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The revision of junior high school group conference outlines with emphasis on the grade placement of the teaching of occupational information

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BOSTON UNIVERSITY

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Thesis

THE REVISION OF JUNIOR HIGH SCHOOL GROUP CONFERENCE OUTLINES WITH EMPHASIS ON THE GRADE PLACEMENT OF THE TEACHING OF OCCUPATIONAL INFORMATION

Submitted by

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Purpose of this study.-- The scope of the present study is two-fold in nature. It consists of a reconsideration of a junior high school group conference program and aims to show the best grade level within the junior high school for the teaching of occupational information. This will be done through an examination of the theories of experts, the practices in recognized communities, and the past experience of teaching organized group guidance classes in Quincy, Massachusetts where the course of study is under revision.

Description of the community.-- Quincy is a city of about 80,000 population. It supports 23 public school with an enrollment of 11,853. The four junior high schools have a combined enrollment of 2808. With a few exceptions, the promotees of the four junior high schools go on to the two senior high schools from which they graduate. The graduates who do not continue their schooling become employed locally or in nearby communities as do many of those who acquire further education

or training before entering the world of work.

The need for group conferences and vocation guidance.-- Many types of information of guidance value are needed by all pupils. By means of a comprehensive guidance program, more guidance activities are handled through group contacts with pupils than individually. Such group conferences supplement, not supplant, individual conferences and make for economy of the counselor's time and effort.

Quincy has recognized the need for group conferences and the need for providing occupational information for its youth. This community is adamant in its belief that "Vocational adjustment for each individual not only means individual happiness but prevents great social and economic waste. The importance of vocational guidance applies to the individual, to the school, and to society."1/

History of the Course

Organization of the group guidance classes.-- At the junior high school level in Quincy, the counselor meets, in groups, classes known as Group Conferences approximately 150 pupils and assumes the responsibility for their progress and well-being during the three years they are in the junior high school.

1/ National Vocational Guidance Association, The Principles and Practices of Educational and Vocational Guidance, Reprint, p. 2 (1937).

These organized Group Conferences are held twice a week when the pupils are seventh and eighth graders and once a week when the pupils are ninth graders. A well-planned course of study is followed in order that all phases of pupil adjustment to the school situation be covered.

The original plan.-- About 1931, this group work was first introduced. The counselor met pupils at one grade level only or, conversely, the pupils had a different counselor at each grade level. The subject matter dealt with Civics; for example:

Grade 7 - Community Civics

Grade 8 - Occupational Civics

Grade 9 - Economic Civics

From the subject matter view-point, this was good in that the teacher became a specialist in his particular field; but as the organization grew in strength and experience, it was decided that, since the primary purpose of the group meetings was for the teacher-counselor to become better acquainted with each individual pupil, greater continuity would be achieved by the counselor's assuming the responsibility for the welfare of his group for the entire stay in the junior high school. This brought about a need for a more appropriate course of study. The following evolved with emphases varying at the different grade levels:

Grade 7 - Applied Citizenship

Grade 8 - Occupational Information
and Educational Planning

Grade 9 - Problems of School Adjustment

The current plan.-- Now, the seventh grade course deals principally with the orientation of the pupil to the new school; that is, successful adjustment to his new environment. The pupil learns about his own school and its place in the total school system. The responsibility then shifts to the pupil. Through Group Conferences, he becomes increasingly aware of the part he must play to become a satisfactory citizen through good scholarship, participatory activity, and association with others.

In the eighth grade, the pupil makes a general survey of the occupational fields based on the United States Census Classification and in the spring plans for his ninth grade program of studies.

The counselor does not let the pupil forget that his first and foremost concern is school and that it is his responsibility to make a success of it. The pupil is encouraged to analyze his own possibilities and to realize the need of preparing himself to fill a worthwhile place in the world of socially useful work.

By the spring of his eighth year, the pupil is expected to be able to apply some of this information by making suitable

educational plans for Grade 9. The ninth grade program is not the diversified one of years ago; but the pupil does have a choice between Algebra and General Mathematics, Latin and World Civilization, Practical Arts and Study Periods. The parents are, of course, included in arriving at a conclusion.

Problems of School Adjustment, the ninth grade course of study in Group Conferences, emphasizes personal and social adjustment, the discovery of abilities and interests, and the acquiring of good work habits. The greatest number of class lessons is devoted to the topic Personality.

Curriculum guidance is of greatest importance as the pupil approaches the end of his stay in the school where he has had an opportunity to explore subjects of general and specific interest to him. In the spring of his ninth year, he examines the various curricula offered at the senior high school level and, on the basis of his ability and accomplishments, makes an intelligent choice. The final choice of curriculum rests with the parents and the pupil provided the latter possesses the necessary prerequisites.

Procedure

Major revisions.-- Although constantly being modified, there have been two major revisions of the content of the course of study for these Group Conferences in order to increase its

effectiveness. Because of a felt need, a committee has been busy this year revising the content.

Committee organization and plan of procedure.— So that all junior high schools in the system would be represented, the working committee was made up of four experienced and interested counselors—one from each of the four schools with the writer serving as chairman. The members met as a committee for 16 after-school meetings, each of which was at least 2 hours in length. At the initial meeting in the fall, it was decided that each member should serve as a chairman within his own building: hold meetings, discuss needs, and report back to the working committee which would consider and act upon the suggestions made by all members of the counseling staff. The general procedure followed was:

1. Elimination of dated material
2. Enrichment through the addition of new material
3. Reorganization of content

The committee considered theories of experts in the field; consulted specialists in the federal and state departments and professors in nearby universities; sent for and examined practices elsewhere; observed classes in another state; and were ever-mindful of the community's own experience to date. In these ways, the committee has made a conscious effort to have

the revision of the content be more meaningful by its being the result of a cooperative venture.

Presented in the chapters which follow are the list of principles and the results of the surveys of theories of experts and of current practices which guided the committee in the reconsideration of a junior high school group conference program with special attention to the best grade placement of the teaching of occupational information.

CHAPTER II

AUTHORITATIVE OPINIONS CONCERNING THE TEACHING OF OCCUPATIONAL INFORMATION

General Underlying Principles

Opinions sought.-- As one method of evaluating the Quincy offering, the opinions of experts were sought in order to determine the important basic principles underlying the organization and administration of the occupational information program. The experts focused attention upon the importance of recognizing individual differences, the complex occupational life of today, a person's right to make his own decisions, the ability to analyze one's economic and social position, and the need to be prepared and able to adjust and readjust to a changing world of work.

Principles enumerated.— The guiding principles are listed. The numbers in parentheses refer to the references in the Bibliography.

1. SCHOOLS SHOULD ACCEPT THE RESPONSIBILITY FOR VOCATIONAL GUIDANCE INCLUDING THE FUNCTION OF IMPARTING OCCUPATIONAL INFORMATION.

(1) (3) (4) (7) (9) (12) (13) (16) (19) (20) (22) (24) (29) (31)

The results of a survey made in New Jersey showed there was marked agreement among the 1200 teachers and 153 principals that the school should accept responsibility for vocational guidance.1/

Schools should be concerned with students through the period of youth, not just during the period of school enrollment. Through organized classes, it is possible to help all pupils become informed about occupational conditions, opportunities, and factors to be considered in making a vocational choice.

Lincoln (22) believes,

> "The responsibility of the school for giving vocational information and for developing attitudes in harmony with the demands of social and economic life becomes apparent. While it is recognized that this is a joint responsibility of the home, the school, and other agencies of society, it is evident that the school, through its organization, is best equipped to impart vocational information during the vital years of development when pupils' choices are pending".

It is the responsibility of the school to provide each child with the opportunity to prepare for occupational life and to develop initial marketable skills.2/

1/ A. E. Traxler, "Survey of Secondary School Guidance", Review of Educational Research (February, 1942) 12:111.

2/ "Youth Education Today", Sixteenth Yearbook of the American Association of School Administrators (1938) Washington, D. C. p. 173-174

2. PERSONNEL RESPONSIBLE FOR IMPARTING OCCUPATIONAL INFORMATION SHOULD BE COMPETENT.

(13) (19) (20) (22) (31)

There is a need for trained personnel. The importance and the specialized nature of this work require persons with the necessary personal qualities, special experience, and training.

Competent personnel is necessary because, according to Brewer,[1/] "Workers in vocational guidance will have to concern themselves actively with pronouncements upon counseling, guidance, and instruction made by workers who approach this subject from other fields."

The National Vocational Guidance Association[2/] states that practical experience is a requisite of a good vocational guidance worker, that he should possess a broad background of experience such as public-school teaching, social case work, personnel administration or other activities in industrial and commercial establishments, and work in a psychological clinic or in a child guidance clinic.

Lincoln (22) expresses it this way: "To guide pupils in the acquisition of a broad background of vocational informa-

1/ J. M. Brewer, "Relation between Guidance and Instruction", School and Society (April 13, 1940) 51:479.

2/ "National Vocational Guidance Association", The Principles and Practices of Educational and Vocational Guidance, Reprint, p. 4 (1937).

tion, a teacher must himself possess more than the usual breadth of training and experience. It is quite evident he should have a comprehensive view of occupational life."

3. THERE SHOULD BE CONTINUITY OF ORGANIZED STUDY OF OCCUPATIONAL INFORMATION THROUGHOUT THE SECONDARY YEARS.

(3) (9) (13) (14) (25)

The secondary school should help pupils to grow up vocationally. This can best be done by placing in the curriculum organized classes in occupational information. Spaced learning is to be preferred to concentrated learning; therefore, a systematic, progressive study beginning with a general overview of the field of occupations and evolving into a specific interest area enables a pupil to see that final choice of an occupation is the result of a long-time process. Throughout these secondary years he becomes increasingly aware of the outstanding reasons for making a vocational choice; namely, earning a learning, being of service to mankind, and achieving an opportunity for self-expression.

4. SURVEY OF OCCUPATIONS SHOULD BE TAUGHT AS A SEPARATE COURSE.

(1) (3) (10) (19) (22) (32)

The need for and the importance of the course in occupations is generally agreed upon by specialists in guidance.

Brewer[1/] believes there is no force which has so far been developed in the movement of vocational guidance which possesses the same effectiveness of possibilities as the organized school class for the study of occupations.

The National Vocational Guidance Association[2/] takes the stand that the study of general and local occupations, vocational opportunities, and the problems of the occupational world should be carried on in organized classes for all students from the junior high school upward through the college.

Smith and Blough (31) state that a survey of occupations is one of the social sciences and should be taught as such, that it deserves to be taught as a separate course rather than to be affiliated with English, Civics, or any other subject.

5. THE CONTENT OF THE COURSE IN OCCUPATIONAL INFORMATION SHOULD BE COMPREHENSIVE.

(1) (10) (13) (16) (22) (26)

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned with helping individuals make decisions and choices involved in planning a future and build-

1/ John M. Brewer, "Vocational Guidance through the Life-Career Course", School and Society (November 10, 1917) 11:541-545

2/ "National Vocational Guidance Association", The Principles and Practices of Educational and Vocational Guidance, Reprint, p. 3 (1937).

ing a career--decisions and choices necessary in affecting satisfactory adjustment.[1] Therefore, the course in occupations should develop a broadened concept of occupational life, an understanding of its requirements and problems, and also, through self-analysis, a knowledge of one's own interests, aptitudes, and abilities.

6. EVERY PUPIL SHOULD BE GIVEN AT LEAST TWO OPPORTUNITIES FOR AN APPRAISAL OF OCCUPATIONAL INTERESTS LEADING TO A VOCATIONAL CHOICE.

(5) (14) (15) (19) (22) (24)

Such a provision should be an intrinsic part of the educational program in secondary schools. Before a pupil arrives at the close of the compulsory school age, he should be a member of a class which makes a survey of the general field of occupations and also teaches a method of analyzing an occupation in order to help him to meet future vocational problems. The National Vocational Guidance Association[2] feels that such an opportunity should be provided for each individual before he makes a choice of curricula, enters upon a new school unit, and before decision to leave school at the expiration of the com-

1/ "National Vocational Guidance Association", The Principles and Practices of Educational and Vocational Guidance, Reprint, p. 1 (1937)

2/ "National Vocational Guidance Association", The Principles and Practices of Educational and Vocational Guidance, Reprint, p. 4, (1937).

pulsory age.

According to Edmonson, Roemer, and Bacon,[1/]

> "Imparting vocational information should begin before large numbers of students leave school. Therefore, the information should be given in the early grades of the high school. Since many boys and girls are eliminated from our schools by the end of the ninth grade, a course in occupational information should be given for them. All the students should be encouraged to enroll in this course, including those whose lack of fitness is such that there is a possibility of their dropping out and the more able students to whom the information is equally vital. In every case, furthermore, the course should be a regular subject in the curriculum".

Lincoln (22) expresses the opinion that the occupations class should present the survey of types of work to pupils in the latter part of the junior high school years or in the first years of the senior high school.

It is desirable that in the eleventh or the twelfth grade as a pupil approaches his vocational choice, he should--through interest groups--have an opportunity to make a final appraisal of this occupational information. Myers (24) says, "Before choosing a particular occupation he (the pupil) needs quite specific information concerning a few occupations that interest him most".

7. THE IMMEDIATE OBJECTIVE OF VOCATIONAL GUIDANCE SHOULD BE TO ENABLE THE PUPIL TO RELATE HIS INTERESTS, ABILITIES,

1/ Edmonson, J. B.; Roemer, Joseph; Bacon, Francis L.; The Administration of the Modern Secondary School, The Macmillan Company, New York City, 1941.

APTITUDES, AND CHARACTERISTICS TO A MORE OR LESS SPECIFIC AREA OF OCCUPATIONAL ACTIVITY.

(1) (3) (6) (12) (15) (26) (30) (34)

This is a basic function of vocational guidance. The pupil's interests are a springboard and along with his abilities, aptitudes, and characteristics ought to be

> "considered in relation to both available occupational opportunities and the training requirements involved.----Vocational guidance should lead to a tentative choice in the case of younger children, and to a more permanent one in the case of older persons. Inasmuch as one of the major life activities of most persons is a vocational career, the importance of a suitable choice would appear to need no argument in its behalf."1/

Berdie2/ points out that abilities and interests are the co-determiners of achievement, whether it be vocational, educational or athletic.

Bedford and Steelhead (1) state that through a regularly organized course of study in occupational exploration, youth must be lead to take a realistic attitude toward life and to face the facts concerning his interests, aptitudes, and abilities in relation to the actual demands of the occupational world.

The Wrights (34) claim that in the opinion of many authori-

1/ California Test Bureau, "Vocational Guidance for Juhior and Senior High School Pupils", Educational Bulletin No. 15, p. 1.

2/ Ralph F. Berdie, "Factors Related to Vocational Interests", Psychological Bulletin (March 1944) 41-3.

ties one of the functions of secondary schools is that of helping students to select occupations which are in keeping with their interests, aptitudes, and abilities.

8. THERE SHOULD BE SELF-ANALYSIS AS WELL AS JOB-ANALYSIS.

(1) (3) (5) (8) (10) (12) (13) (19) (22) (24) (30) (31)

Self-testing is an indispensable preliminary of reasoned choice. A pupil should be made aware of the importance of the harmony of best abilities and emotional characteristics with the requirements of a job so he will be benefitting himself and productive to society.

> "Education in a democracy, both within and without the school," says Billings (3), "should develop in each individual the knowledge, habits and powers whereby he will find his place and use that place to shape himself and society toward ever nobler ends."

Myers (24) states,

> "The function of self-analysis in vocational guidance is to help the individual to see the facts more clearly, to evaluate them more accurately, and to relate them more directly to the problem of his vocational plans."

Koos and Kefauver (19) claim,

> "Self-ratings are important in a program of guidance. They supplement other sources of information about the student. They indicate the nature of the student's judgment concerning himself, a judgment that is a primary factor in the selection of types of education and of vocations.---The responsibility of guidance---is to assist students in forming a more accurate conception of their capacities and in relating their qualifications to the requirement of the occupations in which they are interested. Informa-

tion and experience should be provided for the student and enable him to revise his self-estimates and to bring them in line with his actual abilities. This improved basis of thinking should lead to more satisfactory formulation of educational and vocational plans."

9. STANDARDIZED TESTS SHOULD BE USED AS PRECISION INSTRUMENTS IN A CLASS IN OCCUPATIONS.

(1) (3) (19) (20) (21) (24) (26) (27) (33)

Standardized tests are among the necessary tools of every classroom teacher, particularly the teacher-counselor.

> "Tests are the modern teacher's professional tools. With these tools, the teacher may identify learning difficulties, diagnose causes, and plan educational programs designed to meet pupil needs just as accurately as the physician diagnoses health difficulties and plans remedial treatment."[1]

In the opinion of Myers (24), the federal-state employment bureau should cooperate with the schools by supplying information regarding employment opportunities and requirements in occupations, also by developing vocational proficiency tests for the pupils about to enter the world of work.

Results of standardized tests assist pupils in choosing a vocation by highlighting special abilities. Traxler (33) states,

> "If there is sufficient variety in the tests used, one not infrequently finds that a pupil handicapped in the academic subjects has marked ability

1/ California Test Bureau, "Teacher Uses of Tests", Educational Bulletin, No. 5, P. 1.

> in some other area. Tests of clerical and mechanical ability, for instance, are valuable supplements to tests in the academic subjects. The discovery and development of exceptional ability is of great importance for the benefit of society generally as well as for that of the individual pupil."

10. AN EXPLORATION OF WORK OPPORTUNITIES SHOULD BE MADE IN ORDER TO DETERMINE WHICH WOULD BE MORE DESIRABLE FOR THE PARTICULAR PUPIL.

(1) (2) (3) (10) (19) (22) (26)

Not all vocations can be studied in detail in a single course in occupations. If a pupil surveys many fields and studies more intensively those in which he is most interested, he will develop greater power of self-direction and the habit of long-range planning.

Koos and Kefauver (19) say,

> "From the total (of all occupations) it is desirable to choose those that will be most significant for the students being taught.----General consideration should be given to the different groups, and representative occupations within each group should be treated in greater detail. This practice brings all students in contact with a sample of occupations on all levels and in all types of work. This is essential in achieving the social aim of the course and is of importance also for guidance."

11. TECHNIQUE OF STUDYING OCCUPATIONS SHOULD BE TAUGHT.

(1) (3) (5) (10) (17) (22) (24) (26)

To gather information about occupations, including education and training needed, a pupil should be taught a technique which will be meaningful to him when he enters the world of work.

Chapman (5) says,

> "One of the most important objectives in a course in vocational and occupational guidance is that of acquainting pupils with a technique for studying occupations. Once acquired, a method of study may easily be applied to the study of any vocation, especially those of local importance."

In the opinion of Bedford and Steelhead (1), a pupil should make a scientific analysis of the occupation he is studying in order to make an intelligent decision.

According to Forrester (10),

> "It is extremely important that each pupil prepare his individual outline for the investigation of the occupations in which he is interested. He should be allowed considerable elasticity in formulating his plan and freedom to select methods of acquiring information.
>
> "Since he will wish to consider several ways of organizing his data, both long and short outlines should be made available to him. A simple outline prevents the study from appearing complicated. The more elaborate one may be preferred by those who wish a more detailed list of suggestions."

Neuberg (26) writes,

> "In order to be guided in his gathering of vocational information, and to make an intelligent choice, the student should have in his possession a definite list of items, perhaps in the form of questions. These items should be determined upon by the student with the advice of the teacher. To do so satisfactorily, it is advisable that the student read at least one or two authors of books on an occupation in which he is interested. After the items for his particular occupation have been written down by each student, the entire class should construct a blank based on all the items, which might be called 'An Outline for the Study of Occupations'. This blank should then be mimeographed and used by all students throughout the entire study. Each student will select those items which relate to his particular occupation."

"One of the essential purposes of the class in educational and vocational information," says Lincoln (22), "is to put pupils in touch with reliable source materials and to train them in correct methods of obtaining information. It is therefore necessary for the counselor or the teacher of the class through which this information is to be presented, to be familiar with source materials already available, such as books and pamphlets. It is also important that they utilize the technique of occupational investigation and research to gather new and up-to-date information, such as job analyses, occupational studies, and vocational surveys."

12. A PUPIL SHOULD KNOW ABOUT THE LATEST U. S. CENSUS CLASSIFICATION OF JOBS.

(1) (10) (19) (22) (24) (25) (26)

In preparing the content of their textbooks in occupations, most authors are guided by the U. S. Census Classification because this classification is one with which the pupil will become acquainted as he enters the world of work. It is better for him to have the opportunity of becoming familiar with it from the beginning of his study of occupations.

Myers (24) writes,

"Before selecting the curriculum he (the pupil) will pursue in junior high school, he needs to know about the general requirements of the large groups of occupations as classified by the United States Census."

"Exercises dealing in the classification of occupations (according to the United States Census) give pupils a comprehensive overview of occupational activity," says Forrester (10).

13. A PUPIL SHOULD BECOME INFORMED ABOUT HIS LOCAL EMPLOYMENT

MARKET: ITS OCCUPATIONAL OPPORTUNITIES AND THE QUALIFICATIONS DEMANDED.

(1) (3) (10) (19) (22)

Most every pupil in a large community will become employed locally; therefore it is important that he possess data regarding local occupations. Follow-up studies of school-leavers in many communities reveal that 65 to 90 per cent continue to live and to work in the local employment market.1/

An investigation of the kinds of work available locally and the necessary requirements will help the pupil to become familiar with the opportunities open to him.

Lincoln (22) says,

> "While a class in the study of occupations should in no sense be limited to a study of local occupations, its survey would certainly be incomplete without a consideration of local interests. Textbooks necessarily deal with general information but this may well be supplemented by a study of local conditions and opportunities."
>
> "A knowledge of local trends is necessary if national trends are to have any significance locally. Continuous investigation of all occupational resources in the community will supply data for local trends. It is suggested that all occupational resources of the community be studied, because some occupations may have characteristics peculiar to individual plants."2/

14. A PUPIL SHOULD BE INFORMED ABOUT THE CLASSIFICATION OF

1/ Manual for Occupational Studies Leaflet, Excerpt from Misc. 2922, Federal Security Agency, U. S. Office of Education, Vocational Division, Occupational Information and Guidance Service, Washington, D. C., p. 1.

2/ Ibid. p. 2.

JOBS AS ENTRY, NON-ENTRY, AND RELATED.

(29)

Job classification based on Dictionary of Occupational Titles, Part IV is important. Because a pupil leaving school will start as a learner or helper, he should know that there are jobs classified as entry occupations. These take but a short time to learn and "are based on the ability of entry applicant to perform tasks associated with entry occupations."[1/]

The jobs to which a worker may earn promotion are known as non-entry occupations. Knowing of these promotional jobs will serve as an incentive for him to strive to do well at the entry level, also will alleviate discouragement at having to start with relatively insignificant work.

Having observed unemployment among adults because of once-active occupations, he may wonder about the effect of work stoppage for him. Familiarity with related entry classifications will be helpful to him in knowing where he can turn for work related to what he is doing. If for no reasons other than the security it gives, it is valuable for the prospective employee to know of this classification.

1/ Dictionary of Occupational Titles, Part IV, Entry Occupational Classification, War Manpower Commission, Bureau of Manpower Utilization, Division of Occupational Analysis, Washington, D. C., (October, 1944) p. 4.

15. EMPHASIS SHOULD BE PLACED ON THE WORKER AND HIS DEPENDENCE ON OTHERS.

(1) (3) (8) (10) (17) (22)

Social studies books now place emphasis on the worker and the interdependence of workers in serving the world. Kitson (17) claims that an occupation should be designated in terms of the worker who follows it, not in terms of the abstract field.

As Lincoln (22) has said,

> "In a class in occupations there is opportunity to discuss impartially the fundamental problems of vocational life. In this way young people learn to exchange points of view and to cooperate in the consideration of these matters before they become differentiated as 'employers' and 'employees'. They see that the whole fabric of society is woven by working together, and the welfare of one worker involves that of all.
>
> "It seems that almost in proportion to an individual's sensitivity to the contributions of others will grow his own awakened desire to participate in useful work.----A useful place in vocational life is one of the prime requisites of good citizenship."

16. VOCATIONAL GUIDANCE SHOULD BE CONDUCTED SO THAT THE PUPIL HIMSELF IS ABLE TO MAKE A DECISION BASED ON THE EVIDENCE AND ITS IMPLICATIONS FOR HIM.

(1) (3) (10) (20) (22) (24) (31)

Self guidance is the desired result of all formal guidance. A pupil, through wise vocational guidance, should learn to solve his own vocational problem more and more satisfactorily.

Myers (24) claims,

> "If vocational guidance is a matter of aiding an individual by all available means to make his own decisions with reference to his vocation, as the accepted definition of the term implies, rather than that of having a specialist do this for him, the individual himself must know what is required and what to expect in the different courses of action that are open to him."

Rogers[1/] thinks that vocational guidance should be conducted in such a way that the pupil comes to more independent and mature decisions based on the evidence and its implications for him.

Although a pupil is entitled to assistance in determining his own qualifications and the available occupational and educational opportunities, freedom of choice is his inherent right and is as important for his development as equality of opportunity.[2/]

Recommendations of Authorities

General statement by many.— Theories expressed by experts in the field were examined. Many of the experts made a general statement to the effect that every boy and girl should have the opportunity of studying occupational information before leaving the secondary school. Their belief is well expressed by the

1/ Rogers, Carl R., Counseling and Psychotherapy, Houghton Mifflin Company, New York City, 1942.

2/ "National Vocational Guidance Association", The Principles and Practices of Educational and Vocational Guidance, Reprint, p. 2 (1937).

National Vocational Guidance Association:[1]

> "The study of general and local occupations, educational and vocational opportunities, and the problems of the occupational world should be carried on in organized classes for all students in junior and senior high schools, continuation schools, evening schools, and colleges. In such classes the student should gain an appraisal of himself, and acquaintance with his own school unit and with the forms of higher education, the general field of occupations, and a method of studying occupations helpful in meeting future vocational problems. Group guidance should also help the student and future worker to understand his relationship to other workers and to appreciate the contribution of all forms of labor to the welfare of society. These classes should be given in appropriate years, especially preliminary to times of choice of curricula, entrance upon a new school unit, and before decisions in regard to withdrawal from school (for example, before the pupil reaches the close of the compulsory school age)."

Early organized treatment essential.— The Interim Report[2] of the Occupational Education Tour of School Superintendents states,

> "In the large majority of instances, the need for occupational counseling emerges as a problem demanding organized treatment at about the time the individual passes from childhood to youth; that is, at about the beginning of the period of adolescence.
>
> "With respect to the organization of the public schools, this means that the need for beginning systematic occupational counseling appears at the junior high school level where such schools are found, or

1/ "National Vocational Guidance Association", The Principles and Practices of Educational and Vocational Guidance, Reprint, p. 3 (1937)

2/ "National Occupational Conferences", Occupational Adjustment, Interim Report, Occupational Educational Tour for School Superintendents, 1938, p. 16.

in the elementary and early grades in the traditionally organized systems. To attempt to specify arbitrarily that occupational counseling should begin in the eighth, or in the ninth, or the tenth would be absurd. Not only individual pupil differences must be taken into account, but also differences in the purposes and outlooks of the schools, to the whole background provided by the communities in which the schools function."

Introduction through general survey.— Regarding the teaching of occupational information and its placement in the curriculum, Lincoln[1/] says,

> "Occupational information gained through school subjects, even though carefully woven into the curriculum and planned to prevent overlapping, needs to be centered in a comprehensive unit of study on the world's work. Pupils who have had simple occupational information introduced throughout the grades, will be ready for such a course in the latter part of the junior high school years or in the first years of high school. This course, through a survey of the fields of human activity, will bring into focus the scattered information already acquired. How to collect information and to master techniques of self-guidance can be learned gradually. Such a general course should precede the age at which pupils may leave school. It may be introduced as a unit in the social sciences, or it may be a separate course in the curriculum especially for the study of educational and vocational opportunities.
>
> "After such a concentrated survey unit on occupations has focused interest and opened wider vistas, occupational information, when again introduced through school subjects, will be better integrated than without such a general course of study."

Worthy of a place as a separate subject.— Myers[2/] thinks

1/ Mildred E. Lincoln, Teaching about Vocational Life, International Textbook Company, Scranton, Pennsylvania, 1937, p. 224.

2/ George E. Myers, Principles and Techniques of Vocational Guidance. McGraw-Hill Book Company, Inc., New York, 1941, p. 121-122.

that occupational information is worthy of a place as a separate subject in the secondary school curriculum. He also is among those who feel that as the child passes from the elementary school to the junior high school, the time has come for the beginnings of more or less definite assistance in making vocational plans. He declares,

> "Supplying youth with information concerning occupations is a first step in vocational guidance. The kind of information needed depends on how far the youth has progressed toward his choice of occupation. Before selecting the curriculum he will pursue in junior high school he needs to know about the general requirements of the large groups of occupations as classified by the United States Census. Before choosing a particular occupation he needs quite specific information concerning a few occupations that interest him most.
>
> "Occupational information is worthy of a place as a separate subject in the secondary school curriculum. Usually when taught only in connection with English, social studies, practical arts, or some other regular subject the teacher slights occupational information. A teacher of this subject requires special preparation.
>
> "Detailed study of a large number of specific occupations by all members of a class is undesirable. It is better for each member to study a few occupations that interest him and report to the class.
>
> "In addition to providing for study of occupations as a special subject, every subject teacher in the secondary school should be expected to assist his pupils to obtain significant information concerning the occupations which are closely related to his subject. He should know more about the opportunities and requirements of these occupations then anyone else connected with the school."

<u>Importance of intelligent understanding</u>.— So much depends upon the high school student's ability to make a wise initial

choice of occupation and also to make any needed readjustment intelligently that Neuberg[1/] points out,

> "An additional value in studying vocations is that it enables the individual to obtain an intelligent understanding of the 'world's work', thus gaining an appreciation of the importance of the work of other people in contributing toward his welfare. There is a common tendency on the part of people to look down upon or minimize the significance of other people's occupations. A comprehensive study of occupations in general will avoid labor snobbishness, so prevalent in organized society."

Paterson, Schneidler, and Williamson[2/] believe that the chief limitation of courses in occupations is the inability of a high school pupil to acquire much useful occupational information. They say, "It is possible that occupational information courses could be equally effective (as junior college ones) were they organized to give a maximum of information about the traits essential for success."

Guidance for all.-- Favoring the group method of imparting information, Brewer[3/] states,

> "How to study an occupation, plus the more general considerations, seems to be an objective better adapted to group work.

1/ Maurice J. Neuberg, Principles and Methods of Vocational Choice. Prentice-Hall, Inc., New York, 1934, p. 124.

2/ Donald G. Paterson, Gwendolen G. Schneidler, and Edmund G. Williamson, Student Guidance Techniques, Mc-Graw-Hill Book Company, Inc., New York, 1938, p. 278.

3/ John M. Brewer, History of Occupational Guidance, Harper and Brothers Publisher, New York, 1942, p. 296.

"Meanwhile the oncoming generation needs guidance----the total population to choose measures and leaders toward better economic adjustments, the nine-tenths of it composed of workers who will serve for wages, and, most of all perhaps, the one-tenth who will become our entrepreneurs."

He[1] also says,

"Unless a greatly increased block of curriculum time be devoted to the classes in occupational information such teaching (spotlighting the worker) will be impossible.----But in the meager time available for guidance we have time only to show the world of work to pupils, its problem requirements and possibilities, and to guide them in planning their own careers."

As indicated by Table 1, representative writers of textbooks in the field of occupational information have keyed the content of their books to Grades 7, 8, and 9 in the belief that pupils in the junior high school grades should be given a basic course to serve as a foundation for occupational study that should be continuous throughout the secondary years. They express the opinion that such a survey course provides a simple, concise overview of the world of work and is an indispensable preliminary to the intensive study of occupations which later schooling or actual vocational experience may afford. These authors encourage junior high school pupils to think seriously and intelligently about their vocational plans, to accumulate information which will serve as a basis for this

1/ Ibid. p. 280.

Table 1. Junior High School Grade Placement of Occupational Information Based on Theory of Writers in the Field

Writers	Grade Level		
	7	8	9
(1)	(2)	(3)	(4)
Chapman, Paul W.	x	x	x
Jones, Arthur J.	x	x	x
Gallagher, Ralph	x	x	x
Holbrook, Harold L. and McGregor, A. Laura	x	x	x
Myers, George E., Little, Gladys M., and Robinson, Sarah A.	x	x	x
Smith, Charles M. and Baron, Samuel.	x	x	x
Smith, Lewis W. and Blough, Gideon L.	x	x	x

thinking and to broaden their knowledge and appreciation of the world's work and how it is done. Through the early presentation of occupational information, interest in the pupils' occupational futures can be awakened and developed, enabling some pupils to make a reasonable and satisfactory choice when the need arises.

The foregoing survey of authoritative opinions concerning the teaching of occupational information proved helpful to the committee working on the revision of the content of the course of study for organized group guidance classes. It served as an incentive to secure and to investigate the representative practices that are described in Chapter III.

CHAPTER III

SURVEY OF PRACTICES

Method of Obtaining Courses of Study

Agreement among authorities.-- Authorities are agreed that every boy and girl should have the opportunity of studying occupational information in an organized class before leaving secondary school. Some express the belief that it is wise to place such a course early in the program so that a pupil may benefit from it in choosing his curriculum or before making a decision regarding withdrawal from school. Others feel that the course should be offered twice: first at the lower secondary level as a general survey of all occupational fields and later as a more highly specialized course in Grade 11 or 12 when the pupil approaches his vocational choice. Such an offering would enable him to become a member of an interest group or groups preparatory to making a final appraisal of occupational information.

Investigation of application of theories to practices.-- This exploration of the current thinking of authorities led to a desire and need to investigate practices in communities recognized as doing commendable work in this field and to discover

to what extent the theories are being applied.

Heading the committee appointed to work on the revision of the content of the course of study in organized Group Conferences provided the writer with an opportunity to make a study of the grade placement of the teaching of occupational information. This was not undertaken as a thorough survey. Dr. Harry A. Jager, Chief, Occupational Information and Guidance Service, U. S. Office of Education, Washington, D. C., was asked for names of communities throughout the country that had interesting and promising courses in organized group guidance work. He sent the following names and addresses of chiefs of guidance:

Dr. H. B. McDaniel, Chief
Bureau of Occupational Information and Guidance
State Department of Education
Sacramento 14, California

Dr. R. Floyd Cromwell, State Supervisor
Occupational Information and Guidance
State Department of Education
1111 Lexington Building
Baltimore 1, Maryland

Mr. Joseph A. Bedard, State Supervisor
Occupational Information and Vocational Counseling
State Department of Education
200 Newbury Street
Boston 16, Massachusetts

Mr. Carl M. Horn, Chief
Occupational Information and Guidance Division
State Board of Control for Vocational Education
Lansing 4, Michigan

Dr. George E. Hutcherson, Chief
Bureau of Guidance
The University of the State of New York
State Education Department
Albany 1, New York

Mr. Don H. Frame, State Supervisor
Occupational Information and Guidance
State Board of Vocational Education
Box 97
Olympia, Washington

Letters were sent to these men informing them of the task and requesting guidance in writing communities within their states. As a result of their replies, letters expressing a desire to purchase for examination their respective courses of study in organized group guidance work were sent to:

California
- Chico City
- Vallejo

Massachusetts
- Marlboro
- West Springfield

Michigan
- Alpena
- Detroit
- Grosse Pointe
- Highland Park
- Lansing
- Muskegon

New York
- Jamestown
- Rochester
- Syracuse
- Utica

A comparable request was sent to Chicago, Illinois.

Some replies to the requests were helpful. Many expressed

interest, but regretted that prepared, organized material was not available for distribution either because it did not exist or because it, too, was going through the process of revision. The following extracts from replies will illustrate:

Vallejo, California: We are not holding our junior high schools to a rigid course of study in guidance in the guidance classes at present.

West Springfield, Massachusetts: We are also revising our Group Guidance courses to allow for the new in group guidance materials and techniques.

Marlboro, Massachusetts: Our course of study is not available for sending to other schools. When each year it is revised or rewritten, I make just enough copies for my counselors and myself.

Alpena, Michigan: When we get a course of study completed, which I believe will be some time, I would be pleased to send one to you.

Detroit, Michigan: We do some group guidance in the double period allotted to Corework, but I do not feel that the amount of guidance done here is sufficient for your study.

Groose Pointe, Michigan: We do not at the present time have a course of study in organized group guidance.

Lansing, Michigan: We, too, are working on a course of study and have none for distribution at the present time.

Rochester, New York: Our group guidance material at the present moment is in experimental form.

Through the generosity of Dr. George Hutcherson, Chief of the Bureau of Guidance of the State of New York, many reports concerning the occupational guidance work being done in numerous

communities in his state were received; but they did not elaborate upon the practices and so were of little value to this study.

Review of Current Practices

An important role.— The role of occupational information is recognized as an important one in the many practices which have been examined, although often emphasis is not placed upon it until the senior high school years.

In Lakewood, Ohio, the vocational curriculum is a major subject in Social Studies. The classes meet daily each week throughout the 9B semester. The vocational information acquired during that time serves as a background for the individual conferences which are held during the 9A semester to advise pupils concerning educational and vocational plans.

It is not until the eleventh grade in Highland Park, Michigan, that the group guidance activity—held every Tuesday—consists of an organized study of vocations.

In Vallejo, California, where public schooling continues through the fourteenth grade, the tenth grade is considered as being in junior high school. The school authorities in Vallejo have found the vocational aspirations of their pupils so out of line with the opportunities they will have that it is felt necessary to give special attention to their guidance before

they start their training in Vallejo (Junior) College. Therefore, in Grade 10A one period per day is devoted to vocational guidance. An over-all view of the occupational areas, including the vocation of homemaking, is given the class. Then time is devoted to self-analysis to aid the pupils in making a choice as they go into their further study.

Through a survey made by business men in the city of Spokane, Washington, it was discovered that there was a great need for a study of vocations by high school pupils. Each boy and girl of Spokane now has an opportunity to survey occupational fields and to analyze himself, but not until the last semester of his eleventh grade English class when three or four weeks of class time are devoted to it.

Occupational information is brought to the attention of the pupils in a general way in the ninth grade in West Springfield, Massachusetts. A complete project is made of it in the eleventh grade.

Several years ago the Detroit schools organized an Occupational Planning course for tenth graders. The course is required of all pupils and is taught by the school counselors.

In 9B Social Studies in Lansing, Michigan, one-fourth of the time is spent on a study of vocations. Each pupil makes one-page reports on at least four occupational fields, some of

which must be chosen on the basis of his individual test scores.

A study of occupations for eighth and ninth graders is provided by The Self-Appraisal Program of Guidance in the Junior High Schools of Philadelphia.

Provision in the first year of high school for a classroom unit on occupations with emphasis on the worker rather than on the systematic study of numerous occupations is proposed for the Maryland schools in A Basic Program of Guidance.

Providence, Rhode Island has a very comprehensive course in occupational information beginning in the seventh grade and continuing through the twelfth. At the junior high school level, the content of the course in Occupational Civics is as follows:

Grade	7B	Battery of Tests: intelligence, achievement
	7A	Agriculture
	8B	Employer-Employee Relationship
	8A	Manufacturing
		How to Study
	9B	Transportation
		Case Conference
	9A	Professions
		Career Book

Chicago offers an excellent program in Self-Appraisals and Careers which began as a pioneer experiment in the fall of 1938. It has been of practical help to the pupils to whom it is offered because it has proved flexible in meeting current conditions. Through this tool subject, the pupil is taught the

techniques of self-appraisal, of occupational study, of career planning and is aided in the practical application of these techniques. The whole purpose of the course is to widen the vocational thinking of the pupil and to show him that his personality pattern has many avenues of usefulness and satisfaction.

The lessons on self-appraisal and the lessons on careers run concurrently--parallel with each other, usually with two class periods per week devoted to the one and two to the other with the remaining day reserved for testing. Interrelationships between the psychological and the occupational lessons are stressed at every opportunity. To be realistic and practical, self-appraisal must be conducted with references to occupational needs.

Self-Appraisal and Careers is a free elective course meeting five times a week for one semester and carrying one full major credit. It is open to both juniors and seniors. Class time is used for testing, studying techniques of self-appraisal, and studying careers. The project extends through a year with daily class work in the first semester on a credit basis, followed by individual counseling in the second semester, for which there is no credit.

In Grade 9 of the Jamestown, New York Public Schools the work of the Junior High Occupational Laboratory aims to provide

individual pupils with a background of information which will assist them in making initial decision concerning long-range educational and vocational plans.

Unit 1 INTRODUCTION

Specific Objective

To create a desire within each individual to know more about his interests, aptitudes, abilities and limitations; also to awaken an interest in the educational and vocational opportunities available to him.

1. Purpose of the laboratory.
2. Overview of the work.
3. Terminology. Note: Clarify terminology during each session.
4. Summary.
5. Assignment: Autobiography and Family History.

Unit II INDIVIDUAL DIFFERENCES

Specific Objective

To help pupils understand the meaning of individual differences and to stress the importance of discovering and utilizing their interests, aptitudes and abilities.

1. Why and how individuals differ in interests, aptitudes, abilities and limitations.
2. Relation of individual differences to educational and vocational opportunities.
3. Importance of discovering interests, aptitudes, abilities and limitations.
4. Discovering one's individual differences.
   a. How school subjects and in- and out-of-school activities help.
   b. How hobbies and work experience help.
   c. Value of tests and inventories.
   d. Teacher evaluations.
5. Summary.
6. Assignment.

Unit III CLASSIFICATIONS OF OCCUPATIONS

Specific Objective

To acquaint the group with various ways of classifying occupations for purposes of investigation.

1. U. S. Census.
2. Ability levels.
3. Educational requirements.
4. Apprenticeships.
5. Other classifications
   a. Interests
   b. Opportunities for advancement
   c. Employment opportunity trends
6. Summary.
7. Assignment

Unit IV OCCUPATIONAL OPPORTUNITIES

Specific Objective

To provide each individual with a background of occupational information necessary for making an initial choice of vocation or area of occupations toward which to prepare.

1. Local
2. State
3. National
4. Trends
5. New fields
6. Summary
7. Assignment

Unit V TRAINING OPPORTUNITIES

Specific Objective

To acquaint individuals with the various kinds of training opportunities which are available.

1. Junior and senior high courses
2. Colleges
3. Technical and trade schools
   a. Public
   b. Private
4. Nursing schools and apprenticeships
5. Scholarships and other financial aids
6. Summary
7. Assignment

Unit VI SELF-EVALUATION

Specific Objective

To assist each individual to obtain and summarize objective information necessary for beginning his process of self evaluation.

1. Individual interests, aptitudes, abilities and limitations.
2. Autobiography
3. Interest areas
4. Physical
5. Personality and character
6. Scholastic aptitude
7. Special aptitudes and abilities
8. Achievement record
9. Summary
10. Assignment

Note: Individual interviews and counseling to follow this unit at which time initial or tentative educational and vocational long range plans are made.

Unit VII INVESTIGATION OF PROSPECTIVE VOCATION OR AREA

Specific Objective

To help each individual develop an awareness of what should be considered when investigating an occupation or area of occupations toward which to prepare.

1. Investigate a specific occupation or area
   a. Points to be covered
   b. How and where to obtain information
2. Summary
3. Assignment

Unit VIII LOOKING AHEAD

Specific Objective

To acquaint each individual with personal factors necessary for educational and vocational success, with the need for con-

tinued self-guidance, and with the various sources of assistance which will be available to him as he progresses through school.

1. Need for life objectives
   a. Personal objectives
   b. Vocational objective
   c. Character qualities necessary
   d. Personality traits desired
2. Self-guidance
   a. Interests
   b. Habits
   c. Value of a plan in
      (1) development of desirable personality
      (2) education
      (3) occupation
      (4) leisure time
      (5) work
      (6) health
      (7) recreation
3. Sources of assistance
   a. Library, talks, visits, movies, radio, etc.
   b. Employers, teachers, counselors
   c. Records
   d. Work experience
   e. Senior high occupational laboratory
   f. Other
4. Summary
5. Assignment

Unit IX RECAPITULATION AND EVALUATION

To summarize the work of the laboratory and to have an evaluation made by each individual in an effort to obtain suggestions for improving future content.

The work of the occupational laboratory should have assisted each pupil

1. to have a better understanding of his assets, limitations and needs.
2. to know more about educational and vocational opportunities.
3. to realize the need of planning one's education, career, recreation and leisure time.

4. to realize the importance of good health, character and personality to success in life.
5. to know how and where assistance may be found or obtained in his process of making choices, plans and adjustments.

Placement of emphasis.-- As indicated by Table 2, an examination of representative junior high school practices shows the emphasis for the placement of the teaching of occupational information to be in Grade 9. Three communities introduce the study in Grade 8 and continue it into Grade 9. In one community it is started in Grade 7 and concluded in Grade 8. Only one community is in agreement with the writers referred to in Table 1; that is, the study of occupational information is introduced in Grade 7 and carried on through Grades 8 and 9. This affords a better opportunity for developing a technique for studying occupations and is especially valuable for those who must leave school before completing the traditional 12 years of public school education.

The practices that have been examined are obviously the results of serious and honest work of many people throughout the country who are keenly aware of the serious need of providing youth with valuable information to prepare him for success in his future vocational life. With the knowledge of the thinking and the accomplishment of others to guide them, the members

Table 2. Junior High School Grade Placement of Occupational Information Based on Courses and Reports Examined.

Community		Grade Level		
		7	8	9
(1)		(2)	(3)	(4)
California,	Chico City.....			x
	Palo Alto.....			x
Maryland,	Baltimore.....			x
Massachusetts,	Newton.....		x	x
	West Springfield..			x
Michigan,	Lansing.....			x
New York,	Ithica.....			x
	Jamestown.....			x
	Rensselaer.....			x
	Rochester.....		x	x
	Syracuse.....			x
	White Plains.....	x	x	
Ohio,	Lakewood.....			x
Pennsylvania,	Philadelphia.....		x	x
Rhode Island,	Providence.....	x	x	x

of the committee appointed to reconsider the content of Quincy's course of study proceeded with their work of revision.

CHAPTER IV

REVISED OUTLINES WITH EMPHASIS ON THE NEW GRADE PLACEMENT OF OCCUPATIONAL INFORMATION WITHIN THE JUNIOR HIGH SCHOOL

Results Evolved from Study

Conformance with U. S. Census classification.— Through writing the Bureau of Census, U. S. Department of Commerce, Washington, D. C., the committee on the revision of the content of the organized Group Conferences at the junior high school level learned that no major changes are contemplated in the occupation classification for 1950. Since the occupations studied in Quincy have always been based on the U. S. Census classification, this eliminated any problem of change.

The chief concern remained that with which the committee started to work: a reconsideration of a junior high school program with emphasis on the grade placement of the study of occupations. As previously pointed out, the emphasis on occupational information has been in the eighth grade. The objection was not to the emphasis, but rather to the concentration of all work on occupations just in one grade—particularly as the diversified curricula and the leaving of school no longer

immediately follow the completion of Grade 8.

Application of principles.— In revising the content of the course of study in Group Conferences, the committee has been ever mindful of and consequently guided by the authoritative opinions and by the principles derived in Chapter II. Since it was considered wise to bring present practice in line with current thought, an examination of the outline showed it to be in agreement with all the principles except numbers 3 and 14. The committee set to work to apply these two principles. Number 3 brought about the major revision of the course. A brief statement concerning the application of the 16 principles follows:

1. SCHOOLS SHOULD ACCEPT THE RESPONSIBILITY OF VOCATIONAL GUIDANCE INCLUDING THE FUNCTION OF IMPARTING OCCUPATIONAL INFORMATION.

Since 1931, the Quincy schools have accepted this responsibility in organized Group Conference classes at the Grade 8 level. They will continue to assume this responsibility, but will introduce the work at the Grade 7 level and will carry it through to Grade 9 before sending the pupils on to senior high school for more advanced and specialized work in Problems of Vocational Adjustment.

2. PERSONNEL RESPONSIBLE FOR IMPARTING OCCUPATIONAL INFORMATION SHOULD BE COMPETENT.

Quincy selected counselors on the basis of proved ability from a group of experienced teachers who possessed a broad background of public school teaching. Many of these counselors have better fitted themselves for their positions by means of practical work experience and by advanced study with the major in Guidance.

3. THERE SHOULD BE CONTINUITY OF ORGANIZED STUDY OF OCCUPATIONAL INFORMATION THROUGHOUT THE SECONDARY YEARS.

This principle which deals with a systematic, progressive study is the one which brought about the major change in the junior high school course in Group Conferences. No longer will the teaching of occupational information be concentrated in Grade 8. The revision attempts to bring about greater continuity of the organized study of occupational information by placing units of it in each of the three junior high school grades. The emphasis will remain in Grade 8, but the spacing will be better and will make for improved comprehension. This is in agreement with the authorities quoted in Table 1. In the senior high school, the pupils will continue their study of advanced occupational information.

4. SURVEY OF OCCUPATIONS SHOULD BE TAUGHT AS A SEPARATE COURSE.

Quincy has recognized the importance and effectiveness of

carrying this work on in organized classes for all its pupils. To guard against isolating the subject of occupations to the Group Conference classes, all teachers are encouraged to call attention to the occupational value of their subjects.

5. THE CONTENT OF THE COURSE IN OCCUPATIONAL INFORMATION SHOULD BE COMPREHENSIVE.

This is accomplished by having the pupil learn about the occupational life of which he is to become a part and also by having him become increasingly aware of his own interests, aptitudes, and abilities.

6. EVERY PUPIL SHOULD BE GIVEN AT LEAST TWO OPPORTUNITIES FOR AN APPRAISAL OF OCCUPATIONAL INTERESTS LEADING TO A VOCATIONAL CHOICE.

The course of study in the junior high school provides an opportunity for all to survey the general field of occupations. At the senior high school level, the work becomes more specialized and much of it is carried on in interest groups.

7. THE IMMEDIATE OBJECTIVE OF VOCATIONAL GUIDANCE SHOULD BE TO ENABLE THE PUPIL TO RELATE HIS INTERESTS, ABILITIES, APTITUDES, AND CHARACTERISTICS TO A MORE OR LESS SPECIFIC AREA OF OCCUPATIONAL ACTIVITY.

The organization of the content of the course of study is such that the pupils are encouraged to take a realistic attitude toward life. With self-analysis as a springboard, each is lead

to face the facts concerning his interests, abilities, aptitudes, and characteristics in relation to the actual demands of the world of work.

8. THERE SHOULD BE SELF-ANALYSIS AS WELL AS JOB-ANALYSIS.

As stated above, in order to develop a realistic attitude toward life, self-analysis is of vital importance, but becomes effective only when followed by a definite plan of action as suggested in the Group Conference outlines.

9. STANDARDIZED TESTS SHOULD BE USED AS PRECISION INSTRUMENTS IN A CLASS IN OCCUPATIONS.

Achievement tests are given to all junior high school pupils in the fall. The corrected tests are returned and explained to the pupils who record their results and make special note of their strong and their weak points. The over-achievers are commended and the under-achievers are encouraged.

Head counselors, assisted by counselors, test individually all new pupils plus those where discrepancies are found between pupil performance and test results.

Counselors and teachers make maximum use of test results. They think of these standardized tests, developed by psychologists, as precision instruments aiding them in their daily work.

10. AN EXPLORATION OF WORK OPPORTUNITIES SHOULD BE MADE IN ORDER TO DETERMINE WHICH WOULD BE MORE DESIRABLE FOR THE

PARTICULAR PUPIL.

The survey of the occupational fields provides the pupil with an opportunity to consider for more intensive study the ones in which he is most interested and best fitted.

11. TECHNIQUE OF STUDYING OCCUPATIONS SHOULD BE TAUGHT.

A simple outline for the study of an occupational field is used in Quincy. The principal topics are:

- Value and Importance of the Occupation
- Divisons of Work in This Field
- Some Specific Jobs
- Requirements:
  - Personal
  - Educational
- Opportunities for Training and Employment in Our Locality
- Advantages
- Disadvantages
- Trends

Pupils are trained in correct methods of obtaining and making use of reliable source materials. This training will prove of great value throughout life.

12. A PUPIL SHOULD KNOW ABOUT THE LATEST U. S. CENSUS CLASSIFICATION OF JOBS.

The occupational information section of the course of study in Group Conference follows the U. S. Census classification because it gives the pupil an opportunity of becoming familiar with the classification from the beginning of his formal study of occupations.

13. A PUPIL SHOULD BECOME INFORMED ABOUT HIS LOCAL EMPLOYMENT MARKET: ITS OCCUPATIONAL OPPORTUNITIES AND THE QUALIFICATIONS DEMANDED.

The majority of Quincy pupils eventually become employed locally or in nearby communities. The pupils are made acquainted with the opportunities and requirements of the local employment market. As each occupational field is studied, attention is given to the topic, Opportunities for Training and Employment in Our Locality.

14. A PUPIL SHOULD BE INFORMED ABOUT THE CLASSIFICATION OF JOBS AS ENTRY, NON-ENTRY, AND RELATED.

The Dictionary of Occupational Titles, Part IV has been entered in the outline as reference material. It is felt that lessons based on the Dictionary are too advanced for the junior high school level. Pupils will be informed about the above classifications in order to better prepare them for their entry into and progress in the world of work.

15. EMPHASIS SHOULD BE PLACED ON THE WORKER AND HIS DEPENDENCE ON OTHERS.

The worker and the interdependence of workers in serving mankind are stressed throughout the study of occupational information. Provision is made for biographies of men and women who have achieved success in the fields studied. In order to enrich

the outline with inspirational biographical material arranged according to occupations, a junior high school librarian has compiled such a bibliography and has submitted it to the other junior high school librarians to mark books that are in their particular libraries. Counselors will now possess not just a bibliography of inspirational material, but one which will list books available to them within their own buildings.

16. VOCATIONAL GUIDANCE SHOULD BE CONDUCTED SO THAT THE PUPIL HIMSELF IS ABLE TO MAKE A DECISION BASED ON THE EVIDENCE AND ITS IMPLICATIONS FOR HIM.

All of the Group Conference work is based on the premise that good guidance leads to self-guidance. The pupil is never advised nor are decisions made for him. He is trained to secure needed information, to analyze his own potentialities, and to make his own decisions.

Value of practices.— Very little practical help was gained from the survey of practices. It was interesting to examine the practices and to learn how much-or how little-had been accomplished by other communities. In only one (see Table 1) did the committee on revision find the theory of continuity or organized study of occupational information put into practice. Examination of the occupational content of this particular practice showed it to be less complete than the one already

in use in Quincy. Past experience in the field proved of greater value to the committee than did the practices which were studied.

Distribution of occupational information.-- In order to have the newly revised outlines more in keeping with the principles which have been set forth and profit from the theories and the practices examined, the study of occupational information has been distributed as follows:

Grade 7	Lessons
Introduction to Study of Occupations	5
Vocational Information	3
Agricultural Occupations	5
Forestry and Fishing Occupations	3
Grade 8	
Mining Occupations	2
Business and Trade Occupations	6
Homemaking Occupations	8
Skilled Trades	
Manufacturing Occupations	6
Transportation and Communication Occupations	4
Work--A Necessity and a Privilege	2
Men and Women of Achievement (in occupations studied)	6
Grade 9	
Professions and Semi-Professions	8
Discovering Vocational Possibilities through School Subjects	1

The above placement of content shows the introduction of the study of occupations starting in Grade 7 and continuing

through Grade 9. Although the emphasis is still in Grade 8, the continuity is better than it has ever been before. Twenty-five lessons in occupations have been removed from Grade 8. This is equivalent to 12½ weeks of eighth grade Group Conference work. Sixteen lessons or 8 weeks of occupational study have been placed in Grade 7, and nine lessons in Grade 9. Since the ninth grade classes meet but once a week, the nine lessons will cover a span of as many weeks.

Comprehensive Course

All problem areas.-- The writer wishes to emphasize that the study of occupations is only one phase of the Group Conference work in Quincy. Attention is also given to the other major problem areas: educational, social and personal.

As has been explained, the concentration of occupational information at the Grade 8 level was corrected by introducing the work at the Grade 7 level and carrying it through to completion in Grade 9. This same principle of psychology of spaced learning has been applied to the content of the unit Personality to which 14 lessons--one a week--had been devoted in Grade 9. It was felt that one more lesson was needed. The subject matter of this unit lent itself to division and distribution among the three grades. Because of their appropriateness, the factors of the unit Personality have been placed as follows:

Grade 7 Appearance and Health.....4 Lessons
Grade 8 Temperament and Social Adaptation...5 Lessons
Grade 9 Opinions, Interests, Character.....6 Lessons

Dated material--mostly nomenclature and curriculum offerings--has been eliminated from the revised course of study. This was accomplished at a committee meeting when each page of the outlines was carefully scrutinized and all necessary changes made.

Publishers were circularized for new and inspirational materials suitable for Group Conferences. They had little or nothing new to offer. Any materials they sent were examined and, if thought worthwhile, were recommended for adoption. Those that were accepted will be found listed under Reference Materials in the outlines.

Further possible study.-- There is opportunity for further possible study in order to develop a set of suitable self-analysis materials for use at all three grade levels. It would seem advisable for a committee to work on this problem with the idea of developing original tests and inventories for which experience has shown a felt need.

For the current study an attempt was made to select self-analysis tests and inventories that would be suitable for group work during the Group Conference period. Just about every existing one was examined. From the viewpoint of expense, time, and intrinsic value at the junior high school level, none was

found which the committee wished to recommend for adoption. Consideration of reading and study helps was automatically ruled out because of the English Department's recent acquisition of a series.

The completed revision.— The revised outlines in organized Group Conferences with emphasis on the best grade placement for the teaching of occupational information concludes this study. The true evaluation will be made when the outline is put into classroom use in the fall. The content and arrangement are tentative and shall always remain so. In order to be timely and meaningful, the course must never be considered complete and perfect with all problems solved. It will remain in its loose-leaf form with committees ever alert to noteworthy theories and practices and to growth based on successful experience.

DEPARTMENT OF GUIDANCE AND RESEARCH
Quincy Public Schools
Quincy, Massachusetts

OUTLINES FOR USE IN THE GROUP CONFERENCES IN THE JUNIOR HIGH SCHOOLS

June 1947 Revision

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TENTATIVE

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GROUP CONFERENCES IN GRADE 7

WITH EMPHASIS ON

APPLIED CITIZENSHIP

DISCUSSION OF OBJECTIVES

This outline has been prepared with the following facts in mind:

1. Young people find it difficult to adjust themselves to new conditions. The pupils for whom this course of study has been prepared have just entered the junior school. It should be the constant aim of the counselor to help each pupil to become satisfactorily adjusted to his new environment.

2. The school needs constant interpretation to the pupils. It is of little use to teach subjects which are aimlessly pursued and in which pupils see no real value. It is of slight use to organize clubs, sports, and other activities if the underlying purposes of such activities are never made clear.

3. No school can successfully educate pupils who do not thoroughly understand the need for law and order, who are not willing to cooperate and be helpful, who have no sense of personal responsibility. The school must help each pupil to attain conscious and deliberate self-direction toward good citizenship.

4. Getting the most out of school is the pupil's first job. He needs definite instruction in the best way to do this. Much of the aimless unsatisfactory work of pupils is due to their attempting a job which they have never been shown how to do.

5. Boys and girls of junior school age need to realize that one of the most common causes of failure in the world of work is the inability to "get along" with other people. These pupils are not too young to begin to develop those ideals, attitudes, appreciations, and habits that underlie harmonious relations with other people.

6. With the increase in the number of hours available for leisure activities, the school ought to suggest to pupils those opportunities which will make profitable returns to them in fun, exercise, knowledge, skills, pleasure, health, etc.

7. Conscious effort toward growth in abilities other than acquisition of subject matter should be made by every pupil. Satisfaction can be felt only if some standard of measurement proves that such growth has been accomplished.

This outline represents an effort to supply material that it is hoped will be effective in fulfilling the obligations which the foregoing facts impose upon us.

NOTES

Films and filmslides are not listed because no suitable ones were available at the time this outline was prepared.

Copies of the Inventory of Progress for pupil use are available.

There should be little difficulty in conforming to the time allotments indicated.

Unit I **GETTING ACQUAINTED WITH THE SCHOOL** 4 ~~5~~ Lessons

Specific Objective: To help pupils to feel at home

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. A new school home A. Its name B. Its location C. Its enrollment D. Size of faculty E. District served II. Physical features of the building A. Floor plans B. Use of special rooms 1. Cafeteria 2. Library 3. Gymnasium 4. Auditorium 5. Shop and sewing room 6. Office 7. Lavatories C. Special features of the building 1. Provisions for protection against fire 2. Ventilating system 3. Drinking fountains 4. Telephones: classroom; public booth 5. Bells 6. Playground	*Begin a notebook or workbook of some sort immediately, so that you can keep a systematic and permanent record of the work done. *Draw rough floor plans of all floors of the building. Mark the rooms needed. List teachers. Draw a plan of the cafeteria; label such things as tables, serving counter, cashiers, position of waste barrels, etc. Trace path to be taken through cafeteria from time of entering to leaving. Plan a tour of inspection of the building. Choose some pupil to lead class by most direct route to some specified place.	If mimeographed plans are furnished to each pupil, the places can be filled in on them. Pupils should be given the correct spelling of teachers' names.	Holbrook and McGregor, *Our Junior High School,* Chap. I Trow, Zapf and McKown, *Getting Acquainted with Your School* Bennett and Hand, *School and Life,* Chaps. II-III

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
III. A comparison of the junior school with the elementary school A. Size B. Distance from home C. New subjects to study D. Subjects taught by different teachers E. Change of room for classes F. Study periods for independent study G. New activities such as assemblies, clubs, athletics, orchestra, etc. H. Different marking system I. Election of class officers J. Attendance reports; daily notices IV. Its history and record A. Date built B. Principals C. Attendance record D. Record in athletics E. Operettas	Prepare a list of ways in which the junior school differs from the school *you* attended last year. Make a list of things that you like most about the school. Give your reasons for liking them. Compare your list with that of others. *Make a "Who's Who." 1. List titles of school officials: a. Principal b. Office clerk c. Counselor d. Librarian e. Dietitian f. Custodian g. School Nurse h. Attendance Officer i. Adjustment Service 2. Write beside each title the name of the official. 3. Write a brief statement of the duties of each. 4. Tell what the work of each means to the school and to you.	Be sure *pupils* know the purpose of the group conference period! These do not have to be school subjects. *Ask:* What might make a person change from disliking some activity to liking it very much? *Note:* Other items may be added to III; some may have to be omitted.	

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
F. School song G. Former students V. Value of school property A. Land B. Building C. Equipment VI. Proper care and use of school property A. Land B. Building C. Equipment D. Textbooks. supplies, etc.	*Secure data from School Report relative to value of school property. *Work out a set of rules regarding proper care and use of school property.		Annual Report of the School Department of Quincy

Unit II — RULES AND REGULATIONS — 2 Lessons

Specific Objective: To make clear the necessity for rules and to instill respect for them.

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Necessity for rules and laws	Imagine a football game played without rules; a city without laws; a school without rules and regulations. Describe them.	Stress: In community life we have to give up certain rights for the general good. Two people can make a community.	Bennett and Hand, School and Life, Chap. IV
A. To help things run smoothly			
B. To avoid accidents			
C. To insure fair play			
D. To save time and energy			Endicott, One Hundred Guidance Lessons, Lesson 1
E. To have more fun			
F. To carry out the wishes of the majority			
G. To teach respect for opinions of others			Bliss, Your School and You, Chaps. XXIII, XXV-XXVII
H. To teach respect for property of others			Bliss, Personality and School, Chap. XXXI-XXXVII
I. To teach respect for lives of others			
II. Necessity for knowledge and understanding of them			Finch, Guideposts to Citizenship, Chap. XVI

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
A. To prevent breaking of the law			
B. To insure willing cocperation			
C. To help in enforcement			

Topics	Pupil Activities	Notes	Reference and Illustrative Material
III. Rules and regulations of Junior School A. Attendance B. Entering building C. From 8:15 to 8:30 D. Changing classes E. Lunch periods F. After 2:30 G. Auditorium H. Use of lavatories I. Library J. Gymnasium K. Fire drill	If home room teachers have not done so, give to each pupil a mimeographed copy of all the school rules and regulations, arranged under headings indicated under III The pupils should tell: 1. Why the rule is necessary 2. How it protects them Give to the class a list of several situations of types which pupils are almost certain to experience. (Pupils may add to the list.) Ask pupils to tell what they are expected to do in each case. Keep a list of school regulations you see broken most frequently by students. Suggest remedies. Suggest some rules and regulations for your group conference meetings. Have them discussed, amended, and adopted by the group	The counselor's function with respect to the rules and regulations of the ~~juni~~ junior school should be one of interpretation. It should be a matter of explaining the necessity for the various rules and regulations, and pointing out how they protect the pupils.	Trow, Zapf, and McKown, You and Your Friends, Lesson 19

Unit III **THE JUNIOR SCHOOL ORGANIZATION** ~~3~~ 4 Lessons

Specific Objective: To develop better leaders and more intelligent followers

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Reasons for its organization		"A bridge never carries passengers over; they must walk across."	Holbrook and McGregor, *Our Junior High School,* P. 30
A. To bridge the gap between the old elementary school and the old high school			
B. To give *all* boys and girls a taste of high school		These (I) are only a few of the reasons, but are those which most closely concern the pupils' lives.	
C. To keep boys and girls in school longer			
D. To give them more advantages, such as gymnasiums, libraries, auditoriums, shops			
II. The personnel: special work of each	Make a list of qualities that you admire in a principal; in a teacher.	Avoid a pedantic discussion of the purposes of the junior school.	
A. Principal			
B. Homeroom teacher			
C. Subject teacher			
D. Counselor			
E. Student Council			
F. Class officers			
G. The student body			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
III. Electing officers A. Purpose B. Procedure C. Benefit to group	Give to each pupil a mimeographed list of the qualities and responsibilities of each class officer. Have pupils justify each qualification listed.	(Counselors should know preparation of teachers in order to guide students for help and suggestions, especially in things not connected with school subjects.)	Endicott, One Hundred Guidance Lessons, Lesson 10
IV. Responsibilities of elected officers	*Make a list of good reasons for electing a pupil to office		Finch, Guideposts to Citizenship Chap. XVII
V. Responsibilities of those who have elected them	*Make a list of poor reasons for electing a pupil to office		
VI. School spirit A. Difficult to define; easy to observe its presence or its lack B. Shown by every member of the organization	"What Would You Do?" Give pupils a list of situations that are certain to be the experience of each class officer. Let pupils decide what a good leader ought to do		Trow, Zapf, and McKown, Getting Acquainted with Your School, Lessons 7,8,9 Endicott, One Hundred Guidance Lessons, Lesson 11
C. Good school spirit demands that you: 1. Put welfare of school as a whole ahead of your class, your team, or your organization	*Make a list of qualities and responsibilities of those who follow		

Topics	Pupil Activities	Notes	Reference and Illustrative Materi
2. Support all school undertakings			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
3. Respect authority. 4. Eagerly serve teacher, fellow student, or visitor.	Describe a school with good school spirit.		
D. Good effects 1. On school as a whole 2. On individuals	Make a list of times or places when or where a poor school spirit is always noticeable e.g. in the assembly hall; at athletic contests.	*Note:* The pupils should realize by this time that the school is working for their benefit in every way possible.	

Unit ~~IVH~~ **MORE FACTS ABOUT THE QUINCY SCHOOLS** ~~24~~ Lessons

Specific Objective: To acquaint pupils with the educational facilities and services offered by the Quincy school system as a whole

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. General organization		Be sure that the pupils know the functions of these persons and how they are selected.	
A. Administration			
1. School Committee 2. Superintendent and staff			Trow, Zapf, and McKown, *Getting Acquainted with Your School,* Lesson 26
B. Instruction	*Tell something about the elementary school which you attended last year.		
1. Elementary schools a. Number b. Names and location c. Approximate total enrollment d. Facts of special interest, e.g. why the Francis Parker school is so called	Visit an elementary school you did not attend and ask for any interesting facts about it. Report to class.		Annual Report of the School Department of Quincy
2. Junior schools a. Number b. Names and location c. Elementary schools contributing to each d. Curricula offered in grade nine			
3. High schools a. Number b. Names and location c. Curricula offered	Report on a brother or sister who is now or was in high school, curriculum, special interests, progress, etc.		
4. Trade school a. Location b. Courses offered c. Facts of special interest	As above		

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
5. Evening school a. Location b. Courses offered c. Requirements d. Length of term	Tell of someone who benefited from our evening schools; from alien education.		
C. Special instruction for the physically handicapped children	Tell about schools which you have attended or know of in other cities and towns. Compare the advantages with those offered in Quincy.	*Note:* Material for the counselors regarding the special departments and services will be found in the Supplement, item #1.	
D. Adult alien education	Make a list of improvements in the schools since your parents were pupils.		
II. Special departments and services	*Figure the cost to Quincy 1. for educating all of the school children in your family this year; 2. for your own twelve years of free education.	Counselors should be thoroughly familiar with it before teaching the lesson.	
A. Health Education			
B. Music			
C. Art			
D. Teaching Aids		For information re school attendance and conduct, see Supplement, item #2.	
E. Guidance and Research			
III. Attendance office			Holbrook and McGregor, *Our Ju-Junior High School,* Chap. VII
A. Massachusetts laws			
B. Justification for these		Mention should be made of the Adams Temple and School Fund established by John Adams in 1822, which in part supports the libraries in our junior and high schools.	
IV. Library facilities			
V. Cost of education to taxpayers of Quincy			
A. Approximate yearly budget			
B. Cost per pupil per year			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
VI. Your duty to the taxpayer			
A. Good citizenship			
B. Yearly promotions			
C. Care of all school property			
D. Loyalty to the system and those who are part of it			
E. Cooperation in every endeavor			
F. Thrift in use of materials			

Unit ~~IV~~ **SATISFACTORY CITIZENSHIP: NECESSARY FOR SUCCESS** 10~~14~~ Lessons

Specific Objectives: To develop a willingness to cooperate and be helpful without winning any special honor for doing so
To develop a realization that leadership and ability *without good citizenship* are dangerous

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. The three stepping stones to success		*Warning:* Don't let pupils keep the narrow view of citizenship: namely, behavior or conduct in the classroom.	Posters: *Keystones of Character,* National Child Welfare Association
A. Citizenship: refers to habits			
B. Scholarship: refers to learning			Holbrook and McGregor, *Our Junior High School,* Chap. III
C. Participation: refers to sharing			
II. Good citizenship: good habits			
A. Ways in which habits are formed	*Make a list of the most common examples of lack of self-control among the students. Suggest steps to be taken.	See "Code of a Good American" by Hutchins; Finch, pp. 272-278.	Trow, Zapf, and McKown, *You and Your Friends,* Lesson 24
B. Good habits to be desired and formed			
1. Self-control: of tongue, temper, thoughts, actions, appetites	(This same activity may be used for each habit listed in the column at the left.)		Finch, *Guideposts to Citizenship,* Chaps. VII, IX, X, XII, XIV, XVIII
2. Reliability: honesty in every act			
3. Truthfulness: regardless of likes or dislikes			
4. Industry and good workmanship: the right thing done in the right way			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
5. Cooperation and teamwork: working together cheerfully	Clip news items from daily papers which show how someone did or did not use self-reliance, thrift, etc.	Stress: The reason we must keep quiet in the classroom is to enable pupils to study	
6. Good sportsmanship fair play and courtesy	Give to pupils a list of situations or conduct problems that call for exercise of these qualities. Ask pupils to note which quality is needed for the correct response.	Be sure to explain the qualities of a good citizen given on the back of the report card.	Fishback, Character Building for Junior High School Grades Chap. V.
7. Self-reliance: courage to make decisions and act independently		Good class reading for home membership: VanDyke, A Home Song Kilmer, Roofs The House with Nobody in It Anon, Prayer for a Little Home	Logan, Goodly Company--Excellent quotations for this unit
8. Punctuality: in attendance, in completion of work, in responses, in action	*Make a list of actual incidents when a pupil showed good citizenship. *Make a list of actual incidents when a pupil showed poor citizenship.		Weekly News Review, "Are You a Good Citizen?" series beginning with issue of Jan. 13, 1941
9. Thrift: of materials, of time, of energy, of money			Mass. Dept. of Education, Report on Character Education in the Secondary Schools
10. Loyalty: to family; to school; to classmates; to city, state, and country; to humanity			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
III. Training in good citizenship			
A. The home			
B. The school			
C. The church			
IV. Rewards for good citizenship	Build a list of rewards for good citizenship	Examine list of personal qualities given on six-year card. Explain rating system used.	

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
B. Good opinion of classmates and teachers			
C. Self-respect and inner satisfaction			
D. Pride of parents			
E. Promotion and good foundation for advanced work			
F. Privilege of representing school in alth athletics or other activities		Dependent on attitude of school authority	
G. Contribution to better world			

Unit VI **SATISFACTORY SCHOLARSHIP: NECESSARY FOR SUCCESS** 8 12 Lessons

Specific Objectives: To make pupils realize that getting the most out of school is their first job

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Good scholarship: good learning	*Make a list of your school subjects and tell how each will help you now or will help you later		Bliss, *Your School and You,* Chap. IX
A. Reasons for learning anything			Holbrook and McGregor, *Our Junior High School,* pp. 53-69
B. Purpose of each school study			Trow, Zapf, and McKown, *Getting Acquainted with Your School,* Lessons 14-15
1. English and Literature 2. Mathematics 3. Geography 4. History 5. Group Conferences 6. Spelling and Penmanship 7. Music 8. Freehand Drawing 9. Practical Arts 10. Physical Education			
C. Reasons why these are common to all students			
II. Importance of a good start			
III. Measuring your school progress	Have a debate on the following question: "Resolved: That the first six weeks of the school year are more important than the last six weeks."		Holbrook and McGregor, *Our Junior High School,* pp. 37-41, Chaps. IV, XI
A. The marking system			
B. Deficiencies			
C. Report cards	Bring to class interesting report cards, diplomas, etc. which your parents received many years ago.		
IV. Causes of failure		*Stress:* Every pupil can give 100% *attention* and 100% *effort.*	Bliss, *Your School and You,* Chaps. XV-XX
A. Inattention			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
B. Absence C. Physical defects D. Neglect of health rules E. Being a slow worker F. Being easily discouraged G. No participation in oral discussion H. Poor work habits I. Poor citizenship J. Over-emphasis on outside activities	Keep a record of the amount of sleep you get each night for two weeks. Find the average for one night and compare with the average for your class.		
V. Rules for improvement A. Better attention B. More effort C. More participation D. Extra help from the teacher	*Choose the subject that gives you the most difficulty and write a set of "Improvement Resolutions" for yourself. Begin each resolution with "I will..."		Fishback, Character Building for Junior High School Grades, pp. 145-151 Cunningham, Character, Conduct and Study

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
E. Correct character faults F. Learn how to study G. Correct physical defects H. Get new information about the subject		To be most effective the teaching of study habits should be done cooperatively by the subject teachers and counselors. Subject teachers have the major responsibility in presenting the methods best suited to their particular subject. The function of the counselor with respect to the teaching of study habits at the junior school level should be the giving of elementary and general principles. Every opportunity should be taken by teachers and counselors to present the materials meaningfully in conjunction with practical, daily situations.	Bennett and Hand, School and Life, Chaps. VII-XII Wrenn, Hein, and Pratt, Aids for Group Guidance Smith, Your Biggest Job Chap. IV and V Cole and Ferguson, Students' Guide to Efficient Study Crawley, Studying Efficiently

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
VI. Making learning easier			Endicott, *One Hundred Guidance Lessons,* Lessons 8-9
A. Know clearly what you are to do.			
B. See that you have all the necessary materials and the proper conditions for study.			
C. Begin at once.			
D. Keep your mind on your work until it is done.			
E. Look up unfamiliar words.			
F. Memorize important points.			
G. Take notes in notebook.			
H. Review regularly.			
VII. Good scholarship more necessary today than ever before			
A. More competition			
B. Keener competition			
C. More knowledge available			
D. More knowledge necessary to carry on the business of the world			

Unit VII **SATISFACTORY PARTICIPATION: NECESSARY FOR SUCCESS** 5 8 Lessons

Specific Objectives: To develop a willingness in the pupil to take an active part in every group to which he belongs
To develop a feeling of responsibility toward the group and for the group

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Purpose of every organized group of people: to accomplish a very definite thing, or several things	Make a list of all the organizations you know. Tell the definite purpose of each, if you know it.	*Every* member of a group must carry out this purpose.	Turkington, Mugan, and Pritchard, *Lessons in Citizenship*, Chap. XII
II. Names of groups so organized: clan, tribe, society, association, union, club, league, etc.			
III. Pattern for most organizations:			
A. Purposes			
B. Leaders			
C. Rules			
D. Privileges			
E. Responsibilities			
IV. Some requirements for membership in organized groups:			
A. Specific age	Ask parents, teachers, older friends what is expected of them as members of organizations to which they belong.		
B. Specific abilities			
C. Specific knowledge			
D. Good reputation			
E. Specific health standards			
F. Examinations or tests			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
G. References			
H. Specific materials			
V. Some duties expected of members in such organizations:		*Stress:* You are worthy members of an organization when you *participate in its activities.*	
A. Obedience to rules or laws			
B. Regular attendance at meetings			
C. Help in carrying out the purpose of the group			
D. Readiness to make suggestions			
E. Willingness to serve on committees			
F. Payment of dues			
G. Loyalty to the ideals and purpose of the group			
VI. The first group to which you belong: the Home or Family	*Make a list of the rules in your family and those of your classmates. Tell how each rule is: 1. a protection 2. an aid in carrying out some purpose of the family	*Stress:* Success in any organization depends upon your ability to cooperate with the leaders for very definite purposes.	Trow, Zapf, and McKown, *Getting Acquainted with Your School,* Lesson 23
A. Purposes			
B. Leaders—parents			
C. Rules			
D. Opportunities for participation in its activities			Turkington, Mugan, and Pritchard, *Lessons in Citizenship,* Chap. XI
E. Your privileges as a member of the home			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
1. Protection from harm 2. Care when ill 3. Companionship 4. Chance to do the things you like best to do 5. Wise advice in time of trouble 6. Opportunity to express one's wishes in regard to food, clothing, etc. 7. Permission to have a pet 8. Happy times on holidays, birthdays, etc.			Finch, *Guideposts to Citizenship*, pp. 129-131
F. Responsibilities as a member of the home 1. Kindness to parents 2. Appreciation of things done by parents 3. Loyalty to all members of family 4. Willingness to do share of home tasks			
VII. The second group: the School A. Reasons for having schools B. Leaders of our school system 1. School committee 2. Superintendent C. General rules for all members	*Ask your teacher to read from the school committee rules those which you are expected to obey.	*Stress:* All the schools of Quincy make one big family. Unless all pupils of all schools cooperate, the organization cannot be a real success.	
D. Your privileges as a member of our school system 1. Many facilities for different kinds of education	Make a list of the ways in which you are better off than a boy or girl who is taught at home or attends a small private school.		

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
2. Many teachers with whom to come in contact 3. More reference materials to use 4. Opportunity to learn from others in the school 5. Opportunity to make many friends 6. Training in getting along with many people			
E. Responsibilities as a member of our school system 1. Know the rules and practice them. 2. Take good care of school buildings and equipment. 3. Guard against waste of school supplies. 4. Become better acquainted with your teachers. 5. Get all of every lesson every day.		"Small leaks sink great ships."—Benjamin Franklin	
VIII. Groups within the school			McKown, *Home Room Guidance*
A. The homeroom 1. Purposes 2. Officers or leaders 3. Opportunities for participation in its special activities a. Devotional exercises b. Care of the room c. Class meetings d. Visiting sick members 4. Your privileges from participation a. A feeling of belonging to the group	Report on the number of activities in which you have taken part. Add to list (A.3) any activities your homeroom has had.	*Stress:* The spirit in which a person participates in a cooperative activity is very important.	

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
b. Recognition by the others c. Satisfaction in having done one's share of the work 5. Responsibilities a. Execute homeroom duties faithfully. b. Observe homeroom regulations. c. Be helpful to new members. d. Volunteer constructive suggestions.			
B. The classroom 1. Opportunities for participation in its special activities a. Oral discussions b. Planning and completing projects c. Reports on special topics d. Blackboard demonstrations e. Constructive criticisms f. Questions when you do not understand 2. Your privileges from participation a. Clearer understanding of the lesson b. Deeper interest in the work c. Increased liking for the subject d. More friendly acquaintance with your classmates	*How many in your class have been criticized by subject teachers for lack of participation?		Trow, Zapf, and McKown, *You and Your Friends*, Lesson 21 Holbrook and McGregor, *Our Junior High School*, pp. 147-148 Endicott, *One Hundred Guidance Lessons*, Lesson 13

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
e. Greater development of ability to cooperate f. Greater chance of passing the work of the course 3. Responsibilities a. Be interested b. Be attentive c. Be honest about time d. Follow study directions		Note: This material is discussed in detail in Holbrook and McGregor.	Holbrook and McGregor, Our Junior High School, Chap. III, pp. 40-41
C. Clubs, assemblies, athletics, orchestra 1. Purpose of each 2. Ways in which they differ from classes 3. Factors to be considered when making a choice	Make a list of all activities in which 1. pupils may participate 2. the pupils of your class do participate	The function of the counselor is to point out the significance of these activities as part of the pupil's total school experience	
4. Your privilege from participation a. Chance to improve one's self b. Chance to help others c. Chance to discover and develop special talents and abilities d. Chance for leadership e. Chance for service f. Chance to develop a hobby or means of earning money	Tell to which club you belong and make a statement of its purpose		

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
g. Training in working with others interested in the same thing h. More interest in school i. Wider circle of friends j. Acquaintance with more teachers			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
k. Loss of shyness l. Knowledge of many things not related to school subjects 5. Responsibilities a. To learn to work in groups b. To play fair c. To take defeat d. To develop any special talent that you have 6. Danger in over-participation			

Unit VIII APPEARANCE AND HEALTH 4 Lessons

Specific Objectives: To help pupils realize the importance of these factors of these factors of personality
To help pupils become aware of their own appearance and health.

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Appearance A. Importance of appearance 1. Personally 2. Socially 3. Vocationally B. What constitutes a a good appearance 1. Grooming a. Care of skin b. Care of hair c. Care of eyes d. Care of nails and hands e. Care of teeth 2. Clothing a. Appropriate dress b. Wise selection c. Color and harmony (1) Careful planning (2) Dressing according to type	Give special reports on topics or problems of special interest. Appoint a special committee to plan a few attractive posters. Discuss the value of such courses as "Art in Dress" and "Art Appreciation" With the help of your counselor, plan a self-analysis test Check yourself with such a test. Know your assets and *Carefully consider the questions and problems planned by your counselor to direct you in your thinking.	In all this work stress the importance of a self-improvement plan of action. Provide opportunities for action. "If a guidance worker recognizes that the foundation for personality development is experience, he will direct his attention toward providing the kind of experience through which social sensitivity and good habits and attitudes are developed. Positive experience is transformed into habits, and habits, in turn, are transformed into behavior patterns, sentiments, attitudes, selves, and personality." From Guidance in Personality by Ruth Strang	Barbour, Good Manners for Boys, pp. 5-14 Allen, Behave Yourself, pp.14-30 Brockman, What is She Like? pp. 56-99 Boykin, This Way Please Cades, Any Girl Can Be Good Looking Chapman, Occupational Guidance Clark, Etiquette Jr. pp. 79-92 Consalus, Attractive Clothes, pp. 11-42 Coss, Girls and Their Problems, pp. 9-31 Goodrich, Living with Others, pp. 15-18 Hunter, Girl Today, The Woman Tomorrow, pp. 7-91 Pierce, It's More Fun When you Know the Rules, pp. 115-131

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
(d) Care and repair of clothing 3. Physique (a) Energy or vitality (b) Posture	*List the many opportunities for self-improvement.	Again, a set of questions or problems that will challenge the thinking of the pupils will be of great help.	Ryan, Your Clothes and Personality
C. Self-analysis 1. Personal assets 2. Liabilities	*With a short test, prepared by your counselor, check to see if you have mastered the important points in this unit of work.	A self-analysis test based on check list as found on p. 544 in Chapman should be planned. Pupils might add to this list-or an entirely new list might be made. Such a test is appreciated by boys and girls. Results should be confidential. Pupil may confer with counselor if he or she so desires.	Stevens, The Correct Thing, pp. 5-10
D. Self-improvement 1. Knowledge of all available opportunities for improvement (a) In school (b) At home (c) In community 2. Real desire for improvement 3. Positive plan of action		Appoint certain pupils to give special reports on Grooming, Clothing, etc. Encourage and ask pupils to plan a definite program of action for self-improvement. Again it is advisable to plan a test covering important points in discussions and written work.	VanDuzer and Others, Everyday Living for Girls Cades, Good Looks for Girls Giles, Susan Be Smooth Reid, Personality and Etiquette Ryan, Cues for You Woodward, Personality Preferred Trilling and Nichols, The Girl and Her Home

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
II. Health A. Relation of health to success 1. Foundation of personality 2. Source of energy and vitality 3. Realization of fullest posibilities of an individual	*Carefully consider the questions and problems planned to direct your thinking. Copy in your notebook the definition of the modern conception of health.	"The modern conception of health is far more than to be free from pain and sickness. It is the quality of life that . . . renders the individual fit to live most and serve best. J. F. Williams	Trilling and Nichols, The Girl and Her Home Eastburn, Kelley, and Falk, Planning Your Life for School and Society McKown and LeBron, A Boy Grows Up

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
B. Importance of health 1. Essential to personal happiness 2. Essential to vocational efficiency 3. Relationship between health and beauty	*Explain the above in your own words. (Write a short paragraph) Give special reports on topics of special interest With the help of your counselor, plan a self-analysis test. Check yourself with this test. Give serious thought to a plan of self-improvement.		Bennett and Hand, Designs for Personality Bliss, Personality and School Wheatley and Mallory, Building Character and Personality
C. Modern conception of health 1. Health a positive thing 2. Physical and mental health D. Self-analysis 1. Personal assets 2. Personal liabilities E. Opportunities for maintaining and improving health 1. At home 2. In School 3. In the community F. Definite plan of action	*List the many opportunities for self-improvement. *With a short test, prepared by your counselor, check to see if you have a mastery of important points.	Give to pupils the modern conception of health as previously quoted. If there is not sufficient time for the whole class to plan a self-analysis test, appoint a committee to do so. In planning any of these check lists or self-analysis tests, it is advisable for pupils to get ideas, suggestions, or hints from tests already prepared or published. The form of	VanDuzer and Others, Everyday Living for Girls Chapman, Occupational Guidance

Unit ~~VIII~~ IX. **RELATIONS WITH OTHERS** 6 ~~9~~ Lessons

Specific Objective: A realization that we must learn to "get along" with people if our lives and theirs are to be happy

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. The bases of happy relations with other people A. Tolerance of others' beliefs and opinions B. Courtesy under all conditions C. Kindness toward old and young people D. Thoughtfulness of others' wishes E. Sympathy in time of trouble F. Patience under trying conditions G. Gratitude for services of all kinds H. Willingness to do one's share I. Interest in things others are doing J. Trustworthiness in all dealings with others	*Make a list called "The Kind of Person Most People Like." Check the qualities in which you need to improve. *Make another list: "The Kind of Person Most People Dislike." Check those things you think may apply to you. Resolve to correct them.	Teach a broad meaning of *tolerance.* It will then be possible to teach that courtesy should be shown to everyone regardless of age, position, nationality, creed, or personal dislike. Only then is it part of your personality and a habit.	Trow, Zapf, and McKown, *You and Your Friends,* Lessons 5, 11 Wright, *Getting Along with People* Fishback, *Character Building in Junior High School Grades,* Chap. X Turkington, Mugan, and Pritchard, *Lessons in Citizenship,* Chap. XI Goodrich, *Living with Others,* Chap. VI
II. Your relations with those at home A. With your parents	List ways in which a thoughtful boy or girl can show kindness and consideration for parents. Write an essay on "My Idea of an Ideal Home."		

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
1. How to please them a. Address them courteously. b. Obey them willingly and promptly. c. Express appreciation for their care. d. Help with the work of the home. e. Follow any rules they have made. f. Speak respectfully of them to others. g. Ask for their advice. h. Confide in them. i. Be honest with them. j. Be satisfied with what they can give you. k. Cooperate in every way possible. l. Do thoughtful things for their comfort. m. Do not discuss family affairs outside of the home. n. Remember their birthdays, etc. 2. Their probable reaction toward you B. With your brothers and sisters 1. How to please them a. Speak to them courteously.	Debate question "Resolved: That the way we act at home indicates the kind of people we are." Collect pictures of family scenes for a bulletin board.		

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
b. Respect their personal belongings. c. Do not make fun of them. d. Thank them for their help. e. Play with them. f. Share with them. g. Be loyal to them. h. Don't leave your duties for them to do. i. Avoid quarrels. j. Be fair. k. Remember their birthdays. days. l. Do not borrow their clothes without their permission. m. Don't be jealous of them in any way.			
2. Their probable reaction toward you			
C. With other relatives living in your home 1. How to please them a. Address them courteously. b. Make them feel welcome. c. Show interest in them. d. Help them in any way you can.			
2. Their probable reaction toward you			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
D. Characteristics of an ideal home			
III. Your relations with those you meet at school	*Report cases of courtesy and discourtesy observed in school.		
A. They are 1. Principal 2. Teachers 3. Students 4. Officers 5. Nurse or health service worker 6. Office clerk 7. Cafeteria attendants 8. Janitor and his assistants 9. Visitors 10. Superintendent and others from the main office	Report any friendly conversations which you have had with any of these persons.		
B. Your manner of addressing them			
C. Your manner of speaking			
D. Your response to requests			
E. Ways to help them			
F. Ways to show interest in and appreciation of their work			
IV. Your relations with those in your neighborhood	Write an essay called: "My Idea of a Good Neighbor."		Goodrich, *Living with Others,* Chap. VIII
A. Playmates			Endicott, *One Hundred Guidance Lessons,* Lesson 55
B. Adults			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
C. New families			
V. Your relations with people in public places A. On the street B. On street cars, buses, trains C. In stores D. In theaters 1. Management or attendants 2. Audience	Send someone to interview the manager of a theater, the superintendent of a street railway, a storekeeper, and ask what discourtesies are most common among children.		Trow, Zapf, and McKown, *You and Your Friends,* Lesson 17 Ibid., Lessons 2, 8, 9, 10 Eastburn, Kelley, and Falk, *Planning Your Life for School and Society,* Chap. XI Bliss, *Your School and You,* Chaps. XXIII. XXVIII, pp. 181-182
VI. Friendships A. Need of friends for 1. Companionship 2. Help 3. Growth 4. Service			
B. Factors in choosing friends 1. Clean, neat appearance 2. Good manners 3. Common interests 4. Similar standards of conduct 5. Unselfishness 6. Good sportsmanship 7. Sense of humor 8. Helpfulness	Make a list called "Undesirable Ways of Attracting Attention." Divide the list under two headings: Girls; Boys.		
C. Aids to keeping friends 1. Tolerance 2. Loyalty 3. Reliability	Tell why you are no longer friendly with someone.		Trow, Zapf, and McKown, *You and Your Friends,* Lessons 13-14 Ibid., Lesson 15

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
VII. Introductions A. New pupils to teachers B. Parents to teachers or principal C. Friends to parents, one friend to another	*Dramatize these situations until they are done easily and without embarrassment.		

INTRODUCTION TO STUDY OF OCCUPATIONS

Unit ~~I~~ X

5 Lessons

Specific Objective: To present to the pupil: Work - as work is, and the necessity for effort with a purpose.

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Terms used to describe work A. Job B. Occupation C. Vocation D. Career E. Drudgery F. Toil G. Labor	Have pupils prepare for their notebook a vocabulary of group conference terms to be added to as the course progresses.	Discuss each term in class to aid in the making of their vocabulary.	Poems: "Opportunity" - John Ingalls "Work" - Henry Van Dyke
II. Kinds of work A. Mental 1. With materials 2. With people B. Manual 1. Production (non-manufacturing) 2. Manufacturing 3. Distribution	Have pupils: List mental workers List manual workers Collect axioms on work		Brewer, Occupations Bennett and Sachs, Exploring the World of Work Chapman, Occupational Guidance
III. Why people work A. To supply their needs B. To help raise their standard of living C. To provide for old age D. To be happier	Have committee report on the story of the Jamestown settlers. Have pupils make a list of reasons why people work. Check with the list given in the Topics column.		

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
E. To give service F. To use human capacity and effort G. To do the world's work H. To preserve independence I. To provide for dependents J. To gain enjoyment and satisfaction from certain activities K. To earn their share in the benefits of our civilization			
IV. How work			
A. Affects the individual 1. Habits 2. Attitudes 3. Personality			
B. Provides organization of group life for co-operative effort			
C. Distributes goods produced by efforts of all people			Brewer, Occupations, Chap. IX (The Six Steps to Success)
D. Provides money to purchase goods and services of others			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
V. Effects of idleness and loafing			
A. On the individual	Have pupils give examples of successful people whom they know and give reasons for their success		Hubbard, "Message to Garcia"
B. On society			
VI. Rewards of honest work			
A. Wages			
B. Personal satisfaction and happiness	Have a committee report on Wilfred T. Grenfell of Labrador.		
C. Respect of community			
D. Independence			
VII. General requirements for success	Have pupils discuss the fact that these rules hold for school as well as in the adult world.		
A. Ability to succeed			
B. Desire to succeed			
C. Personality			
D. Education and Skills			
VIII. Work in the past			Chapman, Occupational Guidance, Chaps. I-II
A. Former occupations now missing	Have pupils prepare a list for each sub-topic.		
B. Important occupations showing a decrease in workers			Brewer, Occupations, Chaps. I-II

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
IX. Work in the future		Discussion leads:	Davey, Smith, and Myers, Everyday Occupations, p.5 ff.
A. Trends	Check with the items given in Notes column to assure full consideration of topic.	Things which do not change - basic needs	Williamson, Students and Occupations, Chap. III
B. Opportunities		Trend of higher standard of living	
C. Requirements		Specialization - need for skilled workers	
		Simplification - mass production use of machines	
X. The World at Work			
A. Interdependence of all - workers and non-workers		Opportunities for research workers	Brewer, Occupations, Chap. VI
B. Levels of workers	Have pupils make a copy of the diagram of the six levels of workers from Smith and Blough, Planning a Career.	Opportunities for inventors	
		Service fields Machines Personal and social service	
C. Kinds of abilities needed by the world of work	Have pupils prepare a list	Improvement in methods of distribution of goods and wealth	Look, September 24, 1940 October 8, 1940
		Necessity for workers to be adaptive and versatile	
		Need for better housing	
D. Classification of workers		Need for more security	Classified Index of Occupation p. 2, p. 24 ff.

Grade ~~8~~ 7

~~55a~~ 50

Unit ~~X~~ XIII

FORESTRY AND FISHING OCCUPATIONS

3 Lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
Forestry			
I. Importance of Forestry	List the products of our New England trees.	Refer to Boy Scout, Girl Scout, and Campfire work in woodcraft.	Davey, Smith, and Myers, Everyday Occupations
II. Divisions of work in the field of forestry A. Public service B. Private employment C. Teaching D. Research	List steps taken by our government to protect our forests. Have pupils find out how Quincy's water supply depends on forests.	Discuss steps taken to prevent forest fires.	Giles, Occupational Civics Boy Scout Handbook Filmslide No. 17 Forestry as a Career
III. Some specific jobs			Films No. 144 Mesa Verde Park 154 National Parks 246) 247) 249) Yosemite Nat'l Park
IV. Requirements A. Personal B. Educational			Crump, Boys' Book of Forest Rangers
V. Opportunities for training and employment in this field in our locality			Read, Profession of Forestry
VI. Advantages			Pamphlets Conservation Forestry Tree Surgery
VII. Disadvantages			Saturday Evening Post, January 11, 1942, "Beaver Bonanza on Wings
VIII. Trends			D.O.T

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
<u>Fishing</u>			
I. Importance of Fishing	List the principal types of fish found in our locality.	There are pupils in most classes who work at fishing occupations or who know some person in the occupation. A committee could report on an interview with a fisherman.	U. S. Department of Commerc Bureau of Fisheries, pamphlets
II. Divisions of work in the field of fishing A. Private employment B. Public employment C. Teaching D. Research	Have some pupils discuss moss gathering. The story of some successful person in this field		Davey, Smith, and Myers, <u>Everyday Occupations</u> Bennett, <u>Exploring the World of Work</u>
III. Some specific jobs	Have some pupil tell about a visit to a fish hatchery.		D.O.T.
IV. Requirements A. Personal B. Educational			
V. Opportunities for training and employment in this field in our locality			
VI. Advantages			
VII. Disadvantages			
~~VIII~~. Trends			

Unit ~~XIV~~ **USING LEISURE WISELY** ~~3~~2 Lessons

Specific Objectives: Realization of the great number of hours available for leisure activities
Knowledge of the opportunities available for profitable use of these hours

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. The meaning of leisure II. Activities for leisure include A. Doing things B. Making things C. Acquiring things D. Learning things	*Make a summary of what you did from last Saturday morning when you got up until you went to bed Sunday night. Try to remember as much as possible and note the approximate time spent on each activity.	This quotation ought to be on the blackboard: "Lost yesterday somewhere between Sunrise and Sunset, two golden hours—each set with sixty diamond minutes. No reward is offered for they are gone forever."—Horace Mann	Leisure League of America, 30 Rockefeller Plaza, New York, N. Y. —Books and pamphlets devoted to leisure
III. Preparation for leisure given by the school You learn: A. To read and appreciate literature B. To use a library C. To enjoy music D. To engage in interesting conversation E. To engage in sports and games F. To organize and work through clubs and other groups G. To earn money H. Of interesting places to visit	*Make a list of activities which the pupils of your class do most often in their spare time.		Finch, *Guideposts to Citizenship*, Chap. IV

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
IV. Opportunities provided for us by the city and state	Make a list of activities or opportunities not now available that you wish were provided.		Endicott, *One Hundred Guidance Lessons*, Lessons 59-65
A. Playgrounds			
B. Parks and reservations			
C. Libraries			
D. Beaches			
E. Skating and coasting			
F. Tennis courts			
G. Recreation centers			
V. Opportunities provided by private organizations			Turkington, Mugan, and Pritchard, *Lessons in Citizenship*, pp. 239-244
A. Boy Scouts			
B. Girl Scouts			
C. Campfire Girls			
D. Y.M.C.A.			
E. Y.W.C.A.			
F. Churches			
G. Lodges			
H. Museums			
I. Bird sanctuaries			
J. Historical shrines			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
VI. Opportunities provided by business organizations	Ask your parents what kind of leisure activities they engaged in when they were your age.		
A. Theaters			
B. Concert halls			
C. Exhibition halls			
D. Professional sports			
E. Arenas			
F. Bowling alleys			
G. Pool rooms			
H. Amusement parks			
I. Fairs			
J. Roller-skating rinks			
K. Travel tours			
L. Radio programs			
VII. Choosing leisure activities wisely	Find out how some of our leaders in America spend their leisure.	Elihu Buritt learned 18 languages in his spare time.	
A. Measure the activity by a standard.			
B. Take advice of older people.			
C. Follow examples of men and women who have been outstanding successes.			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
VIII. Testing a leisure activity A. Does it develop and strengthen your body? B. Is it free from danger to your health? C. Does it develop your mind and provide helpful and useful information? D. Does it increase any skill you have? E. Does it help your personality and your character grow stronger? F. Does it lead to the right kind of friends and companions? G. Does it interfere with your school work? H. Does it take you away from home when you should be there? I. Does it take you away from church or Sunday school? J. Does it cost more than you can afford?	*Take a leisure activity in which you often engage and test it by these standards.	People get "in a rut" when: 1. all their interests are in one direction 2. they do the same things every day 3. they think the same thoughts 4. they mingle with the same people 5. they always read the same kind of books 6. they have the same kind of experiences	
IX. The meaning of a hobby			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
X. Benefits to you from developing a hobby	Plan an exhibition of hobbies.		Calkins, *Care and Feeding of Hobby Horses*
A. Skill in some activity			Chamberlin, *Hobbies Can Pay Dividends,* Science Research Associates Reprint #45
B. Knowledge of many things			
C. Chance to use it as a vocation			
D. Source of income			
E. Wider circle of friends			
XI. Vacations	Make a plan for the coming summer vacation.		
A. Purpose			
B. Getting the most out of them			
1. Make a plan.			
2. Do things you are not usually able to do.			
3. Continue with a hobby.			
4. Have fun.			
5. Meet new people.			

Unit XV **YOUR PROGRESS FOR THE YEAR** 2 Lessons

Specific Objective: To provide an opportunity for self-measurement

Inventory of Progress	Notes* Yes	Notes* No
I. Your growth in school subjects		
A. Has your report card shown that you have done satisfactory work in *every* subject?		
In what subject have you failed to do satisfactory work?		
B. Where your mark for the first term was a "C" did you succeed in getting better than that in the second or third term?		
In what subjects have you improved?		
In what subjects have you continued to do "C" work?		
II. Your growth in work habits and study habits		
A. Do you always listen intently when the teacher is talking to the class?		
B. Do you always make sure that you understand the assignment?		
C. Do you always have the necessary materials with which to work?		
D. Do you go to work promptly?		
E. Do you ask for help when you do not understand what to do?		
F. Do you use a dictionary for unfamiliar words?		
G. Do you make notes about important things to be remembered?		
H. Do you memorize these notes?		
I. Do you test your learning in some way to be sure that you really know it?		
J. Do you review often?		
K. Do you check carefully all work you do?		
L. Do you always have your work done on time?		

	Yes	No
M. Do you always complete your work?		
III. Your growth in self-reliance and initiative		
A. Do you watch for opportunities to help yourself and to help others?		
B. Do you take steps promptly to make up work when you return from an absence?		
C. Do you do all that you possibly can before asking for help?		
D. Do you do what ought to be done without being told?		
E. Do you suggest better ways of doing things?		
F. Have you shown originality in working on projects?		
G. Have you taken part voluntarily in discussion periods?		
H. Do you think of things to do when you have spare time in school?		
IV. Your growth in character and personality		
A. Do you lose your temper less often?		
B. Are you more able to hold back unkind words?		
C. Do you obey all school rules and regulations?		
D. Are you a more courteous person?		
E. Are you a cheerful person?		
F. Have you made friends of many of your classmates?		
G. Do you always keep your word?		
H. Are you truthful?		
I. Do you respect the opinion of other people?		
J. Are you loyal to your school?		

	Yes	No
V. Your growth in good health habits		
A. Have you formed the habit of frequent bathing?		
B. Do you shampoo your hair regularly?		
C. Do you brush your teeth morning and night?		
D. Do you drink plenty of water?		
E. Do you get at least nine hours sleep every night?		
F. Do you eat your meals at regular hours?		
G. Do you get some hard physical exercise every day?		
H. Do you always wash your hands before eating, if possible to do so?		
I. Do you use a nail brush daily?		
J. Do you always carry a handkerchief and a pocket comb?		
K. Do you always cover your face when you cough or sneeze?		
L. Have you been absent this year because of illness? How many days?		
M. Have you gained in weight since last September?		
N. Have you gained in height since last September?		
O. Have you gained in physical fitness since last September?		

Notes to counselor:

Each pupil should have his report card or a copy of it before him.
These questions should be answered in writing.
This is a required activity as indicated by the star.
Copies for pupil use are available through the Guidance Office.

GROUP CONFERENCES IN GRADE 8

WITH EMPHASIS ON

VOCATIONAL INFORMATION

AND

EDUCATIONAL PLANNING

OBJECTIVES

1. To give a broad general survey of occupations in order to broaden pupils' outlook on vocational life

2. To bring out qualities of character and mental attitudes essential for success in school or elsewhere, and to develop worthy habits of work and conduct

3. To aid pupils to realize their possibilities, to enlarge their interests, and to develop their aptitudes and capabilities

4. To give pupils a sound basis for intelligent vocational choice

5. To provide pupils with accurate unbiased sources of information about occupations, and to train them in right methods of investigation

6. To stimulate interest in the study of occupations, and to protect from false means of guidance

7. To develop respect for and appreciation of all socially useful work

8. To create a desire to serve and to fill a helpful place in the world of work

9. To encourage pupils to think seriously about several occupations in which they are interested and to help them to secure and evaluate specific information concerning those occupations of individual interest

10. To study occupations of importance in the local community

11. To create confidence that there is a place for everyone in the world of work

12. To help pupils to make a wise curriculum choice for grade 9

NOTES

The vocational reference materials listed in the outline include only those which deal with the particular field for which they are listed. The mimeographed list prepared by the school librarians entitled "Books Giving Vocational Information Available through the Junior and High School Libraries" should be consulted for general reference.

Attention should be called to a list of the industries of Quincy, Massachusetts prepared by the Quincy Chamber of Commerce of which copies are available in each school.

Vocation Trends, the Readers' Digest, and the Weekly News Review (section on "Jobs for Tomorrow") should be consulted regularly for possible material.

The basic reference is Chapman's Occupational Guidance. The outstanding supplementary reference is Davey, Smith, and Myers, Everyday Occupations, 1941 .

The outline for the study of an occupational field has been reduced in size to one sheet. Printed copies for pupil use are available.

The topics listed in the outline represent minimum requirements. The material may be enriched through the use of pupil activities. Note that all activities listed in this outline are optional.

A suggested form for reporting on biographical reading is included in the Supplement. Copies for pupil use are available. This should have a wider use in the study of occupations.

The schedule should allow time for research and study, the filling in of charts, class discussion, films and testing.

The outline for curriculum guidance is placed first to call attention to the fact that this work is to be done at various times during the school year.

Grade 8

To be done at various times during the school year

CURRICULUM GUIDANCE

6 Lessons

Specific Objectives: To acquaint the pupils with the various courses in grade 9.
To help pupils to decide which curricula would be most suitable for them.

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Becoming acquainted with own educational abilities A. Report card marks B. Kinds of activities 1. Manual 2. Mental 3. Recreational C. Importance of all activities in relation to courses II. Becoming acquainted with educational possibilities in grade 9 A. Choice of subjects B. Pupil qualifications for each III. Choosing subjects for grade 9 A. Temporary choice made with aid of:	Have pupils arrange a paper for themselves labeled "My School Record" (after first report cards.) Have them keep a record of all marks, also check carefully on subjects in which deficiencies are received. Study Program of Studies for Grades 9-12.	Importance of good marks should be stressed as early as first report cards. Serious consideration of subject choice as such should be stressed at the time of second report cards.	Quincy Public Schools, Program of Studies, Grades 9-12 Guide to Choice of Curriculum for Ninth Grade Curriculum Guidance Grade VIII Other materials issued by Department of Guidance and Research as follows: Statements Relative to Courses in Grades IX-XII Facts Regarding the Quincy Trade Program Letter (re Trade Program) to parents of boys in Grade 9 Types of Employment Open to Trade Program Graduates Memo Re Ninth Grade College Preparatory Work Some facts Regarding the Standing of the Quincy High Schools and College Entrance Chapman, Occupational Guidance Chap. 33, pp. 577-597

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
1. Counselor 2. Parent B. Final choice	~~*Have all pupils make a careful study of the entire set of questions and answers relative to the several curricula given in *Curriculum Guidance, Grade VIII*.~~	Pupils should understand that both of the Quincy high schools have outstanding records with respect to college preparation. ~~Copies of the mimeographed material entitled *Curriculum Guidance Grade VIII* which was prepared and used experimentally at Central in the Spring of 1940 are now available for pupil use in all schools. For specimen copy, see Supplement, item #5.~~ In some instances it is well to allow pupils to take this material home for the information of parents.	Letter to parents of ninth grade pupils in the College Preparatory curriculum College entrance chart—*Units Required for Admission to Certain New England Colleges and Universities* *Partial List of Nearby Schools to Which High School Graduates are Admitted from the Home Economics Curriculum* U. S. Office of Education, *A Selected List of Books, Pamphlets and Periodicals on Vocations Toward Which Home Economics Training Makes a Contribution*

Grade 8

YOUR PRESENT JOB - SCHOOL WORK

Unit Unit I

~~8~~ 6 Lessons

Specific Objectives: To emphasize the pupil's responsibility for his work at school
To inculcate an appreciation of what Quincy does for its pupils
To make them assume their responsibility to use their school days wisely

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. The real purpose of the school: To enable pupils to get a training which will help them in being useful, happy, and successful			Bliss, Personality and School Simley, High School and You Edmonson and Dondineau, Citizenship through Problems
II. Value of an education			Brewer, Occupations, Chaps. III-V
A. Relation to occupational success	Have pupils list some workers where need for an education is essential to success.		
B. Relation to wages			
III. What the schools cannot do without cooperation of pupils			
A. Increase a pupil's ability			
B. Give him new abilities			
C. Guarantee his position after graduation			
D. Guarantee success in a job			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
IV. What the schools can do A. Provide equipment and material B. Provide instruction C. Provide culture D. Prepare for life	Have pupils prepare a list for each sub-topic. Check with list given in notes column.	Counselor should make the point that the local schools are doing these things. Discussion leads: How the schools Offer training facilities to the pupils Teach fundamental knowledges for any occupation Teach self-control through school-order and discipline Offer wholesome and cultural activities Teach cooperation - how to work harmoniously with others Provide opportunity to learn about many kinds of work Provide opportunity to test pupils' interests and abilities Provide valuable preparation for success in future work	Williamson, Students and Occupations, Chap. I The Quincy Schools at Work
V. Pupil's responsibilities and duties School is the pupil's first job.	Have each pupil prepare a list of reasons why school is his first and most important job.	Discussion leads: Consider school as an apprenticeship See its advantages and disadvantages	Smith, Your Biggest Job, Chaps I-III

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
	Have pupils prepare a list of their own specific responsibilities and duties, including how to study. Check with the list in Notes column.	Necessity for pupil To give not only time, strength, and effort but all his ability to his studies To do his share in every endeavor To work faithfully and carefully to form those work habits which will make for easier and more certain successful adjustment on the job To discipline himself in preparation for the more rigid and severe discipline of the factory, store and office To make use of the training facilities offered by the school Realization that hard work is necessary for success in any occupation Realization that patience, perseverance, etc. are needed to secure promotion anywhere Willingness to give up passing pleasures. Realization that his part in this present job is the power to do better work when older and to earn more than if he is not	Book: Learning How to Study Effectively Cole and Ferguson: Students' Guide to Efficient Study Crawley: Studying Efficiently Cunningham: Character Conduct and Study Fenton: Self-Direction and Adjustment Frederick: How to Study Handbook Wrenn, Hein, Pratt: Aids to Group Conference Coronet Film: How to Study

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
		well educated. (More does not mean dollars alone.)	
VI. Continue studying about major occupations		Outline briefly the procedure to be followed in the study of occupations to show pupils the great need and value of the available sources of information.	Kitson, How to Find the Right Vocation, Chap. III Brewer, Occupations, Chaps IX-XI Bond, Give Yourself Background, Chap. I Davey, Smith, and Myers, Everyday Occupations

Grade 8

MINING OCCUPATIONS

Unit ~~VII~~

2 Lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Value and importance of work in this field II. Divisions of work in the field of mining A. Underground mining B. Open pit mining C. Supervision D. Engineering E. Other divisions Concentrating Refining III. Some specific jobs IV. Requirements A. Personal B. Educational V. Opportunities for training and employment in this field in our locality VI. Advantages VII. Disadvantages VIII. Trends	Fill in chart on one phase of mining. Collect pictures of mining operations. Cut clippings from newspapers in regard to working conditions in mines. Study pictures in books and magazines. Have a committee report on the granite work done in Quincy. There is a coal mine near Providence, R.I. Possibly some child has visited this and can report on it. Discuss - Why is the mining industry important to all of us? Visit a granite yard or a granite quarry.	A study of this unit may help pupils to understand reasons for so much trouble in mine workers' unions.	Davey, Smith, and Myers, Everyday Occupations Quincy Manufacturers Classified by Products (Pub. by Quincy Chamber of Commerce)

Vocational Information
Unit III

BUSINESS OR TRADE OCCUPATIONS

6 Lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Value and importance of the work in this field II. Divisions of work in the following groups and functions of each A. Wholesale trade B. Retail Trade C. Advertising D. Banking E. Real Estate F. Business and Repair Services III. Specific jobs in the above groups IV. Requirements A. Personal B. Educational V. Opportunities for training and employment	Fill in chart on one phase of business. Make a list of ways in which advertising may be of help to business. Make a list of different kinds of businesses in Quincy. Give at least one illustration of each type. Plan simple dramatizations showing certain phases of businesses. Find out what you can about the Quincy banks: (a) history (b) officers (c) services, etc. For what beginning jobs can you get training in the Quincy High schools? Make a study of successful careers in business. Collect or draw pictures of workers, equipment, and scenes of work in the business fields Make a list of women's opportunities in business.	It is advisable to take this field near the beginning of the course, since business workers are found in all other fields. Be sure pupils are conscious of large variety of jobs included in all divisions of work. Emphasize the fact that promotion tends to be from within the organization.	Film No. 66 The Executive (poor) Filmslides No. 14 Clerical Work as a Career 34 Retail Merchandising as a Career Dictionary of Occupational Titles, Parts I and IV Allen, Advertising as a Vocation Cooley, Rodgers, and Belman, Office and Store Occupations Crook, Do You Want to Become a Banker Saturday Evening Post, May 3, 1941 "Grab It Here" (How to Start a Store--and Make It Succeed.) Saturday Evening Post, May 24, 1941 "Men at Work--Advertising" Reader's Digest, May 1941 "Here's the Fuller Brush Man"

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
in this field in our locality			
VI. Advantages	List business workers needing college training.		Davis, The Young Man in Business
VII. Disadvantages			Shosteck, Careers in Retail Business Ownership
VIII. Trends			DeSchweinitz, Occupations in Retail Stores
			James, Careers in Advertising
			Keir, So You Want to Open a Shop
			Philadelphia Club of Advertising Women, Advertising Careers for Women
			Taintor, Training for Secretarial Work
			Davey, Smith, and Myers, Everyday Occupations
			U. S. Dept. of Commerce, Bureau of Census, Classified Index of Occupations

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
	Make a chart showing the organization of workers in a business.		*Pamphlets* Accounting Advertising Banking Bookkeeping Book Store Management Business Buying Clothing Store Work Credit Management Dept. Store Work Gift Shop Management Grocery Store Work Office Machine Operation Personal Shopping Real Estate Secretarial Work Selling Stenography Stock Brokerage Store Management

Vocational Information
Unit IV

HOMEMAKING OCCUPATIONS

8 ~~5~~ Lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Value and importance of homemaking occupations		It is suggested that girls work on committees on this, while boys take the skilled trades.	*Filmslides* No. 18 Home Economics as a Career No. 28 Hotel Administration as a Career No. 29 Hotel Occupations as a Career
II. Divisions of work in the following groups and functions of each A. Home B. Institutional C. Food administration D. Clothes and fashions E. Business F. Teaching G. Research	Collect pictures showing kinds of jobs in this field. Compare women's home activities of 100 years ago with those of today. List services rendered in home by mother. Report on successful careers in homemaking fields.	Make use of "Career Planning" idea on p. 139, Chapman. Pupils may make similar charts.	Institute of Women's Professional Relations, *Business Opportunities for the Home Economist* D.O.T. *Pamphlets* Clothing Clothing Store Work Confectionery Cookery Cosmetics Costume Design Dietetics Domestic Service Dressmaking Fashion Illustrations Foods Garment Making Home Economics Homemaking Interior Decorating Hostess Nutrition Tea Room Management
III. Specific jobs in the above groups IV. Requirements A. Personal B. Educational V. Advantages VI. Disadvantages VII. Opportunities for training and employment in our locality VIII. Trends	Group these jobs as skilled, semi-skilled, unskilled and professional. List men's opportunities in fields taken up in this unit. List opportunities in Quincy for jobs listed in this unit.		Oglesby, *Fashion Careers American Style*

Vocational Information
Unit V

SKILLED TRADES

4 Lessons

Topics	Pupil Activities	Notes	Reference and Illustratuve Materials
I. Value and importance of skilled trades II. Divisions of work in the following groups and functions of each A. Mechanical trades 1. Draftsman 2. Patternmaker 3. Machinist B. Building trades 1. General contractor 2. Excavators 3. Structural iron workers 4. Bricklayers and masons 5. Carpenters 6. Electricians 7. Plumbers and pipe fitters 8. Plasterers and cement finishers 9. Painters and decorators III. Specific jobs in these groups IV. Requirements	Look up the historical background of the trades you are interested in. Make a committee notebook with pictures, articles, charts, clippings, etc. pertaining to the trades being investigated by the committee. List the trades for which the Quincy Trade School offers vocational training. Report on successful careers in the skilled trades.	This can be covered by individuals or groups being responsible for information on one trade, followed by an oral report. Pupils may be required to fill in a summary chart later, based upon all the trades reported It is suggested that boys work on this group at the same time that the girls are investigating homemaking occupations.	Filmslides No. 2 Apprenticeship in Industry 8 Careers in Building Trades 21 Metal Trades as a Career 30 Trade Training in the Army and Navy Clark, The Printing Trades and Their Workers Dictionary of Occupational Titles, Parts I and IV Cooley, Rodgers, and Belman, Building and Metal Trades, Printing and Servicing Trades Morgan, The Boy Electrician Knudsen, "If I Were 21", Readers" Digest, December 1939 Pamphlets Apprenticeship Automobile Mechanics Blacksmithing Boiler making Bricklaying Building Carpentry House Painting Linotype Operating

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
A. Personal			Masonry Mechanics Moulding Pattern-making
B. Educational (including apprenticeship)			
V. Opportunities for training and employment in this field in our locality	List opportunities for skilled tradesmen in Quincy.		Saturday Evening Post, May 10, 1941 "Battle for Skills"
VI. Advantages			
VII. Disadvantages			
VIII. Trends			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
			Plumbing Pottery Printing Sheet Metal Shipbuilding Sign Painting Stoking Structural Iron Structural Steel Tinsmithing Toolmaking Watchmaking Welding Woodworking Department of Guidance and Research, *Facts Regarding the Quincy Trade School* *Types of Employment Open to Trade School Graduates* Letter (re Trade School) to parents of boys in grade 9

Unit VI TEMPERAMENT AND SOCIAL ADAPTATION 5 Lessons

Specific Objectives: To help pupils realize the importance of these factors of personality.
To develop ideals of thinking and behavior essential for successful living.

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Temperament: feelings and emotions A. Meaning of temperament B. Importance of emotions in a well-balanced person	Prepare special reports or readings assigned to you by counselor. Report same to group.	"Temperament is the sum-total of all the emotional qualities of the individual, his sensations, his reactions, what he feels and how he responds. It is through his individual experiences that he must always see and feel the world about him--experience it." From The Anatomy of Personality by Haggard and Fry	Eastburn, Kelley, and Falk, Planning Your Life for School and Society Wheatley and Mallory, Building Character and Personality

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
1. Emotions as a basis of attitudes		Challenge the pupil's thinking with a few oral questions	
(a) Sympathy (b) Kindness (c) Fairness, etc.		Much of the material in this particular section might well be presented by the counselor.	Fedder, A Girl Grows Up
2. Important factors in living happily with others		Interesting material will be found in Planning Your Life for School and Society, by Eastburn, Kelley and Falk, pp. 46-52:	Bennett and Hand, Designs for Personality
C. Individual differences in temperament	Check yourself with a self-analysis test prepared by your counselor	1. How emotions affect our personality 2. Growing up emotionally	Law, He Got the Job
D. Effects of extreme emotional be 1. Health (a) Physical health (b) Mental health 2. Skills 3. Behavior 4. Judgment 5. Reasoning ability 6. Appearance 7. Attitude toward life	With a short test, prepared by your counselor, check to see if you have mastered the important points of the problem.	Have pupils discuss the effects of extreme emotional behavior. It might prove of value to copy on board: 1. "Things we should avoid overdoing" 2. "Things we cannot overdo" (See Supplement, item #10)	
E. Importance of growing up emotionally 1. Personal		It is advisable for the counselor to plan a self-analysis test for this unit	

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
2. Vocational		of work.	
		A description of the Healthy Personality (Mental and Emotional Health) is included in the Supplement, item #11.	
F. Self-analysis 1. Personal assets 2. Liabilities		In individual conferences, help pupils with individual difficulties and show them how harmful it is to be "slaves to their emotions."	

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
G. Positive program of action 1. Learning to handle emotions 2. Learning to control emotions		If the book by Eastburn, Kelley, and Falk is not easily available, other books may be used. Caution: Treat this subject matter simply.	
II. Social adaptations A. Learning to get along with others 1. Importance of human contacts (a) At home (b) At play (c) In school (d) On the job 2. Importance of selecting friends with care	*Consider carefully the questions, problems, or activities planned to direct your thinking. *List and define the social traits to be considered by the group. Write a paragraph or two on 1. "An Ideal Friend" or 2. "What I Like in a Friend"	Chapman lists these social traits: 1. Congeniality 2. Cooperation 3. Courtesy 4. Fairness 5. Generosity 6. Good sportsmanship 7. Loyalty 8. Punctuality 9. Sense of Humor 10. Sincerity 11. Sympathy 12. Tact 13. Unselfishness 14. Politeness Excellent problem is to be found in Common Problems in Group Guidance, Vol. I, Inor Group-Guidance Series. Problem I "How Can I Improve My Ability to Get Along With People?"	Chapman, Occupational Guidance Allen, Behave Yourself Barbour, Good Manners for Boys Black, Manners for Moderns Bliss, Personality and School, pp. 223-277 Bliss, Your School and You, pp. 156-182

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
3. How to make friends (a) Types of people like (b) Characteristics of an ideal friend (c) Development of social traits admired in others (d) Danger of narrow friendships (e) Popularity	Report on interesting or fine friendships which you have read about in your literature or history classes. *Discuss false notions of popularity. Decide what popularity really is. Discuss the danger of narrow friendships Prob. 1, Inor Group-Guidance Series	Interest the pupils in the many books published lately on manners, friendships, etc. Read interesting excerpts from some of these books. Appoint pupils to do some of this reading. Have some of these books on display.	Brockman, What is She Like? pp. 4-45 Clark, Etiquette, Jr. Fishback, Safe Conduct Goodrich, Living with Others Hadida, Manners for Millions Hunter, The Girl Today, The Woman Tomorrow Irwin, Good Manners for Girls Landers, Modern Etiquette for Young People Pierce, It's More Fun When You Know the Rules Post, Etiquette Coronet, February 1947, "Your Manners Are Showing" Stevens, The Correct Thing
B. Important social traits (see notes) C. Manners 1. Forms of usage 2. Expression of inner attitudes (a) Kindness (b) Respect for others (c) Desire to please	*List circumstances or occasions for which you wish to learn the correct behavior. *Appoint committees to report on above. List circumstances or occasions in which the school might improve social behavior. Decide upon a plan for improving such conditions.		
3. Charm of good manners	Draw up a code of classroom conduct.	In all this work make pupils realize the folly of too much talking about these matters. Make them realize	

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
4. Value of good manners (a) Socially (b) In business (c) On the job	*Distinguish between cultivating good manners and "putting on airs."	the importance and need of doing something about them.	VanDuzer and Others, Everyday Living for Girls Cades, Any Girl Can Be Good Looking
5. Etiquette for various occasions	Plan a self-analysis test to be used by group.		Trilling and Nicholas, The Girl and Her Home
6. Effect of unattractive mannerisms (a) Harsh voice (b) Excessive slang (c) Vulgarisms	*Again, give serious thought to your personal program of self-improvement.		Eastburn, Kelley, and Falk, Planning Your Life for School and Society
D. Self-analysis			
E. Personal program for improvement 1. Taking advantage of all opportunities 2. Acquisition of good manners	*With a short test planned by counselor, check your mastery of the important points in this unit of work. Appoint a special committee to draw a few interesting cartoons.		

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
3. Study of human contacts in vocations			Boukin, This Way Please
4. Development of important social traits			

MANUFACTURING OCCUPATIONS

6 Lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Value and importance of manufacturing occupations	Make a study of the historical background of manufacturing, showing the influence of the Industrial Revolution.	Because of the broad field to be covered here, it is desirable to divide the work among numerous committees.	Films No. 134 Making a Book 203 Shoe Making 143 Meat Packing 243 Wool Marketing and Manufacturing (fair)
II. Divisions of work in the following groups and functions of each	List workers from other fields who are engaged in manufacturing.	General discussion can be used to cover jobs that are common to all branches of manufacturing	Filmslides No. 2 Apprenticeship in Industry 7 Careers in the Automobile Industry
A. Clothing industry B. Chemical industry C. Textile industry D. Iron and steel industry E. Food industry F. Transportation and communication equipment industry G. Leather industry Others to be selected by counselor	Make a list of manufacturing industries in Quincy, telling what articles are made, and what workers are employed. Make a list of jobs created by the automobile. Visit a factory and report to the class on occupations found there. Make a list of opportunities for women in manufacturing industries.	Jobs that are actually from other fields need not be discussed in detail here, but their importance in manufacturing organizations should be thoroughly understood. Some pupils may be excused from regular class work to prepare reports on topics of special importance.	Vocational Trends Magazine The following issues have especially valuable material for this unit: April 1939 Oct. 1939 November 1939 December 1939 January 1940 March 1940
III. Specific jobs in the above groups IV. Requirements		For additional divisions of work, see Classified Index of Occupations, pp. 24-25, item D.	Weekly News Review, " Jobs for Tomorrow" Dictionary of Occupational Titles Parts I and IV Cooley, Rodgers, and Belman, Representative Industries Keliher, Textile Workers

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
A. Personal B. Educational (including apprenticeship) V. Opportunities for training and employment in this field in our locality.	Make a list of unskilled, skilled, and college-trained workers in some branch of manufacturing.	It is not advisable to devote more than one period to visual aids.	Pamphlets Automobiles Candy-making Quincy Chamber of Commerce Quincy Manufacturers Classified by Products

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
V. Advantages VI. Disadvantages VII Opportunities for training and employment in our locality VIII. Trends	Make a diagram illustrating the organization of workers in one manufacturing industry.		Chemical Industry Chemistry Clothing Foremanship Foundry Work Glass Leather work Lumber Manufacturing Meat Industry Metallurgy Pottery Shipbuilding Shoe Industry Textile Designing Watchmaking

TRANSPORTATION AND COMMUNICATION OCCUPATIONS — 8 Lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
Transportation Occupations I. Value and importance of transportation occupations in present-day life II. Divisions of work in the following groups and functions of each A. Railroads B. Highway transportation C. Airways D. Waterways E. Electric railways III. Specific jobs in each division and their duties	Make list of ways in which we depend upon transportation Look up the historical background of the transportation field that your committee is investigating. Fill in the chart on the transportation field that you are investigating. Make a list of workers from other fields who work in the transportation occupations. Collect or draw pictures of workers, equipment, and working places in the transportation fields Look up successful careers in transportation. Make a list of one day's work activities of one worker in the transportation field you are studying. Interview friends of your family who are engaged in a transportation job.	It is suggested that pupil committees be assigned to work out the various fields of transportation. Do not take up workers from other fields in detail here.	Film No. 216 Transportation Filmslides No. 3 Aviation as a Career--Government Service 4 Aviation as a Career--Manufacturing 5 Aviation as a Career--Transportation 76 Air Transportation Glass Lantern Slides No. 31) 32) Transportation Keliher, Air Workers Mattoon, Your Career in Aviation Dictionary of Occupational Titles Parts I and IV Leyson, Aeronautical Occupations for Boys George, Grow Up to Fly Lay, I Wanted Wings

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
	Make a list of opportunities for women in transportation fields.		Pamphlets Automobiles Aviation Longshoreman Work Merchant Marine Railroads Street Railway Work Saturday Evening Post April 12, 1941, "This Wing May Win the War" April 19, 1941, "Men at Work-Transport Pilot" United Air Lines"Teaching Kit" (available)

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
IV. Requirements A. Personal B. Educational (including apprenticeship) V. Advantages VI. Disadvantages VII. Trends in the transportation occupations VIII. Transportation jobs in Quincy	Make a list of beginners' jobs in this field. Make a list of transportation workers requiring college training; apprenticeship; no specific training. Make a chart entitled "Am I Suited for This Occupation?" Be sure to prove whether you are suited for it or not. Make a committee notebook on the transportation field you are investigating. Make a chart comparing the personal and educational requirements of an unskilled, skilled, and executive worker in your field. Make a chart showing the organization of workers in the transportation field you are investigating. Make a bibliography for the study of one transportation field. *Special Questions:* 1. Explain the seniority plan of railroad promotions. 2. Why may subways increase in the future? 3. How are railroads trying to improve their business? 4. Why have motor methods taken away business from railroads?	Be sure the work is equally divided. Encourage only superior pupils to do the bibliography assignment. Make sure that the pupils understand the meanings of the word "trends."	

Topics	Pupil Activities	Notes	Re
Communication Occupations I. Value and importance of communication occupations	Report on the work of: Samuel Morse Alexander G. Bell Ezra Cornell Lee De Forrest Guglielmo Marconi Etc.	Make sure that reports on famous men show their connection with the industry, its development, etc.	Filmslides No. 11 Careers in Radio 33 Telephone and Telegraph Operating . Bauch, Making a Living in Radio
II. Divisions of work in the following groups and functions of each	Look up the historical developmentsof communication methods.		Hayes, Both Sides of the Microphone
A. Telegraph B. Telephone	Fill in chart on one group of communication occupations		
C. Radio	List the occupations created by the invention of radio.		Hornung, Radio as a Career
III. Specific jobs in the above groups	Demonstrate a telegraph set or a telephone Make a list of communication jobs found in Quincy. List radio stations in and around Boston and workers		West, So You're Going on the Air Pamphlets Acoustical Engineering Radio Telegraphy Telephones
IV. Requirements A. Personal B. Educational (including apprenticeship)			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
V. Advantages	Make a report on television and its present development.		
VI. Disadvantages	List women's jobs in communications. Compare these with a similar list of men's opportunities.		
VII. Opportunities for training and employment in our locality	List workers from other fields engaged in communication fields.		
VIII. Trends	Describe in detail the work done by one kind of worker in which you are particularly interested.		

Vocational Information
Unit IX

PUBLIC SERVICE OCCUPATIONS

4 Lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Value and importance of this field			Crump, *Boys' Book of Coast Guards, Our Firemen, Our G-Men*
II. Divisions of work in the following groups and functions of each A. Federal B. State C. Municipal D. County	Interview school employees and other public workers concerning preparations made for taking Civil Service Examinations. Give a report on some person holding a Civil Service job.		Crump and Newton, *Our Police* Finger, *Our Navy* Floherty, *Fire Fighters!, Guardsmen of the Coast* Leyson, *Fighting Fire; The Boys' Book of Firemen* O'Brien and Marenberg, *Your Federal Civil Service*
III. Specific jobs in the above groups	Get a copy of a civil service examination. Report on it.		Tracy, *How to be a G-Man* D.O.T.
IV. Requirements A. Personal B. Educational			
V. Advantages VI. Disadvantages VII. Opportunities for training and employment in our locality VIII. Trends	Write to the National Municipal League for "The Answers to Your Questions." (See p. 426 of text.) Make a bibliography for the study of some civil service occupation. Make a list of women's opportunities in public service.		*Filmslides* No. 10 Careers in Public Service 15 Coast Guard as a Career 3 Aviation as a Career—Government Service 6 Careers in the Army and Navy

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
			Pamphlets Army Civil Service Coast Guard Service Consular Service Criminology Detective Work Diplomatic Service Fire Fighting Navy Police Service Postal Service Public Health

Vocational Information

Unit X

PERSONAL SERVICE

4 Lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Value and importance of personal service occupations	List the personal service workers upon whom you and your family depend either occasionally or regularly.		*Filmslides* No. 31 Beauty Culture as a Career No. 32 Domestic Service as a Career
II. Divisions of work in the following groups and functions of each A. Hotel, restaurant, and tourist business B. Beauty culture and barbering C. Laundry, cleansing, dyeing, and tailoring	Draw or collect pictures of workers in this field. Interview a friend engaged in one of these personal service fields. Make a list of a day's work activities of one personal service worker. List unskilled, skilled and executive workers in personal service.		*Pamphlets* Barbering Beauty Culture Dry Cleaning Hotels Laundry Work Messenger Service Porter Service Restaurants Waiting on Table "Service Goes the Limit", *Readers' Digest*, April 1940
III. Specific jobs in the above groups	List jobs in these fields in which the Quincy high schools give training.		D.O.T.
IV. Requirements A. Personal B. Educational	Show advancement possibilities in personal service jobs. List men's and women's opportunities in personal service fields.		
V. Advantages	Make a chart, "Am I Suited for One of These Occupations? Why or Why Not?"		

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
VI. Disadvantages VII. Trends VIII. Opportunities for training and employment in our locality	List kinds of personal service jobs to be found in Quincy. Look up some special jobs in personal service fields originated by clever people. Report on successful careers in personal service fields.		

Unit XI

~~Extra unit which may be used for enrichment if there is sufficient time~~

WORK—A NECESSITY AND A PRIVILEGE

2 Lessons

Specific Objective: To create in the pupil a respect and appreciation for work, and a desire to occupy a useful place in the world

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Necessity for work A. Satisfaction of human wants B. Improvement in living conditions C. Higher life II. Respect for all work III. Effects of work on the individual A. Feeling of independence B. Development of character C. Greater enjoyment D. Respect of associates IV. Effects of idleness; effects of loafing V. Rewards A. Wages B. Happiness; self-expression C. Service to others	Bring to class quotations on work, such as: "The rust of inactivity is more destructive than the sweat of exertion." *Make a list of well-known people who work for some reason other than the necessity of earning a living. *Bring to class articles from newspapers and magazines which will illustrate a topic in the outline. Give your reason for selecting articles. Make a list of some of the kinds of work that you think are not useful or are harmful. Read poem on service to others to be found in *You and Your Job*, p. 13.	Introduce topic with a suitable poem or selection that will lead pupils to see the necessity and reward of work. True and false or multiple-response test to be given at the end. Emphasize what really makes work useful.	Endicott, *One Hundred Guidance Lessons*, Lesson 79 Wilson and Fairley, *Talks to Young People on Ethics*, Chap. X Cabot, *What Men Live By*, Part I Gallagher, *Courses and Careers*, Chap. XXX Hill and Lyman, *Literature and Living*, Book II Proctor, *The Glory of Toil* Doughton, *Preparing for the World's Work*, Chap. VIII Hill, *Readings in Vocational Life*, Section One Davis and Wright, *You and Your Job*

Unit XII MEN AND WOMEN OF ACHIEVEMENT 6 Lessons

Specific Objective: To help pupils to obtain from the study of successful men and women a more intelligent understanding of the real meaning of success and how it is attained.

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. The scope A. In all fields of work B. In all walks of life C. In this country D. In all parts of the world	*Make a study of the codes of famous men: "Code of Theodore Roosevelt" "Code of Benjamin Franklin" Study carefully the American's Creed	Present some interesting person to the class, stating briefly how he reached success, emphasizing the six topics under II.	Films No. 35 Luther Burbank 235 Daniel Webster 127-8 Abraham Lincoln Reel I The Pioneer Reel II The Statesman 230-3 George Washington Reel I Conquering the Wilderness Reel II Uniting the Colonies Reel III Winning Independence Reel IV Building the nation
II. The road to success A. Recognizing a challenge to think and act B. Unusual interest C. Acquired self-reliance D. Adequate preparation E. Power of concentration	*Prepare a talk about famous persons who have achieved success in the occupations studied and in whom you are interested. Emphasize topic II and III in your talk. Memorize the following: "The heights of great men reached and kept, Were not attained by sudden flight; But they, while their companions slept, Were toiling upward in the night" H.W. Longfellow	Inspirational material found in current newspapers and periodicals can be used. Suggested test: Write a summary in two short paragraphs about topics II and III. The work in biography can be correlated with work in English. This has been tried out experimentally and has been found to be desirable.	Filmslides No. 93 Louis Pasteur 94 Walter Reed 95 Madame Curie 96 Florence Nightingale 97 Edward L. Trudeau Robbins and Medary, All in a Day's Work Cooper and Palmer, Twenty Modern Americans

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
F. Perseverance			Morgan, Vocations in Short Stories
III. The real meaning of success			Latz, Creative Personalities, Volume I Vocations and Professions
A. Contributions to mankind			Kitson, I Find My Vocation, pp. 72-90 j.
B. Dominant purpose in life			Readers' Guide to Periodical Literature
C. Obstacles and handicaps			Robbins and Medary, All in the Day's Work
IV. Need for builders of the future		Kitson classifies biographies according to vocations.	

			Reference and Illustrative Material
			Bartlett, Arthur C., Find Your Own Frontier.
			Bishop and Allen, They Also Serve.
			Brewer and Glidden, Newspaper Stories for Group Conference.
			Eddy and Page, Creative Pioneers.
			Hinber, Famous in Their Twenties.
			Lotz, Rising Above Color
			Hall, New Occupations for Youth
			Ullman, Plays for America's Achievement.

Grade 8 | Summary Unit | ~~47a~~ 92

WHY WE STUDY OCCUPATIONS

Unit ~~XV~~ XIII | 2 Lessons

Specific Objectives: To summarize the essential points of the year's work
To check to make sure that the pupils are aware of these points

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Why we have studied the fields of work A. To broaden our knowledge B. To make intelligent decisions C. To respect our right and opportunity to work	Select and classify several jobs according to levels as listed in Brewer, pp. 438-439	Specific reasons for studying the fields of work are: To prevent ill-considered decisions To intelligently avoid unsuitable occupations To point out many avenues of effort otherwise unknown To better understand the relations one's own occupation bears to other occupations To be better fitted to cooperate with fellow workers (This list may be enlarged)	Brewer, Occupations, Chaps. XI and XXIV Holbrook and McGregor, Our World of Work, Chap. II Monthly Labor Market Report, U. S. Employment Service Chapman, Occupational Guidance Myers, Little, and Robinson, Planning Your Future (Rev.Ed)
II. The pupil's conclusion	Have pupils fill out a blank similar to the attached.	Counselor may keep this blank to aid in follow-up for grade 9. Do not let pupil choose only one occupation.	

Name of pupil.....

MY INTERESTS

1. I am especially interested in occupations that deal with

2. I am not interested in occupations that deal with

3. I believe that I would be most likely to succeed in the following occupations

4. This belief is based on the following facts about myself:

[Copies for pupil use may be obtained through the Guidance and Research Office.]

VOCATIONS IN BIOGRAPHY

(Letters refer to school libraries where copies are available.)

List prepared by Miss Bair

	SCHOOLS				
ACTING					
George Arliss in					
Story Biographies-McClay			C		
Real Persons-Starbuck			C	P	
Ethel Barrymore in					
Girls Who Did-Ferris	Q	N	C		S
Edwin Booth in					
More Than Conquerors-Gilbert		N	C	P	S
Lives of Today and Yesterday-Keyes	Q		C		
Ketharine Cornell in					
Successful Women-Taves	Q		C		
Topflight-Stoddard	Q	N	C	P	S
Helen Hayes in					
Successful Women-Taves	Q		C		
Eva LeGallienne in					
Careers in the Making-Logie-1st series	Q	N	C	P	S
Our America-Gillis	Q		C		S
Will Rogers in					
Twenty Modern Americans-Cooper	Q		C	P	S
Cornelia Otis Skinner in					
Successful Women-Taves	Q		C		
Edward Sothern in					
Actions Speak-Starbuck			C	P	
AERONAUTICAL ENGINEERING					
Igor Sikorsky in					
Famous Leaders of Industry-Moore	Q		C		
AGRICULTURE					
John Francis Appleby in					
Modern Americans-Yost	Q		C	P	
George Washington Carver in					
Twenty Modern Americans-Cooper	Q		C	P	S
13 Against the Odds-Embree	Q	N	C		S
Modern Americans-Yost	Q		C	P	
ART					
Edwin Abbey in					
High Adventurers-Parkman			C		S
Heroes of Progress-Tappan	Q	N	C	P	
Gutzon Borglum in					
Real Persons-Starbuck			C	P	
Francis Chantrey in					
Stories of Grit-Wallace			C		S
Herbert Herkomer in					
Boys Who Had Good-Wallace			C		
Malvina Hoffman in					
Twenty Modern Americans-Cooper	Q		C	P	S
Peggy Hoyt in					
Girls Who Did-Ferris	Q	N	C		S
Dorothy Lathrop					
Topflight-Stoddard	Q	N	C	P	S

Jean Lemoidant in					
Overcoming Handicaps-Wallace			C		
Neysa M. McMein in					
Girls Who Did-Ferris	Q	N	C	•	S
Brenda Putnam in					
Girls Who Did-Ferris	Q	N	C		S
Augustus St. Gaudens in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
More Than Conquerors-Gilbert		N	C	P	S
Americans in Action-Herzberg	Q		C	P	S
Heroes of Progress-Tappan	Q	N	C	P	
John Singer Sargent in					
Modern Great Americans-Law	Q	N	C	P	S
Janet Scudder in					
When I Was a Girl-Ferris		N	C	P	S
Helen Hokinson)					
Susanne Suba) in					
Successful Women-Taves	Q		C		
Benjamin West in					
Overcoming Handicaps-Wallace			C		
Also					
Pioneer Art in America-Bailey		N	C	P	S
Treasure Trails in Art-Chandler	Q	N	C	P	S
Trail Blazers of American Art-Irwin			C	P	
Girls Who Became Artists-Kirkland	Q		C	P	S
Art in the New Land Land-Simon			C	P	
ATHLETICS					
Connie Mack in					
Biographical Roundup-Carnegie			C		
Also					
Famous American Athletes of Today-Atkinson	Q	N	C	P	
Famous American Athletes of Today-Campbell	Q	N	C	P	
Playing the Game-Harris					
Famous American Athletes of Today-Nason	Q	N	C	P	
Walter Camp-Powel			C	P	S
ATHLETICS					
Richard E. Byrd in					
They Did Something About It-Bartlett			C		
Twenty Modern Americans-Cooper	Q		C	p	S
Lives of Danger and Daring-Coryell		N		P	S
High Adventurers-Parkman	Q		C		S
Skywood-Byrd	Q	N	C		S
Dick Byrd-Green		N	C	P	
Amelia Earhar in					
All True			C		
Twenty Modern Americans-Cooper	Q		C	P	S
Five Girls Who Dared-Ferris		N	C		S
Charles A. Lindbergh in					
Book of Courage-Hagedorn	Q	N	C	P	
High Adventurers-Parkman	Q		C		S
Adventurers All-Wade			C	P	
We-Lindbergh			C	P	

Ruth Nichols in					
Topflight-Stoddard	Q	N	C	P	S
Juan Terry Trippe in					
Famous Leaders of Industry-Shumway			C		
William Wincapaw in					
Lives of Danger and Daring-Coryell		N		P	S
Orville and Wilbur Wright in					
Biographical Roundup-Carnegie			C		
Boy's Life of the Wright Brothers-Charnley	Q	N	C	P	
Book of Courage-Hagedorn	Q	N	C	P	S
Americans in Action-Herzberg	Q		C	P	S
Modern Great Americans-Law	Q	N	C	P	S
How They Blazed the Way-McSpadden			C	P	
High Trail-Starbuck			C	P	
Light Bringers-Wade		N	C	P	
Famous Leaders of Industry-Wildman	Q	N	C	P	S
Also					
Heroines of the Sky-Adams			C	P	S
Heroes of the Air-Fraser		N	C	P	
Bernt Balchen-Lawrence			C		
BANKING					
George F. Baker in					
Men Who Are Making America-Forbes	Q	N	C	P	S
H. P. Davison in					
Men Who Are Making America-Forbes	Q	N	C	P	S
BUSINESS					
Lincoln Filene)					
Eric A. Johnston)					
Alfred P. Sloan, Jr.) in					
Carl A. Swanson)					
Famous Leaders of Industry-Moore	Q		C		
Ella Barbour)					
Susan Palmer)					
Sara Pennoyer) in					
Dorothy Shaver).					
Successful Women-Taves	Q		C		
J. O. Armour in					
Men Who Are Making America-Forbes	Q	N	C	P	S
Philip D. Armour in					
Builders of Empir-Darrow	Q		C	P	S
Famous Leaders of Industry-Wildman	Q	N	C	P	S
Andrew Carnegie in					
Lives of Poor Boys Who Became Famous-Bolton		N	C	P	S
Men Who Are Making America-Forbes	Q	N	C	P	
Modern Great Americans-Law	Q	N	C	P	S
Heroes of Progress-Tappan	Q	N	C	P	
Master Builders-Wade		N	C	P	
Stories of Grit-Wallace			C		S
Famous Living Americans-Webb	Q		C		S
Walter P. Chrysler in					
Twenty Modern Americans-Cooper	Q		C	P	S
Charles F. Kettering in					
Famous Leaders of Industry-Shumway			C		
Modern Americans-Yost	Q		C	P	

Alice Foote MacDougall in					
Girls Who Did-Ferris	Q	N	C		S
Careers in the Making-Logie	Q	N	C	P	S
George Peabody in					
Lives of Poor Boys Who Became Famous-Bolton		N	C	P	S
Heroes of Progress in America-Morris	Q		C		S
Boys Who Made Good-Wallace			C		
John D. Rockefeller in					
Lives of Poor Boys Who Became Famous-Bolton		N	C	P	S
How They Started-Hamilton		N	C	P	S
Americans in Action-Herzberg	Q		C	P	S
Famous Living Americans-Webb	Q		C		S
Famous Leaders of Industry-Wildman	Q	N	C	P	S
John D. Rockefeller, Jr. in					
Famous Leaders of Industry-Shumway			C		
Charles Schwab in					
Builders of Empire-Darrow	Q	N	C	P	S
Men Who Are Making America-Forbes	Q	N	C	P	S
Boys Who Made Good-Wallace			C	P	
John Wanamaker in					
Worthwhile Americans-Sparks			C		S
Heroes of Progress-Tappan	Q	N	C	P	
Boys Who Made Good-Wallace			C		
Famous Living Americans-Webb	Q		C		S
Famous Leaders of Industry-Wildman	Q	N	C	P	S
Thomas E. Wilson in					
Unsung Heroes-Holloway			C	P	
Frank W. Woolworth in					
Men Who Are Making America-Forbes	Q	N	C	P	
Famous Leaders of Industry-Wildman	Q	N	C	P	S
CARTOONING					
Walt Disney in					
Twenty Modern Americans-Cooper	Q		C	P	S
Famous Leaders of Industry-Moore	Q		C		
CHEMICAL MANUFACTURING AND RESEARCH					
Willard H. Dow in					
Famous Leaders of Industry-Moore	Q		C		
COMMUNICATION					
Ezra Cornell in					
Modern Americans-Yost	Q		C	P	
Lee DeForest in					
Careers in the Making-Logie	Q	N	C	P	S
Clarence H. Mackay in					
Famous Leaders of Industry-Shumway			C		
Guglielmo Marconi in					
Masters of Science and Invention-Darrow	Q	N	C	P	
Light Bringers-Wade		N	C	P	
William Samuel Paley in					
Famous Leaders of Industry-Shumway			C		
VLadimir Zworykin in					
Modern Americans-Yost	Q		C	P	

COSTUME DESIGNING					
Sally Milgrim)					
Sally Victor) in					
Valentina)					
Successful Women-Taves	Q		C		
Mary Lewis in					
Topflight-Stoddard	Q	N	C	P	S
Also					
Fashion Is Our Business-Williams		N	C	P	S
ENGINEERING					
Lillian M. Gilbreth in					
Topflight-Stoddard		N	C	P	S
American Women in Science-Yost	Q		C		
George Washington Goethals in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Men Who Are Making America-Forbes	Q	N	C	P	S
Modern Great Americans-Law	Q	N	C	P	S
Heroes of Today-Parkman	Q	N	C	P	S
Heroes of Progress-Tappan	Q	N	C	P	
Master Builders-Wade		N	C	P	
Famous Living Americans-Webb	Q		C		S
William Gorgas in					
Modern Great Americans-Law	Q	N	C	P	S
Actions Speak-Starbuck			C	P	
Heroes of Progress-Tappan	Q	N	C	P	
Boys Who Made Good-Wallace			C		
Modern Americans-Yost	Q		C	P	
Lillian and Frank Gilbreth in					
Careers in the Making-Logie	Q	N	C	P	S
Herbert Hoover in					
Careers in the Making-Logie	Q	N	C	P	S
Heroes of Today-Parkman	Q	N	C	P	S
Worthwhile Americans-Sparks			C		S
Real Americans-Wade		N	C	P	
Michael Pupil in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
High Adventurers-Parkman	Q		C		S
Overcoming Handicaps-Wallace			C		
John Augustus Roebling in					
Builders of Empire-Darrow	Q	N	C	P	S
EXPLORING					
Roy Chapman Andrews in					
American Scientists-Hylander	Q	N	C		
High Trail-Starbuck			C		
Martin and Osa Johnson in					
Twenty Modern Americans-Cooper	Q		C	P	S
Robert E. Peary in					
Modern Great Americans-Law	Q	N	C	P	S
Worthwhile Americans-Sparks			C		
Heroes of Progress-Tappan	Q	N	C	P	
Light Bringers-Wade		N	C	P	
Famous Living Americans-Webb	Q		C		S

Robert Falcon Scott in					
Pilots and Pathfinders-Nida			C	P	
Heroes of Today-Parkman	Q	N	C	P	S
Actions Speak-Starbuck			C	P	
Also					
Heroes of Modern Adventure-Bridges			C	P	S
Map Makers-Cottler		N	C		
GOVERNMENT SERVICE					
Henry Fawcett in					
Stories of Grit-Wallace			C		S
HOME ECONOMICS					
Edith and Mary Barber in					
Successful Women-Taves	Q		C		
Marian Sprague Gilmore in					
Girls Who Did-Ferris	Q	N	C		S
JOURNALISM					
Edward Bok in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Builders of Empire-Darrow	Q	N	C	P	S
High Adventurers-Parkman			C		S
Stories of Grit-Wallace	Q		C		S
Samuel Sidney McClure in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Modern Lives-Gaston		N	C	P	
Joseph Pulitzer in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Pilgrims of Today-Wade		N	C	P	S
Boys Who Made Good-Wallace			C		
Robert Paine Scripps in					
Famous Leaders of Industry-Shumway			C		
Lincoln Steffens in					
How They Started-Hamilton		N	C	P	S
William Allen White in					
Twenty Modern Americans-Cooper	Q		C	P	S
Our America-Gillis	Q	N	C		S
Unsung Heroes-Holloway			C	P	
Also					
Extra! U. S. War Correspondents in Action-McNamara	Q	N	C	P	S
LAND TRANSPORTATION					
John Daniel Hertz in					
Famous Leaders of Industry-Shumway			C		
LAW					
Louis D. Brandeis in					
They Did Something About It-Bartlett			C		
Oliver Wendell Holmes in					
They Dared to Live-Bartlett	Q		C	P	
Biographical Roundup-Carnegie			C		
Twenty Modern Americans-Cooper	Q		C	P	S
Champions of Democracy-Cottler		N	C	P	

Dorothy Kenyon in					
Successful Women-Taves	Q		C		
Benjamin Lindsey in					
Worthwhile Americans-Sparks			C	P	S
Wonder Workers-Wade		N	C	P	S
Famous Living Americans-Wobb	Q		C		S
Dwight Morrow in					
How They Started-Hamilton		N	C	P	S
LIBRARY					
Anne Carroll Moore in					
Girls Who Did-Ferris	Q	N	C		S
MANUFACTURING					
Donald W. Douglas)					
Andrew J. Higgins)					
William Knudsen)in					
Edward J. Noble)					
Famous Leaders of Industry-Moore	Q		C		
William Douglas in					
Men Who Are Making America-Forbes	Q	N	C	P	S
Famous Leaders of Industry-Wildman	Q	N	C	P	S
James B. Duke in					
Men Who Are Making America-Forbes	Q	N	C	P	S
Famous Leaders of Industry-Wildman	Q	N	C	P	S
George Eastman in					
Men Who Are Making America-Forbes	Q	N	C	P	S
Boys Who Made Good-Wallace			C		
Famous Leaders of Industry-Wildman	Q	N	C	P	S
Harvey S. Firestone in					
Careers in the Making-Logie	Q	N	C	P	S
Famous Leaders of Industry-Shumway			C		
Henry Ford in					
Lives of Poor Boys Who Became Famous-Bolton		N	C	P	S
Me Who are Making America-Forbes	Q	N	C	P	S
Our America-Gillis	Q	N	C		S
Americans in Action-Herzberg	Q		C	P	S
How They Blazed the Way-McSpadden			C	P	
Heroes of Progress-Tappan	Q	N	C	P	
Master Builders- Wade		N	C	P	
Stories of Grit-Wallace			C		
Famous Living Americans-Wobb	Q		C		S
Famous Leaders of Industry-Wildman	Q	N	C	P	S
Milton S. Hershey in					
Famous Leaders of Industry-Shumway			C		
Henry Kaiser in					
Biographical Roundup-Carnegie			C		
Famous Leaders of Industry-Moore	Q		C		
Augustus E. Staley in					
Famous Leaders of Industry-Shumway			C		
Josiah Wedgwood in					
Stories of Grit-Wallace			C		S
MEDICINE					
Annie Jump Cannon, in					
American Women in Science-Yost	Q		C		

Alexis Carrel in					
Modern Great Americans-Law	Q	N	C	P	S
Wilfred T. Grenfellin					
Book of Courage-Hagedorn	Q	N	C	P	S
Heroes of Today-Parkman	Q	N	C	P	S
Worthwhile Americans-Sparks			C	P	S
Wonder Workers-Wade		N	C	P	S
Connie Guion in					
Successful Women-Taves	Q		C		
Chevalier Jackson in					
They Did Something About It-Bartlett			C		
Harriet McGraw in					
Unsung Heroes-Holloway			C	P	
The Mayos in					
Twenty Modern Americans-Cooper	Q		C	P	S
Sir William Osler in					
They Dared to Live-Bartlett	Q		C	P	
William Koncad Roentgen in					
How They Blazed the Trail-McSpadden			C	P	
Jessie Slavens-Newkirk in					
Unsung Heroes-Holloway			C	P	
Edward L. Trudeau in					
They Dared to Live-Bartlett	Q		C	P	
Heroes of Today-Parkman	Q	N	C	P	S
MILITARY SCIENCE					
Biographical Roundup-Carnegie (has several)			C		
Fighting Americans of Today-Cook	Q		C	P	
MINISTRY					
Phillips Brooks in					
More Than Conquerors-Gilbert		N	C	P	S
Father Damien in					
Book of Courage-Hagedorn	Q	N	C	P	S
Roll Call of Honor-Quiller-Couch			C	P	S
James Flanagan in					
Stories of Grit-Wallace			C		S
George Matheson in					
The New Winning Their Way-Faris			C	P	S
Stories of Grit-Wallace			C		S
Daniel Poling in					
Careers in the Making-Logie	Q	N	C	P	S
Rodney Smith in					
Stories of Grit-Wallace			C		S
MUSIC					
Marian Andorson in					
13 Against the Odds-Embree	Q	N	C		S
Topflight-Stoddard	Q	N	C	P	S
Beethoven in					
Overcoming Handicaps-Wallace			C		
Irving Berlin)					
Bing Crosby) in					
Biographical Roundup-Carnegie			C		
Harry Burleigh in					
Overcoming Handicaps-Wallace			C		

Walter Damrosch in					
Careers in the Making-Logie	Q	N	C	P	S
Stephen Foster in					
Pioneer Art in America-Bailey			C	P	S
He Heard America Sing-Purdy	Q	N	C	P	S
Poor Men Who Made Us Rich-Wallace		N	C		
Percy Grainger in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Roland Hayes in					
They dared to live-Bartlett	Q		C	P	
Maria Jeritza in					
Girls who Did-Ferris	Q	N	C		S
Edward MacDowell in					
Boyhood of Edward MacDowell-Brown			C		
Yehudi Menuhin in					
Twenty Modern Americans-Cooper	Q		C	P	S
John Howard Payne in					
Poor Men Who Made Us Rich-Wallace		N	C		
Ernestine Schumann-Heink in					
When I Was A Girl-Ferris	Q	N	C		S
Gladys Swarthout in					
Successful Women-Taves			C		
Theodore Thomas in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Americans by Adoption-Husband	Q	N	C	P	S
Heroes of Progress-Tappan	Q	N	C	P	
Also					
Child's Book of Famous Composers-Burch			C		
Modern Composers for Boys and Girls-Burch			C	P	

NATURAL SCIENCE

Johnny Appleseed in					
Ten Outdoor Men-Speed		N	C		
John J. Audubon in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
How They Started-Hamilton		N	C	P	S
American Scientists-Hylander	Q	N	C		
How They Blazed the Way-McSpadden			C	P	
Ten Outdoor Men-Speed		N	C		
Heroes of Progress-Tappan	Q	N	C	P	
William Beebe in					
Twenty Modern Americans-Cooper	Q		C	P	S
Luther Burbank in					
Famous Men of Science-Bolton	Q	N	C	P	S
Americans in Action-Herzberg	Q		C	P	S
Modern Great Americans-Law	Q	N	C	P	S
Worthwhile Americans-Sparks			C	P	S
Ten Outdoor Men-Speed		N	C		
Heroes of Progress-Tappan	Q	N	C	P	
Wonder Workers-Wade		N	C	P	S
Famous Living Americans-Webb	Q		C		

John Burroughs in					
Modern Great Americans-Law	Q	N	C	P	S
Heroes of Today-Parkman	Q	N	C	P	S
Ten Outdoor Men-Speed		N	C		
Real Americans-Wade		N	C	P	
Famous Living Americans-Webb	Q		C		S
John Davey in					
Overcoming Handicaps-Wallace			C		
John Muir in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Heroes of Today-Parkman	Q	N	C	P	S
Ten Outdoor Men-Speed		N	C		
High Trail-Starbuck			C	P	
Pilgrims of Today-Wade		N	C	P	S
Stories of Grit-Wallace			C		
NURSING					
Clara Barton in					
Lives of Girls Who Became Famous-Bolton		N	C		S
Book Of Courage-Hagedorn	Q	N	C	P	S
Americans in Action-Lorzberg					
Women in American History-Humphrey	Q	N	C	P	S
Pilots and Pathfinders-Nida			C	P	
Heroines of Service-Parkman	Q	N	C	P	S
Worthwhile Americans-Sparks			C	P	S
Heroes of Progress-Tappan	Q	N	C	P	
Light Bringers-Wade		N	C	P	
Marion Durrell in					
Girls Who Did-Ferris	Q	N	C		S
Florence Nightingale in					
Lives of Today and Yesterday-Keyes	Q		C		
Pilots and Pathfinders-Nida			C	P	
Roll Call of Honor-Quiller-Couch			C	P	S
When They Were Children-Steedman			C	P	
Julia Stimson)					
Louise Zabriskie) in					
Successful Women-Taves	Q		C		
Also					
Brave Nurse-Newcomb	Q	N	C	P	S
OFFICE WORK					
Katharine Grimm in					
Successful Women-Taves	Q		C		
Mabet E. Stewart in					
Girls Who Did-Ferris	Q	N	C		S
PHOTOGRAPHY					
Louis Daguerre in					
Civilization Builders-Law	Q		C		
How They Blazed the Way-McSpadden			C	P	
Clara Sipprell in					
Girls Who Did-Ferris	Q	N	C		
Margaret Bourke-White in					
Topflight-Stoddard	Q	N	C	P	S
Successful Women-Taves	Q		C		

J. E. Williamson in					
Lives of Danger and Daring-Coryell		N		P	S
PRINTING					
Henry George in					
Champions of Democracy-Cottler		N	C	P	
PUBLISHING					
Nelson Doubleday)					
Henry R. Luce) in					
Famous Leaders of Industry-Moore	Q		C		
RADIO					
Bessie Beatty in					
Topflight-Stoddard	Q	N	C	P	S
Anne Hummert)					
Mary Margaret McBride) in					
Jane Cruiinberry)					
Successful Women-Taves	Q		C		
RAILROADS					
James J. Hill in					
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Americans in Action-Herzberg	Q		C	P	S
Heroes of Progress-Tappan	Q	N	C	P	
Master Builders-Wade		N	C	P	
Boys Who Made Good-Wallace			C		
Famous Living Americans-Webb	Q		C		S
William M. Jeffers in					
Famous Leaders of Industry-Moore	Q		C		
Donald Smith in					
Boys Who Made Good-Wallace			C		
Samuel M. Vauclain in					
Careers in the Making-Logie-1st series	Q	N	C	P	S
SCIENCE					
Stephen Babcock in					
Builders of Empire-Darrow	Q	N	C	P	S
Marie Curie in					
Famous Men of Science-Bolton	Q	N	C	P	S
Biographical Roundup-Carnegie			C		
Famous Mothers and Their Children-Chandler			C	P	S
When I Was a Girl-Ferris		N	C	P	S
How They Blazed the Way-McSpadden			C	P	
Thomas Alva Edison in					
Famous Men of Science-Bolton	Q	N	C	P	S
Americans in Action-Herzberg	Q		C	P	S
Modern Great Americans-Law	Q	N	C	P	S
How They Blazed the Way-McSpadden			C	P	
Heroes of Progress-Tappan	Q	N	C	P	
Overcoming Handicaps-Wallace			C		
Famous Living Americans-Webb	Q		C		S
Jean H. Fabre in					
Stories of Grit-Wallace			C		S
Michael Faraday in					
Famous Men of Science-Bolton	Q	N	C	P	S
Overcoming Handicaps-Wallace			C		
How They Blazed the Way-McSpadden			C	P	

Francis P. Garvan in					
Famous Leaders of Industry-Shumway			C		
Albert A. Michelson in					
American Scientists-Hylander	Q	N	C		
Modern Great Americans-Law	Q	N	C	P	S
Robert A. Milliken in					
American Scientists-Hylander	Q	N	C		
Modern Great Americans-Law	Q	N	C	P	S
Louis Pasteur in					
Heroes of Science-Cottler			C	P	
More Than Conquerors-Gilbert		N	C	P	S
How They Blazed the Way-McSpadden			C	P	
Adventurers All-Wade			C	P	
Theodore Richards in					
American Scientists-Hylander	Q	N	C		
Modern Great Americans-Law	Q	N	C	P	S
Charles P. Steinmetz in					
They Dared to Live-Bartlett	Q		C	P	
Our Foreign Born Citizens-Beard	Q	N	C	P	S
Twenty Modern Americans-Cooper	Q		C	P	S
Actions Speak-Starbuck			C	P	
Overcoming Handicaps-Wallace			C		
James Watt in					
Lives of Poor Boys Who Became Famous-Bolton		N	C	P	S
Boys Who Made Good-Wallace			C		
How They Blazed the Way-McSpadden			C	P	
Also					
Famous Men of Science-Bolton	Q	N	C	P	S
SEA					
Robert Dollar in					
Men Who Are Making America-Forbes	Q	N	C	P	S
Famous Leaders of Industry-Shumway			C		
John Paul Jones in					
Real Persons-Starbuck			C	P	
Thomas Lipton in					
Boys Who Made Good-Wallace			C		
Felix von Luckner in					
Actions Speak-Starbuck			C	P	
Count von Luckner-Thomas		N	C	P	S
SOCIAL SERVICE WORK					
Grace Abbott in					
Careers in the Making-Logie	Q	N	C	P	S
Jane Addams in					
Lives of Girls Who Became Famous-Bolton		N	C		S
Twenty Modern Americans-Cooper	Q		C	P	S
Champions of Democracy-Cottler		N	C	P	
When I Was a Girl-Ferris		N	C	P	S
Americans in Action-Herzberg	Q		C	P	S
Heroines of Service-Parkman	Q	N	C	P	S
Worthwhile Americans-Sparks			C	P	S
Wonder Workers-Wade		N	C	P	S
Famous Living Americans-Webb	Q		C		S

Mary McDowell in					
Unsung Heroes-Holloway			C	P	
Careers in the Making-Logie	Q	N	C	P	S
Mary K. Simkhovitz in					
Girls Who Did-Ferris	Q	N	C		S
Lillian D. Wald in					
Our America-Gillis	Q	N	C		S
STATESMANSHIP					
Edouard Benes in					
They Did Something About It-Bartlett			C		
Jawaharlal Nehu in					
They Did Something About It-Bartlett			C		
TEACHING					
Edna Bailey in					
Girls Who Did-Ferris	Q	N	C		S
John Dewey in					
Our America-Gillis	Q	N	C		S
Charles W. Eliot in					
Champions of Democracy-Cottler		N	C	P	
Americans in Action-Herzberg	Q		C	P	S
Gertrude Hawley in					
Girls Who Did-Ferris	Q	N	C		S
Mildred Mahfee Horton in					
Topflight-Stoddard	Q	N	C	P	S
Mary Lyon in					
Heroines of Service-Parkman	Q	N	C	P	S
Lives of Girls Who Became Famous-Bolton		N	C		S
Margaret E. Maltby in					
Girls Who Did-Ferris	Q	N	C		S
Horace Mann in					
Champions of Democracy-Cottler		N	C	P	
Alice Freeman Palmer in					
Lives of Girls Who Became Famous-Bolton		N	C		S
Heroines of Service-Parkman	Q	N	C	P	S
Lizette Reese in					
Careers in the Making-Logie	Q	N	C	P	S
Booker T. Washington in					
Champions of Democracy-Cottler		N	C	P	
Heroes of Progress-Tappan	Q	N	C	P	
Master Builders-Wade		N	C	P	
Stories of Grit-Wallace			C		S
Famous Living Americans-Webb	Q		C		S
U. S. ARMY					
George A. Custer in					
The High Trail-Starbuck			C	P	
John J. Pershing in					
Modern Great Americans-Law	Q	N	C	P	S
Americans in Action-Herzberg	Q		C	P	S
Worthwhile Americans-Sparks			C	P	S
Leaders to Liberty-Wade		N	C	P	

WRITING

Louisa M. Alcott in					
Lives of Girls Who Became Famous-Bolton			C	P	
Younger Days of Famous Writers-Cather		N	C	P	
Lives of Today and Yesterday-Keyes	Q		C		
When They Were Children-Steedman			C	P	
Invincible Louisa-Meigs	Q	N	C		S
Louisa M. Alcott-Moses	Q	N	C	P	S
Demetra Vaka Brown in					
Actions Speak-Starbuck			C	P	
Pearl Buck in					
Twenty Modern Americans-Cooper	Q		C	P	S
Dorothy Canfield in					
Careers in the Making-Logie	Q	N	C	P	S
High Adventurers-Parkman	Q		C		S
Mary Ellen Chase)					
Margaret Mitchell)					
Kathleen Norris) in					
Mary Roberts Rinehart)					
Successful Women-Taves	Q		C		
Samuel L. Clemens in					
Younger Days of Famous Writers-Cather		N	C	P	
Americans in Action-Herzberg	Q		C	P	S
Modern Great Americans-Law	Q	N	C	P	S
Real Americans-Wade		N	C	P	
Boys' Life of Mark Twain-Paine	Q	N	C	P	
Alice Tisdale Hobart)					
Mabel Louise Robinson) in					
Topflight-Stoddard	Q	N	C	P	S
Inez Irwin in					
Girls Who Did-Ferris	Q	N	C		S
Thomas Mann in					
They Did Something About It-Bartlett			C		
Francis Parkman in					
High Adventures-Parkman	Q		C		S
Stories of Grit-Wallace			C		S
Howard Pyle in					
Younger Days of Famous Writers-Cather		N	C	P	
Careers in the Making-Logie	Q	N	C	P	S
Robert Louis Stevenson in					
Younger Days of Famous Writers-Cather		N	C	P	
More Than Conquerors-Gilbert		N	C	P	S
Overcoming Handicaps-Wallace			C		
Life of Robert L. Stevenson-Overton		N	C	P	
Etsu Sugimoto in					
When I Was a Girl-Ferris	Q	N	C	P	S
Real Persons-Starbuck			C	P	
Ida M. Tarbell in					
Careers in the Making-Logie	Q	N	C	P	S
Albert P. Terhune in					
Careers in the Making-Logie	Q	N	C	P	S
Henry Van Dyke in					
Modern Great Americans-Law	Q	N	C	P	S
Barrett Willoughby in					
All True			C		
High Trail-Starbuck			C	P	

Helen Woodward in					
Careers in the Making-Logie	Q	N	C	P	S
Real Persons-Starbuck			C	P	
Alsp					
Famous American Authors-Bolton		N	C	P	S
Younger Days of Famous Writers-Cather		N	C	P	
Junior Book of Authors-Kunitz	Q	N	C	P	S

GROUP CONFERENCES IN GRADE 9

WITH EMPHASIS ON

PROBLEMS OF SCHOOL ADJUSTMENT

OBJECTIVES

To help the boys and girls make the best possible adjustment to the school program in its entirety

This is attempted through further interpretation of school life and its opportunities, and further study of themselves

NOTES

There are two extra units at the end of the outline which may be used for enrichment if there is sufficient time.

The mimeographed list prepared by the school librarians entitled "Books Other Than Vocational for Use in Connection with the Counseling Work" provides additional reference materials.

Grade 9

Unit I — HOW TO BE SUCCESSFUL IN GRADE NINE — 7 Lessons

Specific Objectives: To make sure each pupil understands his present curriculum and feels he has made an intelligent choice. To encourage and help pupils form good study habits, and to teach them how to study. To present a constructive analysis of causes of failures.

Topics	Pupil Activities	Notes	Reference and Illustrative Material
I. The ninth grade program A. Choice of subjects B. Aims and value of each subject choice C. Points to remember 1. Specific a. College curriculum: A or B grade for college certification b. Practical Arts elective Satisfactory completion of grade nine for Trade Program diploma from high school 2. General a. Fair trial for each course b. Difficulties for some individuals in any subject	Radio broadcast interview re the curricula offered in the Quincy schools and the aims of each Write clearly your purpose in selecting your particular subjects.	Due to the fact this is review work, the written check should be given first and a short discussion should follow to strengthen any weak places. Emphasize: Nonth grade College Preparatory work counts toward college entrance. The six-year record card is passed on to high school. It is now practically impossible for a boy to get into the Quincy Trade School unless he has completed grade 9.	Quincy Public Schools, Program of Studies for Grades 9-12 Bliss, Personality and School, pp. 66-82 Bliss, Your School and You, pp. 57-72. Eastburn, Kelley, and Falk, Planning Your Life for School and Society, pp. 65-140 Simley, High School and You

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
D. Subjects common to all pupils in grade 9 and why 1. English 2. Mathematics 3. General science 4. Music 5. American Art and freehand drawing 6. Physical Education 7. Problems of School Adjustment		Present Champaign Guidance Charts on these subjects. These charts are to show the use of the subjects vocationally and socially. (Remaining charts are to be presented in connection with the tenth grade program	Frederick, How to Study Handbook
II. Home study plan A. Setting the stage 1. Proper lighting 2. Temperature and ventilation		Certain educational charts have been prepared at North Quincy and are available to all schools on a loan basis. Put a horizontal chart on the board emphasizing the similarities and differences in the curricula. Prepare a set of questions for discussion that will cover topics in column one.	Coronet film: How to Study

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
3. Quiet room by yourself 4. Straight chair 5. Necessary tools a. Pencils, pen, erasers, crayons b. Maps c. Dictionary, etc. 6. Regular time and place	Make a chart on your own distracting influences. *Make individual time schedules.	Charts in *How to Study Handbook*, pp. 415-416 may be used as illustrations. Suggested time schedule forms found in *How to Study Handbook*, p. 421 and *Planning Your Life for School and Society*, p. 145.	Cole and Ferguson, *Student Guide to Efficient Study*, Chap. II Eastburn, Kelley, and Falk, *Planning Your Life for School and Society*, pp. 141-156
B. How to concentrate 1. Be interested. 2. Time your activity. 3. Promise yourself some reward. 4. Study with pencil. a. List important words. b. Make questions. c. Outline material. d. Make notes. 5. Arrange your tasks economically. a. Reading first b. Written work later	List the reasons you are interested in your subjects. *Follow suggestions under topics A and B while studying and write a report on your results. *Plan a series of study steps where reading is the means of learning.	See *How to Study Handbook*, p. 417. Individual reactions should be noted after these topics are put into practice. See *Our World of Education*, p. 100, for a series of study steps.	Holbrook and MacGregor, *Our World of Education*, pp. 98-100 Cunningham, *Character, Conduct, and Study*, Chaps. IV-XVI Bliss, *Your School and You*, Part II Bennett and Hand, *School and Life*, Part II Fenton, *Self-Direction and Adjustment* Book, *Learning How to Study and Work Effectively*
C. Specific methods for specific subjects III. Causes of failure and remedies A. Irregular attendance Remedy: 1. Keep well. 2. Make up work missed. B. Poor habits of study Remedy: Follow study helps.	*Compare your home conditions (for study) with ideal conditions. Work out some constructive plan for improving conditions. Make out absence make-up slip.	As a check on work use a completion test after discussions have been completed. Have pupils ask teachers the most effective methods for studying individual subjects. Counselor should present the causes of failure and have the class suggest the remedies listed under topics. Use make-up slip.	Crawley, *Studying Efficiently* Gallagher, *Courses and Careers*, p. 62 Bliss, *Personality and School*, pp. 107-185 Heath, *Character Building for the Junior High School Grades*, pp. 141-150 Bennett and Hand, *School and Life*

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
C. Lack of interest in school work Remedy: 1. Recite in class. 2. Listen to the recitations of others. 3. Get after-school help.	*If you are failing in any subject write a plan for solving the problem.	See Supplement, item #8 for suggested form.	
D. Unwise selection of curriculum Remedy: 1. Cooperation between parents and counselor 3. Serious estimate of pupil's ability	*Make a self-analysis chart.	Form for chart may be found in *School and Life.*	

Unit II **DISCOVERING YOUR ABILITIES AND INTERESTS** 4 Lessons

Specific Objectives: To show the important part interests and abilities play in determining whether or not one will find success in one's next immediate step or adult life

To develop the ability to make an intelligent study of one's abilities and interests

To emphasize the value of purposeful participation in school, home, and other activities so that the pupil may have a more accurate estimate of himself

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Importance of self-study A. Factor in our personal happiness B. Factor in our personal success C. Contribution to society D. Best adjustment to the individual E. Influence upon our decisions	*Carefully consider the set of questions and problems planned by counselor to direct you in your thinking. Read silently Chap. 30 in Chapman as a basis for this work.	"Education in a democracy, both within and without the school should develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends."—U. S. Bureau of Education Bulletin No. 35, 1918	Chapman, *Occupational Guidance,* Chap. XXX, "Discovering Your Interests and Abilities" Gallagher, *Courses and Careers,* Chaps. II and X Allen, Stewart, and Schloerb, *Common Problems in Group Guidance,* Vol. I, Inor Group-Guidance Series
II. Interests A. What is an interest? B. Importance of the discovery of interests C. Methods of discovery 1. Self-analysis 2. Tests 3. Tryouts	Check yourselves with self-rating tests. Discuss the advantages and disadvantages of these tests. Prepare and give special reports of interest to group. *Discuss the importance of individual maximum achievement. Discuss the danger of underestimating one's ability to achieve.	Excellent material is to be found in *Common Problems in Group Guidance,* Vol. I, Inor Group-Guidance Series, Prob. 3, "How Can I Know My Real Interests?" Prob. 4, "How Can I Know My Own Special Abilities?"	Eastburn, Kelley, and Falk, *Planning Your Life for School and Society*

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
D. Opportunities for discovery 1. Program of school subjects 2. Program of school activities 3. Program of community activities 4. Activities in the home E. Advantages of rating scales and self-analysis schemes F. Limitations of such schemes		Prob. 19, "How Can I Make the Most of My Talents and Abilities?" Interesting activities may also be found in Chapman, pp. 540 and 541.	
III. Abilities A. What is an ability? B. Importance of discovery and exploration C. Opportunities for discovery and exploration D. Relationship between abilities and interests	*List the many opportunities for discovering abilities and interests. *List the many opportunities for the development of these abilities and interests. Discuss the degree of development necessary for success in school subjects, vocations, etc.	In this problem there is a splendid opportunity to show the pupils that a wise choice of curricula and an intelligent choice of electives should be based on one's individual abilities and interests.	Bennett and Hand, *Designs for Personality*

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
E. Types of abilities 1. Academic 2. Mechanical 3. Scientific 4. Social a. Meaning of each b. Importance c. Significance			
F. Definite program for the development of abilities 1. Which abilities should be developed? 2. Opportunities for development 3. Program of tests and tryouts	*Make a study of certain important types of abilities.		
G. Abilities required in representative occupations 1. Occupations calling for a high degree of specific abilities 2. Occupations calling for similar abilities 3. Consideration of important abilities 4. Comparison of individual abilities with requirements for occupations	List the occupations that call for a high degree of specific ability. List the occupations that call for similar abilities. Plan a questionnaire based on the abilities required for one vocation in which you are interested at the present time. Check yourself with these rquirements.	Tests should be planned to take very little time.	
H. Abilities and the curricula 1. Curriculum best adapted for the development of various types of abilities 2. Specific abilities required for various subjects 3. Degree of ability required a. For required subjects b. For electives	*With a test planned by your counselor, check to see if you have mastered the essentials of this unit of work.	The following types of tests have proved satisfactory: True and false Completion Multiple choice, etc.	

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Making adjustments in life according to individual differences 1. Personal assets and liabilities 2. Importance to the individual 3. Importance to the community			

Grade 9

OPINIONS, INTERESTS, AND CHARACTER

Unit III — 6 lessons

Specific Objectives: To help pupils realize the importance of these factors of personality.
To teach the real meaning of personality.
To develop pupils' ability to make an intelligent self-analysis.

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I Opinions and interests A Opinions as an aid in determining our personality 1. Indicate our intelligence 2. Reflect our thinking 3. Affect our thinking 4. Affect our feelings	*Carefully consider the questions, problems or activities planned to direct your thinking. Discuss the dangers of superstitions--and the only method for getting rid of them.	In this particular unit emphasize the need for wise educational planning for a continuous educational program.	Chapman, Occupational Guidance, Chap. XXXI, "Improving Your Personality" Bennett and Hand, Beyond High School Bennett and Hand, School and Life Bliss, Personality and School
B Need for intelligent opinions 1. Based on facts 2. Based on reason 3. Result of many and careful observations	Discuss the dangers of hasty generalizations, and how to avoid such.	Again emphasize the need for improved habits of study.	Bliss, Your School and You
C. Results of intelligent opinions 1. Desire for greater knowledge 2. Improved habits of study 3. Lack of super-	List the many opportunities for acquiring intelligent and enlightened opinions.		Calkins, Care and Feeding of Hobby Horses Collins, How to Ride Your Hobby Lampland, Hobbies for Everybody

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
stitions 4. Lack of hasty generalizations 5. Lack of prejudices			Mathiews, Boy Scouts Book of Outdoor Hobby Trails Mathiews, Boy Scouts Book of Indoor Hobby Trails

Topics	Pupil Activities	Notes	References and Illustrative Materials
D Importance of interests E Who are the interesting people? F Types of interests 1 Fields of knowledge a Literature b Music c Art d Science, etc. 2 Reading interests 3 Work interests 4 Recreational interests 5. Community and civic interests 6 Religious interests G Opportunities for developing interests 1. At home 2. In school 3. In the community H Taking advantage of opportunities 1. Wise choice of electives in the tenth grade program 2. Intelligent use of all our educational opportunities	Write a short paper on the subject: "The Most Interesting Person I Know." Prepare and give special reports of interest to group. With the help of your counselor, plan a self-analysis test to be given to the group. *Give serious thought to a definite plan of action for you personally. Briefly list the many opportunities for developing interests in your home, your school and community. *With a test planned by your counselor, check to see your mastery of essentials in this unit of work.	"The most interesting people we know are those of the broadest interests." Chapman It is important to prove to pupils the part interests play in our personalities, and to encourage them to a definite plan of action in developing them. Caution: Avoid use of term personality with pupils; place emphasis on types of interests. It is advisable to plan tests that are easily and rather quickly given. There is not enough time for tests that require a great deal of writing. Pupils become very much interested in personality. Therefore the work under character does not become "preaching" to them. Character is what we are within ourselves.	Trilling, Girl and Her Home VanDuzer and [illegible], Everyday Living for Girls Eastburn, Kelley, and Falk, Planning Your Life for School and Society

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I Self-analysis J Program of self-improvement	*Consider carefully the questions, problems or activities planned to direct your thinking.	Excellant suggestions are to be found in Common Problems in Group Guidance, Vol. I, Inor Group-Guidance Series	Fishback, Character Building for Junior High School Grades
II Character A What is character? B Importance of character 1 Important aim of education 2 Influential factor in success	*List the important character traits to be considered by the group. Give the meaning of each.		VanDuzer and Others, Every day Living for Girls Wheatley and Mallory, Building Character and Personality

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
3 Make for social progress 4 Necessary for the development of the entire personality	List and discuss situations that require some of these traits; such as: courage, honesty, unselfishness, thrift, etc.	Prob. 15. "Are There Some Goals and Possessions in Life That Cannot Be Measured by Material Success?" Prob. 53. "When Is a Person Successful?"	Bliss, Personality and School Hunter, The Girl Today, The Woman Tomorrow
C Character demands in our social life 1 Family 2 Friends 3 Associates	List and discuss situations that involve other traits, such as: self-control, obedience, gratitude, etc.		Bennett and Hand, Designs for Personality
D Character requisites for our vocational life 1 Positive qualities required by all workers	Discuss some of the false notions or ideas of some of these character traits.		Trilling and Nicholas, The Girl and Her Home
2 Qualities required in fields of work in which you are interested	*List evidences of good character.		Eastburn, Kelley, and Falk, Planning Your Life for School and Society
3 Special qualities that lead to promotion	Bring to class creeds, codes or philosophies that you particularly like.		Brockman, What Is She Like?
E Character qualifications that lead to success in school work	Plan a self-analysis test for the group.		Fedder, A Girl Grows Up
F Character qualifications needed in political life			Ferris, This Happened To Me
	*Give serious thought to a definite plan for self-improvement.	This section provides a splendid opportunity for inspiring poems, creeds, and philosophies. It also provides an excellent opportunity for greater use of the materials of biography. See Supplement Item # 11.	Goodrich, Living with Others
G Important character traits 1 The real significance of each trait 2 False ideas or notions of certain character traits	*Again, with a test planned by your counselor, check to see if you have mastered the essentials of this important unit of work.		Gallagher, Courses and Careers, Lessons 1, 2, and 3
H Evidences of good character I Opportunities for developing good habits of character J Self-analysis K Definite plan of action			Chapman, Occupational Guidance

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
III Summary A Importance of personality 1 Personally 2 Socially 3 Vocationally B Influences affecting personality 1 Inheritance 2 Environment 3 Associates 4 Groups 5 Experiences C What can be done with personality? 1 Personality can be analyzed. 2 Personality can be developed. 3 Personality can be improved. D Personal responsibility 1 Study of personality 2 Self-analysis 3 Plan of action 4 Desire for a good personality 5 Determination to succeed	*Copy in notebook a good definition of personality. Bring to class advertisements and other materials to be found on personality. Compare all this with our meaning of personality. *Carefully consider the set of questions and problems planned by counselor to direct you in your thinking. (Written work.) *With a short test, prepared by counselor, check to see if you have mastered the important points discussed in this unit of work.	The real meaning of personality to be used in the study of this problem will be found in the Supplement, item # 9. It is well to plan a set of questions or problems that will challenge the thinking of the pupils. Silent reading of chapter 31 in Occupational Guidance by Chapman may be used as a basis for written work and discussion. Be sure pupils understand that great emphasis is to be placed on 1 personal responsibility 2 self-analysis 3 definite plan of action Suggested teaching device: Read to the class the description from Designs for Personality by Bennett and Hand, pp. 7-14. Have the pupils list the various traits mentioned either as to whether the traits would be an asset or a liability to the person or as to whether they are physical, social, mental, or moral traits. Discuss how these traits would affect the persons mentioned - personally, socially, or vocationally. A chart or diagram showing the important personality factors will be of great help to the pupils.	Chapman, Occupational Guidance, Chap. XXXI, "Improving Your Personality" Bennett and Hand, Designs for Personality, Chap. III, "What Makes Us What We Are" Eastburn, Kelley, and Falk, Planning Your Life Chapman, Workbook in Vocational Guidance

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
		Be sure pupils understand the meaning of each factor. Plan short tests to cover material taught under each section.	
IV Review of Factors of Personality A Nature of factors 1 Physical 2 Social 3 Moral 4 Mental B Important personality factors 1 Appearance 2 Health 3 Temperament: feelings and emotions 4 Social adaptations 5 Opinions and interests 6 Character	*Draw in notebooks a chart or diagram showing the various factors included under personality.		Chapman, Occupational Guidance

THE PROFESSIONS (and Semi-Professions)

8 lessons

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I Value and importance of the professions II Divisions of work in these groups and duties of each division A Those caring for bodily ills: 1 Medicine 2 Dentistry 3 Pharmacy 4 Nursing 5 Optometry 6 Podiatry B Those that help remedy social ills: 1. Law 2. Social work C Those that furnish entertainment 1 Acting 2 Music	Look up the historical background of the profession most interesting to you. List ways in which nursing, medicine, dentistry, and pharmacy, are alike. Do you know any lawyer? Is his practice largely office or court practice? Why is the study of law considered good training for those interested in political careers? Round table discussions with the class asking questions after the discussion.	Many pupils interested in professional work will probably find it impossible for one reason or another to follow such a a career. For this reason several related semi-professional occupations are included in this unit. Counselors, by showing the relationship that exists between the two, may arouse the interest of some pupils in a career that is more within their reach. Mention should be made of such related occupations as Dental Hygiene and Laboratory Technology.	Film No. 118 The Journalist Filmslides No. 9 Careers in Medicine, Dentistry and Pharmacy 19 Librarianship Careers 23 Nursing as a Career 24 Social Work as a Career 25 Teaching as a Career 12 Chemical Engineering as a Career 13 Civil Engineering as a Career 16 Electrical Engineering as a Career 35 Journalism as a Career Saturday Evening Post May 17, 1941, "Good Morning, I Am the County Nurse." May 10, 1941, "How to Become a Playwright" Reader's Digest July, 1940, "Glass Magic" November, 1940, "Wood Waste Magic" July, 1941, "Science - Defender of Democracy" Dunsmoor and Miller, Guidance Methods for Teachers Dictionary of Occupational Title Parts I and IV

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
D. Those that provide information and inspiration 1. Writers 2. Artists 3. Clergymen 4. Librarians 5. Teachers E. Other professional workers 1. Engineers 2. Research workers 3. Architect 4. Dietitian 5. Veterinarian III. Related Jobs IV. Requirements A. Personal B. Educational V. Advantages VI. Disadvantages VII. Opportunities for training and employment in our locality VIII. Trends	Why is social work needed today more than in earlier periods in history? List the organizations receiving aid from the Community Fund in Quincy. Which are social service organizations? What is the work of each? What workers are to be found in the Quincy Ledger organization? Which are professional? List jobs open to those with musical ability; with artistic ability. Report on successful careers in the professional group. Interview a professional worker. Make a bibliography for the study of at least one profession. Give a. name of book b. name of author c. name of publisher d. date of publication	Encourage only pupils of superior ability to do this assignment.	Binger, *What Engineers Do* Klinefelter, *Women in White* Klinefelter, *Medical Occupations for Boys* DeKruif, *Men Against Death* Bernays, *Careers for Men* Anderson, *What it Means to be a Doctor* Baldwin, *Young Man and the Law* Brown, *Lawyers and the Promotion of Justice* *Nursing as a Profession* *Physicians and Medical Care* *Social Work as a Profession* *The Profesional Engineer* Keliher, *Nurses at Work* Logie, *Careers for Women in Journalism* Maule, *The Stage as a Career* Rogers, *Journalistic Vocations* Sackett, *The Engineer* Mann, *The Student Editor*

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
			Sawyer, *The Library as a Profession* Traube, *So You Want to go Into the Theatre* Woodhouse, *Dental Careers* Palmer, *The Minister's Job* *Pamphlets* Acoustical Enginering Art Biology Chemical Engineering Chemistry Civil Engineering Dentistry Diesel Engineering Dietetics Dramatics Education Electrical Engineering Journalism Laboratory Work Library Work Mechanical Engineering Medicine Mining Engineering Ministry Music Nursing Pharmacy Publishing Religious Work Sanitary Engineering Sculpture Social Work Stationary Engineering

Unit XV **A HIGH SCHOOL EDUCATION** 2 Lessons

Specific Objective: To help pupils realize that education is the best equipment for life, and to encourage them to remain in school as long as possible

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Reasons for going to high school A. Preparation for earning a living 1. School work is a pupil's "job." 2. An education has a money value. 3. More training is necessary today. B. Help toward living a more complete life 1. The pleasure of "knowing" 2. Wise use of leisure 3. Familiarity with the fine cultures of all peoples a. appreciation b. better understanding C. Help toward being of greater service in this world (Service—a return of public investment in education) 1. to humanity as a whole 2. to individuals	*Pupils write on: (1) "Why I think I should complete high school" or (2) "Why a person I know wishes he had completed high school" or (3) Some other subject which might bring out reasons for Topic A. Special Topic: "How the American high school was born and grew up."	Emphasize that there is more to an education than just preparing for a job. Test pupils on reasons for going to high school. Mention a few extra-curricular activities in passing. They will be taken up in detail later.	Eastburn, Kelley, and Falk, *Planning Your Life for School and Society,* Chaps. IV, VI Simley, *High School and You,* Part I Davis, *Guidance for Youth,* Chap. II Holbrook and McGregor, *Our World of Education,* Chap. III Smith and Blough, *Planning a Career,* Chap. I Gallagher, *Courses and Careers,* Lessons 12, 20, 22
II. A bird's-eye view of high school	*Introduce lesson by having pupils make list of similarities and differences between junior school and high school.	Test pupils on similarities and differences in the junior and high schools.	

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
A. Similarities in the junior and high schools 1. Aims and objectives 2. Certain subjects 3. Types of classrooms, etc. 4. Types of classroom procedure 5. Rules and regulations 6. Extra-curricular activities			
B. Differences in the junior and high schools in general 1. Level of training 2. New subjects 3. System of electives, etc.			
C. New problems facing pupils 1. New schedule 2. New teachers 3. New counselor 4. New building and classrooms 5. New extra-curricular activities 6. More homework	*Have each pupil interview a high school student, preferably a tenth grader, as to what puzzled him most at the beginning of his high school work. Have these reports given in class.		

Department of Guidance and Research
QUINCY PUBLIC SCHOOLS
Quincy, Mass.

Outlines for use in the Group Conferences in the Junior Schools

As revised June 1940

Unit VI THE TENTH GRADE PROGRAM 6 lessons

Specific Objective: To present information concerning the tenth grade curricula so that the pupil may make an intelligent choice, in the light of his future plans, and of his abilities and interests.

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I Important factors in a wise choice of high school curricula A Abilities and interests B Health C Financial conditions D Purpose in Life E Habits of work F Vocational trends	*Present to pupils the general aims to guide choice of course as presented in Planning Your Life for ~~School and~~ Society, pp. 128-133	The ninth year serves as a try-out of the pupil's curriculum choice. Changes can be made at the end of the ninth year not to too great disadvantage. Pupils should be familiar with the following terms: course or subject curriculum--curricula required subject elective vocational subject academic subject fine arts practical arts prerequisite subjects, etc.	Simley, High School and You, Part II Eastburn, Kelley, and Falk, Planning Your Life for School and Society, Chaps. V and VII Gallagher, Courses and Careers, Chap. XXIII
II Curricular offerings in high school A Commercial curriculum B General curriculum C College Preparatory curriculum D Trade Program	*Read and become familiar with the Program of Studies for Grades 9-12 in the Quincy Public Schools. *Make out curriculum and subject for Grade 10. *Fill out (part of) yellow information blank for high school.	Approach the subjects through various angles required--elective academic--vocational fine arts--practical arts prerequisite subjects, etc.	
III Aims and contents of subjects offered in Grade 10	Assign individual pupils to inquire from teachers and pupils the content of subjects with which the class is not already familiar.	Emphasize requirements for graduation.	Department of Guidance and Research, Statements Relative to Courses in Grades IX-XII

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
	Have pupils plan temporarily their electives over the next three-year period.	Discuss the dangers of listening to prejudiced comments of pupils and false reasoning concerning curricula and certain school subjects. Advise College Preparatory pupils to study college catalogues for entrance requirements before planning electives. Take up with this group general entrance requirements. *Re-emphasize* the fact that the Quincy high schools have an outstanding record with respect to college preparation. Test pupils' knowledge of: (1) terms mentioned above (2) aims in making subject choice (3) contents of certain subjects	Department of Guidance and Research, *Units Required for Admission to Certain New England Colleges and Universities* (Chart)

Unit VII **DISCOVERING VOCATIONAL POSSIBILITIES THROUGH SCHOOL SUBJECTS** 1 Lesson

Specific Objective: To stimulate thought in the vocational possibilities of the various school subjects

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I. Vocational possibilities of school subjects A. Tenth grade program of studies B. Interest in present school subjects which can and should be continued in Grade 10 C. Abilities in school subjects which can and should be continued D. Opportunities to develop new interests and abilities	*Discuss what vocational interests and abilities pupils may discover in the subjects offered in the tenth grade curricula.		Gallagher, *Courses and Careers,* Lessons XI, XIII, XVI, XVIII, XIX, XXI The Champaign Guidance Charts Educational and vocational charts prepared at North Quincy (available to all schools on a loan basis)
II. Use made by workers of A. Fundamental subjects B. Other major subjects C. Minor subjects	*Interview workers to determine the value of school subjects in their work and report to class. Make a graph or chart summarizing material given in above reports. Have each pupil select a vocation in which he is interested and find on what Champaign Guidance Charts that type of vocation appears.		

Unit VIII EXTRA-CURRICULAR ACTIVITIES 1 Lesson

Specific Objectives: To challenge the pupil to a full participation in the activities of his school
To help him make wise selections of activities
To encourage him to accept responsibility for himself and others

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
I Value of extra-curricular program A Meets need for balanced program of work and play B Aids health C Develops leadership D Gives joy of creating E Develops social side of personality 1 Increases interests 2 Helps in meeting people	*Introduction: Read Introduction of Chap. VIII in Beyond High School Oral reports, on Chaps. XXXIV and XXXV in High School and YOU	Write topics and sub-topics on blackboard to aid in discussion. Suggested teaching device: Read to the class the leisure activities of persons mentioned in Beyond the School by Bennett and Hand, Chap. VIII, pp. 147-148. Have the pupils criticize the use of leisure time and make suggestions for improvement, using as a standard Topic I in the outline.	Bennett and Hand, Beyond High School, Chap. VIII Simley, High School and You, Chaps. XXXIV and XXXV McKown, Extra-Curricular Activities Germane and Germane, Personel work in High School
II Program of activities at high school A Assemblies B Athletics C Clubs D Dramatics E Musical Activities F School publications G Student council	Oral reports, or reading of letters from high school pupils, describing high school activities, value, etc. Passing around of high school publications to show various activities, etc.	See Statements in Supplement, re "Physical Activities in the High Schools" and "Music Activities in the High Schools," items # 9 and # 10.	
III Points to consider in choosing activities A Time and expense involved			

Topics	Pupil Activities	Notes	Reference and Illustrative Materials
B. Present and future value			
IV. Factors determining success in activities			
A. Wise selection			
B. Intelligent choice of leaders			
C. Time and effort			
D. Special study			

A P P E N D I X

A. Letter to Dr. Harry A. Jager

B. Card to Publishers of Textbooks

C. Letter to Chiefs of Guidance

D. Letter to Bureau of Child Guidance, Chicago

E. Letter to U. S. Bureau of Census

F. Letter to Directors of Guidance

G. Letter to Dr. Clifford P. Froehlich

H. Letter to Association Press

COPY

QUINCY PUBLIC SCHOOLS
Quincy 69, Massachusetts

October 9, 1946

Dr. Harry A. Jager, Chief
Occupational Information and Guidance Service
U. S. Office of Education
Washington 25, D. C.

Dear Sir:

In Quincy we are re-thinking the content of our course of study in organized group guidance.

At the suggestion of Dr. J. Wendell Yeo of Boston University, we are writing to you for any available information in this field and for names of communities throughout the country which have promising courses of study in organized group guidance.

We shall appreciate any guidance you can give us in this matter.

Very truly yours,

/s/

Relenza C. Manchester, Chairman
Committee on Revision of
Group Conference Content

RCM:S

COPY

Sent to: Every Known Publisher of Textbooks

QUINCY PUBLIC SCHOOLS
Quincy 69, Massachusetts

October 14, 1946

Gentlemen:

Kindly send information regarding any new material suitable for use in group counseling.

Very truly yours,

/s/

Relenza C. Manchester,
Chairman
Committee on Revision of
Group Guidance Content

RCM:S

COPY

QUINCY PUBLIC SCHOOLS
Quincy 69, Massachusetts

Sent to the following Chiefs of Guidance:

Dr. H. B. McDaniel, Sacramento 14, California
Dr. R. F. Cromwell, Baltimore 1, Maryland
Mr. J. A. Bedard, Boston 16, Massachusetts
Mr. C. M. Horn, Lansing 4, Michigan
Mr. G. E. Hutcherson, Albany 1, New York
Mr. D. H. Frame, Olympia, Washington

October 30, 1946

Dear Sir:

In Quincy we are re-thinking the content of our course of study in organized group guidance.

At the suggestion of Dr. Harry A. Jager, U. S. Office of Education, we are writing to you for any available material in this field, also for the names of communities in your state which have promising courses of study in organized group guidance.

We shall appreciate being informed how we can obtain copies of their courses of study.

Very truly yours,

/S/

Relenza C. Manchester, Chairman
Committee on Revision of
Group Conference Content

RCM:S

COPY

QUINCY PUBLIC SCHOOLS
Quincy 69, Massachusetts

November 8, 1946

Bureau of Child Study
Board of Education
Chicago, Illinois

Gentlemen:

Dr. J. Wendell Yeo of Boston University has informed me that when he visited your system two years ago, you were preparing printed material on occupations. He feels that the material will be valuable to the Quincy committee on the revision of the content of the organized guidance course of study.

Will you please send copies, also a copy of your Teacher's Manual for High School Course in Self-Appraisal and Careers, billing them to me?

Very truly yours,

/S/

Relenza C. Manchester, Chairman
Committee on Revision of
Group Conference Content

RCM:S

COPY

QUINCY PUBLIC SCHOOLS
Quincy 69, Massachusetts

November 8, 1946

U. S. Department of Commerce
Bureau of the Census
Washington 25, D. C.

Gentlemen:

In Quincy we are re-thinking the content of our course of study in organized group guidance, a large portion of which is given over to the teaching of occupational information.

It will help us considerably in our planning if you can give us some idea of the major classifications on which the 1950 census will be based. Are changes from the 1940 classification being contemplated?

If possible, please suggest the extent of agreement with The Dictionary of Occupational Titles that is to be expected.

We shall appreciate your help in this matter.

Very truly yours,

/S/

Relenza C. Manchester, Chairman
Committee on Revision of
Group Conference Content

RCM:S

QUINCY PUBLIC SCHOOLS
Quincy 69, Massachusetts

Sent to Directors of Guidance in:

California:	Chico City	Michigan:	Alpena
	Vallejo		Grosse Pointe
Massachusetts:	Marlboro		Highland Park
	West Springfield		Lansing
New York:	Jamestown		Muskegon
	Rochester		
	Syracuse		
	Utica		

December 13, 1946

Dear Sir:

In Quincy we are re-thinking our course of study in organized group guidance. Mr. Carl M. Horn[1] has informed us that you are doing interesting work in this field. In anticipation of purchasing a copy of your course of study, we shall appreciate your informing us of its price.

Very truly yours,

/s/

Relenza C. Manchester, Chairman
Committee on Revision of
Group Conference Content

RCM:S

1/ Name of Chief varied according to community.

COPY

QUINCY PUBLIC SCHOOLS
Quincy 69, Massachusetts

January 30, 1947

Dr. Clifford P. Froehlich
Specialist, Individual Inventory and Counseling Techniques
Federal Security Agency
U. S. Office of Education
Washington 25, D. C.

Dear Sir:

In Quincy we are re-thinking the content of our group guidance program and are anxious to know more about the possible uses of The Dictionary of Occupational Titles in the secondary school. There is some disagreement as to whether it should be included in the work on occupational information, particularly at the junior high school level.

We shall appreciate any information or guidance you give us in the matter.

Very truly yours,

/s/

Relenza C. Manchester, Chairman
Committee on Revision of
Group Guidance Content

RCM:S

QUINCY PUBLIC SCHOOLS
Quincy 69, Massachusetts

February 3, 1947

Association Press
347 Madison Avenue
New York 17, New York

Gentlemen:

In Quincy we are attempting to enrich the content of our course of study in organized group guidance at the junior high school level by adding inspirational prose and poetry in the educational, vocational, personal, and social areas. We are interested in having brief biographical sketches of "real people" who have achieved success in major occupational fields.

Do you have bibliographies of materials distinguished for their inspirational content or anthologies of such materials?

We shall appreciate any information you can give us on this matter.

Very truly yours,

/s/

Relenza C. Manchester, Chairman
Committee on Revision of
Group Conference Content

RCM:S

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