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An outline for a manual on the techniques of job finding

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Service Paper

AN OUTLINE FOR A
MANUAL ON THE TECHNIQUES OF JOB FINDING

Submitted by

Elliott Earl
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the degree of Master of Education

1950
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PART I

INTRODUCTORY DISCUSSION
CHAPTER I
INTRODUCTION

1. Purpose and Scope of the Project

Purpose.-- The purpose of this project is to present an outline and a sample unit for a practical handbook for the use of group leaders, counselors, and others engaged in student personnel administration work, so that they may structure a suitable course on the Techniques of Job Finding. The manual is intended as an instructor's guide. Its most profitable use will come where it is used as a supplement to a well conceived adult or collegiate level guidance program. It is designed to fill a need where no comparable work seems to be available. The manual is structured with a view to the application of the basic principles and procedures set forth in Fundamentals of Secondary School Teaching by Dr. Roy O. Billett. A single source unit is set forth in the second part of the paper as being indicative of the manual content.


-1-
Scope.-- This outline is aimed primarily at college students, but, it might well be used for adults generally. It is designed to be explicit formalized instruction, utilizing what appears to be the best material now available. Tentatively it seems as though the manual might consist of perhaps six units, titles of which are:

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The first unit only has been completely detailed. The other five units or more, are suggested, the detailing of them is reserved for the instructor or group leader who will give the course. Sufficient references, bibliographical material, and teaching aids have been indicated in the first unit so that the completion of the manual can come with the practical application of the idea.

Group Approach.-- Job-seekers, and those to whom they go for assistance and help, particularly college

See Appendix C, "Analysis of Workbook Contents".
guidance personnel and instructors, seem to need a formal educational instruction mechanism which, in its original concept will give desirable results in terms of actual placements. In 1949 the shocking drain on the Employment Security Fund of Massachusetts has focussed some attention on the problem of unemployment. In an analysis of the causes for this drain it is noted that claimants jumped from one job to another, lacked experience, had unsuitable vocational opportunities in the local communities in which they lived, and others simply did not have the faintest idea of how to make a proper approach to an employer. This suggests, that this might be a profitable and socially worthwhile field for formal educational effort at the adult level. Hoppock has listed some reasons for the utilization of the group approach to this problem. They are:

1. It saves time and money.
2. It provides information which will improve the entire student personnel service program.
3. It will give an opportunity for the faculty to know students better.

4. It focuses collective judgements on common problems.

5. It gives a proper distribution of time to so-called "problem cases" and gives all students a fair share of an instructor's time.

6. It can be taught, therefore it can be provided without increasing the budget. (The course should supplant some subject which has little or no student demand.)

7. It might permit a "part time counselor" to spend full time on this problem and thus become more competent.

8. It will keep the instructor up to date as far as the techniques of job finding goes.

It ought to be noted that Hoppock's text seems to be an excellent contribution looking towards the solution of the problem considered here. It is cast at the teacher training level, and generally, it is thought that some of the methods and techniques described therein are very much worthwhile and should be utilized to the fullest in the preparation of this manual.
2. Justification for the Project

History.-- In view of the history of guidance as compiled by Brewer and others, it is doubtful whether there will be anything new in this paper. Perhaps it can be characterized as an effort to get back to some of the fundamental concepts of Frank Parsons. Further, an effort has been made to utilize a modern teaching technique as applied to an old problem. This, is the basic justification for the paper. It is felt that it is needed.

Background.-- The ideas contained herein are then not new. Their presentation is thought to be new, and different. Many sources have been drawn upon in structuring the paper. The writer's own experience covering a period of about fifteen years as a professional consultant in the field of management engineering, and specialist in personnel and labor relations has furnished a valuable background for the work. Where he has found by observation and experience that a professional educational observation is valuable he has noted that fact.

Genesis.-- This manual had its genesis while the author was at the National Naval Medical Center at

Bethesda, Maryland, in late 1945. At that time the privilege of reviewing some of the proposals of the National Rehabilitation Committee was provided. It was felt, as a result of this review that much too much emphasis was being placed on the obligation of the United States of America towards its veterans. Grave doubts were raised as to whether the program contemplated at that time was going to accomplish the purpose of rehabilitation, that is, the actual placement of veterans in satisfactory productive occupations in the community. The estimated cost of the program also gave considerable pause.

Legislation.-- An analysis of the proposed legislation which has since become law, in a large measure seemed to place more emphasis on the educational process per se, than it did on putting the veteran to work at some reasonably satisfactory occupation. In other words it was felt, and still is felt by this writer that the technique which we used so well to win the war, namely, putting it up to the soldier, ought to have been used in his rehabilitation. Just now, there seems to be some evidence that such thinking is being employed.

Goal of Guidance.-- There is considerable evidence that the guidance mechanism as used at the collegiate,
and adult level has been so obscured by technical
departures, and subsidiary mechanisms, that one of the
all important goal of guidance, namely satisfactory
placement may have been lost sight of. It seems as
though few have been specifically concerned with the
educational problem of teaching people the mechanics
and techniques, (at the adult level), of how to
actually, 1) plan a job finding campaign, 2) disclose
occupational opportunities, 3) appraise individual
assets and liabilities, and 4) close for a job.

Authoritative Comment.— Since that time in 1945,
this student has been studying this problem as time
and the circumstances have permitted. He has talked
and written with many people concerned. In partial
justification of this paper the comments of Dr. Karl T.
Compton, Chairman of the Massachusetts Institute of
Technology, in Cambridge are noteworth:

"I should think that the problem which you
discuss and your approach to it make good
sense...you suggest that interest in such
activities has received little attention.

this monumental work without coming to the conclusion,
that something is wrong with the emphasis that has been
placed on certain aspects of the guidance program.)

2/ From a personal letter from Dr. Karl T. Compton,
Chairman of The Corporation of the Massachusetts
Institute of Technology, Cambridge, Massachusetts to
the author, dated 26 September 1946.
and that is of course true...I have no very serious criticism of your letter...nor, should it in anyway detract from the merit of your proposal."

Semantics.-- In the limited time (from a professional educational standpoint), about five years, that the author has had to observe this problem, some effort has been made to become familiar with the thinking and semantics of present day educational and vocational guidance. The devices revealed have been looked upon as tools to be used as effectively as possible towards placing a person in a reasonably satisfactory occupation.

Acknowledgements.-- Acknowledgement is made first to Mr. William L. Fletcher, Personnel Consultant of Boston, Massachusetts in whose office, the author has actually proved by practical demonstration some of the concepts set out herein. Second, Mr. Roland Darling, of Boston, who also suggested this job needed doing. Third, Dr. J. Wendell Yeo, Dr. William C. Kvaraceus, and Dr. Dugald S. Arbuckle under whose guidance and suggestions this work has come to fruition. And lastly, but in no way least my graduate colleagues at the Boston University School of Education who without exception endorsed the idea of this project and spurred me on to its completion.

Veterans Administration Program.-- This writer is not at all unconscious of the very elaborate and presumably technically perfect guidance program of the
Veterans Administration. He is familiar with the manual for advisement and guidance as well as the "Policy and Basic Procedures for the Establishment of a Group Methods Program in Connection With the Advisement and Guidance of Veterans in Hospitals", which he thinks is splendid. It is unfortunate that the policy established in this bulletin was not made part of the requirements of the educational rehabilitation program for schools and colleges. He would indeed be ungrateful to a generous and considerate country, if he did not acknowledge that it was the Veterans Administration Program which permitted him to write this paper.

1/ Veterans Administration Technical Bulletin Number TB 7-6, dated October 15, 1946, and subsequent modifications of policy and practice.
CHAPTER II

SOME BASIC CONCEPTS UNDERLYING A COURSE IN JOB FINDING

1. Existing Methods and Approach

Logical Developmental Step.-- The logical development of suitable courses in the Techniques of Job Finding at the college and adult level is indicated as a crying need in all current professional literature. Such courses may be called "group guidance", "group therapy", or "counseling". If we analyze what we are trying to do, it seems as though we are trying to teach people the techniques of how to get well situated in an occupation. This author is not interested in splitting hairs or fighting over semantics, or arguing the merits of calling an effort by any given set of words. He is rather interested in getting about the work of teaching people to better understand the world of work, and their place in it. Such is the function of the proposed course on The Techniques of Job Finding.

Lack of Instructional Material at Adult Level.-- It seems to this writer as if education had been hampered in this area by a lack of appropriate instructional material. We know of only one successful so-called
instructional manual aimed at the adult level. It has been eminently successful, and, although this paper follows neither the format, nor any of the language of that manual, some of the basic philosophy and thinking maybe reflected in this, since the writer has used and taught from Mr. Fletcher's work.

**Most Material Aimed at Secondary School Level.**

This is not to say that there are not many adequate and quite comprehensive statements existing on the subject. Indeed there are many as the references noted herein suggest, but, most of it is aimed either at the secondary school level, or utilizes the so-called shot gun or broadside approach. It seems as though insufficient thought has been given to the sophistication of the adult and/or college students and their singular desires. Most approaches do not seem to be realistically integrated with the average adult's life, hopes and aspirations. Until quite recently, it seems as though guidance did not come to grips with some of the harder facts of life. The function of this manual then, is similar to that of Hoppock's text and perhaps Fletcher's Manual. We are trying to put some sights on the guidance

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1/William L. Fletcher, *How To Get The Job You Want*, a privately printed Manual obtainable only upon payment of a very substantial counseling fee. The Wm. L. Fletcher Co., 551 Boylston Street, Boston, Massachusetts, 1940. (Currently being revised and to be titled: "To Him That Hath").
gun, so that instead of firing like a shot gun so as to
cover a broad area, we will be able to aim our shots and
make some called "hits". Indeed it is to be expected
that we will not achieve any where near perfection, but,
if we can come closer than we have, perhaps it is worth
the effort.

2. Basic Concepts

Steps In Job Finding.-- Kitson 1/ suggests that there
are four steps in job finding. First, there is the
problem of getting information about occupational
opportunities. Second, information about conditions,
requirements and rewards surrounding a job. Third, self
evaluation to see if a person meets the conditions and
requirements of the job. Fourth, a comparison of
qualifications with requirements. Generally, then that
is what this outline attempts to organize in a functional
manner.

Steps In Instruction Process.-- It seems as though
any course of instruction ought to present four steps to
the student.

First, the need for the knowledge to be imparted
ought to be clearly established.

Second, a practical method ought to be evolved in

1/ Harry D. Kitson, I Find My Vocation, 3rd Edition,
connection with the teaching situation which will impart knowledge of the various devices and techniques used, in dealing with the situation studied.

Third, if a teacher or student of the techniques of guidance admits of a thorough knowledge of the above, it seems as though such a teacher will not be wholly successful until they have developed the ability to actually "do the job". In other words, it seems as though a teacher ought to be able to plan, lead, prepare and direct the thinking of the group to be taught.

Fourth, students should be provided with some sort of a criteria for judging fairly the quality of their effort, and have the privilege of making suggestions for improving their instruction.

With the above elements present it seems as though education structured with these concepts in mind might truly reflect fundamental teaching. It has been attempted in this paper.

**Outline To Be Instructor's Guide.**— This teaching mechanism, this outline aims to provide a guide, or perhaps a series of unit instruction files, for the use of group leaders, counselors, or instructors, to help them to teach adults how to:

1). Locate an employment opportunity
2). Appraise the value of that opportunity
3). Determine whether they fit the opportunity
4). Take advantage of that opportunity

The complete manual is intended for practical instructional use. It then, should be flexible, and as the circumstances may allow ought to be expanded or contracted to fit any situation. Obviously, it cannot be designed to give the complete answer. The individual instructor, or group leader will have to provide that, through study and detailed knowledge of his particular set of circumstances. The manual suggested herein pretends to be a way, a method of attacking a problem, which seems to need attention.

Students to Have a Manual.-- If each person is different, it is time we made an effort to provide a teaching technique and method of job finding which recognizes that difference. It is held that no guidance program which does not recognize that this individual difference problem must be met, will succeed greatly. Men and women seem to do as they see others do, and they like to see evidence of that success. It is therefore believed that in this problem of teaching people how to find the right job, fundamental learning will come only through actually working through the job finding situation. Since this paper is directed towards the education of "group" or "conference" leaders, and provides them with
their own individualized manual or solution for this problem, the same technique is suggested as a good one to apply to the students taught. Each student or conferee or counselee subject to the process outlined herein should come out at the end of the course with a personalized "Manual for Job Finding" structured to fit his individual situation. In the words of Professor Erwin H. Schell, it ought to provide the student with a satisfactory solution with reference to his particular set of circumstances and situation, and provide him with a guide or plan or opportunity to express himself most satisfactorily in his life activities.

Seminar Group Method of Instruction.-- Hence, since this is the problem of the individual, handled in the group method for the reasons cited above, it seems as though the so-called seminar or group method of instruction, structured in accordance with Dr. Roy O. Billett's instructing philosophies in so far as they may be practical, ought to be utilized.

1/ Erwin Schell, *The Million Dollar Lecture*, a privately printed discourse printed in 1922 for the members of Course XV at the Massachusetts Institute of Technology, Cambridge, Massachusetts.


Knowledge About Jobs.-- Shartle has said that although there are over 30,000 different jobs in this country, yet, in a college course in vocational counseling the maximum number of jobs with which students were at all familiar was only 100. It seems clear that there is a definite challenge to education here. It seems as though students and adults should be taught something about the breadth and scope of the field of work in this country. It is intended that such an effort be a core activity of the course.

The Dictionary of Occupational Titles ought to be one of the basic texts for the course and specifically that part of the dictionary which is concerned with entry occupations. Through out the course, the conferee ought to be constantly stimulated to seek for himself worthwhile jobs and information about those jobs in terms which can be of specific value to himself, his education and experience, and in terms of his special circumstances. In each unit an attempt ought to be made to familiarize the student with available occupational information until the entire area is covered. An understanding of job content ought to be obtained and


gradually realized by the student through the process of the active consideration by each student of his own particular job, or the one he is striving for.

**Motivation.**— Of course the question comes as to why any student or conferee would be motivated to complete the course requirements. The answer is simple and forceful. What the student does in the course is linked directly to self preservation. If it is so presented the motivating influence can be quite strong. Probably, inner compulsion and economic necessity will have considerable bearing on the success of the course. However, since most college and adult personnel administrators recognize this problem is one of considerable substance a device has been added which may be effective. In stimulating desire, it is sometimes helpful to create a competitive spirit and appeal to pride. Hence if from time to time members of the group are required to report on their progress towards the attainment of their objective and the means by which they have arrived, it will stimulate other members of the group to try. This technique ought to be used. Again the idea of making a course of instruction such as this a cooperative project has been used before and quite effectively. The so-called Boston
Plan developed by Mr. Roland Darling for the use of the Veterans Service Center in Boston, Massachusetts is a splendid example. This scheme used at the adult level consists primarily of pooling student ideas, opinions, strategies, and experiences in the actual task of finding a satisfactory job, then evaluating that experience for the benefit of the group. Most of the students will become doers, instead of listeners under such a program. There is a strong appeal to pride here.

Compensation.-- One of the first things that comes to a person's mind in connection with getting a job is the question, "how much does it pay?" It has been shown that this question can be a decided deterrent to successful job finding. Kitson suggests that this problem of compensation is one of the legs of the job finding problem. Most competent personnel administrators know this well. They are trained to probe this point with what Moore suggests is a loaded question, "what salary do you expect?"

It is proposed to indicate to the student the desirability of getting the "you" point of view, both from the stand-

1/ "Job Hunting Made Practical", a brochure issued by the Retraining and Re-employment section, U.S. Department of Labor, Washington, D.C., 1947--"The Boston Plan". (See also Appendix E.


point of successful salesmanship as well as concluding a
successful interview. Of course the question of compensa-
tion is paramount in the mind of most adults. It is not
so in the minds of most people who hire, and it is most
desirable to bear this thought in mind. A person should
have some pretty good ideas as to what compensation a
given job pays, and, since most of this information is
public...in preparing to find a job he should know this.
It is proposed that the course should provide the sources
of such information.

Self Evaluation.-- Super suggests that as many
vocational counselors have long known, the insight gaining
process of most people is affective and not cognitive.
They are emotional in base rather than basically rational.
A person's reactions to objective evidence about themselves
needs to be aired. A learning process takes place only
when such evidence is fixed in terms the student can
understand. Hence a self evaluation program designed for
the needs of the group as Hoppock has suggested.

Psychometrics.-- In spite of the grand achievements
of psychological tests, one ought to be realistic about
their value. They are not the panacea we have been

1/ Donald Super, Appraising Vocational Fitness, Harper
looking for in connection with placement. They are a splendid tool and if used wisely, they can definitely help to stabilize a person's thinking about an occupation. They ought to be used in such a fashion in this course.

Patterns of Self Appraisal.-- Choosing a life work is not a decision to be arrived at lightly. This writer agrees with the philosophy enunciated by Hamrin 1 who suggests that choosing a career is not something to be done at any special time, or any special year. It should be an evolutionary educational process. It should be the main product of a sound education. It seems to this writer that when a person graduates from college, unless they are going on to advanced study, they ought to go to work in some job for which their education has trained them. Again, an adult who for one of many reasons finds himself out of work normally needs work and needs it badly, in an occupation for which he has become fitted by experience and education. Unfortunately in most situations the real consideration of what a person has to sell in the way of personal services is usually delayed until this crucial time. People as a whole know very little about the science of self appraisal and self sales-


manship. It is felt that this subject is so important that substantial attention ought to be paid to it. Generally, the pattern of thinking in this connection perhaps, ought to follow that laid down by Lyons and \footnote{1} Martin, Hoppock, and Hahn and Brayfield. \footnote{3}

Job Requirement Personal Qualification Equation.--- Most authorities engaged in successful personnel placement work agree that the essence of the work lies in the successful solution of the job factors requirement-personal factors equation. In treating this essential feature of the techniques of job finding such questions as:

1. What is it that complicates the problem of finding a satisfactory occupation?
2. What is the nature of work?
3. What are some specific employment problems in various fields?

ought to be considered.

Group Leaders.--- It must now be apparent that the success or failure of the proposed course which should be elective, will in a large measure depend on the

characteristics of the instructor or group leader. Obviously, college administrators in selecting leaders or instructors are faced with a dilemma. It is suggested that they read Hoppock \(^1\), to which we would add the comment as outlined or noted in the appendix (A), "Proposed Job Description for Instructor For Course--The Techniques of Job Finding".

References.-- Those who are to accept responsibility for, and who are to lead these programs need to know considerably more than this manual presents. Of all of the texts which have been written on the subject it seems to this writer that Hoppock's seems to be the most provocative and usable. If there is any choice, and there is remarkably little at this time, Hoppock's text ought to be the instructor or group leader's bible. However, for those who have progressed beyond the point of needing this type of reference an effort has been made at the end of the unit in Part II to note some of the authoritative works in connection with the subject treated.

American Council on Education Study.-- No comment on this problem would be complete without reference to the splendid work of the American Council on Education in this field. Reference is made specifically to the

American Council on Education Study, "Helping Students Find Employment", Series VI - Student Personnel Work - No. 12, Volume XIII of April 1949. Although this student subscribes without reservation to most of the statements made in this publication, he raises the question as to why the committee did not recommend that the subject be included as part of the curricula? It is felt strongly that here is a subject which can be taught which will be ever beneficial to a student. This student suggests that the problem has outgrown the placement office method of handling it. Simply as a matter of economical administration, wouldn't it be well to organize to teach it? Consider costs. Should they be borne by the college or the student? In the placement office method the college bears the cost. In the propose teaching method most of the costs will be borne by the student, and the college will collect revenue for it.

Flexibility.— If there is any single idea which ought to be emphasized more than any other in this effort, it is flexibility. It is not intended that a unit as such be covered in any set time. Where facilities and the information and teaching ability (leadership) of the instructor permits, and college authorities have set aside liberal time, a unit will obviously cover several meeting periods.
CHAPTER III
ORGANIZATION OF INSTRUCTIONAL CONTENT

1. Pattern of Instruction

Tool Box.-- This outline attempts to set forth a sketch of an idea for a tool box to hold those tools, techniques and methods of guidance so arranged as to make them usable in the practical teaching of a course titled The Techniques of Job Finding, and specifically aimed at the adult level.

Unit Method of Instruction.-- The real value of this outline and the teaching units suggested, will be realized if the entire course is blended into a sound adult level guidance program. Generally, this course of instruction is conceived as putting the finishing touches on that program. Objectively, it proposes to teach a person: 1) how to look for a job, 2) how to decide whether they will be happy in that job, and 3) how to secure it for themselves. Obviously each specific teaching situation will be different and the attempt to setup a standardized complete manual for each will fall far short of the need. The job of preparing a satisfactory course of instruction for a specific situation ought to be the responsibility of the administration and instructor who will give the
course. Enough will be set out herein so as to point the direction in which such instruction should go. In this connection and specifically in connection with the structuring of the units so that the course may be as effective as possible, it is suggested that the course be organized and swung around the so-called unit method of teaching as more fully described by Billett.  

Structure of Units.-- If the best use is to be made of the suggestions contained herein it seems as though a careful study ought to be made of each part of the unit to determine the purpose and function of the unit in the course. Generally, then, so that an instructor may have a pattern to follow in the organization of units to fit their specific situation, the following outline is suggested, as a pattern of organization which is used in Unit 1 attached: 

First, establish the objectives of unit.  
Second, set forth ways and means of introducing the unit.  
Third, give the core activities of the unit.  
Fourth, indicate additional collateral activities designed specifically to encompass individual differences.  
Fifth, present evaluative measures of learning in

\[1/\text{Op. cit., Billett.}\]
connection with unit, establish specific essay or objective type quizzes and questions.

Sixth, list available teaching aids and supplementary material which may be helpful in clinching points made in unit.

Seventh, make such general comment as may prove helpful in connection with presentation of unit.

**Tenor of Course.**-- In addition to the specific suggestions which Hoppock makes in Chapters XIV and XV, it seems to this student that an instructor who sets about the business of structuring a course on the Techniques of Job Finding ought not try to do the impossible. Obviously, it will be necessary to make many compromises to meet a specific situation. Flexibility ought to be the criteria of the course. Will it meet the individual needs of the students? Unquestionably students and conferees who enroll for the course will vary all the way from those who have made their decision as to what they wish to do, and know exactly how they are going to accomplish it, down to those who haven't the faintest idea how to go about making such a decision.


2/ See Appendix "D", Pre-examination for course "Techniques of Job Finding".
Most of them will be thinking only in terms of their financial reward, and their needs or desires. The real problem to be tackled by the course is to give the students the position of the employer who is only remotely interested in what their desires are in terms of financial reward. It is normally an expense for such an employer, until the applicant has become productive. The idea to be imparted is that an employer hires someone because they think they can profit by it. If the course teaches this one idea, and turns out successful self salesmen, a great step forward will have been made.

2. Coordination With Guidance Activities

**Facts and Counseling.**—This writer is not going to become involved in a discussion of the values of non-directive, directive, or eclectic counseling. All have their place. At some stage in the course each student and conferee will need specific fact, some direct suggestions, and individual counseling.


In order for the course to be most effective provision ought to be made for this counseling. The instructor of this course does not necessarily have to be qualified as a counselor. However, it is obvious that such qualifications would be of material assistance. Students and conferees have a right to be told what the facts of a given situation are. It is a responsibility of the instructor to point out where those facts can be obtained. Clearly, here is a joint counseling responsibility. Where a counseling service has been established the course will of course fit nicely into the program. Where it has not been, the load on the instructor will become increasingly heavy, and thought which ought to be applied to making the course more effective will of course be applied individually.

**Sequence of Units.**— Considerable thought has been given to the sequence of the teaching units for the course. Analyzed the skeletal structure of this proposed course is as follows:

- First, introduction to the course.
- Second, information collection.
- Third, information evaluation.
- Fourth, planning a course of action.
- Fifth, taking action.

It seems as though practically all authorities on this
subject agree on this general pattern of the problem. The variations in presentation of the subject come as the result of dealing with specific situations and problems and differing educational levels and the thinking of the persons concerned. Generally, it seems as though the units ought to follow the above pattern since it would be unwise to take action without knowing what you were aiming at. That seems to be the way most people look for occupations now. What is attempted here is to regularize the approach, and fashion an intelligent orderly way to do it.

**Preparation of Course Outline and Study Guides.**

The Manual for Job Finding to be held by the student or conferee at the end of the course ought to contain all the suggestions made by the instructor, and to indicate the insight gained by the student. It seems to this writer that there is not enough time in the average college semester or year to do all the things that can be suggested in connection with finding out about the techniques of job finding. Obviously, many supplementary activities will have to be treated in the most cursory fashion. The course outline should in general give sufficient clues to these other supplementary activities so that they will challenge the student of superior capacity, and at the same time provide adequate information
for the slower deviate. Supplementary information and study guides ought to be prepared to accompany each unit. Such material should be distributed well in advance of its discussion, and, probably much of it can be taken from the instructor's manual after it has been prepared. The available aids and supplementary material section of the units ought to be so structured that this material can be mimeographed and distributed to the students.

Probable Time Required for Course.-- Tentatively, the course can probably be given in twelve forty-five minute meetings. It can be expanded of course to twenty-four, or forty-eight excluding quiz or examination periods. Clearly, it seems that the amount of time required will depend on the interest of the group and the ability of the instructor and leader and that time allotted by the administration.

Diagram Showing Time and Topic Distribution.-- In order to clarify the presentation of the subject as a whole, and in order to get a proper perspective of it, there follows a diagram showing the major subjects treated against the subdivisions suggested by the unit method of teaching. Of course the time requirements for the course can be superimposed on such a pattern.
### TECHNIQUES OF JOB FINDING COURSE

**Time and Topic Distribution Diagram**

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**Time**

1/ **Unit Subject Treatment.-- Titles**

- (A) Objectives
- (B) Introductory Mechanism
- (C) Core Activities - Main Thesis
- (D) Collateral Activities - Aimed at Individual Differences
- (E) Evaluative Activities
- (F) Teaching Aids
- (G) Miscellaneous Comment on Unit

2/ **Unit Number.-- Titles**

- (1) Need For Instruction in Techniques of Job Finding
- (2) Occupational Information
- (3) Self Analysis and Appraisal
- (4) Tools and Techniques of Job Finding
- (5) Planning for Success
- (6) Routines to be Mastered
PART II

A SOURCE UNIT FOR USE IN A COURSE IN THE TECHNIQUES OF JOB FINDING
THE TECHNIQUES OF JOB FINDING

A Group Leader's Manual

Unit Number One

"THE NEED FOR INSTRUCTION IN JOB FINDING"

(A Sample Source Unit for Use In A Course In The Techniques of Job Finding.)

By: Elliott Earl
THE TECHNIQUES OF JOB FINDING

Unit Number One: Need for Instruction in Job Finding

1. Group Leader Orientation Information

The Challenge.-- Perhaps the chief characteristic of the present age is that we try to live harmoniously in groups. These groups are tending to become larger and larger. Consequential accomplishment is attained not by any individual effort, but rather by the combined effort of many. The prime necessity therefore seems to be an effort to teach people to sell their good and mature ideas to others. If we are to accomplish, we must have other people's understanding. We must have their sympathetic and willing help, particularly in this task of finding suitable employment.

Presentation.-- This getting the attention, interested support, desire for association, and willingness to take a chance on a person, calls for the ultimate in presentation. It seems as though a person can expect that type of occupation and accomplishment in proportion to the type of presentation made. In fact it would appear that without an intelligent and good presentation our ideas and efforts are likely to die in their birth. The presentation of one's attributes and vocational fitness
seems to be years behind the needs of the times.

Lack of Understanding.-- If anyone will make a study of any enterprise and have fundamental access to what goes on behind the light veneer of "good public relations", he will be shocked at what he finds in the way of lack of understanding. Everywhere, he sees things crying to be done. Things that would plainly benefit everyone concerned, the employee, the public, the owners, and management. He sees these things to be done, and every reason why men should be cooperating with their entire soul and body. Do they? They do not. Friction, delay, inaction--why?

Lack of "Doers".-- A workman may want some tools, a foreman may want another hand, a shop superintendent may want a new machine or a different layout, a business manager may want a better control system, or a management engineer may want to establish an entirely new approach to a problem. They all know the things that are needed to do a better job, and they all know that the company, and he individually lose by not having what is needed. He asks for the authority and money to get the things needed, including personnel. Does he get it? He does not. Why? Does he ever blame himself? He does not, it is always those thickheaded management people,--the boss, who doesn't understand. They are cheap skinflints, they won't listen. They won't give any support. They're old
fashioned. They won't change. They won't progress. Just plain stubborn.

**Stubborn Labor and Management.**-- Then maybe it's the management that want to make a change. Do they get the support of the help? Most likely, not. If they do get it, it is very slowly. The help is obstinate...they don't know what is good for them. Morale becomes impaired, and finally another industry closes its doors. But, why all this lack of understanding? Management are normally reasonable men. Why is it that they are so blind to the needs of the people that work for them? The workmen, engineers, foremen, they too, are reasonable people. They too, are quite anxious to accomplish. The answer is that there is almost a complete lack of understanding by the other side. There is no one who is willing to do what is necessary. The answer is that neither side know how or are willing to make a good presentation. When does it start? Usually it starts at the time of employment, and before that in school.

**Lack of Knowledge of the Problem.**-- If there is any one conclusion that this student has come to as the result of about fifteen years experience as a professional management consultant it would be that very few executives, administrators, supervisors, foremen and leadermen know anything about the fundamentals of a good presentation.
We have yet to have the privilege of meeting one who has the skill of presentation that his ideas is worthy of. Further, few even think it is necessary or any concern of theirs that they should be able to present their ideas in a convincing and able manner. Unfortunately in our present social system, an idea is no better than its presentation. To be of use, it must be sold. And so, for a person to be of use, they too must be sold, and sold by themselves.

This is the problem we tackle.

**Future of College Graduates and Adults.**-- What we have said is that the future of any college graduate or adult is strictly their own responsibility. As a citizen of the most powerful and wealthy nation in the world, and blessed with a concept of freedom nowhere equalled, no one is going to tell anyone what they have to do. The opportunity to succeed is limited solely by one's ability to view the future, and to present his or her ideas in an understandable reasonable fashion. Indeed their learned and innate abilities and how they use them, and the individual character and determination of the person concerned will have a lot to do with the degree of accomplishment. But, the initial objective of this course will be to challenge the participant to be a "doer". In other words, we hope to inspire students to, through a proper presentation, sell themselves and their ideas.
Attention, Agreement, Action.-- Restated then, the problem here tackled is to start out on the most exciting mission in the world. The practical application of intelligence. In attacking this problem we had better establish our immediate objective. It is the three A's, attention, agreement and action. Earning a good living can be the most exciting business in the world if it is done intelligently. In order to do so, it is necessary to organize for it.

Facts.-- Somehow people seem to think that facts speak for themselves. This is a stupid assumption. Any lawyer knows that a fact can be so distorted as to be wholly detrimental. Facts are to be used with skill and care. They are useless unless they have a champion to talk for them. A person may have earned a college degree. It may be a fact, but, if that person wishes to make the most use of it he had better understand what it is. A fact seems to be somebody's opinion that others are willing to support. Hence it follows that a person has had a variously qualified "education". The proof of that education is in the use of it. In this connection it is quite informing to study the correspondence of a large corporation or a good business. Some of these letters are thoughtful, kind, objective, and thorough. About two percent of them. They help everyone who reads them.
the run of them, the other ninety-eight per cent do just the opposite. They are thoroughly careless, they annoy. They irritate, and they effectively repel understanding. This is plainly wrong. Two per cent is not enough. Means ought to be found to improve the situation. It stems from the deplorable manner in which people present themselves on paper. It is intended that the first order of business of this course will be to emphasize how important it is to learn presentation as an art. It has been suggested that accomplishment comes when we have made people learn to understand, to know, to improve, to enjoy daily activities and to make the best use of their talents for doing these things.

Knowledge of Job.-- It seems as though the reason why most people fail to accomplish is because they do not know what their real job is in the above terms. They take the narrow view. If they run a drill press, they feel that the only thing they have to do is to put the drill through "X" pieces of material a day. In other words they work for a day's pay and let it go at that. It seems as though a person succeeds greatly because they not only know something about a job as it is actually accomplished, and the skills necessary to do that job, but,

in addition the way in which that job fits in to the pattern of effort that the entire enterprise is trying to make.

It seems that most of these people have had a life plan. They have followed that plan with wisdom and flexibility. They have circumvented unforseen obstacles and taken advantage of opportunities. Flexibility of thought seems to have been a prime requisite.

Life Adjustment.-- What is proposed here is a tying together of all of the guidance efforts that a person may or may not have been subject to during the educational process. It is held that a person's life adjustment will be determined primarily by the values placed on the services that they offer someone else. The job is one of presentation of those services. Whatever the job, there will always be the problem of getting another person to agree with the ideas of the person seeking that job. Acceptance of those ideas has a very great bearing on life adjustment. This is self salesmanship. This course might be entitled just that. It is intended to suggest ways of presenting what a person has to offer in the best possible way. The purpose of this course then is to help a person to establish a life plan, and through wise planning...
effective personal sales efforts, attain through accomplishment, the objective or goal of the life plan.

2. Detailed Statement of Unit Content

Objectives of Unit.-- Anyone who is at all familiar with the problems of operating a successful business, industry or enterprise knows well that the basic problem revolves around finding a "team" of "good personalities" who know and understand each other. People are not hired, and are fired because of defective personality, more than for any other reason. What constitutes a "good or mature personality" seems to be "the most popular, challenging, important and confused field in modern psychology". Perhaps, we can adopt some of the philosophy of Overstreet as set forth in his book, The Mature Mind and suggest that a "good or mature personality"

1/ Much of the foregoing has been adapted from three different sources:

2/ Donald E. Super, Appraising Vocational Fitness, Harper & Bros., New York, 1949., (pp. 481.)

comes out of man's insight into his mental, emotional, and social processes. In any event with the above thought as a background the objectives of this unit are to establish that:

1. By the time a person is twenty-four years of age they have acquired most of the so-called personality traits by which they will be judged, and which maybe most important from a standpoint of their accomplishment.

2. Personality is one of the most potent factors in determining whether a person will accomplish and succeed.

3. Everyone cannot become a leader, manager or supervisor, the race is hard and long, and the \( \frac{1}{4} \) price is a heavy one.

4. If a person is willing to work toward becoming a manager before he is one, if a person is willing to make the effort to learn to make a better presentation, before they need to do it, and there is never a time when they don't, a very long step will have been taken towards becoming one.

\( \frac{1}{4} \) Appendix (B), An Analysis of the Functions of A Successful Manager.

5. Getting the right job is the most vital problem that confronts every man and woman. Some never satisfactorily solve the problem, because they fail to continue to mature and grow having once left the so-called formal educational situation.

6. Inculcating the idea that understanding human beings is the price of success or accomplishment, in such a fashion that the student gives real and intelligent thought and effort to the problem in connection with planning a career is a specific objective of this unit.

7. To develop in the student and conferee a desire to know more about themselves in terms of preparation for the question "why should we hire you?", is another specific objective of the unit.

8. To acquaint the student and conferee with the various general approaches to the problem of job finding is another specific objective of the unit.

9. By the time a person reaches twenty-four years of age, and if they have successfully completed college, they represent an investment of from

$12,000 to $25,000, the average being about $18,000. From a purely financial standpoint, there is a heavy responsibility to make the right job or occupational selection and plans, in order to make this investment pay out, and provide the return it should.

10. Finding the right kind of a job for a college graduate is becoming increasingly difficult for two reasons; first, business and industry are demanding people trained specifically for an occupation in a business or enterprise, and in terms of a detailed job specification, and second, the numbers of college graduates available is increasing rapidly. Also, some of the better colleges are doing a splendid job of placing their graduates in terms of a suitable long term life adjustment, but, most of these stand above the 80th percentile.

11. There is an instatiable demand for appropriately oriented young men and women in the ranks of labor, business, industry and government, who know that the real problem is one of understanding human beings, and, there will always be room at the top for real leaders in this art. In other words, quality personnel are always in
demand, and more so today than ever before. The tests for determining who these leader's are, are however, becoming a little more precise.

12. Many old and new opportunities exist and will continue to exist for the college and better trained adult.

13. Success is not measured in fame, fortune, or the accumulation of wealth or prestige but rather in the daily satisfaction of a job well done without friction and disharmony.

14. A person's life goal can be planned, and that plan can be carried out.

15. The person concerned must draw the plan.

16. This instruction will give a person an opportunity for detailing such a plan.

3. Introductory Activities

Planning Aspects.— The pattern of planning for job finding generally follows the planning utilized for successful selling. It is:

1. Planning the Job Finding Campaign
2. Getting Better Interviews
3. Making the Presentation

4. Disposing of Objections

5. Making the Contract

6. Time Management

7. Doing it Better

The threads of this planning pattern should run through the entire course. To initiate the course one of the best ways to establish the need for it is to hold a job interview at the first meeting.

**Job Interview.—** Since the instructor or group leader will need a vice-conference leader one of the interviews for this job might well be held at the first meeting of the class. Prior to a meeting of the class the instructor ought to structure an interview similar 1/ perhaps to that set out by Hoppock, Lyons and Martin, 2/ Forrester, 3/ or Snyder. 4/ The class or group should have been screened to disclose a student who by interest and educational training is majoring in personnel or guidance. The group leader or instructor will be the job interviewer. The selected student, the job applicant. Wire or tape recorder to be set up. Chair and table arranged. Other

---

people nominated for parts they play. (Secretary, receptionist, messenger, etc.). Make simple announcement to group that you as the group leader are going to interview a member of the class for the job of vice-group leader, and that a member of the class has volunteered to be interviewed for the job. Proceed with the interview and record it. Play the interview back, and at appropriate places, stop it, get class comment, as to applicant's interview conduct, and the manner in which he attempts to sell his services to you. (Limit interview to ten minutes). (Limit playback discussion to 15 minutes.)

In discussing interview emphasize details observed by yourself and the class which are commonly claimed to be overlooked by job applicants:

1. Good grooming and appearance.
2. What was applicant doing minute he stepped inside door, and while waiting for interview?
3. What about clothing? Suitable?
4. What about gum chewing or other peculiar personal habits? Did he bite his nails?
5. What about friendliness and dignity of approach?
6. What about voice? Did he mumble, cover up his mouth with his hand, was his voice clear and distinct?
7. Manner, was it courteous and co-operative?
8. Did he manifest a desire and willingness to discuss qualifications unhesitatingly?

9. Did he have ability to discuss basic principles of his chosen field of work? Did he know anything about it?

10. Were his inquiries about the job purposeful? In making inquiries about the job did he reveal any potential value to the employer?

Encourage Discussion.— Encourage students to discuss own experiences in interview for jobs. Follow up with what has been said so far with a summation. Need for education in job finding demonstrated by class's experience in interviews. Fear component of the unknown. Antidote, knowledge. Close at half period mark.

4. Outline Course

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<td>#2 Occupational Information</td>
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<td>#3 Self Analysis and Appraisal</td>
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<td>#4 Useful Tools in Job Finding</td>
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<td>#5 Planning a Successful Life</td>
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<tr>
<td>#6 Routines to be Mastered</td>
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1/ And also see Appendix "G" - "Analysis of Work Book Content" for other unit titles.
Appoint Vice Conference Leader.-- Appoint a student vice-conference leader. Preferably the one interviewed.

Fix duties as follows:

1. Take attendance.
2. Distribute mimeographed and other material.
3. Set-up recording equipment, and or visual aid projectors.
4. See that book store has suitable supply of texts, etc.
5. Make arrangements with library for appropriate occupational information section.
7. Lead conferences and group meetings in absence of instructor.
8. Be familiar with pattern of course and instructor's manual on "The Techniques of Job Finding."

Course Outline and Bibliography.-- Upon appointment of vice-conference leader have him distribute following material to group:

1. Course Outline.
2. Bibliography.
3. Material requirements.
4. Tentative Time Schedule.

Texts.-- The basic texts for the course are:
For the Instructor: 1. Group Guidance, Principles, Techniques and Evaluation
   By: Robert Hoppock

      By: Professor J.T. Lynch

      By: Instructor

For the Students: 1. Blueprint Your Career
      By: Robert Foster Moore

   2. The Strategy of Job Finding
      By: Lyons, Martin and Lynch

   3. The Job Exploration Workbook
      By: Milton E. Hahn and Arthur H. Brayfield

      By: Student.

Adequacy of Texts.-- It is the opinion of this writer that none of these texts are wholly satisfactory for this course. However, they seem to be as good as any texts available and they do cover the structure of the mechanism of job finding quite adequately. If the instructor and the group to be instructed will be tolerant of the obvious inadequacies, out of the experience of the group probably a more adequate text for the adult level can be written.
5. Core Activities--Theme of Unit

**Individual Responsibility.**-- The core activities of the unit are aimed at making the student or conferee realize that the problem of job finding is solely his. The instructor's responsibility ends when he has indicated how a person goes about the task of finding a job. In presenting this thought, the instructor may use the thoughts set forth under Item 1. **Objectives of Unit**, above, or those outlined by Moore, or Lyons and Martin, and as noted in the course outline.

**Central Theme of Unit.**-- In the second half of period discuss the texts and student manual to be structured during course. Indicate flaws in texts, make it plain to group that at final session of course they will be invited to criticize course and texts and give suggestions for improvement.

1. Follow routines outlined in Work Units #1 and #2 pages 23 to 26 of Instructor's Manual accompanying **Strategy of Job Finding.**
2. Assign Projects #1 and #2 in Job Exploration Workbook. Reports due at third session.
3. Read Moore's foreword in **Blueprint Your Career.**

4. Use Chapters I and II of Moore's *Blueprint Your Career* as a basis for a talk.

5. Give Moore's summaries at pages 7 and 15.

6. Emphasize need for ability to talk and write with force, clarity and intelligence. Refer conferee's to Flesch and Braun.

7. Summarize purpose of course as follows:

"To assist the conferee or student, by formal educational methods and training, to intelligently select an occupation, to secure that occupation, to progress in it, having in mind a full consideration of all of the factors which affect each individual's situation."

6. Collateral Activities For Individual Differences.

**Student Activities.**-- Mimeograph following statements or questions and have vice-conference leader distribute copy to each student. Student should be prepared to discuss a selected topic at an assigned meeting of class:

1. When should a person think about what he is going


3/ Adapted from definition National Vocational Guidance Association.
to do as a matter of his life work?

2. What do you do about an education that has not fitted you for your expressed fields of interest?

3. What about the inter-relationship of work, play, love, and religion? (Cabot's thesis.)

4. Present your personal balance sheet to the class. Discuss positive and negative factors. State how you intend to correct negative characteristics. (pp. 48-49) (Strategy of Job Finding.)

5. Discuss the question and statement and its effect upon your possibilities of obtaining employment: "What do you think you can do for us?", and the reply, "Oh, I'll take anything!"

6. An American industrial leader has suggested that there are five important jobs ahead for young men and women:

   A. Learn to think politically
   B. Approach problem of peace with fresh viewpoint
   C. Get a better balance between moral and material values

---

D. Think on a world plane

E. Work on the distribution problem.

Prepare two hundred and fifty words on anyone of the above subjects. Have in mind that you want to get an interview with Mr. Ford and if you get the chance this is what you would say to him.

(Note: Instructor to play part of Benson Ford.)

(Swing an interview around points made by student.)

7. Select any prominent local leader. Get a copy of one of his recent public statements on any subject. Analyze it, prepare a statement of your thoughts on the subject. In a talk in front of class, present your ideas. Let vice-conference leader play part of business leader.

8. According to principles enunciated by Flesch prepare a short article on the following:

A. New Frontiers for College Graduates

B. Why Quality Personnel Are In Demand.

C. Success - A Definition.

Instructor Activity.-- Do one of the following:

1. Prepare a typical test frequency pattern, (mark scatter diagram). Tell class you are going to do it for them and you will let them know at the last meeting of the class where they fell on the

diagram. (Self appraisal.)

2. Distribute copies of Fletchermeter to class. Instruct class on how to use it. Get students to get parents and friends and former instructors to grade them. Have it completed by fourth meeting of class.

3. Prepare time assignment of group by meetings, monthly and for semester. Note time at which student should have a job.

4. Prepare list of conferees or students and show:
   1) Name
   2) Occupational choice
   3) Technique used to get a job
   4) When job obtained.

5. Show appropriate visual aids, see list of visual aids: Number 9. "Guidance", Film Library, School of Education, Boston University, 84 Exeter Street, Boston, Mass.

6. Think up a special approach to the problem of job finding which is not covered in study guide, talk it over with class. Get someone to try it out and report on the success or failure of its

1/ The Fletchermeter, a personality trait testing mechanism. Copyrighted by Wm. L. Fletcher, 551 Boylston Street, Boston, Mass. Appendix "F" attached.

2/ See Appendix "G".
use. Discuss it.

7. Evaluative Activities

Roll Call.-- Arrange with vice-conference leader in taking attendance to have group report in making their presence known:

1. Name.
2. Number of interviews since last meeting of class.
3. Total number of interviews to date.
4. Number of bona fide job prospects.
5. Placements.

Quizes.-- For this unit —

1. What are four objectives of course?
2. What should you try to get out of course?
3. What is the fundamental problem of every job seeker?
4. List routines of a successful salesman?
5. What is present situation as far as finding a job goes?
6. What has the job situation been since 1900?

1/ See appendix "E" - Darling Technique.
2/ And see also Appendix "D" - "Pre-examination for Course - The Techniques of Job Finding."
7. What has it been since 1946?
8. What is it likely to be?
9. In what specific industries and business are the most likely opportunities to be found?
10. Discuss originality as it relates to opportunity in job seeking.

8. Teaching Aids

Basic Guidance Texts and References.— If there is any single phase of this problem that a person can be sure of it is that variety will be encountered in the types of problems dealt with. Probably, the backgrounds, education, and experience of the instructors and or group leaders who may have occasion to refer to these suggestions will be as varied as the students and conferees they intend to help. Undoubtedly many will not need what follows, on the other hand because there are few who have had the time or desire to review the wealth of guidance literature available, the following suggestions in addition to references previously noted are made:


Specific Books Dealing With Job Finding.-- When the group leader or instructor gets at the heart of this effort he will realize that he is dealing with the problem of actually instructing his students how to get a job. It often happens that people need specific guidance and counsel, not for the job itself, but rather for the approach to the employer. This is the essence of this course. Even the most highly skilled and competent worker can be rejected for employment because of his conduct during the interview, or because he has some uncontrolled personality defect, or a hang-dog approach, or totally inappropriate dress and conduct, or the complete lack of knowledge of the fundamentals of good self salesmanship, or the inability to plan
a job getting campaign, or the inability to write a letter of application which will draw an interview. What follows is a list of books in addition to those previously noted which if carefully studied by the instructor or group leader will provide a wealth of helpful and inspirational ideas aimed at the problem discussed here:


9. General Comment On The Unit

Learning may be acquired in many different ways. One of the best and easiest and most fruitful is a structured situation where the learner has an opportunity to put his knowledge to immediate test and use. It is hoped that whoever attempts to teach this subject will start out with that philosophy. In addition specifically, it is intended that the course be taught within these general limitations:

(1) Establish common problems of group conferring.
(2) Assist group to think problems through in an orderly and systematic manner.
(3) Help students and conferees to get the employer's point of view. Eliminate the narrow perspective of the normal college graduate, and adults.
(4) Develop a plan or a series of plans for analyzing each student's employment problem. From this analysis develop an action program that will help students to:
   a). Recognize different types of job opportunities.
   b). Develop own techniques methods and principles for dealing with a particular job situation.
c). Better understand basic principles of good personnel management and administration and selection of personnel, which guide successful industrial and business enterprises.

d). Develop a better sales technique, (for self).

e). Develop better methods of planning work.

f). Develop a plan for successful living.
APPENDIX "A"

PRELIMINARY JOB DESCRIPTION FOR INSTRUCTOR OR GROUP LEADER FOR COURSE IN THE TECHNIQUES OF JOB FINDING
APPENDIX "A"

Proposed Job Description for Instructor

For Course—The Techniques of Job Finding

This job description is drawn to aid college administrators in planning a course on the Techniques of Job Finding and specifically, to help to establish the duties of the instructor, and or group leaders.

1. Preparation for Course
   a. Select topics to be covered.
   b. Prepare Units using sample as guide.
   c. Prepare and have available for course necessary texts, course study guides, outline, evaluative instruments, record forms and blanks.
   d. Schedule approximate time for presentation of Units.
   e. Determine points to be arrived at by group.
   f. Prepare appropriate announcement for course, (Elective) for appropriate posting on bulletin boards and insertion in catalogue, etc.

2. Initial Presentation of Subject
   a. State objective of course clearly, simply and concisely.
   b. Give brief description of each point to be discussed and its relative importance to course
objective.

c. Emphasize that purpose of course is to get student a thoroughly worthwhile and satisfactory job.

d. Ground course carefully in semantics of job finding.

e. Use interview technique to get interest in first meeting of course. (Un-rehearsed). Interviewee to be vice-conference leader.

3. Initiate group discussion

a. Ask general questions to find out what students are being asked by job interviewers.

b. Use a 10 minute visual aid, either moving picture or slide film showing right interview technique.

c. Ask students for comment on interviewee's technique.

d. Deliberately raise debatable points on interview.

e. Conclude discussion at 30 minute mark.

4. Appoint vice-conference leader

a. Assign duties as follows:

1). Make all distributions of outlines, etc.

2). Keep attendance.

3). Set up and operate visual aids and recording equipment.

4). Be sure that stores have appropriate texts for class.

5). Set pace as student for class.
6). Take over class in absence of instructor.

5. Develop on blackboard outline of course, or distribute mimeographed outline
   a. Topic headings
   b. Sub-heads
   1). Relate outline to individuals in the group.
   2). Note suggestions made by members of group.
   3). Restate problem.

6. Guide all meetings of class towards specific course objective
   a. Question points which seem immaterial.
   b. Assist conferees to restate problem.
   c. Call for illustrations.
   d. Establish specific objectives for class or group to meet.

7. Control and influence discussion by
   a. Putting on brakes (clarify a point)
   b. Opening throttle (discuss a specific case)
   c. Discourage faulty thinking (use for and against analysis)

8. Focus on problem members of group
   a. Talkative type (disregard, question, trap him, etc.)
   b. Silent member (find interests, question, ask opinion)
   c. Know-it-all (pose difficult questions, trap)
   d. Sensitive one (play to, special counseling)
9. Proceed with presentation
   a. Explain how to find a job
   b. Justification for teaching techniques
   c. Define why it is necessary
   d. Describe how it is accomplished best
   e. Classify thoughts in accordance with objective
   f. Summarize topics discussed
   g. Illustrate points with every available device

10. Make unusual use of following
    a. Qualities of a "mature" person
    b. Responsibility for maturity
    c. How can maturity of performance be judged
    d. Why people are failures
    e. Who is responsible for success
    f. When individual should decide what to do

Note: This outline is adapted from one prepared at the time that the author was a member of the faculty of the basic and advanced Intelligence Schools as conducted by the Education Section of the Office of Naval Intelligence, Navy Department, Washington, D.C. He followed it with some success. At least there was never a dull moment in his classes.
APPENDIX "B"

AN ANALYSIS OF THE FUNCTIONS OF A SUCCESSFUL MANAGER
APPENDIX "B"

AN ANALYSIS OF THE FUNCTIONS OF A SUCCESSFUL MANAGER

The normal criteria for qualifying a successful manager seem to swing around the following elements:

1. The manager's first job seems to be the effective planning of a program. For the so-called junior executive limited to a fairly simple operation this may mean simply planning the work of a few people for a day in a fairly routine manner. For others it may require the analysis of a very complex report which bears on the operations of a big business involving the work of thousands and the investment of millions in plant and equipment.

2. Ability to make decisions. Ability to decide to do certain things to achieve the objectives previously planned, or, not to do them.

3. Ability to organize a group of people. Ability to be a leader, to direct a group of people in the achievement of the objectives planned and decided upon.

4. Ability to delegate responsibility. This means selecting the right people for the right job. Some simple jobs simply require the ability to dictate a brief order to a

\[1\] Adapted from criteria of successful managers as established by The Worden Co., Management Engineers, Boston. (Manual for Management Survey.)
5. Ability to communicate a plan. Jobs must be explained. The person who does this job must be facile with abstract symbols and have greater verbal facility than a person whose jobs involve only specific inanimate objects.

6. Ability to analyze and manipulate numbers. Here a successful manager is required to possess various degrees of ability. Our progress is normally measured in numerical terms. We count the number of units of work, distance covered, amount of time, cost, etc.

The foregoing six components should be considered in qualifying a manager, executive, or supervisor. Psychological testing procedures have been established by which the relative degree which an individual possesses these elements can be determined. When supplemented by a person's actual work record and personal history a decision can be made as to whether a president or a clerk should be hired, fired, promoted or transferred.
APPENDIX "C"

AN ANALYSIS OF "JOB FINDING" WORKBOOK CONTENTS
APPENDIX "C"

AN ANALYSIS OF "JOB FINDING" WORKBOOK CONTENTS

1. Job Exploration Workbook
   Milton E. Hahn and Arthur H. Brayfield
   Science Research Associates, Chicago, Ill.

   Contents:
   1. Vocational autobiography
   2. Former student survey
   3. Survey of job opportunities
   4. Survey of employment practices
   5. Study of an occupation
   6. Investigation of training opportunities
   7. Getting along on the job
   8. Job satisfaction
   9. Job campaign
   10. Preparing a personal data sheet
   11. Filling out application blanks
   12. Evaluating employment agencies
   13. Writing a letter of application
   14. Conducting a personal interview

2. Growing Up
   R. Floyd Cromwell and Morgan D. Parmenter
   Guidance Publications
   Buffalo 1, New York

1/ And see also teacher's manual to accompany workbook.
Contents:

1. How we grow
2. How we are different
3. What are you like
4. What do you want
5. Success and failure
6. How we learn
7. You and school
8. Rules and regulations
9. Your school report
10. How to study
11. Your next school
12. Hobbies
13. Spare time activities
14. Community activities
15. You and your health
16. Good grooming
17. Courtesy
18. Your manners
19. Emotions
20. Controlling fear
21. Controlling anger
22. You and your folks
23. Cooperation
24. Making decisions
3. The Strategy of Job Finding
G.J. Lyons and H.C. Martin
Prentice-Hall, Inc., New York

Contents:
1. Preface
2. Both sides of employment desk
3. The present vocational scene
4. The vocational analysis guide
5. What am I?
6. What do I want?
7. Where do I fit?
8. How do I look on paper?
9. How should I tailor my presentation?
10. What employment routines will I encounter?
11. How will employers appraise me?
12. How may personality influence job seeking?
13. How can I write letters of application?
14. How can I use classified advertising?
15. How can I attract favorable attention?
16. How can I layout a program?
17. How should I approach the interview premises?
18. How can I interview effectively?
19. How can I close successfully?
20. How can I capitalize on followup?
How To Get A Job and Win Promotion
C.A. Prosser and Walter F. Sahlin
McKnight and McKnight, Bloomfield, Ill.

Contents:

Foreword

Illustration, At the fork of the road

Introduction

Illustration, Steps to successful employment

1. Discovering prospective employers
2. Selecting a prospective employer
3. Getting in contact with the employer
4. Furnishing information to the employer
5. Preparing for the personal interview
6. The personal interview
7. Closing the interview
8. Checking your mistakes in applying for employment
9. A final check
10. Holding a job
11. Winning promotion
12. Fair dealing by the employer
13. Fair dealing by you with your employer
14. Protection of workers by State Laws
15. Protecting workers by National Laws

See also Practice Book with like title and authors.
16. Information for veterans
Appendices
  A. Forms and blanks
  B. Helpful books

5. How To Get The Job
Mitchell Dreese
Science Research Associates, Chicago, Ill.

Contents:
1. You and the job market
2. Preparing for a career
3. How to look for a job
4. Planning your job campaign
5. Landing your job
6. Getting ahead on the job
7. Making your own job

6. It's Your Job (Harvard Placement)
John W. Teel
Lincoln and Smith Press
Boston, Mass.

7. The Job Hunter's Handbook
Martin W. Schaul
Prentice-Hall, Inc., New York

Contents:
1. Job Hunting in your city
2. Which private agencies shall you use
3. Which Government Agencies can help you find
   a job in private industry

Note: This pamphlet goes at the problem via a series of cartoons and explanatory paragraphs, which are most clever.
4. Do you want a Civil Service job
5. Which community agencies or guidance services may be able to help you
6. Personnel offices, trade associations, unions
7. Do you know how to use special sources in your search for employment
8. What every young worker should know
9. For veterans only
10. Your interview with the employer
   The job-campaign plan

8. Preparing For Industrial Work
    The National Manufacturers Association
    New York

Contents:
1. What do you want to do
2. Opportunities - what they are
3. 150 major occupations
4. Opportunities - where they are
5. A world of swift change
6. Depressions and emergencies
7. Choosing a kind of work
8. This is an industrial age
9. White collar or overalls
10. Our great mechanical tradition
11. Women in industry
12. Interest and aptitude
13. Training offered by industry
14. Training and educational opportunities for veterans
15. Job opportunities for veterans
16. And skill isn't all
17. Yardstick of wages and income
18. Everybody can't be in top jobs
19. Training necessary for better jobs
20. Yardstick of contentment
21. Yardstick of opportunity
22. Summary

9. Workbook In Occupational Guidance
   Paul W. Chapman
   Turner E. Smith Company
   Atlanta, Georgia

   Contents:
   Unit 1. A survey of occupations
   Unit 2. Techniques for studying occupations
   Unit 3. Self-analysis and personal improvement
   Unit 4. Studying representative occupations
   Unit 5. Getting a job

Note: It is questionable as to whether this is not just as good if not a better workbook than Hahn and Brayfield's. This student likes Hahn and Brayfield's because of its unusual format and ability to form part of student's own personal "manual for job finding". Hahn and Brayfield's ought to be recast for adults.

10. How To Get The Job You Want
    William L. Fletcher
    Wm. L. Fletcher Company, Boston, Mass.
Contents:

1. Starting right
2. Analyzing your problem
3. Analyzing yourself
4. Studying the market
5. Fundamentals of salesmanship
6. Approaching a prospect
7. Sales correspondence
8. Answering want advertisements
9. Running want advertisements
10. Direct mail campaigns
11. Answering objections
12. Dominating the interview
13. Completing the application
14. Recent graduates
15. Man over forty-five
16. Man of small town background
17. Changing vocation or business
18. Letters

Note: The above book is part of the Fletcher System and is not obtainable without subscription for the Service.

A consideration of the contents of the above "workbooks" suggests that they are all concerned with these
broad categories of effort:

1. Introduction to the Problem
2. Collection of Information
3. Evaluation of Information
4. Evolution of a Plan
5. Action

Generally, it is conceived that the structure of the instructor's manual should be along these lines, but so slanted as to appeal to adults.
APPENDIX "D"

PRE-EXAMINATION FOR COURSE TECHNIQUES OF JOB FINDING
APPENDIX "D"

PRE-EXAMINATION FOR COURSE TECHNIQUES OF JOB FINDING

Explanatory:

Purpose.-- This pre-examination for the course, Techniques of Job Finding is given for the purpose of determining whether or not a person will benefit by taking the course. It is also given to help the group leader to orient his instructing level to that of the group.

The test is keyed to the course content. Obviously those who have had adequate guidance prior to this time do not need to take the course. For others, who for one reason or another have not been able to complete their plans for their life work,--this course offers such an opportunity.

Because there seems to be a paucity of information in connection with this type of effort at the adult level, and lack of precedents for it, the effort at this time is of an experimental nature to determine whether the course is practical and worthwhile, and whether psychological testing techniques can be applied to an effort of this kind.

In substance the test items are the same as those submitted for the final examination. It is thought that a person who receives a grade of something about the
75th percentile would be wasting their time taking the course. The test will be graded prior to the second meeting of the group.

PLEASE COMPLETE THE PERSONAL DATA FORM AS PART OF THE EXAMINATION AND APPLICATION FOR THE COURSE.

SUBMIT COMPLETED EXAMINATION AT FIRST MEETING FOR COURSE.
APPLICATION TO TAKE COURSE TECHNIQUES OF JOB FINDING

PERSONAL DATA FORM

1. Name: ___________________ Year of Birth: __________
   Home Address: ______________ Telephone: ______________
   Other Address: ______________ Other: __________________

2. Are you now employed: Yes No (Circle)

3. If employed, name and address of employer:
   ___________________________________________________________________
   ___________________________________________________________________

4. What type of work are you doing: __________________

5. If going to college or taking advanced educational work,
   name college and faculty adviser: __________________

6. Veteran: Yes or No ______________________________

7. Do you have any dependents: Yes or No Number ________

8. What are your approximate salary requirements:
   __________________ per year?

9. If attending school or college when do you expect to
   graduate ______________?

10. Get a copy of your collegiate or adult educational
    record and attach it to this application form. (NO
    APPLICANTS WILL BE ACCEPTED WITHOUT COMPLETING THIS
    TASK.) If record does not disclose complete educational
    background, on additional 8½ x 11 inches white paper,
    outline it, stating specifically, 1) name of school,
year attended, credits or diploma received, 2) individual at school or on faculty who would discuss your abilities, if queried.

11. **ON YELLOW PAPER**, compile the following: a) Names of all employers, (an employer is a person who has paid you money for services rendered), b) Address, b) Time worked, d) Person to whom you were responsible, e) Type of work done, f) (Include part-time jobs while going to school, or in the summer.)

12. If, in the foregoing you have had any SELLING experience describe it in detail on **GREEN PAPER**. Cover following points. a) What sales instructions if any were given. b) Sales aids. c) Sales plan. d) Your interview technique. e) Method of making presentation. f) Disposing of objections. g) Method of closing sales. h) Followup technique. NOTE: Head both **YELLOW** and **GREEN SHEETS** with full name only placed at 15 spaces from left margin and two inches from top of page. On same line three inches from right margin on **GREEN paper title it: SALES EXPERIENCE, on YELLOW, WORK EXPERIENCE.**

13. What experience have you had in creative writing:

14. What experience have you had in analysis:

15. Have you done any public speaking? (How much, where, how successful?)
16. Have you ever demonstrated any leadership qualities? Either in school, the military services, or business.) Describe it.

17. What do you want to do?

18. What courses or education have you taken which you think will help you to get this type of occupation? Spell it out.

19. What courses, education or EXPERIENCES have you had not directly connected with what you want to do which you think might be helpful in connection with your career, detail it.

20. Where have you lived and for approximately how long?

21. On supplementary white 8½ x 11 inches sheet titled with name as above, and "PRACTICAL EXPERIENCE RELATED TO OBJECTIVE" on same line, state in one page or less what specific experience and education you have had, including results of aptitude tests, and other psychological tests that you believe give evidence of your ability to undertake your plan. In the event that you have not been able to complete the above, DO NOT FAIL TO MAKE A STATEMENT. Acceptance in the course other things being equal will turn on this question and direction.

22. State why you want to take this course and what you expect to get out of it.
23. To aid the course registrar, and to better estimate course attendance do you anticipate that you will have the attached pre-examination completed in a satisfactory manner by the first meeting date of the class which is_____________? Yes or No.

24. If the answer is no, do you wish to waive the examination and enroll for the course without submitting the examination? Yes or No.

To The Registrar for Course: The Techniques of Job Finding

A. I have read the description of the course titled - Techniques of Job Finding. I believe I shall be able to creditably apply myself to the work outlined for this course.

B. I understand that I must complete all of the work assigned during the course if my application is accepted.

C. I understand that I am to receive a written appraisal of my aptitudes and abilities as disclosed by an appropriate battery of psychological tests, that I will be instructed how to complete my own individual "Manual on Job Finding", and that I will be instructed on the best Techniques of Job Finding, and will receive a final grade as to my work in the course.
D. If, in the judgement of the Registrar my background is such that I cannot possibly benefit by taking the course it is understood that my application will be refused, and, if at any time I feel that I am not benefiting I may withdraw without refund of any payments due and made at the time of enrollment.

E. I understand that the fee for the course is _____ which includes all necessary texts, and laboratory material, payable with this application.

F. I am in sympathy with what is being attempted here and I am anxious to make whatever contribution I can to the success of this effort. As my contribution to the program I shall be glad to make whatever effort is necessary to improve the course and my own opportunity for a successful career.

__________________________________________
Applicant

Date

DO NOT WRITE BELOW THIS LINE

---------------------------------------------------------------------
Interview and Counseling Record

Date : Notes
PRE-EXAMINATION FOR TECHNIQUES OF JOB FINDING

Instructions to Examinees: (READ CAREFULLY)

The objectives of this test are to determine with validity and reliability whether an applicant for this course knows:

1. The best techniques of job finding.
2. The modern viewpoint and tools employed today in hiring, firing, and promoting people.
3. Themselves and their assets and liabilities.
4. The value of individual enterprise.
5. What considerations business men and others have in mind when they employ someone.
6. The nature of the unemployment problem.
7. The possibility of occupational choice.
8. Their own vocational choice.
9. How to make a self appraisal.
10. Who and what will be encountered in the employment situation.
11. What specific routines will be encountered.
12. What personality has to do with employment.
13. How to write a letter of application for a job.
14. How to use advertising effectively.
15. How to attract favorable attention.
16. How to plan a job-getting campaign.
17. How to sell self.

18. How to setup an effective followup system.

In taking this test please use all sources of information. It is an "open book" test. Considerable research will be required. It is to be completed at will but is due at the first meeting of the class.
Raw Score

TECHNIQUES OF JOB FINDING

Pre-Examination

Name____________________ Date__________________

***********************************************************

Part I. True-False: In brackets to left of question insert
(T) if statement is true or probably true, insert
(F) if false or probably false:

1. ( ) Most employers hire placement agencies to fill all
   vacancies on their staffs.

2. ( ) One does not have to be a salesman or know anything
   about salesmanship to get and keep a job.

3. ( ) In seeking a job a person should have the attitude—
   "I will take anything" or "I can do anything".

4. ( ) In seeking employment it is a good idea to be
   familiar with the detailed job specification for
   the position sought.

5. ( ) The first step in job-seeking is to call on some
   private employment agency and see if they have
   a job.

6. ( ) The fundamental task of a job seeker is to sell
   his ability service and ambitions.

7. ( ) An applicant will gain favorable attention with an
   an interviewer if he says or indicates sometime
   during the interview that he will take anything
   the interviewer offers.
8. ( ) A job-seeker ought to prepare himself for an interview in the same manner as a well trained salesman does.

9. ( ) Most good personnel men are familiar with a good personal profile and the requirements of one.

10. ( ) Salary and wage administration and job analysis are the same thing.

NOTE: BALANCE OF THIS PART OF EXAMINATION WHICH SHOULD CONSIST OF NOT LESS THAN 100 ITEMS IS TO BE COMPLETED BY INSTRUCTOR.

Part II. Multiple Choice. Underline the right answer and insert number in brackets to the left.

1. ( ) Self analysis is designed to assist:

2. ( ) One of the best systems of self analysis is that devised by:

3. ( ) In order to qualify for a position with a banking firm a person must possess the following personal trait or ability above all others:
   1. Superior dignity and reserve. 2. Fact finding and evaluation. 3. Speed and accuracy with
numbers. 4. Unimpeachable honesty.

4. ( ) From the list below number from top to bottom in
    in the brackets to the left the sequence with
    which you would use facilities indicated in going
    about job-finding:

    1. Friends. 2. Relatives. 3. Employment agencies.
    4. Newspapers. 5. Classified sections of telephone
        books. 6. Trade papers and periodicals. 7. College
        placement bureau. 8. Directories. 9. Chamber of
        Commerce. 10. Political acquaintances.

5. Without reference to the above name three other
    sources of help in finding a job. ___________________.
    ___________________.

Note: THE BALANCE OF EXAMINATION IS LEFT FOR THE
    INSTRUCTOR TO PREPARE AS WELL AS THE ANSWER
    SHEETS. THE EXAMINATION IS PLANNED AS HAVING
    SIX PARTS COVERING GENERALLY THE UNITS OF THE
    MANUAL.
APPENDIX "E"

DESCRIPTION OF THE GREATER BOSTON VETERAN'S SCHOOL FOR JOBS
APPENDIX "E"

DESCRIPTION OF THE GREATER BOSTON VETERAN'S SCHOOL FOR JOBS

Prefatory Note: Mr. Roland Darling who is responsible for the following is noted for his "public relations" ability. One of the reasons this project is not now in existence is because it was not solidly founded on the rocks of acceptable educational method, plus the fact there was considerable opposition from established commercial placement agencies, and the Community Fund lacked the means.

It has been said that necessity is sometimes the mother of invention. It is well known that the remarkable job done in re-employing many returning servicemen was in no little measure due to the quickly organized so-called "job schools" all over Massachusetts, by Mr. Roland Darling. Major General G. B. Erskine, USMC, Administrator of The Retraining and Re-employment Administration of the U.S. Department of Labor has this to say about the so-called "Boston Plan".....

"In recent years, many persons dealing with employment procedures throughout the nation have come to realize that employers have certain knowledge which can be of great value to the job applicant. As a result, numerous plans for applying more skilled techniques to job seeking have been developed. 
In Boston, for example, several hundred employers have cooperated with vocational counselors, placement experts, Government and private employment agencies and the local Veterans Guidance Center to provide veterans with the facts they need to go after jobs in the right way. The plan is simple, efficient and inexpensive to operate and is adaptable to communities of various sizes. Known as the Greater Boston Veterans Service Center School for Jobs, it is financed by the Greater Boston Community Fund.

Because of the obvious benefits which this project has yielded not only to veteran job seekers but also to the employers, I have asked Mr. Darling to outline the plan and general pattern of this effort."

The Plan was published by the U.S. Department of Labor.

It has also been said that there is nothing new under the sun. Mr. Darling's program is a modification of a plan established by Mr. Fletcher in 1920. A brief description follows.

\[\text{Underscore mine.}\]
THE GREATER BOSTON VETERAN'S SCHOOL FOR JOBS

WHAT IT IS

The Greater Boston Veteran's School for Jobs is sponsored by the Greater Boston Veterans Service Center and offers veterans a course in "How To Find A Job In Boston."

The course includes:

a- The first session which provides information about the approach to employers.
b- The second session which provides suggestions about interviewing for jobs.
c- A Manual which was written with the help of fifty Boston employers and employment managers.
d- Occupational information about the fields in which the veterans express interest.
e- Individual job counseling.
f- A weekly radio program to keep the veterans up to date on what is happening in the local employment market.
g- A weekly bull session on job hunting.
The First Session

The first session offers instruction in such subjects as:

1. How employers are hiring today.
2. How to plan a job hunting campaign.
3. How to develop a personal record sheet.
4. Using letters and agencies to make contacts.
5. The value of cold calls on employers.
6. Preparing for the interview.
7. Following up the interview.
8. Sources of information about fields and firms.
9. The development of a prospect list.

The session is taught by business men, most of whom have had considerable personnel experience.

The presentation of the material takes approximately forty-five minutes after which the veterans participate in an informal question and answer period.

At the conclusion of this session each veteran receives:

a- A list of fifty-eight occupations concerning which information has been mimeographed. The veteran checks the subjects in which he is interested.

b- A card reminding him of the time and place of the second session in the course.

During this session emphasis is placed upon the need for each veteran deciding upon a definite objective and then proceeding to make use of every means for making contacts with employers.
The Second Session

As the veteran arrives at the second session he receives:

a- The occupational reports he requested at the first session.

b- The forty page Manual entitled, "How To Find A Job In Boston."

This session is presided over by a veteran with two personnel managers as the speakers. Each manager makes a very brief opening statement about interviewing for jobs and then the meeting is thrown open for questions.

Steps In Organizing This Meeting

1- Prepare a list of industrial and "white collar" personnel managers.

2- Prepare a statement which outlines the purpose of the session, which is to prepare job-seeking veterans for their job interviews.

3- Secure a veteran who is willing to serve as chairman each week.

4- Schedule the speakers well in advance providing each speaker with a copy of the statement on procedure of the meeting.

5- Arrange to have the chairman meet with the speakers at least fifteen minutes prior to the time of the session.

6- Have the chairman emphasize in his opening statement that the major part of the time will be given over to
questions and answers and that the session will adjourn in plenty of time to give each veteran a chance to talk with one of the speakers and present any individual problem.

7- The chairman should also point out that the personnel managers are not there to discuss the employment policies of their individual companies but to make suggestions which may be of value to veterans as they are interviewed for jobs.

The Manual

The Manual was prepared with great care. More than fifty employers and employment managers were invited to send in material containing suggestions to veterans seeking jobs.

The Manual contains more than three hundred quotations from these suggestions.

Among the subjects are:

- Approaching Large Firms
- Approaching Small Firms
- Approaching Unionized Fields
- Employment Agencies; How To Use Them
- Employment Agencies, List of.
- Employment Service, Free
- Facts About Fields and Jobs; How to Obtain Them
- Fair Employment Practice Law
- Government Employment, Federal
- Government Employment, State
- How About Your Attitude
- Interviewing
- Job Counseling -- How It May Help You
- Job Counseling Services
- Job Hunting Campaign--What It Is
The Manual is of value to veterans seeking employment in Greater Boston. When it is used for sessions in suburban towns, pages are inserted to provide local information.

The Weekly Radio Program

The weekly radio program is entitled, "Get That Job" and it is presented for one half hour at ninethirty every Thursday evening over Station WCOP.

The participants include: a World War Two veteran, a high school senior, an older unemployed man, an expert in some occupation, two veterans who are studying to become radio announcers, the Director of the School for Jobs and the station announcer.

The format of the program:

Opening announcement

Bulletins from Federal, State and local agencies giving facts about current employment market.

1 minute

4 minutes
A discussion between the expert in some field and the veteran, the high school senior and the older unemployed man about opportunities in the field and how to go after positions in it. 8 minutes

An employer provides a two minute suggestion on how to seek work locally. 2 minutes

A Job School of the Air during which the veteran, the high school senior and the older man question the Director of the School for Jobs. 8 minutes

A "Suggestion Box" during which the two veterans who are studying to be radio announcers read a series of suggestions to unemployed. 5 minutes

A closing statement by the Director of the School. 1 minute

Announcer's closing. 1/2 minute

29 1/2 minutes

It is announced over the air that mimeographed material about the field which has been discussed has been prepared and is ready for free distribution.

**Answers to Questions**

Who pays the expenses of the school? The Community Fund.

What staff is necessary? The school is operated by the director and a research assistant.

Who provides the job counseling? Trained job counselors at the Greater Boston Veterans Service Center.

What is the weekly schedule of meetings?

- Tuesday evening at seven..first session at the YMCA.
- Wednesday morning at ten..first session at Station WEEI.
- Wednesday evening at seven..first session at the Hickox Secretarial School.
- Wednesday evening at seven..second session at the Hickox Secretarial School.
Do you use volunteer workers? Yes. A group of volunteers are on duty each Wednesday evening and others assist during the week with various program details.

Is the time over the air donated or do you pay for it? It is given us by the station.

Who pays for the mimeographing of the occupational material? A local business firm.

Do local employers and employment managers cooperate? In five months 257 local employers and employment managers gave time to this program.

How do you keep in touch with the veterans who have taken the course?

We conduct a weekly bull session on job hunting which is open to veterans who have taken the course. The counselors at the Center follow through with those who come to them. The veterans are urged to make use of the Occupational Information Service at the Center and to listen each week to the radio program. They are also urged to attend weekly Job Forums for Veterans.

How They Are Presented

The weekly Job Forums are presented at Hickox School on Wednesday evenings in a room on the same floor where the School for Jobs sessions are held. The purpose of these forums is to present well informed occupational experts discussing current conditions in their fields.

Three speakers are presented on each program. A typical meeting might present: an official from the Massachusetts Department of Labor, the manager of a store and the head of a local union. The first would discuss trends while the others would discuss conditions in their fields. Each is given ten minutes to present his material and then the
meeting is thrown open to questions.

Each meeting is directed by a veteran whose daily work brings him into contact with employers and employment managers.

The meeting starts promptly at seven o'clock and adjourns at eight thirty, after which the speakers remain for half an hour to answer any personal questions.

When an expert has accepted an invitation to address one of these meetings, he is provided with mimeographed material which fully describes the procedure which is followed and he is urged to be at the meeting place fifteen minutes before seven in order that he may confer with the Chairman and the other speakers. The mimeographed material and the preliminary conference result in the speakers being urged to:

a- Not exceed their ten-minute limit.
b- Tell the veterans the facts without making any promises.
c- Avoid discussion of the policies of their own companies but to discuss the subject from the viewpoint of many employers in the field.
d- Make only those statements which can be supported since the veterans are ready to ask for proof.
e- Avoid generalities and get right down to practical material.

Here are some of the subjects which have been discussed:

APPENDIX "F"

DESCRIPTION OF THE DEVELOPMENT OF
AND A COPY OF THE FLETCHERMETER
WHAT IS A GOOD ADVERTISING MAN?

A Talk by William L. Fletcher, Personnel Consultant to the Junior Advertising Club of Boston, Mass., at its regular monthly meeting held in the quarters of Radio Station WEEI, Boston, at 7:30 p.m. Wednesday, October 26, 1949. (Contains extracts from the forthcoming booklet TO HIM THAT HATH now being prepared to instruct men how to approach a job problem.)

PERSONNEL WORK IS A FUNCTION OF MANAGEMENT

Good personnel work is not something superimposed on a company, or a staff job in which an Industrial Relations Director accepts all responsibility and authority. As Kipling said of the British Army, "It's the everlastin' teamwork of every bloomin' soul" that makes it go. Personnel work is a function of management and the job of a personnel manager or consultant is to HELP the executives properly to handle their jobs. This can mean protecting an employee from injustice as well as blasting at him about what he should do, posting bulletins and compiling figures for the government. As an example of what I mean -- of good personnel work on the part of an operating executive -- this story may help to prove a point:

"A woman in Brookline, Mass. who was very wealthy, socially prominent and politically influential, wrote a letter to the Telephone Company complaining bitterly because two linemen working outside her home had used profane language.

"Because she was who she was, the letter trickled slowly from the Mail Department up to the office of the V. P. in Charge of Operations. When he came in that morning, the secretary had put the letter on top of the pile of correspondence. The V. P. read it and pushed a button. When the secretary came he said, "Get the answer from the foreman of the crew as to what really happened, and have it on my desk tomorrow morning; when I come in." The secretary said "Yes, sir," took the letter and went out.

"The following morning when he arrived at work the report of the foreman was on top of the incoming correspondence. The foreman said, one man was working on a cross arm on a pole, and the other was down below. The man on the cross arm spilled a little melted solder and it struck the man below and landed down his neck. The man below looked up at the man on the cross arm and said, "Robert, you should be more careful!"
THE NEXT BIG FORWARD STEP IN PERSONNEL.

In the Fletcher Personnel System, we are trying to measure jobs and men on the same scale. A job can be expressed graphically on a profile -- and so can a man. If the job specifications are expressed in terms of human traits which can be measured or appraised in men, then it is possible to make a graph of a man on a transparent piece of paper -- superimpose it on a job graph -- and tell at a glance (1) whether or not the man can handle the job, and (2) if he can grow out of it into the bigger job just ahead.

FOLLOW THE EMERSON -- "TEA COMPANY" TRAIL

No one has yet actually done this.

The nearest approach to the establishment of the ultimate personnel system was made by the Eastern Division of the Great Atlantic & Pacific Tea Company at the bottom of the financial depression in 1930-1932. Under the direction of H. J. Wright and Frank Wheeler at National Headquarters I worked for four years in the Bronx "Unit" -- which operated 700 stores in Manhattan, Harlem, Bronx, Westchester County and Southern Connecticut. Mr. A. A. Bieber, the executive at the head of the Unit, was my immediate boss, was the outstanding operator in the country at that time. In national competitions of 15,000 stores, Mr. Bieber and his remarkable associates brought home the gold cups two years in succession.

I mention this here to establish clearly one very important fact -- no personnel man can be bigger than his boss. Efficiency grows only from the top down. Ideas and methods generated in a personnel department must be approved by the operating head of the company. If he is intelligent, he throws out unsound suggestions and puts good ideas into effect. If he is stupid, he throws out sound ideas and puts fallacious ones into operation. Ours was a laboratory experiment on a big scale.

In the years I was privileged to work this company in New York, Mr. Bieber never approved one idea which did not work out well, nor take one step backward.

In 1930, National Headquarters, with Donald P. Hanson and Mrs. Mabel Souvaine (now jointly directing Woman's Day) at the helm, passed along through their annual year book to all the 83,000 employees of the company some of the personnel operating principles developed and proved in the Bronx Unit.

LET THE PRACTICAL MEN TELL YOU

Exactly what Mr. Bieber did was this:

1. Had me, with several assistants, dig out and present to his 22 operating de-
partment heads information about what other companies had done in personnel work -- what would and would not work in personnel.

2. Checked my opinions himself with the officers and outstanding members of the American Management Association.

3. Had each department head write out in his own way his opinion of what is a good store manager.

Meetings were held every other Tuesday from 2 to 6 p.m. in the Bronx Warehouse, which was Unit Headquarters. When the opinions of the operating heads were studied and correlated it was found that (1) they all said about the same thing, and (2) the correlation of the opinions of these men and the Rating Scale developed by Harrington Emerson (one of the early and ablest industrial engineers) many years previously, was practically perfect. The "Tea Company" men did not have the knowledge of words that Emerson did, and we quickly found that dictionaries were of no help in defining words and expressions coming into use in a new science.

So, we took the Emerson Rating Scale and started to build our system on that. It was Emerson's idea that just as all colors are combinations of the primary colors, so all abilities such as sales or advertising abilities may be expressed graphically as profiles.

(May I digress a moment to say that when the super-markets began to open -- and the company began closing stores -- with a resulting surplus of managers and salesmen, of course "personnel work" went "out the window". I have done nothing for the "Tea Company" since 1932. I owe them nothing and they owe me nothing. Information which came to me in confidence will of course be held in confidence.)

It is the policy of the "Tea Company" to pass along savings to the public as fast as they accrue. In my effort to help you, I am in line with company policy. In effect, the "Tea Company" policy is: "any public service unselfishly rendered brings its own reward." (If you are good enough, you may get what Jesus Christ got, but you have fun up to the last day.) This is public information.

In passing along to you young men and women in the Junior Advertising Club of Boston information which I think no one else in the country has -- and which I could not have if the "Tea Company" and 2000 other clients had not spent thousands and thousands of dollars in searching for truth in the personnel field and in establishing new operating principles -- I am not violating any confidence or company policy.
In the stores, the company helps you to eat better by buying cheaply; here I am trying to help you get something to swap for what they have in their stores.

WE STAND ON THE SHOULDERS OF GIANTS

Several years ago, at the Executives Club of the Boston Chamber of Commerce -- while speaking of our giant corporations and the accomplishments of the heads of these companies a speaker said -- "We stand on the shoulders of giants. We could not be where we are today if the men who went before us had not put in such remarkable foundations. Our forebears were truly giants.

I could not say to you this evening what I am going to say -- and you could not be in a position to make an outstanding contribution to the educational and business worlds, by finding out and telling the world "What Is a Good Advertising Man", if Harrington Emerson and the Great Atlantic & Pacific Tea Company had not established a sound foundation.

What the public does not know is that the "Tea Company" has been for many years one of the greatest developers of human material in the world. There were very few college-trained men in the "Tea Company". The Bronx Unit had many men in responsible positions who were born in sod huts in Ireland and came here in the steerage -- and thousands of other men who came from similar homes in other countries. Some of these men were in the "22" group which built the personnel system.

TOO MUCH CAN BE AS BAD AS TOO LITTLE

The first thing we did was to realize that a man can have too much of any good trait. A man may think so much of his personal appearance that he is a fop, and of no commercial value. If he is a bit less than that, he can be an excellent salesman for Shreve, Crump & Low, but only a nuisance in a job of which bagging potatoes is a part. The same is true of many other traits.

You will perceive that what I am trying to do here is to help you get the concept of how you are going to make your contribution to business and the advertising profession by leading you step by step along the trail blazed by the A & P executives.

On the "Tea Company" chart, we set 7 as the desirable and attainable normal human maximum. The attached chart of the A & P job specifications for a good store manager and a good salesman are self-explanatory -- if you will really study them. You must develop profiles like these for the various jobs in the advertising world. This, I hope, will be a part of your 1949-50 "project."
7 equals maximum — all of it is desirable for a man to have — more than 7 equals abnormality.
1. Health
2. Appearance
3. Observation
4. Concentration
5. Memory
6. Imagination
7. Reasoning
8. General
9. Business
10. Expression
11. Ambition
12. Confidence
13. Loyalty
14. Enthusiasm
15. Cheerfulness
16. Reliability
17. Energy
18. Persistence
19. Initiative
20. Self-control

Experience - Reports
Application blank
Physical examination
Interview
Mental tests
Trade tests
Personal history investigation
Observation - Rating Scales

Club - Sales ability
Since this is going to take considerable time, the question naturally arises of what you can be doing to advance your own personal interests in the meantime. I know this answer.

When the work of the "Tea Company" was completed, I kept on with the development of what had been proved beyond all question to be a sound, workable, much-needed development in the personnel field -- dropping for the time being all efforts to get employers to do what they should do -- give the educational world definite specifications of what they want in men graduating from college. I made one attempt in a magazine article to show the educators of the country how they could do a better job for their young men. Not one of them cared -- or if they did, they didn't tell me!

So I started working with my Advisory Service clients in developing the really valuable personnel tool which we call the Fletcher-meter. After four years, at the request of the Gamma Nu Chapter of Delta Tau Delta Fraternity at the University of Maine -- with the aid of President Hauck and Alumni Personnel Director Phil Brockway and a radio network I got the system into operation in my own Chapter. When Commencement came around every senior knew what he was going to do and every man who was not going on to post-graduate work had a job. I have no accurate information as to whether the men in that college generation who tried out this system have done better in the business world than men of other generations subjected to the same academic training and college environment. However, I think they have. When time permits I hope to make a survey to find out if I am correct in my opinion.

A young woman with a Master's Degree in Psychology who was teaching in a small high school in New York State with 18 students in the senior class took our Manual and studied it, and had two sessions with me of about 3 1/2 hours each, during which she asked innumerable questions. She then adapted our system to her pupils. The results were astounding -- at least they were to me. The first result she announced was the complete disappearance of all disciplinary problems. Once the boys and girls in her class got the idea firmly in their minds that what they were doing in school was going to affect their whole lives, they quit fooling and went to work. On the first of July of that year she reported that every student had a position. It is my understanding that they all got their jobs for themselves -- that there were no "piggy-back" rides.

The Fletcher-meter consequently is not the product of my mind or even that of my staff, but of countless business executives, trade association secretaries, and able young men who have tried it out, criticized it and strengthened it. It may, and probably will, be different a few months hence than it is now. I think, however, that you are going to find the
definitions of the 20 traits in the Fletcher-meter particularly valuable. The executives of the Great Atlantic & Pacific Tea Company deserve much credit for these definitions.

THE FLETCHER PERSONNEL SYSTEM WILL NOT MAKE YOU WORK -- BUT YOU CAN MAKE IT WORK

The first thing you do is to make an analysis of yourself on the Fletcher-meter. Then, if you are married, you have your wife make a similar analysis. The third step is to have not less than eight other persons who know you well analyze you.

You put the figures representing your own opinion of yourself in the column headed "Own" on page 7 of the attached Fletcher-meter. You then express this result graphically with blue ink on page 8. Your wife's figures go in column 9 on page 7, and her opinion is expressed in green ink on page 8.

The opinions of the other eight "raters" are secured in this way. You select among your family, friends, business superiors and associates -- and enemies -- the men and women you wish to help you. You explain to them what you wish and ask them please to be honest. What you are after is TRUTH, and anything else can hurt you. You MUST follow the engineering technique expressed later -- and GET ALL THE FACTS.

The reports of your raters should come to YOU -- not to any one else -- but they should come anonymously. Don't ask a friend who is trying to help you to put himself into a position which may cost him or you a valuable friendship.

When you have the opinions of your eight raters, average them and include your wife's opinion in that average. Then graph the average of these nine people in RED ink. You will then have a blue curve on the chart showing the opinion of yourself -- a green one giving what friend wife REALLY thinks of you -- and a red one of you as you really are.

I make this last assertion as a statement of fact and not of opinion. This curve may be too high or too low on the chart -- it probably will be -- but the two things you most want to know will jump right off the sheet at you. You will know your HIGH and your LOW points. The median points, i.e., the things in which you are AVERAGE are not too important. What you need to know is where you EXCEL -- what you have to SELL to an employer -- and where you are WEAK -- what is going to get you into trouble if you don't locate and correct these weaknesses.

When your graphs are finished, compare your opinion of yourself with the average. Find out where you are wrong in estimating yourself. If you find one or more traits where you are ten or more points ABOVE the average, you are over-
rating yourself. This means conceit and can mean trouble ev­
every day of your life until you bring your own opinion to the TRUTH line.

If your opinion of yourself is ten or more points UNDER the average on any one or more points, this means lack of self confidence. Jack up your courage and ATTEMPT more.

Do not be afraid of seeing yourself as others see you - as you really are. Probably one out of five of the people you ask to rate you will express a very low opinion of you in one or more ways -- this is the average with all the men we investigate, and was the average in World War I when the men in Washington under my direction were checked up by the F.B.I.

If this study of yourself leads you to believe that you should change your job -- why worry? It is much better that you face facts and do it now than to go farther along the wrong road and lose valuable time in getting into your life work.

EMPLOYERS LIKE MEN WITH POISE

If you have to change your job, the analysis of your­self on the Fletcher-meter will help you with almost any em­ployer or personnel man. The fact that you have it estab­lishes clearly your sincerity of purpose, your willingness to face facts and the capacity for sustained hard work at least up to a certain point. Employers consider these important attitudes in men.

I can tell at a glance by looking at the profile of a man who is now engaged in selling whether or not he should try to secure a position as sales manager or continue in selling, perhaps with a higher unit of sale and a bigger mar­gin of profit and more income for him.

You will find that most employers and personnel men will be able to deduce a great deal from these graphs. If you go after a job and the employer looks at your graph and tells you that you don't belong in that job -- don't worry. By your sincerity and honesty you will make a friend. Every em­ployer to whom you talk should become the first link in a chain of friends. The good employers, speaking generally, know each other. They are continually on the lookout for men who can help them accomplish their objectives. They pass along to each other every day information about capable men who do not exactly meet their job specifications, but who may be extremely valuable in another company. I have been told that in one Personnel Officers Association they have a game called "beating the employment agencies." They are doing this all the time. You must not beg for that kind of coop­eration -- induce it by the way you handle yourself and sell your services.
YOU CAN MASTER THE TECHNIQUE OF WINNING

In a test covering a period of a year, made several years ago, men who had been conditioned, as I am attempting to condition you, got 6 out of every 7 jobs they went after. At the end of the test I could not accept the results as being the truth. I made another test in my own business for 6 months, during which time we referred to every employer with whom we were working men we had conditioned and capable-looking men about whom we knew little or nothing who came in off the street. At the end of this 6 months period the results were exactly the same.

Over a four year period with the A & P in New York, at the time when they were starting in the meat business and hiring many men, the turn-over of Advisory Service clients placed was exactly 50% of that of men referred by us "off the street."

You are entitled, I think, to know why our men got these results. The first reason was that they knew a great deal more about how to sell their services and the things not to do going after a job than men who had had no training or conditioning. Second -- we use, in marketing men, the technique of checkers or chess. It was Sherman, I think, who said "The way to win battles is to get there fastest with the mostest men."

IF YOU SHOW HER HOW, YOUR WIFE MAY GET A JOB

Wives are getting more and more important in business. The farther a man goes the more important in his destiny is his wife. A wife can be a help or a hindrance. They badly need training in how to help their husbands. Mark Twain said - "Everybody talks about the weather, but nobody ever does anything about it!" Every employer recognizes the importance of wives. Subconsciously, at least, every man knows that his wife is helping him or hindering him. In our business, we do something about it.

We urge our men to read their Manuals aloud to their wives. It is not our opinion that the wife should be the dominating factor in the economic destiny of the family, but we know from experience that the normal wife can be trained to function with her husband just as an observer in an airplane functions with an artillery battery on the ground where the gunners cannot see where their shells are landing. She can observe things which he cannot see -- she has the outside viewpoint -- by tactful questions she can often suggest things he should do or at least carefully consider.

In answering help wanted ads in newspapers and magazines for men we again bring two against one. We get the man to answer the ad in his own way, following our instructions -- and we answer it for him, but not revealing his name. We
often use telegrams. When a job is open, we find out as much as we can about it. Forewarned is forearmed. The more a man knows about the employer's intentions, objectives, idiosyncrasies and dislikes when he goes in for an interview, the better he can handle himself. In the stock market there is an old adage: "Stocks don't go up -- they are put up." In selling your services, you have to get through the stages of attention, interest, desire and action. The farther your personnel consultant -- or any friend who may be counseling you can carry the ball toward the goal line, the easier is your job of making a "touch-down."

WHILE YOU ARE GETTING GOING, MAKE THE GOING TOUGH FOR OTHER JOB APPLICANTS.

In talking with an employer, one of my clients may give the employer a Fletcher-meter and ask him if he would mind thinking for a few minutes of the three best men he has ever seen in the job he is trying to fill. Then -- why were these men outstanding? The employer will almost express his opinion in terms of human traits. The job applicant can make a few marks on the chart showing what traits a man needs to be outstandingly successful. Then he asks the employer if he will think of the three most miserable and expensive failures he has ever seen on this same job. Why did the men fail? Again the answer is almost certain to be expressed in terms of human traits. Again, the applicant makes a few marks on the chart.

At that point he has to ask himself honestly if he has the weaknesses which have caused other men to fail. If so, he must pass the job up, try to make a friend of the employer and go after a job where his weaknesses are not particularly important.

Speaking generally, a man gets ahead in business by building something up or tearing something down. Building wreckers, as well as builders, make money. It is perfectly legitimate in a football game to tackle the other man hard enough to knock him out, if you do it FAIRLY. That is football, and that is life. When one of my men uses this technique in his contact with an employer, and is really qualified for the job, he makes an awful lot of trouble for other men who are after the same job, by putting into the employer's head questions to ask applicants of which he might not otherwise think. The stiffer the qualifications for the job, the harder it is for a man who has had no training in job hunting and little knowledge of his qualifications to get the job.

YOU ARE IN ANOTHER "COVERED WAGON TRAIN" -- EVEN THOUGH YOU MAY NOT KNOW IT

When I publish this booklet "TO HIM THAT HATH" I am going to use that title because it suggests that not all men are going to win. You young men and women know from casual
observation of people around you every day that most men have not achieved their ambitions, and that very few of them are going to work out their economic destinies to their own satisfaction. You have to start with certain things to win in a big way.

On the cover of this booklet, "TO HIM THAT HATH," I plan to put in color an illustration taken from the motion picture, "The Covered Wagon". It will show the wagon train starting for gold in California -- or perhaps only for land in the Southwest and a chance to make a good living and bring up a family properly. Throughout this booklet, I plan to use similar illustrations showing what happened to people in the covered wagons -- the fights with Indians -- crossing flooded rivers -- the dirty, underhanded tricks of jealous people -- what a GOOD GUIDE can do to help you keep out of trouble and get what you want with the least expenditure of time and money. I shall use these illustrations because the analogy, in my opinion, is a remarkably accurate one. MEN AND WIVES OFTEN NEED AROUSING AS WELL AS EDUCATING.

HUSTLING PAYS -- BUT THERE ARE OTHER WAYS

As young advertising men and women -- sometimes perhaps called, "hustlers" -- I am going to say to you that while you will sometimes undoubtedly have to hustle, hustling is not the beginning nor the end of business nor of life.

Thinking out a sound strategy -- spending plenty of time to make sure a matter of policy is sound before you put it into effect -- often pays big dividends without much hustle.

It isn't always PUSH that brings home the bacon; sometimes it's strategy, which can be quite subtle.

As an example of what I mean:

A Yankee who had just graduated from an Eastern college secured a job as a sales trainee in one of the large companies selling to retail grocers. After training, he was sent to Missouri to work as a salesman. One terribly hot morning in the middle of summer he found himself with a route list in one hand and a heavy sample case in the other, traveling along a side street in a small Missouri town. The thermometer was hovering under 100 degrees; there was not a breath of air stirring, no sound except a slight drone of bees and flies in the air, and the tar was coming up in bubbles out of the black concrete sidewalk. Glancing up at a house as he passed, he saw an old man with long flowing whiskers fishing over the back piazza rail into a flower garden. As he went on he began moralizing -- "Poor old man -- losing his mind -- probably a good fellow in his youth".

12.
Having been a good Boy Scout and learned his lesson faithfully, and really believing what he had learned, he turned around and trudged back to the house. Addressing the old man in the only way he knew how to address a southern gentleman, he said: "Good morning, uncle". The old gentleman looked up and said: "Good mornin', suh". Then the young salesman said: "Come down to the corner and have a drink". The old gentleman got up, laid the bamboo pole against the piazza rail, came down the sidewalk to the street -- a little teetery but quite spry. The young man bought him a slug of whiskey, and then a big cigar. The old man drank the whiskey, bit the end off the cigar, spit it out, lit the cigar, and started blowing large clouds of smoke up toward the ceiling with a very happy, contented and self-satisfied air.

The expense of time and money which the young man had made was not appreciable, but he felt better for having done it. As is natural, in such circumstances, he also felt like conversation. By way of opening the conversation with the old gentleman -- who up to that time had not spoken a word -- the salesman said: "So you were fishing, were you"?

The old gentleman said: "Yes, suh".

"Tell me", said the young Yankee", were you catching anything"?

The old man turned around, looked him in the eye and said very quietly and pleasantly: "You are the seventh one this mornin', suh"!

You are going to meet all kinds of troubles. If you win the government will take part of what you win and give it to less able, lazy people -- what we call "hitch-hikers" -- who enjoy riding in Cadillacs and Lincolns providing you buy them and drive them for them.

THE INFERIOR PEOPLE HAVE NOT YET, HOWEVER, FOUND OUT HOW TO TAKE THE JOY OUT OF ACCOMPLISHMENT.

LEARN YOUR LIMIT -- AND KEEP WITHIN IT

I appreciate keenly that what I am saying to you young men and women here tonight is going to come as a terrific shock to many of you who have been taught in the public schools that if you follow the Horatio Alger policies you will become President of the United States or at least the head of the company. This is wholly untrue. Facing this fact may disconcert you for a short time. If it does -- keep this
in mind. If you will go, during the vacation season, to Florida or California, you will find literally thousands of men between 50 and 60 years of age who are independently wealthy -- able to take long vacations if they wish -- or live entirely off their income -- WHOSE MENTAL CAPACITIES ARE MEDIOCRE. These men are there chiefly for these reasons:

(1) They learned early in life the ratios and formulas necessary to make a business GO.

(2) They learned their own limitations.

(3) Year after year they have kept within these limitations -- never speculating in Florida real estate in a boom period -- working, earning, saving and making their savings work, too, -- to help them attain economic independence.

The old fable of the tortoise and the hare did not grow old because some advertising man promoted it. It grew old because, while where you are today and what you do this month is important, most people live in the past or the present, the big rewards go to men who have the long range viewpoint. All through their lives they plan in DECADES -- and WORK THEIR PLANS.

more power to your fighting spirit

Wm. G. Flithier.
THE FLETCHER-METER

A DEVICE TO HELP MEN AND WOMEN TELL THINGS ABOUT THEMSELVES — AND OTHERS — WHICH THEY DO NOT KNOW.

THE FLETCHER SYSTEM OF PERSONNEL ANALYSIS

PLEASE READ CAREFULLY THIS INFORMATION ABOUT HOW TO USE THE FLETCHER-METER. ANYONE CAN DO IT. THE FLETCHER PERSONNEL SYSTEM ENABLES EMPLOYERS TO SELECT THE RIGHT MEN FOR IMPORTANT POSITIONS AND HELPS MEN DETERMINE THEIR QUALIFICATIONS FOR VARIOUS KINDS OF JOBS.

PLEASE READ THE WHOLE SCHEDULE THROUGH CAREFULLY NOW. UNDER EACH HEADING IS A SUGGESTED DEFINITION. FOLLOWING THE DEFINITION THERE IS A LIST OF SPECIFIC CONSIDERATIONS — TRAITS, ABILITIES, QUALITIES, OR TENDENCIES. NATURALLY THERE IS SOME OVERLAPPING OF TERMS, TERMS MAY SOUND ABRUPT. THE FLETCHER-METER IS DESIGNED TO BRING QUICKLY TO MIND, OR TO SUGGEST MANY LINES OF THOUGHT.

READ THE MATERIAL UNDER EACH HEADING CAREFULLY AGAIN. DRAW A LINE AROUND ANY GOOD POINT POSSESSED IN AN UNUSUALLY HIGH DEGREE. DRAW A LINE UNDER ANY BAD POINT, WHETHER IT IS A POSITIVE, CONSTRUCTIVE QUALITY SERIOUSLY LACKING OR A RETARDING NEGATIVE CONDITION. IN THE SPACES FOR REMARKS ADD ANY COMMENTS OF YOUR OWN.

INDICATE THE VERY, VERY GOOD BY CIRCLES IN BLACK INK. SHOW THE VERY, VERY BAD BY UNDERLINES IN RED INK. DO NOT MARK THE TRAITS WHICH ARE NOT PARTICULARLY STRONG OR WEAK.

THEN ON THE SCORE LINE AFTER EACH HEADING INDICATE YOUR FINAL JUDGMENT WITH A CHECK MARK (v). REMEMBER THE SCORING IS ON A BASIS OF 0 TO 100. THE CHECK MARK NEED NOT BE AT ANY ONE EVEN DIVISION.

TAKE AS 100% IN EACH TRAIT THE MAN YOU PERSONALLY KNOW WHO POSSESSES THIS IN THE HIGHEST DEGREE.

USE INDEPENDENT JUDGMENT.
### Health

<table>
<thead>
<tr>
<th></th>
<th>Perfect</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

Health is physical, mental, and moral condition. Consider: headaches, defective eyesight, endearment, deafness, decayed teeth, heart trouble, stomach trouble, hernia, lung trouble, kidney trouble, social disease, varicose veins, foot trouble, excessive nervousness, rheumatism, over or under weight, anemia, skin trouble, chronic appendicitis, asthma, diabetes and other chronic or recurrent diseases, and mental and moral disorders.

**Remarks:**

---

### Appearance

<table>
<thead>
<tr>
<th></th>
<th>Striking</th>
<th>Attractive</th>
<th>Average</th>
<th>Unattractive</th>
<th>Repulsive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

Appearance is everything about a person which can be seen, heard, felt, or smelled. Consider: physique, posture, carriage, facial expression; condition of hair, face, teeth, hands and nails; cleanliness and taste in clothes; coarseness, refinement; manners, including offensive mannerisms and disagreeable odors of body or breath; quality of voice; evidence of sincerity, insincerity, evasiveness, moral uprightness, courage, frankness, cowardice, dishonesty, courtesy, rudeness, generosity, vanity, ability to meet people well, visible physical defects and diseases, undue emotionality.

**Remarks:**

---

### Observation

<table>
<thead>
<tr>
<th></th>
<th>Keen</th>
<th>Alert</th>
<th>Fair</th>
<th>Uncertain</th>
<th>Dull</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
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</tr>
</tbody>
</table>

Observation is the recording of impressions received through the senses. Consider: alertness, breadth of interests, keenness and accuracy of all the senses — seeing, hearing, tasting, feeling, and smelling — ability to sense the things which count and disregard the insignificant.

**Remarks:**

---

### Concentration

<table>
<thead>
<tr>
<th></th>
<th>Intense</th>
<th>Very Good</th>
<th>Average</th>
<th>Wavering</th>
<th>Scatter-Brained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
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</tr>
</tbody>
</table>

Concentration is the power of focussing the attention upon one thing and excluding all other things. Consider: ability to concentrate and learn or create under various conditions, in various localities, at different times of day and night; note any factors which make concentration difficult, such as strong prejudices, racial and other hereditary traits, undue sensitiveness to heat or cold or atmospheric conditions, odors, noises, and opinions or activities of other people.

**Remarks:**

---

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MEMORY

<table>
<thead>
<tr>
<th>Unfailing</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>75</td>
</tr>
<tr>
<td>Average</td>
<td>50</td>
</tr>
<tr>
<td>Spotty</td>
<td>25</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
</tbody>
</table>

MEMORY IS THE FACULTY OF RETAINING AND RECALLING KNOWLEDGE IN SUCH A WAY THAT IT CAN BE USED AS NEEDED. CONSIDER: ABILITY TO REMEMBER NAMES, FACES, DATES, INSTRUCTIONS, ORDERS, DIRECTIONS, SPELLING OF WORDS, FORMULAS, AND IMPRESSIONS RECORDED THROUGH SEEING, HEARING, TASTING, TOUCHING AND SMELLING.

Remarks:

IMAGINATION

<table>
<thead>
<tr>
<th>Creative</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>75</td>
</tr>
<tr>
<td>Average</td>
<td>50</td>
</tr>
<tr>
<td>Flighty</td>
<td>25</td>
</tr>
<tr>
<td>Feeble</td>
<td>0</td>
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</tbody>
</table>

IMAGINATION IS THE PICTURING OR CREATIVE POWER OF THE MIND — THE ABILITY TO CONCEIVE IMAGES WHICH DO NOT EXIST. CONSIDER: ABILITY TO VISUALIZE COLORS, SCENES, MACHINES, FACES, CLOTHES, CONDITIONS TO BE MET AT SOME FUTURE TIME; TO IMAGINE SOUNDS, TASTES, ODORS; ABILITY TO ORIGINATE, TENDENCY TOWARD UNDE FLIGHTS OF FANCY.

Remarks:

REASONING

<table>
<thead>
<tr>
<th>Logical</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>75</td>
</tr>
<tr>
<td>Average</td>
<td>50</td>
</tr>
<tr>
<td>Opinionated</td>
<td>25</td>
</tr>
<tr>
<td>Illogical</td>
<td>0</td>
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</tbody>
</table>

REASONING IS THE PROCESS OF THE MIND BY WHICH ONE ARRIVES AT SOUND PRACTICABLE CONCLUSIONS. CONSIDER: TENDENCY TO JUMP TO CONCLUSIONS, I. E., TO FAIL TO GET ALL THE FACTS; INABILITY TO CLASSIFY THE FACTS, SEPARATE THE TRUE FROM THE FALSE AND GIVE EACH ITS PROPER VALUE; PERCEPTION IN ATTRIBUTING THE RIGHT CAUSE TO A GIVEN EFFECT; ABILITY TO REASON BACKWARD FROM EFFECT TO CAUSE; ABILITY TO DEDUCE THE RIGHT RESULT FROM A GIVEN CAUSE; JUDGMENT OR GENERAL ALL AROUND COMMON SENSE; CALMNESS, CONCEIT, FALSE PRIDE, STRONG PREJUDICES, OBSESSIONS; LACK OF KNOWLEDGE OF FUNDAMENTALS, FREQUENTLY SHOWN BY INCORRECT USE OF WORDS; TUMULTUOUS EMOTIONS, LOVE-BLINDENESS, VINDICTIVENESS, FANATICISM, INTOLERANCE, BIGOTRY, CREDULITY, ANY EMOTIONS WHICH EFFECT REASONING ABILITY.

Remarks:

GENERAL KNOWLEDGE

| Exceptional | 100 |
| Extensive   | 75  |
| Good        | 50  |
| Superficial | 25  |
| Meager      | 0   |

GENERAL KNOWLEDGE IS THE SUM TOTAL OF ALL THE FACTS, PRINCIPLES OR TRUTHS ACQUIRED, COMPREHENDED AND RETAINED BY THE MIND. CONSIDER: KNOWLEDGE OF LAWS, PRINCIPLES, HISTORY, CURRENT EVENTS, INTERNATIONAL AFFAIRS, SPORTS, LITERATURE, SCIENCE, POLITICS, INDUSTRIAL AND BUSINESS ACHIEVEMENTS, ECONOMIC TRENDS, SOCIAL PROBLEMS AND REMEDIES, ARTS AND CULTURAL SUBJECTS, MATHEMATICS, LANGUAGES, RELIGION, RACIAL CHARACTERISTICS, GEOGRAPHY, HYGIENE, LAW, AND HOW PEOPLE THINK AND ACT.

Remarks:
### BUSINESS KNOWLEDGE

<table>
<thead>
<tr>
<th>Authoritative</th>
<th>Practical</th>
<th>Specialized</th>
<th>Superficial</th>
<th>Scant</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>


**Remarks:**

### EXPRESSION

<table>
<thead>
<tr>
<th>Eloquent</th>
<th>Lucid</th>
<th>Reasonable</th>
<th>Faltering</th>
<th>Inarticulate</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>75</td>
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</tbody>
</table>

**EXPRESSION IS THE ABILITY TO PROJECT PREDETERMINED IDEAS INTO OTHER PEOPLE'S MINDS.** Consider: Character of Expressions — Logical, Good Sequence of Ideas, Uses Humor Well, Uses Dirty Language, Profane, Catty, Sarcastic, Effeminate, Talks Too Much, Habitually Silent, Repeats Himself, Verbose, Speaks Before He Thinks, Giggles, Rambles. **Vocabulary** — Broad, Practical, Really Knows the Meaning of Words and Terms; Limited, Misuses Words. **Fluency** — Easy Talker, Stammers, Halting, Easily Confused or Embarrassed; Glib. **Manner of Speaking** — Inflection, Enunciation, Gestures, Lisp, Slurs Over Syllables, Affected, Speaks Through Nose, Gets Too Close, Apologetic, Oily, Servile, Fawning, Over-Aggressive, Chews or Smokes While Talking, Numbles, Impediment in Voice. **Quality of Voice** — Musical, Pleasing, Carries Well, Is Pitched Too High or Too Low, Too Soft, Weak, Baby-Like, Rasping, Whining. **Style** — Clear, Concise, Correct, Courteous, Forceful, Sincere, Convincing, Persuasive, Bombastic, Flowery, Makes Grammatical Errors, Mispronounces Words, Foreign or Sectional Accent. **Writing** — Good Vocabulary, Fluent, Has Style, Shows Character, Writes Fairly Well, Makes Grammatical Errors, Poor Sequence of Words, Cannot Express Himself in Writing.

**Remarks:**

**Important Notice:** HOW TO GET THE JOB YOU WANT AND THE FLETCHER-METER ARE BOTH PROTECTED BY UNITED STATES COPYRIGHT. WILLIAM L. FLETCHER, 551 BOYLSTON STREET, BOSTON, MASS., IS THE SOLE DISTRIBUTOR. NO PART OF THIS BOOK OR SYSTEM MAY BE REPRODUCED WITHOUT PERMISSION.
AMBITION

<table>
<thead>
<tr>
<th>AMBITION</th>
<th>Driving</th>
<th>Wants $6500 a Year</th>
<th>Wants $3000 a Year</th>
<th>Periodic</th>
<th>Aimless</th>
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<tbody>
<tr>
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<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
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</tbody>
</table>

AMBITION IS THE EAGER DESIRE TO ATTAIN SOME DEFINITE, WORTHWHILE, LONG-RANGE OBJECTIVE. CONSIDER: HEIGHT OF ASPIRATION AND VIVIDNESS OF GOAL, VALUE PLACED ON MORAL INTEGRITY; DESIRE TO CONFORM TO COMMONLY ACCEPTED SOCIAL STANDARDS; TO BE A GOOD CITIZEN; THE RIGHT KIND OF FAMILY MAN; MAN OF CHARACTER; WILLINGNESS TO PAY PRICE OF SUCCESS; IS HARD WORKER; SWELLED-HEADEDNESS, OVER-AMBITION, CONCEIT, DESIRE TO RIDE ON FAMILY REPUTATION OR ON PAST GOOD WORK; IMPATIENCE, INDULGENCE, FRITTERING AWAY OF TIME, LAZINESS, DESIRE TO EXCEL, DESIRE TO "PLAY THE GAME," WILLINGNESS TO ELIMINATE NEGATIVE HABITS TO GET AHEAD; STUBBORNNESS, FLIGHTINESS, SELF-SATISFACTION, HALF-HEARTEDNESS, LACKING IN MORAL COURAGE, SOUR ON WORLD, FALSE MODESTY, HARBORS GRUDGES, DRAWN OFF TRACK BY EMOTIONAL REACTIONS, "KIDS" HIMSELF.

Remarks:

CONFIDENCE

<table>
<thead>
<tr>
<th>CONFIDENCE</th>
<th>Complete</th>
<th>Optimistic</th>
<th>Ordinary</th>
<th>Doubtful</th>
<th>Lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

CONFIDENCE IS JUSTIFIED SELF-ASSURANCE. CONSIDER: CONFIDENCE IN SELF, CONFIDENCE IN EMPLOYER AND BUSINESS OR LINE OF WORK, CONFIDENCE IN MEN AND SYSTEMS, INSTITUTIONS, GOVERNMENT; JEALOUSY, EGOTISM, CONCEIT, VANITY, OVER-CONFIDENCE, RASHNESS; EASILY DISCOURAGED, EASILY SOLD NEGATIVE IDEAS, AFRAID OF RIDICULE; INFERIORITY COMPLEX, SUPERIORITY COMPLEX; JUDGMENT IN SELECTION OF FRIENDS; PROCRASTINATION, VACILLATION, FAITH, BELIEF IN SUPREME POWER, GOSSIP, SELF-ABASEMENT, BASHFULNESS, TIMIDITY; RECLUSE; GIVEN TO POST-MORTEMS, CARELESSNESS, SUSPICION; IS SENSITIVE TO CRITICISM; ASSOCIATES WITH INFERIOR PEOPLE; FATALIST; BELIEVES HIMSELF TO BE AN INSTRUMENT OF A GREAT POWER; EASILY BEWILDERED, CONFUSED, DISCONCER TED, EMBARRASSED.

Remarks:

LOYALTY

<table>
<thead>
<tr>
<th>LOYALTY</th>
<th>Ardent</th>
<th>Dependable</th>
<th>Fair</th>
<th>Wavering</th>
<th>Deceptive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

LOYALTY IS FIDELITY TO CONSTITUTED AUTHORITY. CONSIDER: IS HE COOPERATIVE; HIS CONDUCT, PRINCIPLES, IDEALISM; INFLUENCED BY PERSUASION; HIS BALANCE BETWEEN WORK AND PLAY; LIKING FOR GOSSIP, LOOSE TALK, TACTURN; SACRIFICES FOR BUSINESS CONFLICTS; GREED, DESIRE TO SERVE; SELFISHNESS, UNSELFISHNESS, GRATITUDE, INGRATITUDE, CAUTION, GULLIBILITY, TRUSTFULNESS; CONSERVATISM, RADICALISM, SOCIALISM, COMMUNISM, FASCISM, NAZISM; WILLINGNESS TO IDENTIFY HIMSELF WITH INTERESTS OF THE FIRM; DEGREE OF TEAM WORK; FAITHFULNESS FOR ITS OWN SAKE; DEGREE OF INTEREST IN THE FIRM; DESIRE TO BE EFFICIENT FOR THE BENEFIT OF THE FIRM; SENSE OF PLACE AND RESPONSIBILITY IN THE BUSINESS; TENDENCY OR WILLINGNESS TO FIGHT FOR YOUR SIDE, PRIDE IN YOUR ORGANIZATION; CONFIDENCE IN YOUR BUSINESS.

Remarks:
ENTHUSIASM

<table>
<thead>
<tr>
<th>Infectious</th>
<th>Stimulating</th>
<th>Moderate</th>
<th>Reserved</th>
<th>Indifferent</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

ENTHUSIASM IS FERVENT FEELING FOR A PERSON OR CAUSE. CONSIDER: PRIDE IN THE BUSINESS WHEN SHOWING IT OR SPEAKING OF IT TO FRIENDS; FEELING FOR POLITICAL PARTIES, OR CANDIDATES, OR FOR A SOCIETY OF WHICH HE IS A MEMBER, ETC.; COOPERATIVENESS; ABILITY TO ENTER INTO GAMES AND INDUCE OTHERS TO ENJOY THEMSELVES; REACTION OR LACK OF REACTION TO PATRIOTIC DISPLAYS; INTEREST IN THE BUSINESS; ASSOCIATION WITH AMBITIOUS, ENTHUSIASTIC MEN; "DON'T CARE" OR "KNOW IT ALL" ATTITUDE; "GETTING INTO THE SPIRIT OF THE THING," ALERTNESS, INDIFFERENCE.

Remarks: ____________________________________________________________________________________________

CHEERFULNESS

<table>
<thead>
<tr>
<th>Buoyant</th>
<th>Jolly</th>
<th>Tranquil</th>
<th>Moody</th>
<th>Sour</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

CHEERFULNESS IS THE OUTWARD MANIFESTATION OF AN OPTIMISTIC SPIRIT. CONSIDER: REACTION IN THE FACE OF OPPOSITION OR DEFEAT; COLD-BLOODEDNESS; TOUCHINESS; EFFECT OF WEATHER; SPORTSMANSHIP, MOODINESS; HABITS OF SPEAKING ON THE PHONE; GRUMBLING; REACTION WHEN CRITICIZED JUSTLY OR UNJUSTLY; RELATIONS WITH OTHERS IN THE OFFICE; EFFECT OF HIS PERSONALITY ON A GROUP; SPONTANEITY; EFFECT OF FATIGUE; SILLINESS; FRIVOLITY, HABITUALLY GIGGLES, MERCURIAL TEMPERAMENT — VACILLATES BETWEEN BUOYANCY AND DESPAIR; EXCELLENT SENSE OF HUMOR; NO SENSE OF HUMOR; POINT OF VIEW — ATTITUDE OF SYMPATHY AND UNDERSTANDING — ATTITUDE OF SUSPICION AND CRITICISM; FAULT-FINDING; APPRECIATIVENESS; SELFISHNESS; FEARS, WORRIES; SMILES, COURTESY; MANNERS; TENDENCY TO SEE THE BRIGHT SIDE; DEGREE OF OPTIMISM; HABIT OF "LOOKING AT THINGS FROM OTHER PERSON'S POINT OF VIEW"; DEPRESSING INFLUENCES; ASSOCIATIONS; SPORTS; INDULGENCES; "WISE CRACKING," SARCASM; IRONY.

Remarks: ____________________________________________________________________________________________

RELIABILITY

<table>
<thead>
<tr>
<th>Unquestionable</th>
<th>Dependable</th>
<th>Passable</th>
<th>Inconsistent</th>
<th>Faithless</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

RELIABILITY IS UNFAILING DEPENDABILITY. CONSIDER: CHARACTER—PUNCTUALITY, ACCURACY, HONESTY, THOROUGHNESS, PRUDENCE, TEMPERANCE, SYSTEMATIZING ABILITY, FRUGALITY, FAITHFULNESS; EVIDENCES OF HONESTY AND TRUTHFULNESS AS SHOWN IN ACTS; TENDENCY TO ACT ON IMPULSE; REGULARITY; SUPERFICIALITY; HIS INNER-MOST NATURE; TENDENCY TO SKIMP ON TASKS; LOOSE THINKING; LOOSE WAYS; STANDARDS OF CONDUCT; ASSOCIATION WITH MEN OF RELIABILITY; SELF-RESPECT; HIGH IDEALS; CONSTANCY.

Remarks: ____________________________________________________________________________________________

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### ENERGY

<table>
<thead>
<tr>
<th></th>
<th>Driving</th>
<th>Industrious</th>
<th>Spasmodic</th>
<th>Lazy</th>
<th>Listless</th>
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</thead>
<tbody>
<tr>
<td>Score</td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

**ENERGY** is the habitual tendency toward effective action. Consider: ability to hustle; tendency toward dawdling; cooperativeness; liking for systematizing his work; liking for active sports in leisure time; spending of vacations in active pursuits; time-killer or great worker in judgment of fellow employees; eagerness to act; mulishness; steadiness of purpose.

**Remarks:**

### PERSISTENCE

<table>
<thead>
<tr>
<th></th>
<th>Tenacious</th>
<th>Consistent</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>Score</td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

**PERSISTENCE** is firm adherence to a task in spite of conflicting or opposing forces. Consider: determination to accomplish useful ends; determination to finish things begun; quality of sticking in the face of failure; degree of following through; determination to complete tasks once begun; influence of distractions; effect of discouragement; courage, fear.

**Remarks:**

### INITIATIVE

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Occasional</th>
<th>Fair</th>
<th>Halting</th>
<th>Fearful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

**INITIATIVE** is involuntary, original, independent action. Consider: his liking for promoting new ideas, an entertainment, club, business, etc.; inventiveness in regard to new schemes, contrivances, and useful ideas; assuming of responsibility on own responsibility; independence of action; thinking power; response to that which is known to be essential.

**Remarks:**

### SELF-CONTROL

<table>
<thead>
<tr>
<th></th>
<th>Admirable</th>
<th>Good</th>
<th>Fair</th>
<th>Weak</th>
<th>Rash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>100</td>
<td>75</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

**SELF-CONTROL** is the habitual subordination of emotion to reason under stress. Consider: temperance, tendency toward boorishness; self-respect in action; regard for own character; cold-bloodedness; control of tongue; susceptibility to small annoyances; ability to take orders; habit of "talking back"; reaction to just and unjust criticisms; reaction to bad-tempered, uncivil, critical people; over-indulgence in food and drink; attitude at the time of emergency or during danger; degree of poise under embarrassing or irritating circumstances; nervousness; employment of will power, self-respect; habit of excusing himself, "passing the buck", acting on impulse; domination of reason; emotional action.

**Remarks:**

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<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Wife If Any</th>
<th>Aver.</th>
<th>Own</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>Appearance</td>
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IN MAKING YOUR GRAPHS, SHOW YOUR OWN RATING OF YOURSELF IN BLUE; WIFE, IF ANY, IN GREEN; AND THE AVERAGE OF NINE OTHER PEOPLE IN RED. INDICATE CLEARLY WHICH IS YOUR LINE.
APPENDIX "G"

LIST OF FILMS AT BOSTON UNIVERSITY
FILM LIBRARY AVAILABLE FOR USE AS
VISUAL AIDS IN TEACHING A COURSE
IN THE TECHNIQUES OF JOB FINDING.

Note: The same criticism of these films applies
as is noted about texts on this subject,
namely, the subjects treated use the shot
gun technique to appeal to the broadest
group. There are few films specifically
designed to help to teach key points in
the Techniques of Job Finding. Further,
most of these films are designed to appeal
to secondary school pupils and age groups.
Very few will appeal to the adult, hence
the suggestion to view before using.
APPENDIX "G"

BOSTON UNIVERSITY - SCHOOL OF PUBLIC RELATIONS
DIVISION OF MOTION PICTURES AND VISUAL AIDS
84 Exeter Street, Boston, Mass.
Tel: Commonwealth 6-6230, Ext. 23

SELECTED MOTION PICTURES FOR THE TEACHING OF
THE TECHNIQUES OF JOB FINDING

The following list contains some films which may be
usable in teaching a course on the Techniques of Job
Finding. Each film ought to be viewed before a showing
or use. The list generally is characterized as useful
in teaching Guidance. It is by no means complete. It
should be thought of only as a source and a start along
the path of visual aids in teaching the Techniques of
Job Finding. Presenting this list is a first step in
selecting the best films of this sort available. The
standard rental charges are: For sound, black and white
films, per reel - $2.00 for one day, $4.00 for a week.
The charge for color films is twice the charge for black
and white film.

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