed in how to make a bibliography.

D. The students should then submit their outline for study of the occupation which should be more detailed, but should be very elastic. The following is a composite of the outlines which have been previously submitted:

I. History of the occupation.

II. Importance of the occupation.

III. Preparation necessary for a success.

a. Education--high school, college, special.

b. Experience--amount, how acquired.

IV. Personal qualifications necessary for success.

a. Physical requirements.

b. Character demanded.

V. Facts about the occupation.

a. What does the worker do?

b. Products of services of the occupation.

c. Equipment or tools required.

d. Where the work is carried on.

e. Income--beginning, average, maximum.

f. Health conditions.

g. Disability provisions.

- h. Promotion--time required to get promotion.
- i. Number of people in occupation.
- j. Work permanent or otherwise, expanding or contracting.
- k. Other occupations related to this to which one might turn.
- l. Vacations.

VI. Social side of the occupation.

- a. Attitude of society towards occupation.
- b. Type of home life possible.
- c. Recreation possible.
- d. Kind of citizen the occupation makes.
- e. Opportunities for growth.
- f. Moral standards of occupation.

VII. What men or women in the occupation have done, biographies and interviews.

VIII. My own conclusions about the occupation.

- E. Each student should make a study of his occupation and prepare a booklet based upon the foregoing outline and any other material that he desires to add. This should be individual work and will need in some cases much guidance and

help by the teacher.

References to use in the study of this unit. The bibliography at the close of this division is as complete as the writer can give. Each teacher will need to make his own based upon the materials available.

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CONCLUSIONS

From the foregoing study the following conclusions have been reached:

1. Occupations courses are not common in the schools of Kansas. Only a small per cent of the third class cities have such a course and less than one-half of the first and second class cities have this course.
2. Present occupations courses are not well organized and there is a need for development of courses in this field.

3. It is possible by careful organization to give the students many contacts with the everyday world of work through bus trips, field trips, interviews, and actual experience in working on the job.

4. The school and community can be brought closer together and can serve each other's interests more intelligently through a carefully organized course in occupations.

5. Parents, business men, children, and teachers are interested in the practical experience phase of occupations. It is possible to give the students experiences in working on the job by securing the cooperation of business men, parents, students, and school administrators. All of these are intensely interested in this part of the course.

6. A course in occupations, if carefully organized along the lines suggested in the foregoing study, will contribute much to the students' interest in other courses in the curriculum. It will also show the child the need for doing well the work in school.

7. Valuable training can be given the child through practical experience in working on the job and the business man can have the opportunity to train some of his future employees.

8. A better understanding of the problems and duties of citizens of a community will be brought about if the child

is given an opportunity to study the occupations of his own community. A greater interest in the welfare of the community will also be created through this study.

9. Finally, the child will be given an opportunity to study himself, discover himself, his abilities and shortcomings through a course in occupations as suggested in the foregoing study.

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To the business men of Manhattan, to the parents, and to the students of my occupations classes, the writer expresses his thanks for their fine cooperation in the project.

APPENDIX

Parent's Permission

I understand that my child _____
 is to observe and work in _____
 of this city from 2:30 until 5:00 each day for a period of
 two weeks. This work is to be done without pay but will be
 a part of his credit in the occupations course. It will be
 of a non-dangerous character. The business man in charge of
 the child will arrange for his instruction at the place of
 business. This will be carefully supervised by Mr. Mordey,
 the teacher of the class.

As a parent of _____ I agree to
 the above assignment.

 Signature of parent

Manhattan Junior High school

Dear Parents:

As a teacher of the occupations class of which your
 child is a member, I am interested in finding out your atti-
 tude towards the project which was a part of the course in

which your child worked in a business house down town.

I am making this study preliminary to carrying it out again next year. I desire to find out if you think it was worth while, to find out the mistakes that were made, and to make some improvements in the project. For that purpose I have enclosed a brief questionnaire which I am requesting you to fill out. I am aware that this may require some of your time and that it is an imposition upon it, but it will be of great help to me in planning the work for the next year. I will appreciate it very much if you will give as honest opinion as you can. If you have other comments to make other than those requested, I would appreciate it if you would include them. I want to thank you for your cooperation in this matter. Please return this questionnaire to me at your earliest convenience.

Sincerely,

F. E. Mordy

Questionnaire for Parents

1. Do you approve of the project of having your child work down town as a part of his course in occupations?

2. Do you think that it in any way interfered with his other school work?
3. Did it interfere in any way with the home work of the child?
4. Did your child like the work? If not do you know why it was not liked?
5. In what ways was the project of value to your child?

Do you feel that it was in any way detrimental to your child?

6. Can you cite some particular instances in which you think that this work made some noticeable changes in the attitude of your child?
7. What suggestions do you have which may be of help to us in improving this project in the future?

Letter to the various schools
in Kansas

1025 Humboldt
Manhattan, Kansas
Feb. 11, 1939.

I am enclosing a questionnaire inquiring into the general nature of your course in occupations. Last spring I sent you a preliminary questionnaire in this respect to ascertain if you had such a course in order that I might further investigate the same. At this time I am endeavoring to get as much detailed information as possible. I promised that I would send the results to any who desire them and I have arranged so that this may be done as soon as they are compiled. I am making this study as a part of my master's work here at Kansas State and also preliminary to some changes in our own course in the Manhattan schools. I realize that this questionnaire calls for much effort and work in its preparation and more time than usual. I hope however that it will not be too much of an imposition upon your good nature and I assure you that its preparation will be appreciated. If you are desirous of having a copy of the findings will you please so indicate. I will appreciate your return

of this questionnaire at an early date.

Yours sincerely,

F. E. Mordy

Questionnaire

General Nature of Occupations Course

1. On what grade level is the course offered? _____
2. Is it a separate course? _____ If not, with what is it combined? _____
3. Is it required or elective? _____ No. of weeks _____
Classes per week _____.
4. Length of class periods _____ No. of students in course per yr. _____.
5. Do you use vocational talks by layman? _____ Approximate No. _____ Are they of value? _____
6. Textbooks used if any _____
7. List ten best references you have _____

8. No. of field trips within the city _____ How do you prepare for trips? _____
What uses are made of the material gathered? _____

9. No. of trips to other cities _____ What are the purposes and uses made of these trips? _____

10. Approximate number of occupations each student studies _____. What method is used to make this study? _____

- Do you use oral reports of studies made? _____
Written reports? _____
11. Do students have personal interviews? _____ No. _____
Value _____
12. Do you give your students opportunity to work under practical conditions (such as in a store or shop) on school time? _____ If so in what type of places or occupations? _____

- For how many weeks do they work? _____ How long each day? _____

13. Is there a guidance program in your school? _____ How does it tie in with your occupations course? _____
What courses in senior high school do you have to follow up this course? _____
14. Do you follow up the student after he leaves high school? _____ How? _____
15. How do the students regard the course? _____

16. Are the people of the community willing to cooperate?

17. Will you please summarize on the back of this suggestions of laymen for improvement and then will you suggest what changes you would make if you were building a new course in this field?