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A SURVEY OF THE LITERATURE PERTAINING TO
THE ROLE OF THE TEACHER OF BUSINESS SUBJECTS AS
A VOCATIONAL GUIDANCE COUNSELOR

by

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INTRODUCTION

Each individual must live in the general framework of our society, and his education should help him face some of the practical problems of that society. One of the most practical of these problems is the choosing of a life's vocation or occupation.

Personal freedom of vocational choice is an inherent right in our democracy. The individual is not manipulated by the state, but has a free choice within reason or boundaries set by society to choose his own vocation.

It is commonly recognized that when individuals are free to choose, they then become responsible for their choices. A less commonly recognized outcome, however, is that a society which imposes freedom of choice upon the individual also has the responsibility for seeing to it that the individual is better able to make wise choices. Society therefore is obligated to provide the necessary help to individuals in their choices.¹

With the responsibility of helping young people choose a vocation goes the need to help each one discover what his abilities and capacities are, and to converge his desires into channels in line with his abilities. It is part of the work of the school to study, advise and guide the individual students, to aid in their gaining fundamental skills and knowledge, and to help each one to become aware of his potential capacities. Each student "needs assistance in delimiting the unknown."²

¹Albert S. Thompson, "A Rationale for Vocational Guidance," Personnel and Guidance Journal, 32:535, May, 1954.

²Eli Ginzberg, "Toward A Theory of Occupational Choice," Occupations, 30:494, April, 1952.

THE PROBLEM

Statement of the problem. The purpose of this study was (1) to determine the duties, (2) to specify the instructional materials needed, and (3) to present suggested activities for a fused program which the teacher of business subjects can use in the role of a vocational guidance counselor.

IMPORTANCE OF THE PROBLEM

Vocational guidance is sorely needed since many high school graduates do not enter college and yet are unprepared for any occupation. These students become dime-store clerks, filing clerks, elevator operators, filling station help and other unskilled laboring employees.

The choice of a vocation determines a person's manner of living--not only where he lives, the education he needs, but also the "kind of wife he will want",³ the kind of home, friends and outlook on life. It affects the family's life pattern also; i.e., a doctor or traveling salesman seldom gets to see his family except on Sunday or weekends. The teacher or professor is limited to certain types of people as friends. The pattern of each person's life is established to some extent by his job.

The very important decision of what vocation or occupation to enter may be either a one-time or recurring decision

³Charles R. Foster, Guidance for Today's Schools (Boston: Ginn and Company, 1957), p. 59.

and is usually made at the high school level. If the student is college-bound, the decision is merely a general area decision; but if he is a terminal student, then the decision is much more immediate and specific. The lack of vocational guidance is a prime factor in wasting young people's leadership.⁴ "For lack of guidance many outstanding pupils are lost to further academic training."⁵

The high school students are eager to get reliable information about vocations. If they have not made definite college commitments, received their draft call into military service, or have a definite job, then they will be looking for some type of work after graduation. Since most high school students have little knowledge of the types of jobs that are available nor the extent to which their capabilities qualify them for placement, there is a real need for some vocational guidance. There are more than 20,000 occupations registered in this country, so "the immature undergraduate or graduate faces a real problem in trying to make his job choice."⁶

Many students do not give much time or thought to deciding on a suitable career until they actually graduate. Yet they should realize that this decision is an important one and

⁴Ibid., p. 205.

⁵Ibid., citing Lowell H. Hattery, "Why Waste Talent?," School and Society, February 11, 1950.

⁶J. Frank Dame and Albert R. Brinkman, Guidance in Business Education (second edition; Cincinnati: Southwestern Publishing Company, 1954), p. 245.

must be made. "Choosing one's life work is much too important for a hasty, thoughtless decision."⁷

"The importance of the guidance function of the school increases as the choices open to the pupil increases."⁸ The classroom teacher should present the working world in a realistic manner because many adults "drift into the easiest channel" and as a result find their work uninteresting, dull and frustrating. One of the tragedies and wastes of our society is the person who takes the first job which comes along for fear none will come, even though he is unfitted for the job and is not interested in it.

. . .the business education teacher has a particularly important role in the field of vocational guidance. The business education curriculum is essentially a job-centered program, and the business department has an obligation to make available that kind of professional counsel which will enable young people to make intelligent educational and occupational decisions.⁹

LIMITATIONS OF THE STUDY

This study was confined to the literature published between 1950 and December, 1963 found in the Kansas State University library. This literature included books, pamphlets, and magazine articles. The topic was limited to vocational

⁷Arthur L. Hardy, "The Responsibilities of the Business Education Department in Guidance," The Balance Sheet, 38:248, February, 1957.

⁸Arthur E. Traxler and Agatha Townsend (eds.), Improving Transition from School to College (New York: Harper and Brothers, 1953), p. 17.

⁹Dame and Brinkman, op. cit., p. 111.

guidance counseling in the classroom by the teacher of business subjects.

DEFINITIONS OF TERMS USED

Teacher of business subjects. A teacher in the high school who teaches subjects in the business curriculum, i.e., shorthand, typewriting, bookkeeping, office machines, consumer education, office practice, consumer economics, or distributive education.

Vocational guidance counselor. A person who has a background of experience in business or industry and who seeks to guide youth in their quest for a vocation or career upon graduation from high school.

Fused program. A program by which the teacher of business subjects, as described above, can present to his class a better view of the working world; how to choose and locate one's place in that working world according to one's talents, capabilities, interests and desires; and a knowledge of some of the requirements necessary to enter specific occupations.

Instructional materials. The variety of materials by which the teacher can present his fused program to the class. These include audio-visual aids, such as films, filmstrips, bulletin boards, and posters; research material such as books, pamphlets from universities, colleges, industries, and businesses; field trips to various businesses; class procedures such as discussion groups, reports and themes by students, or

questionnaires completed by the students.

Vocational guidance. The process through which a person learns about himself, his abilities and capacities, learns about vocations--day-by-day routine, the variety of vocations each one can enter, the required education, and training--and discovers how he himself can fit into the vocation he has chosen.

REVIEW OF THE LITERATURE

Duties of the Business Teacher

To organize for vocational guidance is not a single occasion but should be a continuous effort on the part of the school and the work of each teacher.¹⁰ Vocational guidance is a natural part of the business teacher's work, for each teacher can open new fields of knowledge, and should study, measure, evaluate and determine the capacities of each pupil. It is either a conscious or unconscious effort on the part of the teacher to make objective and impartial evaluations of each student.

Teachers should observe each student's friends, job experiences, reading interests, and notice his interests via questions asked in class and participation in club activities.¹¹ These observations should be recorded in anecdotal records and

¹⁰Rudyard K. Bent and Henry K. Kronenberg, Principles of Secondary Education (fourth edition; New York: McGraw-Hill Book Company, 1961), p. 387.

¹¹Ibid., p. 391.

should be kept brief, simple, but accurate in order to aid in later job placement and follow-up. These records would include observations of attitudes, reading interests, hobbies, health, special talents and problems. According to Tonne¹² these records should also include personal data and school grades, personality indices, key test scores, and later placement and follow-up records. All teachers should help with these records; this should not be the work of just one teacher or person.¹³

The first step in guidance is to get to know the student.

Something in the total environmental background of each of your students has brought that student into your classroom. It is only when you get to "know" each student that you can be of real service to him in whatever phase of guidance he may need. Otherwise (a) he intuitively lacks the necessary friendly confidence in you necessary for effective guidance work, and (b) you in turn lack both interest, and confidence in yourself.¹⁴

Adams and Dickey¹⁵ stated ". . .the best teachers are those who know most about their pupils."

Tonne¹⁶ emphasized that the teacher should select those students with whom he can establish rapport, for no matter how good his intentions or training are, a teacher cannot give much help to a student whom he does not know well. In order

¹²Herbert A. Tonne, Principles of Business Education (third edition; New York: McGraw Hill Book Company, 1961), p. 148.

¹³Bent and Kronenberg, loc. cit.

¹⁴Lloyd V. Douglas and Rea E. Cunningham, "Guidance for Business Students," The National Business Education Quarterly, 22:46, Summer, 1954.

¹⁵Harold P. Adams and Frank G. Dickey, Basic Principles of Student Teaching (New York: American Book Company, 1956), p. 56.

¹⁶Tonne, loc. cit.

to know each student really well, the teacher should have a particular student or group of students for a two- or three-year period and should be supplied with data from the guidance officer to aid in understanding these students. Guidance can not be adequate when the teacher is allowed a few minutes a day to gain rapport or when the group is new each year.

Mahaffey¹⁷ suggested that the teacher can gain intimate knowledge of the student through home room or club sponsorship. Adams and Dickey¹⁸ asserted that in the homeroom, the teacher can generate a sense of security by being the kind of person the students can come to for help. This concept is referred to as the "parent-substitute role" of the teacher because he is approachable and stands as a source of strength, sympathy, and general confidante for the student against the world.

Interviews would help increase the teachers knowledge of the student.¹⁹ These could be conducted by either the counselor or teacher, whoever is closer or more respected by the student. The interviewer should determine the interests and vocational plans of the student, maybe personal problems and grievances, likes and dislikes, and family and cultural background of the student. For the best counseling, the personal

¹⁷Theodore Mahaffey, "Guidance in Business Education," The Balance Sheet, 35:61, October, 1953.

¹⁸Adams and Dickey, op. cit., p. 90. See also Dame and Brinkman, op. cit., p. 207.

¹⁹Bent and Kronenberg, op. cit., p. 395.

relationship is needed with a disinterested attitude to reveal the pupil's various sides and to aid him in discussing his problems.²⁰

Another way in which the teacher can get to know the students is from tests and inventories.²¹ The testing program, with its objective information, should be used by the student to understand himself and by the guidance worker or teacher as a valid and accurate basis for counseling the student. Although the business teacher will not be called on to administer achievement or interest inventory tests, it is within his prerogative to use these measurements of skills and abilities to help the students in specific areas. These tests are used in course selection, to provide continuing guidance to the development of the student's abilities, to plan a balanced program of vocational and academic subjects, to keep pace with the decisions the student needs to make, and to provide extensive information on potential college candidates.

Because one should not make absolute judgments from the results of one test, a combination or battery of tests should be given.²² Shellow²³ not only agreed but added that the fluctuation of IQ tests, for example, is a fact; for she has

²⁰Tonne, loc. cit.

²¹Bent and Kronenberg, op. cit., p. 391.

²²Tonne, op. cit., p. 147.

²³Sadie M. Shellow, "The Increasing Use of Clinical Psychology in Vocational Guidance," Occupations, 28:303, February, 1950.

observed a variance between two intelligence tests taken two days apart.

Many individuals work well under time pressure, and it doesn't make much difference which test we give them. Others more insecure are frustrated by the stop watch and the resulting performance is only the seeping through of whatever thinking can be freed from the fear of this pressure.

Dame and Brinkman²⁴ suggested several psychological tests (not to be administered by the business teacher, but to be used by him) for objective data of the individual students. These may be used to help evaluate the strong and weak points of the individual students. Cottingham²⁵ suggested using skill level data and test results to assist students in planning further training. Mahaffey²⁶ claimed that the business teacher should administer appropriate tests as a means of giving better guidance. Strang²⁷ felt that each student should be tested with such tests as the Kuder Preference Record inventory to determine his interests in the clerical field and his ability to succeed in that field before enrollment. The business teacher "is responsible for enrolling in his classes only those students who have the interests and

²⁴Dame and Brinkman, op. cit., p. 7.

²⁵Harold Cottingham, "The Business Teacher and Guidance," How to Teach Business Subjects, ed. Harry Huffman (Washington, D.C., United Business Education Association, 1959), p. 15.

²⁶Mahaffey, loc. cit.

²⁷Ruth M. Strang, The Role of the Teacher in Personnel Work (fourth edition; New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 148.

ability to succeed in commercial courses and later in business."²⁸

In addition to these uses of tests, Berdie²⁹ suggested using tests to identify such problems as reading disability and personal difficulties such as family problems or poor peer group relations. Berdie³⁰ described tests as a lens which show various pieces of information to help create a picture of an individual as he appears at the present.

Of prime importance to the student in vocational planning is getting to know himself. The high school testing program should be used to help the student know and understand his own abilities, capacities, and interests.³¹

Emphasizing the need for understanding oneself, Super³² stated that

. . . a well-formulated self-concept, which takes into account the realities of the working world, makes for an easier transition from school to work than does a hazy or unrealistic concept of the self. Here, then is a major goal for education: The development of clear, well-formulated, and realistic self-concepts.

"Each of a succession of occupational preferences is accepted

²⁸Ibid.

²⁹Ralph F. Berdie and others, Counseling and the Use of Tests (University of Minnesota, 1959), p. 42.

³⁰Ibid., p. 45.

³¹Bent and Kronenberg, op. cit., p. 386.

³²Donald E. Super, The Psychology of Careers (New York: Harpers and Brothers, 1957), p. 111. Also Arthur P. Jones, Principles of Guidance (New York: McGraw Hill Book Company, 1951), p. 37.

or rejected on the basis of whether or not each is perceived as consistent with the emerging self-concept," added Miller.³³

For the teachers role, Shellow³⁴ stated that the teacher should not give too specific answers to the groping students, but should instead train the student "in self-realization and in realistically relating himself to the economic world." Then the individual student will be able to choose a vocation to suit himself or change himself to suit the chosen vocation.³⁵

Each student should collect the following personal data, suggested Baer and Roeber,³⁶ to help analyze and know himself:

1. His aptitude for school work
2. His achievements
3. His abilities and disabilities
4. His interests
5. His personality adjustments
6. His health
7. His family background--economic, education

These items will help him to develop a self-picture and thus begin to develop career goals.

To further vocational interests, the teacher should help each pupil to develop a good self-concept.³⁷ Sometimes a lack

³³Carroll H. Miller, Foundations of Guidance (New York: Harper and Brothers, 1961), p. 268.

³⁴Shellow, op. cit., p. 304

³⁵Rachel Dunaway Cox, "New Emphasis in Vocational Guidance," The Vocational Guidance Quarterly, 10:13, August, 1961.

³⁶Max F. Baer and Edward C. Roeber, Occupational Information (second edition; Professional Guidance Series. Chicago: Science Research Associates, Inc., 1958), pp. 446-447.

³⁷Barry Fagin, "Guiding the Vocational Interests of the Child," Education, 74:177-8, November, 1953.

of interest is a cover-up for a feeling of inadequacy. This goes far back in the child's history as a result of repeated doses of failure--from both teachers and parents. To overcome this, the teacher should study each individual student to determine his interests, abilities and personality. Decide how each can be a success and further those interests and skills.

Every child must enjoy the constant taste of success, each in his own way. This will enable him to withstand failures as well as to learn what he is good at, and thus develop a "realistic" interest pattern.³⁸

Helping the student make a realistic choice of colleges is another method in aiding his understanding of himself, stated Brasted.³⁹ Each teacher should assist the student in studying himself in this line--is he college material or potential college-misfit? Help him to study various colleges in line with his future plans, interests and needs.

Jones⁴⁰ suggested that each student try out various jobs to get a better idea of himself, the conditions of work, and to develop in that job. The student will view a job not as a series of functions to perform, but in "terms of ideas and feelings" which he holds about himself.⁴¹ Thus, one of the real values of part-time work programs "lies in the challeng-

³⁸Ibid., p. 178.

³⁹F. Kenneth Brasted, "As Industry Sees Them--Fruits of the Guidance Effort," Occupations, 30:346, February, 1952.

⁴⁰Jones, loc. cit.

⁴¹W. Wesley Tennyson and Donald H. Blocker, "Career Development," Business Education Forum, 16:10, April, 1962.

ing possibilities inherent in this program for providing objective tests of reality."⁴²

"Teachers should give direction to the growth and development of each individual student according to the student's needs, interests and abilities" which can point to specific vocations.⁴³ In dreams or fantasy each youth is preoccupied with adult roles, but he has difficulty in relating himself to an adult occupation, because the occupational world of a child is rather limited.⁴⁴ Walters⁴⁵ added that each teacher should discuss scholastic marks and records with individual students; college or other post high school plans, such as entering clerical or office work; or difficulties with a particular subject. Dame and Brinkman⁴⁶ suggested that the good vocations counselor should be able to help the student analyze and evaluate himself in personal and job requirements.

In the counseling interview, the counselor (teacher) should examine the student's record beforehand and then arrange a private conference to become acquainted with the student.⁴⁷

⁴²Ibid.

⁴³Mahaffey, op. cit., p. 57. See also Adams and Dickey, op. cit., p. 93; Bent and Kronenberg, op. cit., pp. 384, 386.

⁴⁴Fagin, loc. cit.

⁴⁵R. G. Walters and C. A. Nolan, Principles and Problems of Business Education (Cincinnati: Southwestern Publishing Company, 1950), p. 264.

⁴⁶Dame and Brinkman, loc. cit.

⁴⁷Walters and Nolan, op. cit., p. 280.

The student should be led to talk about himself, his interests, his parents' jobs, what occupational field interests him, and his interest in a specific occupation. If he lacks intelligence for the interest vocation, the difficult or unpleasant features should be pointed out; but ". . .without having his own weaknesses stressed, for that teacher can hardly be considered a wise counselor who develops an inferiority complex in students."⁴⁸ If the student has decided on a vocation before the interview, then the counselor merely records it and encourages him. However, if the decision seems unwise in light of the student's abilities, then the teacher should discourage him and should lead him to thinking of other occupations for which he is more fitted and which he might not have thought about.

The teacher may need to help the student who has made an inaccurate or inappropriate vocational choice by suggesting a second choice vocation or hobby as a more desirable outlet for his interests.⁴⁹ For example, a boy might play drums in a band on weekends and work in a factory during the week; or a girl who wants to be a model because she likes pretty clothes, might become a secretary who wears pretty clothes.

Dame and Brinkman⁵⁰ suggested arranging a career con-

⁴⁸Ibid.

⁴⁹Strang, op. cit., p. 296.

⁵⁰Dame and Brinkman, op. cit., p. 261.

ference with individual students to help uncover the student's capabilities and to prepare him for occupational life. In this conference, the counselor should "seek to aid the student in his understanding of his individual problems by means of a conversational exchange of ideas."⁵¹ Hardy⁵² claimed that the personal interview with each student should aim to discover his preference for working with people, things, or facts and ideas, and should also discuss his tastes and interests in clubs, hobbies, co-curricular activities and part time work experience. The student should be helped to avoid quick decisions which would lead him into the wrong vocation.

Thomas⁵³ suggested "encouraging the students to develop the planning approach to career selection." The steps he suggested are (1) Self analysis. You decide what your goals are, how to contribute to society and how well your abilities are suited to your desires. (2) Career analysis. "It is not a matter of finding the career, but it is rather of finding a career" which best suits you. This may be accomplished by either choosing a type of career and then the industry which fits it; or by selecting a type of activity and then selecting the industry which fits. (3) Fit yourself into the career.

⁵¹Ibid.

⁵²Arthur L. Hardy, "The Responsibilities of the Business Education Department in Guidance," The Balance Sheet, 38:248, February, 1957.

⁵³Benjamin F. Thomas, "Give Students a Blueprint for Planning Their Careers," The Balance Sheet, 42:65, October, 1960.

This is the most difficult step because of outside influences and circumstances which may require short-term sacrifices for long-term goals.

Counseling should help the student understand himself, enable him to solve his own problems and to come to his own decisions, according to Barry.⁵⁴ Super⁵⁵ added that counseling is best done in a series of interviews of not less than thirty minutes per pupil.

A part of every teacher's job is to encourage students to stay in school.⁵⁶ There is little work available for the uneducated manual laborer, and there is an evergrowing need for more professional workers who require a college education. Every pupil should be guided into courses suited to his abilities and interests as one means to help prevent dropouts. Each teacher should help the students "see the relationship between their studies and their future work" so the youngsters can get as much as they can from high school.⁵⁷ Students need to realize "that mastery of the fundamentals will be of value in nearly every job, in their military services, in gaining promotions, and in occupational flexibility."⁵⁸

⁵⁴Barry and Wolf, op. cit., p. 205.

⁵⁵Super, op. cit., p. 311.

⁵⁶Bent and Kronenberg, op. cit., p. 208.

⁵⁷Charles R. Dolan, "The Teacher's Role In Vocational Guidance," Journal of Education, 139:46, April, 1957.

⁵⁸Ibid.

Dame and Brinkman⁵⁹ suggested the following items as specific aids to approaching the interview:

1. Decide beforehand what you want to accomplish--facts to discover, ideas to be presented, and actions to be taken.
2. Make appointments to prevent any waiting in line.
3. Secure background of the student before the interview--likes, dislikes, strengths, and weaknesses.
4. Put yourself mentally in the other fellow's place. This will help to reduce self-consciousness on your part and his, and will help you to appreciate the other's point of view.
5. Try to avoid prejudice. This is difficult, but "absolutely essential to successful interviewing."
6. Seek a private place to help break down inhibitions and to instil confidence.
7. Build up the counselee so he will want to reveal his true self.
8. Give the student being interviewed a chance to talk.
9. Be sure the interview is necessary and worth the time it takes.
10. Don't be a Mr. Big! Do not lecture or insist upon being the teacher.
11. Keep the reason for the interview in mind; others have a schedule, too.
12. Keep a record of the interview, either notes or on a form. To save time, make the notes after the interview.
13. Remember that students are people--they deserve the consideration which the teacher expects to receive.

In addition to the skills which each student learns in the typing, shorthand or other classrooms, additional skills

⁵⁹Dame and Brinkman, op. cit., p. 270.

should also be taught. The teacher should be concerned with personal qualities required for success in business.⁶⁰ Social education, such as how to dress appropriately and how to meet people, may be taught in co-curricular clubs. Neatness in work and appearance could also be stressed in the class, and such qualities as loyalty, adaptability, dependability, honesty and how to get along with others should be emphasized. Tonne, Popham and Freeman⁶¹ termed this intangible "the employable personality."

Tonne⁶² suggested meeting the following criteria for adequate job training:

1. Students should develop judgment and gain knowledge, and not merely be offered repetitious skill work.
2. Students should strive for skills which can be applied to several occupational situations, not just one.
3. Students should be prepared for jobs they can get now at graduation and not ten years from now.
4. Students should seek a level of advancement recognized by employers.
5. Students should be prepared for a large field, not a small one with few opportunities.
6. School and community should provide job training of longer duration than two-weeks or six-weeks periods.

⁶⁰Strang, op. cit., p. 212. See also Jennie McVey, "Responsibility for Student Placement," The Balance Sheet, 44:105, November, 1962; and Dame and Brinkman, op. cit., p. 197.

⁶¹Herbert A. Tonne, Estelle Popham and M. Herbert Freeman, Methods of Teaching Business Subjects, (second edition; New York: Gregg Publishing Company, 1957), p. 10.

⁶²Tonne, op. cit., p. 97.

Each teacher should give his students acquaintance with job skills, added Tonne,⁶³ for "good job training requires mastery proficiency in one job skill and usable skills in all the fundamental office operations and equipment." A secretary does more than take dictation and type; she also must perform clerical and bookkeeping duties. Salesmen need to complete reports and keep a record of their sales as well as make the actual sales.

"Since much of the business education curriculum is charged with helping students to develop their business skills to a marketable degree of efficiency," the business teacher should try to develop some "commonly understood and acceptable standards."⁶⁴ These standards would include high-level skill achievement, and the following general standards:

1. Provide a fundamental knowledge of business principles and practices. This includes developing a comprehensive vocabulary of business terms and the cultivation of a desirable business personality.
2. Encourage desirable attitudes, ideals, and appreciations toward business as a social agency; and instill in each a feeling of civic responsibility.
3. Develop the basic business skills to a marketable degree of efficiency and at the same time inform the students of the occupational requirements of various types of business enterprises either as they concern the immediate job or promotional opportunities.⁶⁵

⁶³Ibid., p. 91.

⁶⁴Dame and Brinkman, op. cit., p. 200. See also F. Kendrick Bangs, "Guidance in Business Education," National Business Education Quarterly, 22:70, Summer, 1963.

⁶⁵Dame and Brinkman, loc. cit.

The teacher should make "a real effort . . .to dispel lackadaisical attitudes of students."⁶⁶ Every business teacher should study each individual student and try to understand him and try to discover what distracts him. The teacher should then set up definite standards and adhere to them, and "by alert teaching and guidance, and by promoting and teaching proper study habits, some improvements may be made."⁶⁷

Emphasize good work habits, advised Tonne, Popham and Freeman.⁶⁸ The teacher should insist that the students perform a day's work in each day, and complete what they have started. Students should get in the habit of starting work promptly, organizing their work to reduce waste motions, proofreading and checking all work carefully to ". . .produce usable units of work in adequate quantity."⁶⁹

Walters⁷⁰ insisted that

knowledge, intellectual power and vocational skills do not come as a result of "making it easy" for the student. Development, both physical and mental, comes only from work.

So the teacher should not do the student's work for him, but should show him the way so he can do the work on his own.

Forrester⁷¹ commented that in the role of vocational

⁶⁶Ibid., p. 207. ⁶⁷Ibid.

⁶⁸Tonne, Popham and Freeman, loc. cit. ⁶⁹Ibid.

⁷⁰Walters and Nolan, op. cit., p. 261.

⁷¹Gertrude Forrester, Methods of Vocational Guidance (revised edition; Boston: D. C. Heath and Company, 1951), p. 442.

guidance counselor, the business teacher should take the following point of view:

In a few years this pupil is going to be at work. How can I help him to prepare for his work--not merely by giving him vocational skills, but by directing his thinking and planning, helping him to see the problems he will encounter in occupational life, helping him to envisage the promotional steps in various occupations.

To provide occupational information, the teacher should first assemble a reference library about business occupations and all other occupations.⁷² The business teacher should supply a list of books on careers for the high school library and secure additional guidance material from local businessmen, and technical or trade papers.⁷³ Literature on related topics such as labor legislation, child labor laws, wage and hour laws, and social security legislation should also be included. In addition, the library should have the following information: The kind of education and preparation required for desired occupations: the location of colleges or schools where particular preparation is available; the cost of training and education; and details of occupations, such as working conditions one can expect in a given vocation, hours of work and salary or wages; personal satisfaction which might be derived from each type of work and opportunities for advancement.⁷⁴

⁷²Tonne, op. cit., p. 144.

⁷³Douglas and Cunningham, op. cit., p. 45.

⁷⁴Adams and Dickey, op. cit., p. 93. See also Simon S. Olshansky, "Guidance and the Labor Market," Personnel and Guidance Journal, 34:539, May, 1956.

Also, each student should be acquainted with the sources of information about occupational opportunities, requirements and trends, and should be informed about required subjects, available colleges and schools for more training.⁷⁵

Some students need information about occupations to stimulate their interest in any occupation, because they do not have any vocational interest at all, stated Walters.⁷⁶ Adams and Dickey⁷⁷ suggested this information be available relative to stated desires, but also in line with capacities and limitations of the students. Tonne⁷⁸ added that the student needs to know and understand the job for which he is preparing; so that he can view the job from reality. Then low ability or border-line students could be made to realize that they may need to look in another direction. Tonne⁷⁹ added this word of caution: ". . .no teacher can have a complete awareness of all the occupational shifts that are taking place," yet this should not prevent him from giving what help he can.

Limited help in making occupational decisions, especially if the teacher lets the student know the limitations, is far better than permitting the student to make decisions based upon error, myth and complete ignorance.

⁷⁵Forrester, op. cit., p. 233. See also Clifford P. Froeblich, Guidance Services in Schools (second edition; New York: McGraw-Hill Book Company, Inc., 1958), p. 235; and Douglas and Cunningham, op. cit., p. 48.

⁷⁶Walters and Nolan, op. cit., p. 267.

⁷⁷Adams and Dickey, loc. cit.

⁷⁸Tonne, op. cit., p. 153. ⁷⁹Ibid., p. 156.

It is important to help the student analyze occupational information so he can make his final decisions.⁸⁰ The teacher should ". . .also frankly give information regarding the fitness--intellectual, physical, social and emotional--of the pupil to be successful in the vocational field toward which he is most attracted," stated Kelley.⁸¹ Not every inviting field is accessible nor is everyone willing to pay the price to enter a particular field. Berdie⁸² insisted that good plans cannot be made by the student unless he has information available which

allows him to perceive the problem correctly, to become acquainted with the alternative solutions, and to evaluate and weigh the relative merits of these solutions so that a good one can be selected.

Bent and Kronenberg⁸³ suggested that each teacher should have knowledge of business and industry beyond the textbook pages, because he cannot very well point out occupational avenues or opportunities if he does not know about them. He needs to keep in touch with vocations and try to discover the needs of those in vocational areas and how they achieved their goals. For up-to-date information, the teacher should make excursions to various businesses in the community and encourage

⁸⁰Jones, loc. cit.

⁸¹Janet A. Kelley, Guidance and Curriculum (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955), p. 158.

⁸²Ralph F. Berdie and Others, Counseling and the Use of Tests (University of Minnesota, 1959), p. 46-47.

⁸³Bent and Kronenberg, op. cit., p. 396.

his students to do likewise. This could reveal part-time opportunities for typists, file clerks or office assistants which could be filled by high school students.⁸⁴ The good vocational counselor will visit with workers, employees, employment agencies or personnel men for usable current information on job trends, vocational requirements and job openings.

A business teacher cannot intelligently perform his job without taking an occupational survey of the community.⁸⁵ Such a survey will provide knowledge of economic conditions; opportunities for work experience programs; persons for assemblies, career days or job forums; and provide information for units on occupations.⁸⁶ Kelley⁸⁷ insisted that the school should not just pay "lip service" to this aim, but actually check on local labor and employment needs.

A community survey does not need to be conducted by the business education teacher himself, nor is it necessarily a function of the business department; but he should be concerned with the information gained from such a survey.⁸⁸

⁸⁴Strang, op. cit., p. 148. See also Brasted, loc. cit.; and Dame and Brinkman, op. cit., p. 5, 7.

⁸⁵Dame and Brinkman, op. cit., p. 53. Survey techniques are presented in Chapter 3.

⁸⁶Cottingham, loc. cit. See also Edgar G. Johnston, Mildred Peters, William Evraiff, The Role of the Teacher in Guidance (New York: Prentice-Hall, Inc., 1959), p. 234; and Douglas and Cunningham, op. cit., p. 47; or Strang op. cit., p. 295.

⁸⁷Kelley, op. cit., p. 295.

⁸⁸Douglas and Cunningham, op. cit., p. 48.

Kelley⁸⁹ stated that the school staff needs to be members of the community itself, for they are teachers in the community as well as teachers in the school. Each teacher should join local social and civic clubs; for then he can solicit help from these groups not only for vocational guidance information, but also to discover the needs of the students in the community, and what the community needs from the students. Teachers also should seek employment in the summer to provide them with valuable job information and experience to enable them to provide more pertinent vocational guidance.

Each subject matter teacher should be an authority on occupations in his field.⁹⁰ The bookkeeping teacher, for example, should be an authority not only on opportunities for bookkeeping and accounting, but also on related positions, such as Civil Service positions, and a variety of jobs which use this particular skill, i.e., court reporters and salesmen. To gain some additional information in the particular vocational area the teacher should read current literature, and interview local employers to discover community vocational opportunities. Tennyson and Blocker⁹¹ stated:

Every classroom teacher should make a definite and organized attempt to expose students to all of the career possibilities within and closely related to the subject

⁸⁹Kelley, loc. cit.; see also Jack Abramson, "Career Development in the Distributive Education Classroom," Business Education Forum, 16:13, April, 1962.

⁹⁰Walters and Nolan, op. cit., p. 272.

⁹¹Tennyson and Blocker, op. cit., p. 11.

he teaches. Care should be taken to present these possibilities without reflecting the individual bias of the instructor.

Dolan⁹² insisted that ". . .a study of vocations should be inextricably blended with the more academic subject areas" since "a study of occupations per se too often may, even under the best of instruction, become increasingly stultifying to the learner." These should be included when "the proper occasion arises, and at a time when student interest may well be most high."

To aid in specific job facts, a "job analysis . . .should be understood and utilized by all business teachers as a tool of guidance."⁹³ A job analysis is "an organized investigation of all facts concerning the nature, duties and conditions of work of various types of jobs, including the individual workers qualifications." The job analysis helps the teacher know the requirements of the jobs for which he prepares his students. This will help keep the teacher alert to changes in jobs such as innovations, new machine skills or new technical skills. Thus the business curriculum could be expanded to "help fit manpower to the job."

Humbarger⁹⁴ suggested the teacher provide actual on-the-

⁹²Dolan, op. cit., p. 41.

⁹³Dame and Brinkman, op. cit., p. 65. See also Strang, op. cit., p. 295.

⁹⁴George Humbarger, "A Guidance, Placement and Follow-Up Program for Business Education in the High School," The Balance Sheet, 43:5, September, 1961.

job situations from which students can analyze themselves and compare their abilities with actual workers. For example, the teacher can use business forms in typing class which must be completed in a definite period of time in a situation which closely parallels actual business conditions.

Tonne⁹⁵ suggested presenting some of the details about business occupations in a unit in which the student is shown how school training can prepare for an occupation. For the student interested in a specific vocation, even though a teacher would have only this one student interested, the teacher should provide as much information as he can find.⁹⁶

Bulletin board displays to show basic concepts of business is one method Reinmuth⁹⁷ offered to provide students with job information. Benson and Toupin⁹⁸ stated that the teachers aid student to explore several occupations which would take different levels of preparation. The students themselves could do a job analysis of four or five occupational areas to develop more realistic concepts of desired vocations. Industry tours, career conferences and classroom talks by businessmen would present realistic concepts of work.

⁹⁵Tonne, op. cit., p. 144.

⁹⁶Strang, op. cit., p. 149.

⁹⁷Charles M. Reinmuth, "Vocational Guidance and The Teacher of Bookkeeping," Business Education Forum, 16:24, April, 1962.

⁹⁸Loren L. Benson and Harold Toupin, "Counseling for Career Development Through Distributive Education," Business Education Forum, 16:11, April, 1962.

Field trips or excursions to various businesses and industries in the community will help bring reality and not vague, romantic notions of a particular job to the students.⁹⁹

For the students to get a really good idea of various occupations, Carter¹⁰⁰ presented a detailed outline to investigate occupations. (See Appendix.) Not only does the student himself benefit from such an investigation, but the entire class learns about a variety of occupations; and the teacher-student relationship is improved, since the teacher becomes aware of more interests of the students.

Forrester¹⁰¹ suggested that each teacher should have assignments on investigations so that

The pupil is kept aware of the fact that his vocational choice is not irrevocable; that he can reappraise himself in relation to his new experiences, his growing knowledge of the requirements of preparation for the work chosen, and changing conditions; that if he discovers he has made an unwise selection, he can make another plan.

Super¹⁰² discussed in detail the transition which the graduate must make from school to work; for now he has to leave the adolescent society and enter the adult society. It is an unfamiliar world and he is not automatically a group member; he must learn to accept authority, to adjust to co-workers, new family or home demands and new community require-

⁹⁹Bent and Kronenberg, op. cit., p. 399.

¹⁰⁰C. Patrick Carter, "Vocational Guidance: The Investigation of Occupations," Industrial Arts and Vocational Education, 52:12,13, June, 1963.

¹⁰¹Forrester, op. cit., p. 446. ¹⁰²Super, op. cit., p.8.

ments. And finding one's place in a job is not so much getting what you want as choosing between types of jobs which provide the best opportunities or the most of what you want. For "vocational success" one should be in work he wants, and which expresses his interests, abilities and personality; one in which he can achieve his values and meet his emotional needs. McVey¹⁰³ added that each one has a better chance for success if directed toward the type of occupation which fits his personality.

In preparation for the actual job interview, Post¹⁰⁴ described the practice in Sussex, New York. Each of the business students are assigned to a different teacher in the school for a practice interview. Each one completes an application blank from an actual business and the interviewing teacher completes a checklist of typical interview questions. When all students have completed their practice interviews, the group discusses the comments and weak points of each one. Then local businessmen are contacted and students are placed where they seem to be best fitted. At the end of a two-week training period, the businessmen are asked to complete a checklist on each student. Again the class discusses the experiences of each. As a result of these "trial jobs," many students return as permanent employees.

¹⁰³McVey, loc. cit.

¹⁰⁴Katherine Post, "Terminal Training for High School Business Students," The Balance Sheet, 39:248, February, 1958.

Placement is an important part of vocational guidance, stated Strang.¹⁰⁵ Whoever is responsible for placement in the school should have contacts with employers and be in a position to leave the building to have conferences with employers and employees.¹⁰⁶ For vacancies, he should use contacts of friends and relatives of students, placement agencies, newspapers, and both private and government employment agencies. Tonne¹⁰⁷ insisted that the school should have a placement agency; and if there is more than one high school in the community, the schools should have a central placement agency.

The teacher should help the student look for a job when he is ready.¹⁰⁸ He should discuss with the student jobs for which his business training is indicated; and then discuss ways of obtaining employment. Walters¹⁰⁹ suggested locating vacancies by making calls on local businessmen, publicizing the school placement agency in the local newspaper and brochures, or by encouraging students to seek their own jobs by applying to businesses which have employment offices.

According to Froehlich,¹¹⁰ ". . .placement is concerned with helping pupils take the next step, whatever it may be."

¹⁰⁵Strang, op. cit., p. 298. Also Bent and Kronenberg, op. cit., p. 386.

¹⁰⁶Tonne, op. cit., p. 149. Also Olshansky, loc. cit.

¹⁰⁷Tonne, loc. cit. ¹⁰⁸Ibid., p. 280.

¹⁰⁹Walters and Nolan, op. cit., p. 280. Also Mahaffey, op. cit., p. 61; and Cottingham, op. cit., p. 16.

¹¹⁰Froehlich, op. cit., p. 231.

The "next step" might be to help a student find a job, trade school, apprenticeship or college. The school has the obligation and opportunity to help find the right place for its students. The school itself is judged by what the graduates do after leaving.

In planning further education, the school's responsibility is to help choose the kind of training each student desires, find out where to get it, help him make plans to get the training, and help him in registration so it will be easier to get the job or scholarship in the college of his choice.¹¹¹ "More youngsters who do not intend to continue their education might do so if they possessed all the relevant information," stated Dolan.¹¹²

In the actual job placement, Dame and Brinkman¹¹³ suggested the following services:

1. Record essential information concerning each student on an application form.
2. Arrange for interviews between the student and the placement counselor.
3. Classify students according to abilities and types of occupations on the basis of cumulative records.
4. Handle employers' calls for employees.
5. Select students as applicants after a study of the job to be filled has been made.

¹¹¹Ibid. See also Jones loc. cit.

¹¹²Dolan, op. cit., p. 46.

¹¹³Dame and Brinkman, op. cit., p. 116.

6. Supply the student with essential credentials and information for his interview with a prospective employers.

Business teachers should be a part of the job placement office of the school, for they have helped the student select and prepare for an occupation.¹¹⁴ In job placement, "we owe as much to the prospective employer as we do the student. If employers are satisfied with our students, they will turn to the school to fill future job openings."¹¹⁵

Follow-up is necessary in re-planning guidance and to help the students placed in jobs to gain promotions.¹¹⁶ This should not be neglected by the school, because it helps the morale of the student when he realizes someone is interested in him. Follow-up provides impetus for him to do better, because he knows he is not just put out of school. If the job proves unsatisfactory, follow-up should help with adjustment or give him knowledge of advancement opportunities. Follow-up also helps the school ". . .to evaluate its teaching and make any adjustment in its program of studies that may be necessary."¹¹⁷ It also builds good will for the school and assures better job placement in the future.¹¹⁸

¹¹⁴McVey, loc. cit. See also Dame and Brinkman, op. cit., p. 124; Douglas and Cunningham, op. cit., p. 46; Humbarger, op. cit., p. 5; and Strang, op. cit., p. 147.

¹¹⁵McVey, loc. cit.

¹¹⁶Tonne, op. cit., p. 150.

¹¹⁷Ibid.

¹¹⁸Walters and Nolan, loc. cit.

Dame and Brinkman¹¹⁹ described follow-up as a survey of the high school graduates to discover what they are doing after graduation--either business curriculum graduates or those who took only a few business subjects. This survey is to discover difficulties in making job adjustments; to determine job success factors such as intelligence, enthusiasm, or reasoning ability; and to discover deficiencies in the business curriculum. This service is to "evaluate the effectiveness of the business department program in matching young people and jobs."

The business teacher must follow the former student on the job to see what happens. The teacher must find out common mistakes made on the job, why such mistakes occur, and how to teach in order to prevent students from making them.¹²⁰

Forrester¹²¹ claimed that follow-up will help the business teacher keep up-to-date on current office and sales work, and thus be in a better position to give information about job requirements, opportunities and job trends.

The school should also follow-up the college students to assure them of the school's interest and concern, and to reassure them that they made the right decision.¹²²

¹¹⁹Dame and Brinkman, op. cit., p. 90. See also Baer and Roeber, Chapter 10.

¹²⁰Ibid., p. 122, 123. See also Cottingham, loc. cit.; Mahaffey, loc. cit.; McVey, loc. cit.; Humbarger, op. cit.; p. 4; and Reinmuth, op. cit., p. 24.

¹²¹Forrester, op. cit., p. 445.

¹²²Traxler and Townsend, op. cit., p. 113.

Summary

The duties which the business teacher should perform in the role of a vocational guidance counselor may be summarized as follows:

1. Know the student as an individual, know his abilities, capacities, hopes, desires and dreams. Become acquainted with each student through tests, inventories, comments from other teachers and staff members, and through individual counseling conferences.

2. Help the student to know himself by discussing the comments of the above items, by presenting opportunities in class for each to know his capabilities, by assigning themes and letters from students concerning their hopes and future plans, and by self-analysis sheets.

3. Develop skills, interests and personality beyond fundamental knowledge and technical skills. Include also knowledge of appropriate dress and manners, dependability, loyalty, punctuality, and other intangible personality aspects.

4. Assemble information in a reference library of your own or add to the school library reference books and pamphlets which will provide information about occupations; college, business school or training school catalogs and brochures; and additional information about social security, wage and hour laws and labor legislation. Include also a survey of the local working community and an analysis of jobs. These could be obtained by the students themselves, business education

teachers, or by local business or civic leaders.

5. Place the students in jobs, colleges or universities, in training apprenticeships or business schools. Placement not only includes studying and analyzing each student, but also includes placing him in a position appropriate for his talents and desires.

6. Maintain contact with the student to see that he has made proper use of his training education. This will not only reassure the student that he is not forgotten, but also will help to determine how well the business department and the business teachers are preparing their students.

Instructional Material

Because of the emphasis placed upon an extensive library of instructional material, a variety of material is needed by the vocational guidance counselor. This material can be used by the business teacher himself in the role of vocational guidance counselor or by other individuals, such as students or faculty, who require information in the wide area of vocations.

Among the first items included in this section are tests. These are used to help students to know themselves, and to help the counselor know and understand the capacities of the young people he is helping. Aside from the periodical tests which all teachers use to challenge their students and to provide a learning situation for them, are included interest and experience inventories, achievement tests, aptitude tests, and

attitude adjustment inventories.¹²³ In this role of the business teacher, he would be called on to provide an opportunity for the student to take such tests and to use the results in helping guide youngsters in appropriate vocational directions.

For decisions about college, The College Handbook of the College Entrance Exam Board, and a publication of the American Council on Education, American Universities and Colleges, are good resource helps. Also brochures and catalogs from the local, state and regional campuses are a must for the college-bound.¹²⁴

One of the books which answers questions such as "How can I get a job in world affairs?" or "How can I get a job overseas?" is the book, Careers in World Affairs, from the Foreign Policy Association.

This book provides an inventory of current possibilities. It tells what kinds of jobs there are and what it takes to get them, in government and with international organizations, in church work, and in education.¹²⁵

A book from the Science Research Associates is the Handbook of Job Facts,¹²⁶ which offers detailed descriptions of occupations. These include job titles, health hazards, trends

¹²³Dame and Brinkman, op. cit., p. 169. See also Traxler and Townsend, op. cit., p. 19.

¹²⁴Traxler and Townsend, op. cit., p. 20.

¹²⁵Foreign Policy Association-World Affairs Center, (Garden City, New York: Doubleday and Company, 1961), p. 7,8.

¹²⁶Guidance Services Department, S. Dolores, ed., Handbook of Job Facts, (Chicago: Science Research Associates, Inc., 1959).

of employment, competition for jobs, ways to enter the field, advancement, seasonal variation, and where jobs are located. This text also asks the following questions: "What sort of person are you?," "What special abilities do you have?," "What kinds of jobs are there?," and "How do you get the job after you know about it?"

Strang¹²⁷ suggested using bulletin board displays concerning occupations to provide interest in vocational planning. A file of job information in either the library or business department and made either by a committee of students under the direction of the business teacher or by the students on their own. Audio visual aids, such as motion pictures, talks, reports or dramatizations, could be used to help fill in gaps of information. Strang also suggested the book by Gertrude Forrester, Methods of Vocational Guidance, as a good resource book for gathering and presenting occupational information, or The Occupational Outlook Handbook, from the U. S. Labor Department.¹²⁸

Walters¹²⁹ suggested the following list of printed material:

- a. Pamphlets published by professional business organizations such as the American Library Association, the Nurses Association, the American Bar Association and many others. Each of these pamphlets summarizes the requirements for entering that profession.

¹²⁷Strang, op. cit., p. 149.

¹²⁸Bulletin 998, Washington, D. C., 1951.

¹²⁹Walters and Nolan, op. cit., p. 273.

- b. Pamphlets issued by the Federal Government concerning both Federal job opportunities and non-governmental jobs.
- c. Pamphlets from state and city school systems which describe some occupations which are open to high school graduates.
- d. Pamphlets published by private business schools and colleges. These are for advertising purposes, but they also have helpful occupational information.
- e. Dictionary of Occupational Titles, published by the United States Department of Labor, has definitions of job titles and groups of occupations.
- f. Periodicals such as The Saturday Evening Post, Occupations,¹³⁰ and School and College Placement,¹³¹ have frequent articles or advertisements concerning vocations.

Speakers could be invited to discuss their own occupation. These persons should meet with a small group interested in that particular occupation and not with the entire class. Local service clubs have education committees which could provide speakers. The national organization of most service clubs urges their local clubs to appoint a committee to cooperate with the high schools in guidance programs. Chamber of Commerce and businessmen's organizations also could provide speakers on vocational subjects.

Other methods of presenting vocational information offered by Walters and Nolan¹³² are through individual conferences between students and employers. Field trips or visits

¹³⁰Title changed to Personnel and Guidance Journal.

¹³¹Published by the Association of Schools and College Placement, Philadelphia, Pennsylvania.

¹³²Walters and Nolan, op. cit., p. 275.

to businesses or industries, such as business offices, banks, freight offices, and the telephone company will provide opportunities in which the student can actually see people at work. Occupations will become more real to them than by just reading about them or having conversations about a particular job. Employment service reports of the state employment agencies summarize employment conditions over the state. These are not of much interest to the student, but are of great benefit to the guidance officer.

Use of the following teen-age magazines might be helpful: Seventeen with its section on "Training for Your Future"; Compact from the Parents Institute; Senior Scholastic, Practical English, Career Club and World Week published by the Scholastic Corporation; Boy's Life of the Boy Scouts of America; American Girl of the Girl Scouts of America; American Junior Red Cross Journal; Teens and Young People by the American Baptist Publication Society; Youth by the Board of Christian Education and Publications (Evangelical and Reformed Church).¹³³

To put some creativeness and imagination into a vocations course, Thomas¹³⁴ described this method: One teacher spent a Saturday taking slides of various people at work--machinist at

¹³³Sarah Splaver, "They Dig the Guidance Jive," Occupations, 30:255-257, January, 1952.

¹³⁴R. Murray Thomas, "Visual Aids to Vocations," Occupations, 30:363, February, 1952.

a lathe, pharmacist, carpenter, fire insurance adjuster, iron worker, seamstress. Then he opened his class with a guessing game. First, he would show one of the slides and then ask the class to identify that vocation, the training or qualifications necessary.

Three resource books listed by Foster¹³⁵ are Occupational Literature, by Gertrude Forrester, which lists over 3,000 references of occupational information; Walter J. Greenleaf's, Occupations and Careers, which discusses and describes the occupations listed in the Dictionary of Occupational Titles; and Occupations Today, by Brewer and Landy, which is a pictorial discussion of occupations.

Occupational Information by Baer and Roeber¹³⁶ would be a good text for a course in occupations, as a handbook for the professional worker in guidance, as a textbook for the counselor-in-training, or as a reference for a unit on careers. This book provides a picture of the world of work; it reviews the kinds of occupational literature that are available; it outlines the major sources of information about occupations and training schools. It offers down-to-earth suggestions on the development of a library of occupational information, including filing plans and displays.

A book written for the junior high age is Growing Up by

¹³⁵Foster, op. cit., p. 206.

¹³⁶Baer and Roeber, op. cit., pp. 5, 6.

Billett and Yeo.¹³⁷ This book discusses all phases of growing up, such as education, manners, and appearance. Chapter 10 entitled, "Preparing for Vocational Choice," includes the importance of choosing vocations, an outline of occupations and a form for recording vocational possibilities.

Scott's book entitled, Cues for Careers,¹³⁸ is a very readable, sensible book written for teenage girls. The author remarked to girls choosing a career that

One piece of practical advice which you'll hear and read time and time again is learn to type. [*italics in the original*] You needn't be a speed queen, but typing is one skill which never goes to waste. . . The opening wedge to many jobs is stenography. If you can manage shorthand with your typing, you'll be way ahead of the game.¹³⁹

Scott¹⁴⁰ added:

. . . but remember this--even if you can't be exactly what you want to be, you can still be happy if you're in the field [of the job you want]. That is important. You can be content, in spite of cashed hopes, if you work in the atmosphere of the job you love.

If You're Not Going to College¹⁴¹ is another good book for high school students. It offers the following topics: "Each one must decide what type of a job he will take, so plan your future." "Learn about opportunities--after all, its

¹³⁷Roy O. Billett and Wendell Yeo, Growing Up (Boston: D. C. Heath and Company, 1957).

¹³⁸Judith Unger Scott, Cues for Careers (Philadelphia: Macrae Smith Company, 1954).

¹³⁹Ibid., p. 18. ¹⁴⁰Ibid., p. 72.

¹⁴¹Charles Spiegler and Martin Hamburger, If You're Not Going to College (Chicago: Science Research Associates, Inc., 1959).

your life!" "Get to know yourself and this working world-- what is work, what jobs can do for you, getting the occupational training which you need, and getting a job."

Myers, Little and Robinson's book, Planning Your Future,¹⁴² is written for the high school student. The authors discussed these three steps in choosing work: Know yourself and your abilities; know about the job you think you would like, and know about job possibilities.

Looking for a job is somewhat like climbing a mountain. The mountain climber doesn't just start out walking toward the top. He plans his climb, taking into account his own strengths and weaknesses and the difficulties of that particular mountain. After he had thoroughly studied the mountain--and himself--the climber is ready to start.¹⁴³

Vocations for Boys by Kitson and Stover¹⁴⁴ described occupational fields and occupations of interest to boys. The authors included tasks of each occupation; necessary qualifications for entering, such as general education and specific training; and types of employers and working conditions. The book also included reading lists for further information.

In the book, Vocations for Girls, Lingenfelter and Kitson¹⁴⁵ included reading lists for each chapter. These in-

¹⁴²George E. Myers, Gladys M. Little, and Sarah Robinson, Planning Your Future (fourth edition; New York: McGraw-Hill Book Company, 1953).

¹⁴³Ibid., p. 448.

¹⁴⁴Harry Dexter Kitson and Edgar Morgan Stover, Vocations for Boys (revised edition; New York: Harcourt, Brace and Company, 1955).

cluded both fiction and non-fiction covering particular fields. For example, reading lists in the chapter entitled, "Secretaries," included such books as Secretaries Who Succeed by Esther R. Becker and The Successful Secretary by Margaret Pratt. Fiction under this listing included Mystery in Blue by Gertrude E. Mollette and Job for Jenny by Faith B. Cuthrell.

McLean's¹⁴⁶ book, The Young Woman In Business, contained amusing cartoon drawings depicting work, seeking employment, getting along on the job, and writing letters of application. The book is specifically aimed at the graduate hunting a job.

Seward¹⁴⁷ suggested using a variety of classroom instructional methods to guide students into vocations. To secure the vocational aims of the students, ask them to write personal themes, letters, short stories or poems in the classroom. Or ask them to complete questionnaires listing various occupations. Possibly a data sheet could be used supplying the student's vocational objective and how that interest developed; his educational plans; home background of the student; subject interests; parental ambitions for the student; Kuder Preference Test Results, and teacher-student conference data.

¹⁴⁵Mary R. Lingenfelter and Harry Dexter Kitson, Vocations for Girls (revised edition; New York: Harcourt, Brace and Company, 1951).

¹⁴⁶Beth B. McLean, The Young Woman in Business (Ames, Iowa: The Iowa State College Press, 1953).

¹⁴⁷Marion Seward, "Vocational Guidance and the Classroom Teacher," Progressive Education, 31:241-243, May, 1954.

In addition to these general materials, Seward suggested : using the Reader's Guide to Periodical Literature, and the Educator's Index of Free Material,¹⁴⁸ which supplies free material just for the asking. He also added Mary R. Lingenfelter's book, An Annotated Bibliography,¹⁴⁹ which lists books of occupational information in narrative form.

Summary

The specific instructional material which the business teacher in the role of a vocational guidance counselor may use may be summarized as follows:

1. Books to be used as resource and reference information by the teacher himself, such as the Dictionary of Occupational Titles or Occupational Information by Baer and Roeber.

2. Books written in the language of young people which direct their thinking toward vocational planning, such as Growing Up by Billett and Yeo or Cues for Careers by Scott.

3. The professional magazines from which this writer found much information, such as the Personnel and Guidance Journal or Business Education Forum.

4. Teenage magazines, such as Seventeen or Senior Scholastic, which have regular features on careers and discuss topics of importance to success in various occupations.

¹⁴⁸Educator's Progress Service, Randolph, Wisconsin.

¹⁴⁹Edited by the American Library Association, Chicago, Illinois.

5. Audio visual materials, such as films, filmstrips, bulletin board displays, and radio programs, add realism to regular classroom procedures. Educators Guide to Free Films provides a list of free films available for the asking.

6. Pamphlets from professional organizations, industry, business or government are also important. Included in this list would be pamphlets from the American Library Association, which summarizes the requirements to become a librarian, or the U. S. Government pamphlets on Federal job opportunities.

FUSED PROGRAM

As a teacher of business subjects, the writer believes she could be of benefit to her students by giving them some help in finding their place in the working society. Since she has some experience in the "world of work," she considers this background invaluable in making business subjects more appropriate to students who will soon be in the adult working world. To emphasize this reality, the writer has planned the program outlined in this section as one which can be incorporated in the classroom.

Know yourself. For the first part of the program, we will ask each student to complete the "Personal Analysis Sheet" (See Appendix). This form will be typed on a stencil so that each student in typing class will type the complete form and fill in the blanks. In the other classes, students will need only to fill in the blanks on the stencil form. Completing this sheet will help center each students thinking on himself, with emphasis on past experiences, activities, and courses of study which he has liked and at which he has been successful, and possible future goals.

Along with this activity we will have a discussion of the following questions, culminated by composing a theme under the general topic of vocations:

1. What do you know about yourself? What are your interests, desires, and abilities, hopes and dreams?
2. What courses have you taken in school and what courses

should you take in school to be of the most benefit and help toward your vocational interests?

3. What will you do when you leave school--further education, training of some type, or a job?

4. What type of work are you suited for? This ties in with your interests, hopes, abilities and personality.

5. What kind of jobs do you think you want to do? Where are these jobs found?

6. What is necessary to get a job of this type?

Know about vocations. Our purpose here is to arouse the vocational interests of each student, striving to get him to think seriously about a specific vocation, how to get into it, its routine, salary, and other factors.

Each student will be asked to choose a specific vocation. This may be one he feels he is capable of entering or merely a desirable vocation. Then each will go to the local city library, the high school library, State Employment Service, or to the Federal Employment Service library, if there is one. Here he will look for all the information he can find about his chosen occupation. Second, he will find and interview two or three persons employed in this particular occupation.

His findings will be brought back to the class in the form of a research paper and an oral discussion of the highlights of his research. Each student will be given the following basic outline to study and follow in preparing both the report and the oral discussion:

I. Qualifications for entering vocation

A. Personal qualifications

1. Age
2. Sex
3. Race, nationality
4. Religion
5. Health or physical requirements
6. Personality

B. Preparation

1. Education--high school, college, business school
2. Training--length, location and expense
3. Experience required

C. Other

1. Certification, license
2. Union membership
3. Internship or apprenticeship

II. Expectations of the vocation

A. Satisfactory pay

1. Good beginning salary or wages
2. Satisfactory increases

B. Opportunity for advancement

1. Based on merit or improved skill
2. Based on years of work
3. Supply and demand
4. Automation, technology advancements

C. Opportunity for further training

D. General Working Conditions

1. Length of day and week
2. Indoors, outdoors
3. Travel, enclosed quarters
4. Smell, noise, etc.
5. Glamour, routine

E. Co-workers

1. Similar tastes, interests
2. Better educated, less educated

F. Supervisors

1. Own boss--no supervisor
2. Personality of supervisor
3. Chain of command

G. People supervised

1. Education and training
2. Kind who take commands, other personality factors

H. Duties of Occupation

III. Securing a position

A. Employment agency

B. Company personnel office

C. Personal interview

D. Employment Application

E. Other

A further emphasis on vocations may be instituted with the composing and typing of a letter of application. Each student would assume the job he desires is available with a given company. This may be one of the local firms and a position which actually exists, a company at some distance or just one he would like to have. It is hoped it will be a definite position with an actual company. If possible, he will investigate the company, its policies and how he could fit this specific job.

In the letter each student will include the following:

1. How and why you picked this company and the job you would like.
2. State your specific education--including subjects taken, particular accomplishments in the various subjects (such as typing speed or awards won).
3. State any job experiences and a brief description of the work performed.
4. References of people who know you, and who are willing and qualified to state your qualifications.

The above information could be given in a long letter or, more preferably, in a shorter letter and the specific data presented in a separate "Personal Data Sheet." (See Appendix).

In preparation for an actual interview, we would hold practice interviews--either with the business teacher as interviewer or practice interviews with cooperating staff members. The interviewing teacher would be provided with a checklist of questions which would be similar to actual questions asked by personnel managers. Each student would be required to

dress appropriately for the interview, and arrive at an appointed time. He would also complete an application blank from an actual company.

After all students have been interviewed and a checksheet returned to the business teacher, the class would discuss the good and bad points of each interview--either as a whole class project or with individual students. The purpose of this activity would be to help the students gain some self-confidence in answering interview questions.

Additional projects to center each student's attention on finding his vocation are listed below:

1. Prepare a notebook of newspaper clippings, magazine articles, cartoons, diagrams, charts, graphs, etc. depicting his particular talent, or describing his chosen vocation or interested field.
2. Prepare a written report of a day visiting the job which he has chosen. Describe in detail the activities of the day the student has spent in a company either actually working or watching his job being performed.
3. After a survey of the job opportunities of his chosen vocation in the local community (or particular geographical area), prepare a detailed summary of such findings.
4. Prepare a list of films, filmstrips, poster supplies, books, and pamphlets on the student's chosen field or vocation. These could include how to find this particular vocation, the routine of the vocation, or important highlights.

5. Prepare a skit, radio program, or some other type of dramatic presentation concerning pertinent and interesting data of the student's chosen vocation.

SUMMARY AND CONCLUSIONS

The purpose of this study was (1) to review the literature pertaining to the role of the teacher of business subjects as a vocational guidance counselor, (2) to determine what the duties should be, to specify the instructional materials needed, and (3) to present suggested activities for a fused program.

The procedure employed in this study was to review the pertinent literature contained in the Kansas State University Library for a 13-year period. This investigation produced a considerable amount of material pertaining to the role of the teacher of business subjects as a vocational guidance counselor. This material was organized in the following manner for presentation: (1) Enumerated the duties of the business teacher which were revealed in the literature; (2) Enumerated the instructional material needed and (3) the author presented a suggested program which a business teacher could follow in everyday class room activities.

The review of the literature disclosed that the duties of the business teacher pertinent to vocational guidance are:

1. The teacher should become acquainted with the individual students in order to provide them with the most relevant and pertinent vocational data in line with their individual capacities and interests. Each student should be tested and

studied, encouraged and supported in his desired vocational aim and provided with technical skills which would be of benefit to him.

2. Each student should be helped to develop a self-concept, to know himself, so that he can more adequately choose a vocational goal in line with his abilities, capacities, and interests. To do this, the business teacher can hold individual counseling conferences with each student, discuss the results of tests, assign themes or projects concerning students' future plans or by requiring completion of self-analysis data sheets.

3. A reference library should be assembled by the business teacher containing reference books on occupations, which provide information on how to study and evaluate oneself in line with specific occupations. Professional guidance magazines should be included to provide resource material for the teacher and aids in guiding counselees. University and college catalogs are a must for scholarship, course offerings and other information for the college-bound. Pamphlets from the professional organizations, such as the American Bar Association, detailing requirements for entering the profession; brochures from business or trade schools; and pamphlets from state and federal government should also be included. Teenage magazines and books which discuss career decisions and goals, or manners and personality development add interest to the library.

4. Placing students in jobs, colleges or universities, in training apprenticeships or business schools is another important duty of a vocational guidance counselor. The business teacher's role would be to study and analyze each of his students to fit him into a position or college appropriate to his abilities and future plans. To be feasible this would require a working knowledge of the community and its needs, some judgment of the university or training school programs and policies, and the time necessary to study the appropriate placement of the students.

5. The business teacher should follow-up the students, either on the job or in educational institutions. This can be done through letters to the former students, through requesting their completion of a follow-up form, or through visits with the students on the job or campus. This continued follow-up will help to reassure the students that they are "gone but not forgotten," will help provide insight into job adjustment factors, and may indicate weaknesses in the business curriculum.

Various classroom procedures which might be used to incorporate vocational planning include the Personal Analysis Sheet. This is a method which will help the students to determine their likes and dislikes in subject matter areas, hobbies or club activities, and give them an opportunity to state their future plans.

Various other methods were offered by which a student might be helped in job hunting aspects, including such

activities as composing and typing a letter of application, having mock interviews with faculty or personnel managers, or by visiting various places of work.

From this study of the duties and materials needed by the teacher of business subjects in the role of vocational counselor, the major implications derived were as follows:

1. It is the duty of every teacher to become acquainted with his students so that he may seek to meet the students needs. Although a teacher may not administer achievement tests, per se, he will examine each student's achievement in the various subjects, and then determine each student's capabilities and interests therein; and provide some insight for the student into his own abilities in line with his interests. Because of the requirements inherent in the business subjects, a teacher should develop various technical skills, talents and interests to be available to the job aspirant when he leaves high school. A teacher of business subjects should not only develop speed and accuracy in typing, for example, but he also should develop traits such as dependability, honesty, and initiativeness. Each business teacher should make it his duty to offer assistance to students who are looking for office positions. He should also offer a list of potential summer or full-time job applicants which may be readily available to the community. Depending on the size of the community and the time allowed the teacher, locating jobs and placing students may also be a part of his duties in a city which does not have an employment agency.

2. It may be further concluded that a vocationally oriented teacher must assemble various kinds of occupational literature pertaining to specific vocations, or literature which will help students investigate occupations and evaluate occupational data. This might include providing The Saturday Evening Post, teenage magazines and books, pamphlets and catalogs from business schools or colleges, and occupational and vocational reference books, such as the Dictionary of Occupational Titles from the U. S. Labor Department.

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APPENDIX

MILITARY SERVICE

SIR JAMES CLACK, BART.

SIR JAMES CLACK, BART.

JOB ANALYSIS

- I. Specific Objectives of a Job Analysis
 - A. To determine what needs to be taught
 - B. To avoid teaching what is not needed
 - C. To help organize usable instructional material
 - D. To serve as a basis for testing
 - E. To show required standards of achievement
 - F. To help establish suitable methods of teaching
 - G. To assist in developing time limits
- II. Content of the Job Analysis
 - A. Job title and description
 - B. Define the job itself, describe its functions
 - C. Place the job under a specific supervisor
 - D. Define the responsibilities
 - E. Name the machines or tools used
- III. Customs in the Office
 - A. Smoking in the office
 - B. Rest periods, coffee hours
 - C. Recreation space
 - D. Office hours, Saturday work, weekly hours
 - E. Lunch hours
 - F. Husband and wife employed at same place
 - G. Dress of employees
 - H. Holiday pay, vacation pay, overtime pay
 - I. Union - open or closed shop

IV. Example of Job Analysis

Accountant Clerk. Performs the more routine calculating, typing, and posting duties necessary in accounting; checks items of various reports, summarizing and posting the data to designated books; performs a variety of other clerical duties, such as preparing payrolls, verifying the company bank account, keeping file of various records, making up periodic reports of the company's business activities, and listing and checking details as instructed. May operate a calculating machine.

Stenographer I. Takes dictation in shorthand for correspondence, reports, and other material, and transcribes dictated material; writes it out in long hand or uses a typewriter; may take dictation on a Stenotype machine or may transcribe information from a sound-producing record.

OUTLINE TO USE IN INVESTIGATING OCCUPATIONS

- I. Importance of the Job and its Relation to Society
- II. Description of the occupation
 - A. History and trends
 - B. Number of workers
 - 1. Total number in labor force
 - 2. Proportion of men and women in field
 - 3. Ages of those actively employed in field
 - C. Need for workers
 - 1. Trends - stabilized, declining, expanding
 - 2. Location by major geographical regions
 - D. Duties
 - 1. Specific tasks performed (what job involves)
 - 2. Working conditions
 - a. Physical - hours, location, seasonal
 - b. Relations with co-workers, supervisors
 - E. Qualifications
 - 1. Age: minimum, maximum, preferred
 - 2. Sex: restrictions, e.g., for women, marriage
 - 3. Race or nationality
 - 4. Special qualifications pertinent to specific jobs
 - F. Required preparation
 - 1. General education
 - 2. Special training or education
 - a. Location of training center or school
 - b. Length of required training
 - c. Expense of training
 - 3. Experience required
 - 4. Certification, licensing, internship
 - G. Earnings
 - 1. Beginning - minimum, most common, maximum
 - 2. Regulation by outside agency, i.e., Civil Service
 - 3. Indirect earnings or "fringe benefits"
 - H. Advancement
 - 1. Opportunity and qualifications needed
 - 2. Lines of advancement
 - I. Related Fields you can enter
 - 1. Without additional training or preparation
 - 2. With additional training or experience
 - 3. How easy is it to shift to a related field?
- III. Bibliography
 - A. List sources of your information
 - 1. Books, pamphlets, journals
 - 2. Personal interview
 - 3. Personal observations of operations

PERSONAL ANALYSIS SHEET

This personal analysis sheet is to help you:

1. Get a better idea of yourself, your interests, and your abilities.
2. List information that will be useful to you.

SECTION I. PERSONAL DATA

Name _____ Health _____ Age _____
 Address _____ Telephone No. _____

SECTION II. SCHOOL DATA

High School attended _____

Name the subjects you liked best and the ones you liked least, also the subjects in which you made your highest and lowest grades.

Grade School

High School

Likes best _____

Liked least _____

Highest Grades _____

Lowest Grades _____

What foreign language do you speak, write, read or understand?

How well? (Check) Very well _____ Well _____ Fair _____

Typing W. P. M. _____ Shorthand W.P.M. _____

Other special skills, (e.g., qualified machine operator, musical instrument played, drive car, etc.)

Check any school activities you have taken part in at junior or senior high school.

_____ Football

_____ Dramatics

_____ Class Officer

_____ Student Council

_____ Officer of Student Body	_____ Debate
_____ Track	_____ Newspaper Staff
_____ Basketball	_____ Other (Describe)
_____ Baseball	_____

SECTION III. PRESENT INTERESTS, ACTIVITIES

Listed below are several kinds of leisure-time activities. Underline each of the activities in which you engage frequently. Add any activities not listed in which you engage.

1. Activities - either organized or unorganized:

- a. Tennis, golf, fishing, hunting, hiking, riding, boxing, swimming, ping-pong, skating, bicycling, bowling, etc.
- b. Movies, billiards, pool, listening to the radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies _____.
- c. Reading, theater, concerts, art museums, lectures, etc.
- d. Team sports, such as football, baseball, basketball, volleyball, hockey.
- e. Dancing, dates, card playing, picnics.
- f. Dramatics club or organization, music club, discussion group, debating team, political club, literary club.
- g. Attend church, attend Sunday school, teach Sunday school, belong to young people's group of church, sing in choir, etc.

2. Reading activities:

- a. What types of books or articles interest you? Fiction, biography, scientific, etc.

- b. What magazines do you read most often? _____

SECTION IV. EDUCATIONAL PLANS

1. Do you expect to attend some other school after you leave high school?

Yes _____ No _____ Undecided _____

2. If your answer to the above is "yes," check the appropriate blank below.

Business School _____ Trade School _____ College _____

Other (specify) _____

3. What school do you expect to attend? _____

SECTION V. OCCUPATIONAL INTERESTS

What do you expect to be doing 8 to 12 years from now? _____

List at least two occupations you are most interested in following and in which you believe you could be happy.

Occupation

Reason for Interest

1. _____

2. _____

3. _____

How certain are you that this occupation is one you will likely prepare for? (Check)

_____ Very certain and satisfied

_____ Uncertain

LETTER OF APPLICATION

Street Address
City, State
Date

Mr. John Doe
3511 Quincy Avenue
Anywhere, State

Dear Sir:

Yesterday, Dr. _____ suggested that I write you concerning a position in your department. I have heard so much about the work your staff does and have had the privilege of hearing Miss Jones give a talk about her work. I would like to work toward such a position.

In June, I will be graduated from _____ University with a degree in _____. My major has been _____ with a minor in _____.

Last summer I was fortunate in securing an apprentice position in _____ Company of _____ city, state. I enjoyed the work very much.

Enclosed is a data sheet of my qualifications and references. If you are interested in my application, I shall be glad to have my college records sent to you and to come for an interview at your convenience.

Sincerely yours

Name

Telephone number if you think it advisable.

Lingenfelter and Kitson, op. cit., p. 223.

PERSONAL DATA SHEET
(To be included with letter of application)

Name _____ Age _____

Weight _____ Height _____ Health (good, etc.) _____

Birthplace _____

Married or Single _____ Physical Defects _____

High School (s) _____

College or University _____

Degree Earned _____ Date _____

Major _____ Minor _____

Special Courses _____

Experience - Kind, Where, Employers Name, Dates (Include summer work.)

Organizations and activities _____

Personal characteristics and qualifications applicable to work

School Honors _____

Special abilities - Typing skill, shorthand skill, visual aids, business machines, etc. _____

References (by permission) _____

Credentials may be secured at _____

MOCK INTERVIEW CHECK SHEET

Applicant's Name _____

1. Appearance
___ Neat
___ Slovenly
___ Well-groomed
___

2. Approach
___ Poised
___ Alert
___ Forward
___ Awkward

3. Dress
___ Good Taste
___ Careless
___ Flashy
___ Untidy

4. Hands and Face
___ Well cared for
___ Heavy makeup
___ Dirty
___ Healthy Looking

5. Speech
___ Good diction
___ Quiet
___ Indistinct
___ Loud
___ Imitating

6. Attitude
___ Cooperative
___ Enthusiastic
___ Attentive
___ Indifferent
___ Arbitrary

7. Temperament
___ Calm
___ Confident
___ Shy
___ Sullen
___ Excitable

8. Knowledge
___ Clear Perception
___ Shrewd
___ Understanding
___ Uninformed
___ Ignorant

9. Personality
___ Magnetic
___ Pleasant
___ Tactless
___ Conceited
___ Disagreeable

10. Interest in position
___ Exceptional
___ Normal
___ Below average

11. Summary
___ Superior
___ Above average
___ Average
___ Not acceptable

12. Comments:

Interviewed by _____

A SURVEY OF THE LITERATURE PERTAINING TO
THE ROLE OF THE TEACHER OF BUSINESS SUBJECTS AS
A VOCATIONAL GUIDANCE COUNSELOR

by

MINNA AILEEN WILLIAMS

B. A., Southwestern College, 1957

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

The purpose of this study was to:

1. Determine the duties of a business teacher in the role of a vocational guidance counselor;
2. Specify instructional materials which would be needed by the business teacher to present vocational guidance in the classroom;
3. Present suggested activities which could be used in the classroom by the business teacher in the role of vocational guidance counselor.

The procedure employed in this study was to review the pertinent literature found in the Kansas State University Library for a 13-year period. This literature included books, pamphlets, and magazine articles pertaining to the role of the teacher of business subjects as a vocational guidance counselor.

In the review of the literature, it was found that:

(1) The duties of the business teacher were to know the student as an individual who has hopes, dreams, abilities and weaknesses and to help the student to know himself; to develop the skills, abilities and personalities of each student to fit into the working world; to assemble occupational and vocational information in a reference library; to make this information available to the students, and to help conduct local community job surveys; to place students in jobs or educational institutions and to maintain contact with them after placement.

(2) The specific instructional materials to be used included vocational and occupational reference books, professional guidance journals and magazines, teenage magazines and books, pamphlets from business schools, college catalogs and handbooks and various audio visual materials.

A suggested program was outlined in the report which the business teacher could follow in the role of a guidance counselor.

As a result of the examination of the literature, it was concluded: That one of the duties of the business teacher was to develop technical business skills to a usable degree; and that each teacher must acquaint himself with the students in order to provide the skills, challenges, and guidance which each student will need in the future business or working world. Secondly, a business teacher must have facts and reference materials on hand to offer inquiring students; he should either assemble a reference library in the business department or suggest such materials to the school librarian. It may be further concluded that the business teacher must offer help to the students in finding a job, applying for it and in job placement. After placement, the teacher must continue contact with the student in order to determine whether the student was placed correctly and whether the business department adequately prepared the students for the jobs.