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An analysis of occupational information in three selected American history textbooks

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Thesis

AN ANALYSIS OF OCCUPATIONAL INFORMATION IN
THREE SELECTED AMERICAN HISTORY TEXTBOOKS

Submitted by

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CHAPTER I

THE PROBLEM AND ITS SIGNIFICANCE

1. Nature and Scope of the Study

Purpose of the study.-- The essential aims of this study are (1) to gather, classify, and offer a comprehensive analysis of occupational information appearing in three 1950 editions of American History textbooks used in the junior high school in an effort to show how much occupational information content has been included in the textbooks and (2) to suggest methods of presenting such occupational information to junior high school students in conjunction with their regular American History course.

Scope of the study.-- This study is confined to an examination and analysis of three American History textbooks. It is necessary to have a clear understanding of the term occupational information to eliminate confusion and to aid in establishing standards. Carroll L. Shartle's ^{1/} definition of "occupational information" is used as a guide in the development of this thesis.

"Accurate and useable information about jobs and occupations; information about industries and

^{1/}Carroll L. Shartle, Occupational Information, Prentice Hall, Inc., New York, 1946, p. 1.

processes insofar as such information is directly related to jobs; and pertinent useable facts about occupational trends and the supply and demand of labor."

2. Justification

The need for teaching occupational information.-- There is an ever-increasing need for the weaving of a continuous thread of occupational information into the fabric of subjects in the junior high school.

These pupils are or should be focusing more and more upon their tentative educational and vocational objectives. Therefore more specific and authentic facts are necessary such as, requirements, ability, nature of work, and compensation about occupations which particularly appeal to them at this age. Pupils leaving junior high school to enter occupational life should be given an opportunity to acquaint themselves with accurate information about occupations available in their community and special help in choosing their work.

The need for teaching occupational information is widely recognized as an essential aspect of the process of educational and vocational guidance.

Many authorities in the field of education have given their reasons for the necessity of teaching occupational information.

Mildred L. Billings^{1/} makes mention in her book of this great need.

"The responsibility of the school for helping young people to grow in educational and vocational understanding, and to develop 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 provide opportunities for acquiring educational and vocational opportunities, information about specific occupations and other types of pertinent data."

J. M. Brewer^{2/} states that the choice of a vocation occupies a very special place in life of our young students.

"To act in righteousness, to be a good citizen, to carry on the home successfully, these are all of greater importance. But the vocation is a sine qua non, fundamental, without most other enterprises would fall."

Kitson^{3/} emphasizes the need for imparting information by stating:

"Although the elementary school cannot possibly prepare a child of fourteen or sixteen to be a successful worker in any occupation requiring a very high degree of skill, in the

1/Mildred L. Billings, Group Methods of Studying Occupations, International Textbook Company, Scranton, Pennsylvania, 1941, p. 17.

2/J. M. Brewer, Education as Guidance, Houghton Mifflin Company, Boston, 1936, pp. 291-293.

3/Harry D. Kitson, The Psychology of Vocational Adjustment, J. B. Lippincott Company, Chicago, 1925, p. 3.

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limited time at its disposal it should first seek to prepare the pupil for the non-vocational duties of life and then lay a general foundation of rudiments upon which he can base the special training required in higher occupations."

Two other authors^{1/} likewise stress the obligation of the school to the student in respect to this issue.

"One of the most important functions of the modern school is to orient students to the world of work. All students should become informed about occupational fields related to their interest and should choose, at least tentatively, a field of work with the thought of making it a life career."

The need for occupational instruction in the schools is clearly stated by Professor Harry D. Kitson^{2/} in an article entitled "Vocational Guidance Through School Subjects".

"Every subject in the curriculum can be used as a vehicle to disseminate vocational information, to arouse vocational interests and to bring out practical life relationships."

Robert Hoppock^{3/} not only expresses his opinion as to the need for occupational information but emphasizes the fact that it must be given in the eighth grade.

"If large numbers of students still leave one school at the end of the eighth grade, then there is need in that school for group guidance in vocational information in the last half of the eighth grade."

1/Clarence C. Dunsmoor and Leonard M. Miller, Guidance Methods for Teachers, International Textbook Company, Inc., Scranton, Pennsylvania, 1942, p. 219.

2/Harry D. Kitson, "Vocational Guidance Through School Subjects", Teachers College Record, May 1927.

3/Robert Hoppock, Group Guidance, McGraw-Hill Book Company, Inc., New York, 1949, p. 13.

4

Dunsmoor and Miller^{1/} also agree with Hoppock.

"In grade eight, students should be given a panoramic view of occupations. The course should be presented in such a way as to develop a vocational awareness of occupations on a national scale as well as from a local point of view.

Before completing the junior high school, every student should become conversant with the major occupational divisions and the fields of work under each, as listed in the United States Census reports."

Harry D. Kitson^{2/} notes that the young people have no idea of what occupations are available to them.

"Young people are woefully ignorant of the vast number and variety of occupations which are open to them."

Arthur J. Jones^{3/} brings out the fact that the major problems of vocational guidance appear in the junior high school and also at this time choices must be made.

"Many of the major problems of vocational guidance are located in the junior high school. This is true because the majority of pupils who leave school do so before reaching the tenth grade and because curricular choices involving broad selection of occupation must often be made at the beginning of the ninth grade or during the ninth grade."

1/Op. cit., pp. 227-228.

2/Harry D. Kitson, I Find My Vocation, McGraw-Hill Book Company, Inc., New York, 1931, p. 33.

3/Arthur J. Jones, Principles of Guidance, McGraw-Hill Book Company, Inc., New York, 1945, p. 338.

Myers^{1/} states that problems of junior high school pupils can be partially solved with knowledge of occupations.

"Before junior high school pupils face the necessity of deciding to pursue a commercial, industrial arts, or academic curriculum, they should become familiar with the United States Census groupings of occupations and the general characteristics and requirements of each of these groups. At the same time that this type of occupational study assists the pupil in selecting a curriculum it will contribute richly to his general education."

From these many authorities in the field of education, it may be concluded that the school curricula today should be changed to adjust itself to the needs of the students. One direction may be toward vocational guidance with occupational information as a supplement.

Importance of the study.-- The importance of imparting occupational information through regular school subjects and especially in American History classes^{2/} enables the student 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.

In a society faced with complex problems American Education must concern itself more and more with human beings

1/George E. Myers, Principles and Techniques of Vocational Guidance, McGraw-Hill Book Company, Inc., 1941, pp.111-112.

2/_____ Neberg, Principles and Methods of Vocational Choice, Prentice-Hall Company, New York, 1934, p. 124

as individuals particularly with their needs and possibilities as members of a society whose fundamental task it is to live productively and cooperatively in a democratic way.

Myers^{1/} says occupational information is stressed most often in the practical arts and next in the Social Studies, Civics, History, Geography, Economics, according to reports received from the larger cities a few years ago.

"Every subject teacher should be expected to assist his pupils to obtain significant information concerning the occupations which are closely related to or depend to a large extent upon, his subject."

By correlating History and occupational information, schools can help the students to acquire the necessary knowledge about jobs and their requirements to analyze their interests and their abilities, appreciate the world's interdependence and the civic implications and relationships in vocational life, as a result students would highly appreciate more and show more interest in the subject matter.

History would therefore perform the service of developing a sympathetic understanding among individuals and groups of different types and an appreciation of the interdependence existing among them. Prejudices grow out of ignorance, and hostilities are best removed by understanding.

The junior high school History course is an ideal working area for the imparting of occupational information.

^{1/}Op. cit., pp. 113-115.

3. The Correlation of Occupational Information with School Subjects

Correlation of occupational information with school subjects simply means imparting information regarding occupations mentioned in school subjects and yet not hindering the teaching of the subject matter.

Statements previously made by many educational authorities definitely show the need for correlation, although in many schools it may be difficult.

History and Civics offer rich opportunities for considering occupations, such as, functions of public officials, consuls, ambassadors, city managers, policemen, firemen, postmen and clerks. Discussions of their appointments, qualifications and training may take place and particular attention drawn to others of public life.

To use the occupational approach as a means to vitalize and motivate and make more efficient all school work is suggested by Arthur J. Jones:^{1/}

"There are abundant opportunities in Geography, History, Physics, Chemistry and Biology for further desirable emphasis upon industry, agriculture and other occupations. It is difficult to teach many of these subjects without definite reference to the occupational side, but when the instructor understands the guidance value of his subject he will

^{1/}Op. cit., p. 340.

find hitherto unexplored opportunities to enrich and vitalize the materials of his subject."

In view of the previously stated opinions of educators it may be stated that a teacher in junior high school who is content to stress technical subject matter, processes and projects without helping his pupils to acquire additional information of guidance value concerning the occupations which are based upon his subject will be missing a rare opportunity for genuine service.

The changing conditions of the world force the individual who desires to keep abreast of it to make vocational adjustments from time to time. For these and other reasons it is evident that vocational guidance and imparting of occupational information is of great importance.

This study attempts to overcome the present lack of presenting occupational information in the junior high school by proposing methods whereby occupational information may be imparted through American History courses in the junior high school curriculum.

Objectives of the occupational information program.--

Before school curricula can assimilate a satisfactory program of occupational information it seems desirable to keep the following aims in mind:

1. To obtain a vision of the multitude of occupations open to them.

2. To discover the characteristics they should possess for the particular fields.
3. To learn the steps they should take in preparation for various types of careers.

The range in imparting occupational information should be broad in the junior high school level in order to provide adequate training to those who will go directly into some kind of work upon completion of this unit. These students through the correlation of occupational information with school subjects should be given an opportunity to explore the immediate opportunities provided by the school and the community and toward long time educational and vocational opportunities available after secondary school is finished. More specific study should be conducted so that these pupils may learn to find the job to which they are best adapted and the requirements.

Eight areas of study are suggested by George E. Myers^{1/} as requisites for an occupational knowledge of jobs:

1. Importance of the occupation
2. Nature of the work
3. Working conditions
4. Personal qualities needed
5. Preparation needed
6. Opportunities for advancement
7. Compensation
8. Advantages and disadvantages

1/Op. cit., pp. 111-112.

Billings^{1/} has analyzed units of study and guidance programs from various sections of the country and has summarized the following major points that should be included in the teaching of occupational information.

1. "To give a broad general survey of occupations in order to broaden pupils' outlook on vocational life, and to enlarge their interests."
2. "To bring out qualities of character and attitudes essential for success in school or elsewhere, and to develop worthy habits of work and conduct."
3. "To train pupils in right methods of investigation, to develop in them techniques for obtaining information, reliable criteria for evaluating it, and thus to make each individual of the group increasingly capable of self-guidance in adjusting to school and occupational life."
4. "To assist pupils in their application of information and experience gained, to the tentative formulation of suitable educational and vocational plans; and to cooperate with parents to this end."
5. "To develop attitudes of respect for and appreciation of all socially useful work."
6. "To create a desire to serve and to fill a helpful place in the world of work."
7. "To study occupational relationships, to comprehend the significance of the interdependence of workers, and to see the part each worker plays in the whole scheme of society."

1/Op. cit., pp. 21-25.

8. "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."

These objectives are similar to Dunsmoor and Miller's ^{1/} point of view. They state that the junior high school years are exploratory.

"This period allows a student to investigate course offerings in the high school to find out which subjects interest him most and are in line with his abilities and to learn which extra curricular activities will be most beneficial to him. All of this allows the student to become acquainted with school offerings and to discover to what extent he may like or dislike any of them."

It may be concluded that teachers following the above suggestions will be giving rich opportunities to their pupils to get acquainted with the world at work and leading them to make wise decisions and choose satisfactory careers in which they should be successful and happy.

1/Op. cit., p. 227.

CHAPTER II

PROCEDURE

1. Preliminary Investigation

Problem of selecting textbooks to be used in this study.--- The first problem faced in the study was the selection of textbooks to analyze for occupational information content. A list of available books was obtained from several publishers. For the purpose of the study, however, it then became necessary to establish criteria for the selection of three textbooks. For the purpose of the study it was necessary that the books chosen be of recent publication so that information would be accurate and that they be appropriate for the grade level established for the study.

Criteria of recency of publication and appropriate grade level were therefore kept in mind in selecting the texts to be reviewed.

With the above criteria in mind, the writer studied the recommended textbooks. The three textbooks which best met the established criteria included the following publications.

- A. Building a Free Nation, Moore, C. B. and Helen McCracken Carpenter and Laurence G. Paquin and Fred B. Painter, New York, Charles Scribner's Sons, 1950.
- B. American History, Wilson, Howard E. and Wallace E. Lamb, Boston, American Book Company, 1950.
- C. This Is America's Story, Wilder, Howard B. and Robert P. Ludlum, Harriett McCune Brown, Boston, Houghton Mifflin Company, 1950.

Description of the books selected.--

A. Building a Free Nation

The content of this book is designed to promote a maximum of learning and to facilitate easy use of the book.

The volume emphasizes the content, skills and organization and readability. Particular attention is given to the growth of democracy in this country and the meaning of the American Way of Life. An unusual feature in that connection is the use of a symbol unique to the United States that precedes each unit.

In view of the limited attention span of the young student, the authors have featured the chapter rather than the unit. The activities of each chapter are planned to develop the four basic skills; thought sense, word sense, place sense and time sense. Provision is also made for the

growth in the mastery of a social studies skill beyond the fundamental ones mentioned above.

The material is presented in ten units: Europe Finds a New World to Conquer; Americans Fight for Freedom; America Wins Respect at Home and Abroad; The West Becomes a Force in the Nation; The Sections of the Nation Drift Apart; The Nation Proves Stronger Than the States; Men and Machines Change the Nation; Americans Learn to Live in an Industrial Age; America Becomes a Great Power.

Each unit opens with a brief introduction suggesting the main emphasis. There are 22 chapters. Each chapter begins with a short overview and question to help guide the pupil's study. Each chapter is divided into sections and many lesser parts to indicate the relationship of ideas for the pupils. All chapters have been graded to keep the readability within the capacities of the 7th and 8th grade pupils.

B. American History

This book contains 594 pages. The content of this book is designed for seventh and eighth graders. It is written simply, with many incidents and anecdotes and adventures from American History. It tells a human story in human terms. It tells about many persons not only great political leaders but also the builders of railroads, inventors, writers, painters, scientists, businessmen,

athletes and others. Another emphasis in this book is on what is called social history and the third feature it tells of our relations with other nations. Many sections are devoted to how people lived, the foods they ate, the churches they attended and the jobs they had. It is a living story of actual people. The style in which this book is written is remarkable. Not only are vocabulary and sentence structure within the grasp of the 7th and 8th grader, but also what is just as important, this presentation of history is on the interest level of the pupil.

The story of our country as told in this book is divided into eight units; each unit presents an important part of our country's story. Men from Europe find a New Hemisphere; Colonists in America form New Nation; The United States becomes more Democratic; Our Nation Becomes Stronger than Sections; Taking Stock on our One-Hundredth Birthday; Our Nation Becomes a Wealthy Giant; Our Nation Becomes a World Power; The United States Today. These units are subdivided into thirty-six chapters. At the beginning of each chapter there is a time line which places great events told about in that chapter in their proper place in relation to the entire History of the United States. At the end of each chapter there are study activities to increase the pupil's understanding of the rich history of the United States.

These activities appeal to the varying interests and abilities of different pupils and make more meaningful their experience with American History.

C. This is America's Story

The content of this book is designed to show pupils of Grades seven and eight the value of democracy in such a way that they know how essential it is for them to keep democracy strong. The development of American democracy is the underlying theme stressed throughout the book. It is written in simple, readable style. The vocabulary is well within range of the average 7th and 8th grade pupil. The material has been so arranged as to awaken an immediate interest in American History, attention has been focused upon important ideas, special emphasis has been laid on the cause of important movements or events, the relation of past to present has been brought out in many ways. This book also dramatizes history for the pupil also by emphasizing the role of the common man in the building of America.

The material is presented in ten units: Europe, Seeking a Trade Route to the East, Discovers and Explores a New World to the West; European Nations Develop Colonies and Struggle for Supremacy in the New World; New Nations are Born as the New World Shakes off European Control; The United States is

Established on a Firm Basis; The American Way of Living Changes as the Sections of the Nation Develop; The United States Expands and Is Torn by War; Modern America Emerges as Farming and Industry Develop; New Americans Join with Old to Enrich American Life; The United States Becomes a World Leader; America's Government and People Face the Challenge of a Modern World.

Each of the ten units in the book opens with a preview designed to help the pupils see the scope of what they are about to read and identify the important concepts to be learned.

Each of the thirty-two chapters in the book also begins with a preview, "What This Chapter is About". In the chapter previews are guide questions indicating the important ideas to be developed. Within each section of a chapter, the column and paragraph headings suggest the organization of material and provide a brief summary of content.

At the end of each chapter "Check Ups" have been planned such as: Do you know the meaning? Can you identify? Can you locate? What do you think? Throughout the book and in the suggested activities there is enough difference in the phrasing of questions so that the pupils will not be encouraged to learn material by rote and without understanding the meaning of what they have learned.

This study, therefore, will be limited to the occupational information found in these three textbooks.

2. Research Procedure and Techniques

Methods used in reporting findings.-- The techniques used in the examination of this problem were those of simple analysis, classification, tabulation and reporting.

In order to make a complete inventory of all occupational information appearing in the three textbooks it was necessary to examine carefully every page of each of the books.

The investigation of the three textbooks has been carried out through four different approaches.

1. A complete enumeration of all the occupational titles appearing in the three textbooks has been arranged in order of frequency of mention. The occupational titles listed are those that appeared in the textbooks.
2. Another complete enumeration was made of all the occupations appearing in the three textbooks arranged by major occupational groups.^{1/}

^{1/}Dictionary of Occupational Titles, Part IV Entry
Occupational Classification War Manpower Commission,
Washington, D. C., United States Government Printing
Office, 1949 (revised edition).

3. The texts were then examined in order to find quotations which would highlight the specific areas of occupation listed by George E. Myers^{2/} in his outline for the study of an occupation.
 - a. Importance of the occupation
 - b. Nature of the work
 - c. Working conditions
 - d. Personal qualities needed
 - e. Preparation needed
 - f. Opportunities to advance
 - g. Compensation
 - h. Advantages and disadvantages
4. A complete enumeration of all occupational references made in photographs and through pupil activities.

The frequency with which the above listed areas occur in the three texts has been compiled and enumerated in tabular form.

Summary of procedure methods.-- The investigation into the occupational content of three 1950 American History Textbooks used in the junior high school was undertaken for

2/George E. Myers, Principles and Techniques of Vocational Guidance, McGraw-Hill Book Company, New York, 1941, p. 111.

the purpose of bringing to light the material available to teachers for the teaching of occupational information through American History.

CHAPTER III
ANALYSIS OF OCCUPATIONAL TITLES MENTIONED IN
THREE TYPICAL AMERICAN HISTORY TEXTBOOKS

1. Selecting Occupational Titles

Procedure for selecting titles.-- This chapter will present the findings as to the kinds of occupational titles, and the frequency of their occurrence in the units of the selected textbooks. To know the specific titles of occupations and the number of times each is mentioned in a text suggests the possibilities available to a teacher to expand the pupils' knowledge of these occupations. Every page of the three texts was diligently read and all titles which had an occupation connotation were checked. A card as Figure 1

Book: _____

Occupation	Page	Importance	Nature	Conditions	Personal Qualities	Preparation	Opportunity	Compensation	Advantages and Disadvantages	Unit Quotation

Figure 1. Sample of Occupational Information Card Used for Recording Data

indicates was used. The column best suited to the reference was checked. All titles which had an occupational connotation that appeared at least once in the units of the selected textbooks were tabulated.

Listing of occupational titles.-- The data were compiled in Table 1 which follows directly. This table shows that there were 406 occupations mentioned by title and were arranged in descending numerical order. This indicates that American History is one subject that offers rich and numerous opportunities for consideration and study of occupations.

For convenience, the textbooks referred to in the table are coded as Book A, Book B, and Book C, and refer to the following books:

Book A	<u>Building a Free Nation</u>
Book B	<u>American History</u>
Book C	<u>This is America's Story</u>

Table 1. An Enumeration by Units of Occupational Titles
Found in Three Selected American History Textbooks

Occupations	Books			Total
	A	B	C	
Farmer.....	8	7	9	24
Businessman.....	4	6	9	19
Lawyer.....	7	5	6	18
Judge.....	7	5	6	18
Sailor.....	7	5	5	17
Teacher.....	5	4	8	17
Merchant.....	6	5	5	16
Writer.....	4	5	5	14
Planter§.....	7	3	4	14
Manufacturer.....	3	5	6	14
Captain.....	1	5	8	14
Doctor.....	5	3	5	13
Miner.....	3	5	5	13
Song Writer.....	3	5	5	13
Trader.....	2	4	6	12
Artist.....	3	4	4	11
Banker.....	2	6	3	11
Governor.....	1	6	4	11
Engineer.....	3	5	3	11
Inventor.....	1	4	6	11
Scientist.....	4	3	4	11
Ship Builder.....	3	4	4	11
Poet.....	2	4	4	10
General.....	2	3	5	10
Fisherman.....	2	3	5	10
Clerk.....	1	4	5	10
Skipper.....	5	4	1	10
Blacksmith.....	3	2	5	10
Actor.....	3	3	3	9
Carpenter.....	4	3	2	9

(Continued on the next page)

Table 1. (continued)

Occupations	Books			Total
	A	B	C	
Policeman.....	4	2	3	9
Sugar Growing.....	2	3	4	9
Architect.....	1	5	2	8
Author.....	1	5	2	8
Builder.....	4	1	3	8
Hunter.....	4	1	3	8
Missionaries.....	2	3	3	8
Servant.....	4	1	2	7
Painter.....	2	3	2	7
Laborer.....	1	4	2	7
Commander.....	1	3	3	7
Agent.....	0	5	1	6
Clergyman.....	3	3	0	6
Factory Worker.....	1	2	3	6
Musician.....	1	3	2	6
Trapper.....	2	1	3	6
Weaver.....	2	2	1	5
Secretary.....	1	4	0	5
Publisher.....	1	3	1	5
Printer.....	1	2	2	5
Priest.....	0	1	4	5
Pilot.....	1	3	1	5
Minister.....	1	1	3	5
Mechanic.....	0	3	2	5
Manager.....	0	3	2	5
Justice of Peace.....	2	1	2	5
Delegate.....	0	5	0	5
Cattleman.....	4	1	0	5
Ambassador.....	0	2	2	4
Composer.....	2	2	0	4

(Continued on next page)

Table 1. (continued)

Occupations	Books			Total
	A	B	C	
Cowboy.....	0	3	1	4
Craftsman.....	2	0	2	4
Designer.....	2	1	1	4
Industrialist.....	1	2	1	4
Lumberman.....	1	2	1	4
Novelist.....	0	4	0	4
Nurse.....	0	2	2	4
Operator (Punch Press).....	1	1	2	4
Photographer.....	2	1	1	4
Postmaster.....	3	0	1	4
Reporter.....	0	3	1	4
Ship Owner.....	1	0	3	4
Singer.....	1	2	0	3
Sheep Herder.....	1	1	1	3
Sheriff.....	0	1	2	3
Sculptor.....	0	2	1	3
Railroad Worker.....	0	1	2	3
Railroad Builders.....	0	3	0	3
Plantation Owner.....	0	2	1	3
Overseer.....	2	1	0	3
Newsboy.....	0	2	1	3
Lecturer.....	0	3	0	3
Labor Leader.....	1	2	0	3
Housewife.....	1	2	0	3
Fireman.....	0	2	1	3
Field Hand.....	1	1	1	3
Editor.....	0	2	1	3
Cigarmaker.....	1	1	1	3
Brickmaker.....	2	1	0	3
Bricklayer.....	1	2	0	3

(Continued on next page)

Table 1. (continued)

Occupations	Books			Total
	A	B	C	
Admiral.....	0	2	1	3
Advertiser.....	0	1	1	2
Archbishop.....	0	1	1	2
Barber.....	1	1	0	2
Butcher.....	1	1	0	2
Cartoonist.....	0	2	0	2
Conductor.....	0	2	0	2
Contractor.....	0	2	0	2
Cotton Dealer.....	0	1	1	2
Cotton Picker.....	0	2	0	2
Director.....	1	1	0	2
Educator.....	1	1	0	2
Electrician.....	1	1	0	2
Entertainer.....	0	2	0	2
Factory Owner.....	0	1	1	2
Flier.....	1	1	0	2
Fruitgrower.....	0	2	0	2
Gardener (Landscape).....	1	1	0	2
Glass Blower.....	2	0	0	2
Hat Maker.....	1	0	1	2
Landowner.....	0	1	1	2
Launderer.....	1	1	0	2
Lawmaker.....	0	1	1	2
Logger.....	0	0	2	2
Map Maker.....	0	1	1	2
Marine.....	0	2	0	2
Mason.....	1	1	0	2
Messenger.....	0	1	1	2
Miller.....	1	1	0	2
Newspaperman.....	1	0	1	2

(Continued on next page)

Table 1. (continued)

Occupations	Books			Total
	A	B	C	
Oil Refiner.....	0	1	1	2
Peddler.....	0	1	1	2
Plumber.....	1	1	0	2
Postmaster.....	0	1	1	2
Professor.....	0	1	1	2
Reformer.....	0	2	0	2
Salesman.....	1	1	0	2
Sheep Raiser.....	0	1	1	2
Shoemaker.....	0	2	0	2
Silversmith.....	0	1	1	2
Spinner.....	1	1	0	2
Superintendent.....	0	1	1	2
Tailor.....	0	1	1	2
Tanner.....	2	0	0	2
Viceroy.....	0	1	1	2
Waiter.....	1	1	0	2
Astronomer.....	0	1	0	1
Aviator.....	0	1	0	1
Baker.....	1	0	0	1
Baseball Player.....	0	1	0	1
Biographer.....	0	1	0	1
Bookkeeper.....	0	1	0	1
Brakeman.....	0	1	0	1
Business Leader.....	0	1	0	1
Cabinet Maker.....	0	0	1	1
Cameo Cutter.....	0	1	0	1
Canal Builder.....	0	1	0	1
Chemist.....	0	1	0	1
Clockmaker.....	0	0	1	1
Collector.....	0	1	0	1

(Continued on next page)

Table 1. (continued)

Occupations	Books			Total
	A	B	C	
Constable.....	1	0	0	1
Cook.....	1	0	0	1
Cooper.....	0	1	0	1
Cotton Planter.....	0	1	0	1
Dancer.....	0	1	0	1
Dentist.....	0	1	0	1
Detective.....	0	1	0	1
Diamond Cutter.....	1	0	0	1
Diplomat.....	0	1	0	1
Dishwasher.....	0	1	0	1
Driver.....	1	0	0	1
Errand Boy.....	0	1	0	1
Fruit Picker.....	0	1	0	1
Garment Cutter.....	0	1	0	1
Geologist.....	0	1	0	1
Guard.....	0	1	0	1
Hostess.....	1	0	0	1
Hotel Owner.....	1	0	0	1
Hockey Player.....	0	1	0	1
Humorist.....	0	1	0	1
Interpreter.....	0	1	0	1
Investor.....	0	1	0	1
Ironmaker.....	1	0	0	1
Juggler.....	0	1	0	1
Librarian.....	0	1	0	1
Meat Packer.....	0	1	0	1
Mine Owner.....	0	1	0	1
Music Conductor.....	0	1	0	1
Music Teacher.....	0	1	0	1
Music Writer.....	0	1	0	1

(Continued on next page)

Table 1. (Continued)

Occupations	Books			Total
	A	B	C	
Navigator.....	0	1	0	1
Needleworker.....	0	1	0	1
Oil Producer.....	0	1	0	1
Office Boy.....	0	1	0	1
Officer (Customs).....	0	0	1	1
Officer (Naval).....	0	0	1	1
Orator.....	0	1	0	1
Owner (Newspaper).....	0	1	0	1
Paratrooper.....	0	1	0	1
Pastor.....	0	0	1	1
Philosopher.....	0	1	0	1
Physician.....	0	0	1	1
Pianist.....	0	0	1	1
Preacher.....	1	0	0	1
Proprietor.....	0	0	1	1
Prospector.....	0	0	1	1
Purchaser.....	0	1	0	1
Railroad Conductor.....	0	1	0	1
Railroad Owner.....	0	1	0	1
Rancher.....	0	0	1	1
Rice Growers.....	0	1	0	1
Soapmaker.....	0	1	0	1
Songwriter.....	0	1	0	1
Stage Designer.....	0	1	0	1
Stable Boy.....	0	1	0	1
Station Agent.....	0	1	0	1
Steel Maker.....	0	0	1	1
Steamfitter.....	0	0	1	1
Stenographer.....	0	1	0	1
Stone Cutter.....	0	1	0	1

(Concluded on next page)

Table 1. (concluded)

Occupations	Books			Total
	A	B	C	
Superintendent.....	0	1	0	1
Switch Tender.....	0	1	0	1
Teamster.....	0	1	0	1
Telegraph Operator.....	1	0	0	1
Timekeeper.....	0	1	0	1
Tobacco Grower.....	0	1	0	1
Translator.....	0	1	0	1
Treasure.....	0	1	0	1
Typist.....	1	0	0	1
Violinist.....	0	1	0	1
Watchmaker.....	0	1	0	1
Welder.....	0	0	1	1
Whaler.....	1	0	0	1
Total.....	215	373	261	849

Interpretation of Table 1.-- The above table reveals the sum of 406 occupations. Of these 406 occupations, 54 occupations appeared in all three of the books. The Farmer is the outstanding occupation in all three textbooks. It was mentioned in 24 units, the Businessman follows in second place with 19 references, the Lawyer and Judge are third, being mentioned in 18 units, the Teacher and Sailor are fourth and were mentioned in 17 units. The lowest ranking occupations are Field Hand, Cigarmaker and Sheep Herder which have been

mentioned in three units, that is, one in each book.

Eighty-nine occupations were mentioned in one unit only. Of these 89 occupations, twelve were mentioned in Book A, 64 in Book B, and 13 in Book C.

The titles were listed as they appeared in the book and it was thought that these titles would be familiar, at least by name, to most junior high school students. The importance of this study lies in the wide range and variety of occupational titles with which the student in junior high school will come in contact in his American History course. These findings may well serve as a nucleus in the teaching of occupational information through American History.

Summary of the data.--- Table 2, below, reveals a summary of the number and frequency of occupational titles enumerated in Table 1. The frequency of mention of the occupations in the three textbooks is reported by units.

Table 2. Summary of Occupational Titles Found in Textbooks Examined

Book Title	Code	Number of Occupational Titles Listed	Frequency of Mention
Building a Free Nation....	Book A	101	215
American History.....	Book B	194	373
This is America's Story...	Book C	111	261

As shown in Table 2, there was very little variation in the three textbooks in regard to both the frequency with which the occupational titles were mentioned and the total number of individual titles appearing in each book.

2. Classification of Occupational Titles

Purposes of group classification.-- After the three textbooks used in this study were analyzed for occupational title content and frequency, it was necessary that the occupational titles analyzed in the preceding pages (Table 1) be classified according to some standard functional grouping of occupations in order to understand more fully the scope of occupational information included in the three textbooks.

Areas to be considered in the classification.-- The classification selected is that utilized in the Dictionary of Occupational Titles^{1/} and the major occupational groups to be considered, together with their definitions, are as follows:

A. Professional, Technical and Managerial Work

This group included occupations requiring the ability to acquire and apply knowledge necessary for management and business relations, research, engineering, scientific study, teaching social service work, entertainment and artistic creation.

^{1/}Dictionary of Occupational Titles, Part IV, Entry Occupational Classification. War Manpower Commission, Washington, D. C.: United States Government Printing Office, October, 1944, (revised edition), p. 13.

B. Clerical and Sales Work

This group includes occupations concerned with preparation, transcribing, recording, systematizing and preserving of written communication, computing and compiling analytical data, dealing with public in business situations and transactions, giving information and performance of administrative services.

- C. Included in this group are occupations concerned with performing personal and building services such as bakers, waiters, practical nurses, kitchen workers, maids, janitors, elevator operators, carrying or moving equipment of building, offices, stores, etc.

D. Agricultural, Marine, and Forestry Work

The occupations included in this group are those that are directly associated with the processes of growing and harvesting of farm crops, in the breeding and care and hunting of fish and other animals, and preservation of forests, growing and gathering of forest products and other related activities.

E. Mechanical Work

This group includes craft and manual occupations that require predominantly a thorough and comprehensive knowledge of processes involved in the work, the exercise of considerable independent judgment usually a high degree of manual dexterity and in some instances, extensive responsibility for valuable product or equipment.

F. Manual Work

This group includes manual occupations that involve the performance of simple duties that may be learned with in a short period of time and that require the exercise of little or no independent judgment. No previous experience is required although a familiarity with the occupation environment may be desirable. The occupations vary from a minimum physical exertion to heavy physical work.

The functional grouping of occupational titles according to the six major occupational groups, shown on the preceding page, and the 23 related fields of work is shown in Table 3.

Table 3. Analysis of Occupation Titles by Major Occupational Groups

Groups	Number of Times Mentioned	Per cent	Total Number of Times Mentioned	Per cent
Professional, Technical and Managerial Work			176	43
Public Service Work...	75	18.4		
Technical Work.....	29	7.3		
Literary Work.....	27	6.6		
Musical Work.....	14	3.4		
Artistic Work.....	12	2.9		
Entertainment Work...	10	2.4		
Managerial Work.....	9	2.0		
Clerical and Sales Work			57	14
Public Contact Work...	36	8.9		
General Clerical Work.	11	2.8		
Computing Work.....	6	1.4		
Recording Work.....	4	0.9		
Service Work			34	8
Personal Service Work.	25	6.0		
Domestic.....	7	2.0		
Cooking.....	2	0.0		
Agricultural, Marine and Forestry Work			35	9
Farming.....	21	6.0		
Forestry Work.....	9	2.0		
Marine Work.....	5	1.0		

(concluded on next page)

Table 3. (concluded)

Groups	Number of Times Mentioned	Per cent	Total Number of Times Mentioned	Per cent
Mechanical Work			35	9
Crafts.....	26	7.0		
Machine Trades.....	7	2.0		
Construction.....	2	0.0		
Manual Work			69	17
Manipulative Work..	41	10.0		
Elemental Work.....	20	5.0		
Observational Work.	8	2.0		

Findings revealed by Table 3.-- In the functional grouping of occupational titles in Table 3, it can be observed that the occupational information appearing in typical American History textbooks is predominately Public Service Work.

Professional, Technical and Managerial Work leads the list while Manual Group with its three subdivisions is second. It is also worthy of note that in Professional, Technical and Managerial Group, Public Service Work is outstanding, followed by Technical Work. Of 176 occupations in this group 18 per cent is Public Service and seven per cent is Technical.

Of 69 occupations in the Manual Work Group ten per cent is Manipulative Work. Clerical and Sales Work appears third on the list with Public Contact Work eight per cent of the 57 occupations represented.

The findings would seem to indicate that a great many possibilities exist in American History Courses for the teaching of occupational information. The writer suggests making similar analyses in other school courses to find possibilities existing in other subjects so that more and better correlations could be made and widen the teaching opportunities of occupational information through school subjects.

CHAPTER IV
ANALYSIS OF OCCUPATIONAL INFORMATION CONTENT
IN THREE AMERICAN HISTORY TEXTBOOKS
BY EIGHT OCCUPATIONAL AREAS

1. Procedure of Analysis

Procedure for reporting.-- In Chapter III, the occupational titles contained in the three American History textbooks examined in this study were enumerated, analyzed, and classified by the major occupational groups utilized in the Dictionary of Occupational Titles. This analysis was of limited value as it did not reveal the kinds of information presented in the textbooks about the occupations analyzed.

In order to classify the specific information about jobs included in the textbooks, it was necessary to develop another type of analysis, that of setting up a table which would present the occupational information previously analyzed under some classification which would reveal the kinds of information presented about each of the occupations described previously.

A review of the research has shown that the occupational outline is an effective way of imparting such occupational information, since it explores all the areas necessary for an occupational knowledge of the work.

After investigation, it was found that the outline for the study of an occupation reported by George E. Myers^{1/} was an ideal vehicle for the analysis of occupational content of the three textbooks used in the development of this study.

The areas of occupational information to be analyzed.--
Myers' outline classifies occupational information content under eight major areas:

1. Importance of the Work
2. Nature of the Work
3. Working Conditions
4. Personal Qualities Needed
5. Preparation Needed
6. Opportunities for Advancement
7. Compensation
8. Advantages and Disadvantages

Table IV, following, utilizes this major occupational area classification to present type of information presented in each of the three textbooks about occupations.

The letters A, B, and C refer to the textbooks analyzed: A designates Book A; B, Book B; C, Book C.

1/George E. Myers, Principles and Techniques of Vocational Guidance, New York, McGraw-Hill Book Company, 1941, p. 111.

Table 4. Kinds of Occupational Information Found in Three Selected American History Textbooks and Classified by Job Titles

Occupation	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Actor.....	A C	ABC	B			B	B	B
Admiral.....	BC	C						
Advertiser.....	B	BC						B
Agent.....	BC	B						
Ambassador.....	BC	BC						
Archbishop.....		B	C					
Architect.....	ABC	C	B					
Artist.....	A C	ABC	B				B	B
Astronomer.....	B							
Author.....	ABC	BC	B				B	
Aviator.....		B	B					
Baker.....	A							
Barber.....	A	B						
Baseball Player.....		B						
Biographer.....	B							
Blacksmith.....	A	ABC						
Bookkeeper.....							B	
Brakeman.....		B						
Bricklayer.....		B	A					
Brickmaker.....	A	AB						
Builder.....	ABC	A C	A	A			A	A
Businessman.....	A	ABC	BC		C	A C	A C	ABC
Business Leader.....		B						

(continued on next page)

Table 4. (continued)

Occupation	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Butcher.....	A	B	B			O		
Cabinet Maker.....		B C						
Cameo Cutter.....		B						
Canal Builder.....		B						
Captain.....	BC	BC	BC	C			ABC	
Carpenter.....	A	BC		C				
Cartoonist.....	B						B	
Cattleman.....	A		A					B
Chemist.....	B							
Cigarmaker.....	AB	BC						
Clergyman.....	AB	AB						B
Clerk.....	AB	B	C				B	
Clockmaker.....		C						
Collector.....		B						
Commander.....	BC	ABC		C		A		
Composer.....	AB	AB						
Conductor.....		B	B					
Constable.....	A							
Contractor.....	B	B						B
Cook.....	A							
Cooper.....		B						
Cotton Dealer.....	C	B						
Cotton Picker.....		B						

(continued on next page)

Table 4. (continued)

Occupation	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Cotton Planter.....			B					
Cowboy.....		BC	B					
Craftsman.....		A C						
Dancer.....		B						
Delegate.....	B	BC	B					
Dentist.....	B							
Designer.....	AB	AB						
Detective.....			B					
Diamond Cutter.....	A							
Diplomat.....	B							
Director.....	AB							
Dishwasher.....		B						
Doctor.....	ABC	A C	B	AB		A	B	B
Diver.....	A							
Editor.....	B	BC	B	C				
Educator.....	A	B						
Electrician.....	A	B						
Engineer.....	ABC	ABC	BC		B			
Entertainer.....	B		B					
Errand Boy.....		B						
Factory Owner.....	C	BC	C					B
Factory Worker.....	BC	C	ABC					B
Farmer.....	ABC	ABC	ABC	C	BC	C	ABC	ABC

(continued on next page)

Table 4. (continued)

Occupations	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Flier.....	B	A	B					
Field Hand.....	B	BC	BC				A	
Fireman.....	B	BC	B					
Fisherman.....	A C	BC					A	B
Fruit Grower.....		B						
Fruit Picker.....	B	B						
Gardener (landscape)	AB							
Garment Cutter.....	B	B						
General.....	ABC	ABC		A				B
Geologist.....	B							
Glass Blower.....	A							
Governor.....	ABC	BC	B	BC				
Guard.....		B						
Hat Maker.....	A	C						
Hostess.....		A						
Hotel Owner.....	A							
Hockey Player.....	B							
Housewife.....		AB	B					
Humorist.....	B	B						
Hunter.....	A C	A C	A				C	B
Industrialist.....	ABC	B						
Interpreter.....	B							
Inventor.....	ABC	BC	B	C	B		B	B

(continued on next page)

Table 4. (continued)

	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Investor.....			B					
Ironmaker.....	A							B
Judge.....	ABC	ABC						
Juggler.....		B						
Justice of Peace...	A C	ABC		C				
Laborer.....	A	BC	B					B
Labor Leader.....	AB	B	B					
Landowner.....	C	C				B		
Launderer.....	A	B						
Lawmaker.....		C	B					
Lawyer.....	ABC	A C		A	BC		B	B
Lecturer.....	B	B	B				B	
Librarian.....	B	B						
Logger.....	C	C						
Lumberman.....	ABC	B						
Manager.....	BC	C						
Manufacturer.....	ABC	ABC	BC	A		A	ABC	ABC
Map Maker.....		BC						
Marine.....	B	B	B					
Mason.....	A	B						
Meat Packer.....	B							
Mechanic.....	B	BC					C	
Merchant.....	ABC	ABC	ABC			B	A C	ABC

(continued on next page)

Table 4. (continued)

Occupations	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Messenger.....	C	B						
Miller.....	AB							
Mine Owner.....		B						
Miner.....	ABC	ABC	AB	A			AB	A C
Minister.....	A	BC			C			
Music Conductor..		B						
Music Teacher....	B							
Music Writer.....	B	B						
Musician.....	A C	BC	B					B
Missionaries.....	ABC	BC						B
Navigator.....	B							
Needleworker.....		B	B					
Newsboy.....	B	C						
Newspaperman....	A	C						
Novelist.....	B	B						
Nurse.....	BC							
Oil-Producer.....			B					B
Oil-Refiner.....	BC	C						
Office Boy.....		B						
Officer (Customs)					C			
Officer (Naval)..	C							
Operator.....		BC	A					
Orator.....	B							

(continued on next page)

Table 4. (continued)

Occupations	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Overseer.....	B	AB				B		
Owner (newspaper) ..								B
Painter.....	ABC	AB	B				B	
Paratrooper.....		B						
Pastor.....		C						
Peddler.....	B	C	B					B
Philosopher.....		B						
Photographer.....	BC	A C						
Physician.....		C						
Pianist.....		C						
Pilot.....	BC	AB						
Plantation Owner..	C	BC	C			C	C	
Planter.....	AB	ABC	ABC	A		C	ABC	ABC
Plumber.....		B	A					
Poet.....	ABC	BC					B	B
Policeman.....	ABC	A C						B
Pottery Maker.....	C	B						
Postmaster.....	A	A C						
Preacher.....	A	B						
Priest.....	BC	BC	C		C			
Printer.....	ABC	BC						
Professor.....	B	BC					C	
Proprietor.....		C						

(continued on next page)

Table 4. (continued)

Occupations	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Prospector.....		C					C	C
Publisher.....	A	BC						B C
Purchaser.....		B						B
Railroad Builder..	B	B	B	B			B	B
Railroad Conductor		B						
Railroad Owner....	B							
Railroad Worker...	B	B	C					
Rancher.....		C						
Reformer.....	B	B						
Reporter.....	B	BC					B	
Rice Grower.....	ABC	ABC	BC	C	C		C	BC
Salesman.....	B	A						
Scientist.....	ABC	ABC	B		B		B	B
Sculptor.....	BC	B				B		B
Secretary.....	AB	B						
Servant.....	A C	ABC	C				A	
Sheriff.....	C	B	C					
Sheep Herder.....	A	B						C
Sheep Raiser.....		BC						
Ship Builder.....	AB	ABC	B		C		C	
Ship Owner.....		A					C	C
Shipper.....	BC	C	B	C			A	AB
Shoemaker.....		B	B					

(continued on next page)

Table 4. (continued)

Occupations	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Silversmith.....		BC						
Singer.....	AB	B	B				B	
Soapmaker.....		B						
Soldier.....	ABC	ABC	BC	C	BC			B
Song Writer.....							B	
Spinner.....		AB						
Stable Boy.....		B						
Stage Designer..	B							
Station Agent..	B							
Steel Maker.....	C	C						
Steamfitter....		C						
Stenographer...		B						
Stone Cutter...	B							
Storekeeper....		ABC	B	B			C	
Sugar Growing..	B	C						
Superintendent.								B
Switch Tender..		B						
Tailor.....		BC						
Tanner.....	A	A						
Teacher.....	AB	ABC	C	BC	AB			
Teamster.....		B						
Telegraph Operator.....	A							
Timekeeper.....								B

(concluded on next page)

Table 4. (concluded)

Occupations	Importance of the Work	Nature of Work	Working Conditions	Personal Qualities Needed	Preparation Needed	Opportunities to Advance	Compensation	Advantages and Disadvantages
Tobacco Grower.....	B		B					B
Trader.....	ABC	BC	ABC			C	BC	BC
Translator.....		B						
Treasurer.....		B						
Trapper.....	A	C	B					
Typist.....	A							
Viceroy.....	BC	C						
Violinist.....	B							
Waiter.....	A	B						
Watchmaker.....			B					
Weaver.....	A C	AB	B					B
Welder.....		C						
Whaler.....	A	A						
Writer.....	ABC	ABC	B			B	B	

Interpretation of Table 4.-- This table shows that specific information about jobs was included in all three selected textbooks. The distribution was fair. The Nature of Work and Importance of Work appear to be the outstanding areas referred to in Books A, B, and C, while

the Opportunities for Advancement appears to have been neglected in all three books.

It may be concluded that these selected books give the teacher, interested in imparting occupational information, several opportunities to present occupations for discussion and study. These references may serve as motivation for further investigations into the major occupational areas.

2. Quantitative Summary of Findings

Tabulated summary of findings.-- Table 5, which follows, presents a summary of the data revealed in Table 4, and indicates the amount of information available in American History textbooks.

Table 5. Summary of Occupational Information Data Found in Textbooks Examined by Major Occupational Areas

Areas	Totals of Individual Books						Total	Per cent
	A		B		C			
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent		
Nature of Work.....	46	6.0	131	17.1	91	11.8	268	35.0
Importance of Work....	81	10.6	101	13.1	58	7.6	240	31.3
Working Conditions....	12	1.6	57	7.4	20	20.6	89	11.6
Advantages and Disadvantages.....	8	1.0	39	5.0	11	1.4	58	7.6
Compensation.....	13	1.7	23	3.0	16	2.1	52	6.8
Personal Qualities....	6	.8	4	.5	14	1.8	24	3.1
Preparation Needed....	2	.3	8	1.0	8	1.0	18	2.3
Opportunities to Advance.....	3	.4	6	.8	8	1.0	17	2.2
Total.....	171	22.3	369	48.1	226	29.5	766	

Interpretation of the table above.-- An overall summary of table 5 indicates that the two areas most highly referred to were Nature of Work and Importance of Work with 35 per cent of the occupational information referring to Nature of Work and 31.3 per cent to Importance of Work. While the two areas least referred to were Opportunities for Advancement and Preparation Needed with two and two tenths per cent of

the occupational information referring to Opportunities for Advancement and two and three tenths per cent referring to Preparation Needed.

Very little difference in the above pattern appears when the three textbooks are analyzed separately. All three textbooks are heavily loaded with references in the nature of Work and Importance of Work and very few references made to Opportunities of Advancement.

Book A, Building a Free Nation contained the least information about the major areas of occupations. Of all the references made in the three selected textbooks 22.3 per cent were found in Book A. Importance of Work ranked highest with ten and six tenths per cent of the references made in this area. The Nature of Work followed with six per cent and the lowest ranking area was Preparation Needed with three tenths per cent.

The highest per cent of references to these major areas were found in Book B with 48.1 per cent. Of these 17 per cent were made to Nature of Work and 13.1 per cent referred to Importance while the lowest per cent was made to Personal Qualities.

Book C ranked second with 29.5 per cent of the references made to the major areas. Of these 29.5 per cent it was found that the eleven and eight tenths per cent referred to Nature

of Work and seven and six tenths per cent to Importance of Work while one per cent of these 29.5 per cent was made to Preparation Needed and Opportunities for Advancement.

Conclusion.-- Although little information pertaining to the area Opportunities to Advance was given, the figures show a great number of references to occupational information contained in the three textbooks and a well balanced distribution over seven of the eight major areas analyzed.

These findings are made more meaningful when it is realized that the textbooks selected were not chosen for the value of the Occupational Information contained in them, but as typical textbooks in use in junior high school.

In view of this fact, and taking into consideration the amount and kinds of occupational information contained in the textbooks used in junior high school American History courses, it may be concluded that classes in American History may easily incorporate a study of occupations.

Although the occupational titles in the textbooks have practically remained the same through the years with the exception of the Cooper and the Viceroy, the advancement made in Science, the increasing number of inventions, the improvement in Education, the constant demand for production and the emphasis made on speed made it necessary for the teacher

and the pupil to investigate working conditions, nature of work requirements needed, and compensation. The frequency of mention of the occupations throughout these textbooks serve as motivation for an intense and complete study of occupations.

3. Qualitative Summary of Findings

Importance of qualitative analysis.-- The eight major occupational areas used in Tables 4 and 5 as criteria determining the kinds of occupational information described in typical American History textbooks are of vital importance in determining the value of a study of this type, but the development of the analysis by occupational area did not reveal the quality of the occupational material contained in the textbooks. The importance of such information to the teacher who is thinking of incorporating a study of occupational information is obvious.

Procedure of qualitative analysis.-- In order to make this study as valuable as possible to the teacher and student interested in utilizing these textbooks, it was decided that selections, from the three textbooks, of representative statements within the scope of the eight major occupational groups were needed. Such quotations would indicate in the specific concepts included in the statements enumerated and classified in preceding tables. These quotations follow,

each listed under the area to which it pertains.

QUOTATIONS

Importance of the Work

In the 1800's farming continued to be the chief occupation of the South.

Building a Free Nation, p. 275

They have been educators like Booker T. Washington who founded Tuskegee Institute.

Building a Free Nation, p. 48

Of all the people who settled the west the farmer was the most important.

Building a Free Nation, p. 359

By 1920 Japanese farmers raised 88 per cent of the berries, 90 per cent of the celery, 86 per cent of the asparagus, and 80 per cent of the tomatoes grown in the State of California.

American History, p. 508

Ever since the decision in Marbury v~~x~~ Madison (1803), however, the judges have claimed and used the authority to decide whether a law is constitutional.

American History, p. 170

We have a better chance until old age than our ancestors did, because of the achievements of our scientists, doctors, and inventors.

American History, p. 574

The atomic energy program was the greatest project undertaken by a group of scientists.

This is America's Story, p. 621

American missionaries have brought education and better health, as well as the Christian religion, to the people of China.

This is America's Story, p. 586

These judges would listen to both sides and then give a decision.

This is America's Story, p. 590

NATURE OF WORK

George W. Goethals was the engineer who built the canal.

Building a Free Nation, p. 43

When a flier is lost at sea, a hundred others risk their lives to save him.

Building a Free Nation, p. 53

America's scientists, engineers and production men had joined forces with such men from England, Canada and other countries to discover a brand new source of power.

Building a Free Nation, p. 531

One of our humorists, writing under the name of "Mr. Dooley", attempted to describe the inside of a Chicago packing house.

American History, p. 381

John Paul Jones, who had already captures three hundred British ships, was commander of the Bon Homme Richard.

American History, p. 91

He made his own crude wooden tools, such as the plow, although he frequently had the iron parts hammered out by the village blacksmith.

American History, p. 60

Argentine cowboys roamed the pampas with great herds of cattle in much the same way as the American cowboy rode our western plains.

This is America's Story, p. 573

Among other things it encourages the exchange of teachers and students especially between the United States and Latin America, because knowledge of other countries leads to better understanding.

This is America's Story, p. 580

Writers of books and magazine articles compared the United States to a huge octopus reaching out to seize the republic of Latin American in its tentacles.

This is America's Story, p. 577

Working Conditions

Trade continued between the two countries, but the rights of the merchants were not protected by a treaty.

Building a Free Nation, p. 191

In this chapter we shall examine the conditions which face the farmers and workers of the nation even today.

Building a Free Nation, p. 401

Then the merchants of New England felt that the national government was being unfair to them.

Building a Free Nation, p. 283

Soldiers had to spend much of their time underground in the muddy trenches.

American History, p. 454

Even as late as 1777 John Adams declared that New England's fishermen were no better off than slaves.

American History, p. 61

No longer is it necessary for a housewife, who has electricity in her home, to heat a flatiron on a stove.

American History, p. 586

They fell upon the Spanish soldiers in surprise attacks, did what damage they could, and dashed away again.

This is America's Story, p. 546

Our newspaper and radio commentators are free to express different opinions.

This is America's Story, p. 663

The farmers living on the land had to work for the owners most of the time much as the serfs of the dark Ages.

This is America's Story, p. 116

Personal Qualities

He did not know enough about law to be a good lawyer but he was honest, hardworking, and fearless.

Building a Free Nation, p. 239

Douglas was known across the country as a clever lawyer and a brilliant speaker.

Building a Free Nation, p. 318

The Superiority of the confederate generals over the Union officers showed especially during the early years of the war.

Building a Free Nation, p. 331

He was known as a great "rail-splitter", a conqueror of bullies, and an honest but poor store-keeper.

American History, p. 260

It seemed as if the tall, graceful orator had accomplished his purpose when he sat down.

American History, p. 199

He possessed the ability and became a great President, but accomplished little because of bitter political quarrels among the nation's leaders.

American History, p. 190

Hoover was an engineer of great organizing ability.

This is America's Story, p. 648

The skill and hardwork of our farmers are also reasons for our huge output of food.

This is America's Story, p. 6

Businessmen, inventors, and workers with great skill and intelligence, have learned how to bring these raw materials to the surface, work them over in factories, and make out of them the thousand and one things that are a part of our daily lives.

This is America's Story, p. 6

Preparation Needed

The first state school for the training of teachers began at Lexington, Massachusetts in 1839.

Building a Free Nation, p. 244

Many, when they became older went to the United States Military Academy at West Point, As a result some of the best officers in the United States Army in 1861 were from the South.

Building a Free Nation, p. 183

The New Secretary of State had good preparation for his office. He was a college graduate and knew law and languages.

Building a Free Nation, p. 183

Most of them served as Secretary of State before becoming President, most of them had represented the United States as Ambassadors abroad.

American History, p. 115

He was succeeded in 1797 by John Adams, a lawyer from Massachusetts who had had much experience in our dealings with several European countries.

American History, p. 114

They did much to equip our inventors and engineers with a great knowledge of science.

American History, p. 337.

An apprentice was a boy who was learning a trade from a master, a carpenter, a blacksmith.

This is America's Story, p. 100

Prince Henry built a school for sailors as the southwestern tip of Europe.

This is America's Story, p. 31

Horace Mann also started Normal schools to provide better preparation for teachers.

This is America's Story, p. 321

By 1854, Grant had become a captain, yet his future in the army looked dark.

Building a Free Nation, p. 329

Any farmer or businessman must be able to sell his products in order to succeed. Farmers were anxious for the United States to have good trade relations with nations abroad.

Building a Free Nation, p. 234

Businessmen and merchants in the United States began to offer prizes for inventions of machinery for clothmaking.

Building a Free Nation, p. 256

Opportunities for Advancement

Under the leadership of Saint-Gaudens sculptors were at last making fine progress.

American History, p. 352

The farmers along the seacoast who had made plans to move west of the Appalachians looked upon the unsettled country as "the promised land, everflowing with milk and honey."

American History, p. 50

Writers were encouraged by the increasing demand for books and the ability of a publisher to pay for what they wrote.

American History, p. 222

In order to grow larger crops the American farmer borrowed money and bought more land and more machinery.

This is America's Story, p. 479

If a farmer could plant larger crops, he could not only make greater use of his equipment, but he could earn larger profits. Most farmers, therefore, decided to buy more land, and the size of farms grew steadily. The farmer becomes a businessman.

This is America's Story, p. 472

Compensation

The New England farmer had good food, but it was not fancy.

Building a Free Nation, p. 84

One woolen manufacturer said he was making \$2,000 a day.

Building a Free Nation, p. 341

In 1861 Grant was a clerk in a leather store in Galena, Illinois receiving wages of \$50 a month.

Building a Free Nation, p. 329

The average yearly income of the farmer at that time was less than \$1,000; the average village family received slightly more than \$1,200; and the average income of the city family varied from \$1,300 in small cities to \$1,700 in the giant cities.

American History, p. 541

By the early 1890's the major portion of income was from advertising, and the small paper was becoming a huge corporation whose main interest was often profits for investors.

American History, p. 575

He finally found one as clerk and bookkeeper at \$12.50 a month.

American History, p. 378

The merchants delivered these things to Europe at large profits for themselves.

This is America's Story, p. 25

Western farmers sold large amounts of foodstuffs to the South, and also became prosperous.

This is America's Story, p. 325

Some of the miners who came the first year, when gold was plentiful, became rich.

This is America's Story, p. 352

Advantages and Disadvantages

The tariff kept manufacturers in other countries from selling goods here at a lower price than such goods could be made in the United States.

Building a Free Nation, p. 272

Even at the end of the day, there were few chances for the farmer to meet people and talk things over. Farmers' families longed for more social life. On the night of Grange meeting, farmers came from miles around.

Building a Free Nation, p. 418

Standing all day in water was unhealthful also, and as a result many miners died.

Building a Free Nation, p. 302

Thousands of our soldiers fell on the benches but others took their places and pressed grimly onward.

American History, p. 475

Doctors did not realize the importance of fresh air, rest, and sunshine in the treatment of that disease.

American History, p. 573

So large were their crops of wheat and corn that they could afford to sell their grain at a smaller price than could Eastern farmers.

American History, p. 186

When the farmers could not pay their debts, their farms were taken over by those to whom they owed money.

This is America's Story, p. 648

Yet the President usually receives the credit when things go well with the country and the blame when things go wrong.

This is America's Story, p. 649

The American miner also dug more copper and more coal than he could sell in the United States.

This is America's Story, p. 541

Summary of the quotations.-- The listing of representative quotations from the three textbooks show that a great deal of useful occupational information in the various groups is available to junior high school students.

Some of the information is rather generalized in its connotation, applicable to any one or all of the major groups, but most of the information quoted can be of considerable value both to the student and to the teacher who may be interested in correlating occupational information with American History.

The picture of the Nature of Work was clearly given of writers, scientist, fliers, engineers, merchants and blacksmiths. The importance of the farmer is described, his compensation and working conditions are illustrated. The contributions of the engineer and scientists are mentioned. Honesty, fearlessness, hardwork, great skill and intelligence are referred to in the area of Personal Qualities Needed. The preparation necessary to be successful engineers, carpenters, blacksmiths, teachers, military officers, public officials or lawyers are stressed. The amount of pay received by a clerk, bookkeeper, manufacturer and farmer are suggested and offers an opportunity to the class to compare the salaries of the past to today's. The working conditions of advantages and disadvantages of soldiers, merchants,

manufacturers and miners, fisherman, housewife and radio commentator are pointed out. Very little information about Opportunities for Advancement was given as shown in the quotations dealing with farmers, writers and captains.

The only conclusion that can be drawn from these representative quotations is that junior high school students are constantly exposed to occupational information through their textbooks and occupational information could very successfully be correlated in the American History.

CHAPTER V

APPRAISAL OF THE OCCUPATIONAL SIGNIFICANCE OF PHOTOGRAPHS AND PUPIL ACTIVITY SUGGESTIONS

1. Analysis of Photographs and Pupil Activity References

Selecting photographs.-- It is a well known fact that the use of Visual Aids is both modern and effective in teaching. With this in mind it seemed necessary to analyze the occupational information contained in the photographs of the study. It also became necessary to define areas of investigation which were pertinent to the present research.

Procedure.-- In recording the types of occupational information it was decided to limit the analysis to photographs which depicted (1) Tools and Equipment Used in Training, (2) Tools and Equipment Used on the Job, (3) Dress and Accessories of Workers, and (4) Environment in Which Work is Done.

Material of this nature was tabulated on a card such as shown in Figure 2.

Occupation	Text	Page	Tools and Equipment Used in Training	Tools and Equipment Used on the Job	Dress and Accessories of Workers	Environment in Which Work is Done
Artist.....	A	75				X
Clerk.....	A	389		X	X	X
Inventor.....	A	369		X	X	X
Salesman.....	A	265		X		X
Typist.....	A	520		X		

Figure 2. Kinds of Information Referring to Occupations and Workers Contained in Photographs Found in the Textbooks of the Study

The findings on the cards for all textbooks of the study were totaled and compiled as Table 6.

Table 6. Frequency of Information Referring to Occupations and Workers Contained in the Photographs Found in the Textbooks of the Study

Occupational Information Depicted in Photographs	Frequency of Photographs in Textbooks			Totals
	A	B	C	
Dress and Accessories of Workers.....	21	51	199	271
Tools and Equipment Used on the Job.....	37	39	169	245
Environment in Which Work is Done.....	51	47	132	230
Tools and Equipment Used in Training.....		1		1
Totals.....	109	138	500	747

Interpretation of Table 6.-- In the textbooks of the present study there were 747 references made to 145 different occupations. Of the 747 references, 271 refer to Dress and Accessories of Workers, 245 to Tools and Equipment used on the Job and 230 to Environment in Which Work is Done and only one reference to Tools and Equipment used in Training.

Book C depicts the largest number of occupations - 79, while Book A stresses 36 occupations and Book B 30 in number. Book C leads in the three last divisions and Book B is the

only one which refers to Tools and Equipment in Training. Book C also leads in the number of references made, 500 in number. Book B keeps second place with 138 references and Book C follows with 109 references. Books B and C stress Dress and Accessories of Workers while Book A emphasizes Environment in which Work is Done.

As is indicated in Table 6 there are 145 photographs in the selected references which give occupational information. In Textbooks A and C there is an absence of information in regard to one of the topics analyzed. Otherwise there is information in all textbooks of the Study which contribute to a clearer understanding of occupations represented. Most of the photographs include more than one point of information.

The number and spread of occupational information featured in photographs of the investigation would seem to warrant the conclusion that they would contribute to an occupation inquiry.

2. Analysis of the Suggestions for Pupil Activity References

Selecting the suggestions for pupil activity.-- The next step undertaken by the writer was an attempt made to find the possibility for acquiring occupational information through the suggestions for pupil activity contained in the selected

textbooks. Here again delimitation was necessary. It was decided to confine the analysis to references which concerned:

1. Exploratory Experiences
2. Study of Workers
3. Visits to Industries
4. Requirement for Employment
5. Characteristics and/or Qualifications of Workers
6. Conditions of Work

Through the use of these headings it is our aim to screen the value of the selected textbooks keeping in mind the teaching of occupational information through this subject by means of activities.

From the card such as shown in Figure 3:

Occupations	Text	Page	Exploratory Experiences	Study of Workers	Visits to Industries	Requirements for Employment	Characteristics and/or Qualifications of Workers	Conditions of Work
Artist.....	C	534		X				
Author.....	C	355			X			
Newspaper...	C	54						X
Painter.....	C	311		X				
Scientist...	C	668		X				

Figure 3. Suggestions for Pupil Activity Referring to Occupations and Workers Contained in Chapters, Sections or Units of Selected Textbooks

Table 7 was prepared to show the results of the analysis of the Suggestions for Pupil Activity contained in the selected textbooks.

Table 7. Frequency of Suggestions for Pupil Activity Referring to Occupations and Workers Contained in the Selected Textbooks

Occupational References	Frequency in Textbooks			Total
	A	B	C	
Study of Worker.....	13	25	23	61
Exploratory Experiences.....	22	2	0	24
Characteristics and/or Qualifications of Workers.....	5	1	0	6
Conditions of Work.....	0	1	0	1
Requirements for Employment.....	0	0	0	0
Visits to Industries.....	0	0	0	0
Total.....	40	29	23	92

Interpretation of Table 7.-- In the present analysis only 75 occupations have references. The total number of references are 92 with the Study of Workers leading with 61 references made. This same lead is carried out by Books B and C while A makes 22 references in Exploratory Experiences. It is evident that the pupil activities are not planned to give much occupational information as no references are made

to Visits to Industries, nor Requirements for Employment in any books and only one reference to Conditions of Work in Book B. Book A leads in number of references made to occupations, 40 in number, while Book B comes next with 29 in number and Book C closely follows with 23 references.

A study of Table 7 would indicate that the selected textbooks would not be satisfactory instruments for furnishing a balanced program of pupil activity in an Occupation Syllabus to be used either in a class in occupations or in conjunction with an American History class.

CHAPTER VI

SUMMARY OF INVESTIGATION

Recapitulation.-- The purposes of this study as stated in Chapter I were to collect, arrange and present analysis of occupational information appearing in 1950 editions of three American History textbooks used in the junior high school and to suggest methods of presenting such occupational information to junior high school students.

In Chapter II the writer presented the problems and criteria used in selecting these books, a detailed description of the American History texts and the procedure used to analyze and organize the occupational information which was given.

Chapter III contains the analysis and classification of the occupational titles found in the three selected History books.

The occupational concepts presented in the three History texts were classified in Chapter IV according to eight major occupation areas and sample concepts selected from the three texts were listed to indicate the type of information available in the selected textbooks.

In Chapter V an appraisal of the occupational significance of photographs and suggestions for pupil activity was made. The type of information revealed and suggestions made through photographs and activities were listed and analyzed to indicate the number and spread of occupational information featured in photographs and the advisability of suggestions for pupil activity as satisfactory or unsatisfactory means of imparting occupational information in conjunction with American History.

A number of suggestions for teaching occupational information were stated.

Summary of Findings.-- This study revealed that a total of 406 different titles were given. These occupational titles were distributed among the three History textbooks, the largest number of titles were found in Book B, a total of 194 titles were listed, Book C listed 111 titles and Book A 101 titles.

The classification of the occupational titles according to the six major occupational groups given in the Dictionary of Occupational Titles showed that the largest number and percentage of titles in all texts were classified under Professional, Technical and Managerial Work. The smallest number and percentage of titles in all texts were classified under three major Occupational groups, Service Work,

Agricultural, Marine and Forestry, and Mechanical Work.

In Chapter V the occupational information revealed through photographs was analyzed and found of great value. The total number of occupations referred to in the photographs were 75. Book B appears to be first with 28 occupations of which 25 references were made to the Study of the Worker, Book A appears second with 26 references, 22 referring to Exploratory Experiences, Book C refers to 21 occupations and stresses Study of Worker only. Also found in Chapter V are suggestions for pupil activity which prove unsatisfactory as an instrument for imparting Occupational information.

Conclusion.-- In the light of the entire study, the following conclusions are stated:

1. There is much valuable information of great educational significance found in the American History Textbooks at the junior high school level which can be used effectively to teach occupational information to pupils in the seventh, eighth and ninth grade.
2. The American History program can be used as a practical approach for teaching not only History facts but to enlarge and enrich the child's fund of knowledge of occupations.

3. The occupational information obtained from the American History texts is not broad enough in scope for a complete study of any one particular occupation but should be supplemented by related activities.
4. Pictures found in the American History textbooks indicate that they could make valuable contributions to an occupation inquiry.
5. The selected textbooks would not be satisfactory instruments for supplying a balanced program of pupil activity in an occupation syllabus to be used in conjunction with American History classes.

Suggested Methods of Teaching Occupational Information.--

In the preceding chapters of this study, analyses have been made, and tables prepared, for the purpose of revealing the amount of occupational information available in the texts of these typical American History textbooks used in the junior high school.

The various analyses indicate that a great many possibilities exist in American History courses for the teaching of occupational information. Junior high school students are exposed to a great deal of valuable occupational information in their daily studies and the History course curriculum it seems could very successfully correlate such

occupational information in its regular courses.

The occupational information gained through the American History courses can be enriched by many activities. The following suggested activities will help to motivate learning and to further the interests of pupils at the junior high school level:

1. Scrap Books and Notebooks

These books can be either made by the individual pupil by groups, or by the class as a whole.

2. Film slides

There are many excellent film slides showing workers in many occupational fields. Many of these film slides are available in the film libraries of schools. The industrial arts department in most school systems maintains a wealth of this type of material.

3. Moving Pictures

Both silent and sound movies showing workers at their various tasks can be obtained from many sources.

4. Exhibits

Many commercial companies have available exhibits of materials and tools used by workers in various occupations. Pupils can collect and display

articles pertaining to various occupations.

5. Posters and Charts
Pupils can draw many types of posters and charts illustrating the work done by workers in many occupations. Commercial posters and charts are also available free of charge from many manufacturers and distributors.
6. Field and Observation Trips
Trips can be arranged by the teacher to local business and industrial establishments to see workers engaged at their occupations.
7. Museum Trips
These trips can be used to impart historic background for present day occupations.
8. Television
More educational programs are being introduced, and if television is available in the school it can be most effective in teaching occupational information.
9. Soap Carving and Clay Modeling
This type of handwork can be used to express personal interpretations of various occupations.
10. Sand Tables
Sand tables can be used to express various phases of occupational life.

11. Blackboard Drawings, Friezes and Cartoons

These drawing activities can be effective in illustrating the pupil's understanding of occupations.

12. Interviews

Pupils can get first hand information from workers in many different fields.

13. Written Compositions

Composition work can be used to relate direct contacts made with occupations. It also can be used to allow the child to express his understanding of various occupations.

14. Guest Speakers

Outstanding men and women in their field may be called to speak to the students.

15. Assembly Programs

Pupils may dramatize, speak or report on occupations they have studied or relate experiences.

16. The School Newspaper

This medium would bring out vocational interest such as journalism, advertising and business management as well as public relations.

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