

SUGGESTED PROJECTS WHICH MAY BE USED

FOR

VOCATIONAL GUIDANCE PURPOSES

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SUGGESTED PROJECTS

1. Ask pupils to make a list of outdoor occupations.
2. To check 3 or 5 which they would like to know more about.
3. To enumerate the advantages of outdoor work in general; the disadvantages.
4. Name several outdoor occupations which require a high school education; a college degree.
5. Discuss the need that indoor workers have of outdoor recreations. Ask pupils to cite examples from their circle of acquaintances.

READINGS:

Forestry: Acreers Leaflet, published by U. S. Dept. of Interior, Office of Education. For sale by Superintendent of Documents, Washington, D. C. Price 5 cents.

For references to hundreds of occupations see Books about Jobs, by W. E. Parker. American Library Assn. Chicago, Price \$3.00.

Kitson, H. D., "I Find My Vocation," McGraw-Hill, N. Y., Price \$1.40. Chap. IX, Analyzing Yourself.

Myers, G. E., Little, G. W., and Robinson, S. A., "Planning Your Future," McGraw-Hill, N. Y., Price \$1.50. Part One: Chaps. VII, VIII, LX; Part Two: Chaps. II and III,

PURPOSES OF THE LESSON

1. To help pupils discover whether or not they should enter a job where they must deal with other people.

SUGGESTED PROJECTS

1. Ask pupils to make a list of jobs in which they will have to work with people and others where they can work by themselves.
2. Discuss with class. Why is it that Don could not tolerate staying in the newspaper office? What is it that causes some people to want to work with people, others by themselves.
3. Discuss ways by which pupils can discover whether they are the type that prefer to work with people or by themselves.
4. Discuss characters of mutual acquaintance to the class or outstanding leaders that would illustrate both types of workers.

READINGS

Kitson, H. S., "How to Find the Right Vocation," Harpers, pages 129-140.

Allen, Richard D., "Case Conference Problems in Group Guidance," Vol. II, Inor Publishing Co., pages 25-28 and 30-32.

Of special interest to teachers and counselors - "Occupations" (magazine) March 1934 Vol. XII, No. 7 Sec. "D", pp 58-66; and 67-71.

PURPOSE OF THE LESSON

1. To help young people see how they may analyze themselves with respect to occupations requiring mechanical tastes and abilities.
2. To bring out the variety of occupations in which mechanical activities are found.

QUESTIONS AND PROJECTS

1. Mention a number of occupations that are mechanical in nature.
2. How many of these require a college training?
3. Mention a number of occupations which are not ordinarily classed as mechanics but which nevertheless involve mechanics.
4. What are some signs by which one can tell whether he would be able to succeed in mechanical work?

APPROPRIATE READINGS

Cooley, Rodgers & Belman, My Life Work -- Representative Industries; Building and Metal Trades; Printing and Servicing Trades; New York: McGraw Hill, 1930.

Fryklund, Verne C. "When is a Skilled Mechanic? Occupations, The Vocational Guidance Magazine, February 1935: Vol. XIII, No. 5 pp 403-410.

Federal Board for Vocational Education. Dental Mechanics as a Vocation. Vocational Counsel and Placement, University of Michigan, Ann Arbor, Mich. Oct. 1928, Vol. XXX, No. 15.

Lane, May Rogers. Vocations in Industry, Vol. I; Vol. II; Vol. III; Scranton, Pa.: International Textbook Co. 1932.

PURPOSE OF THE LESSON

To illustrate the characteristics possessed by people who like to experiment. To help young people analyze themselves to see if they possess tastes for experimental work; and to investigate occupations in order to find lines of work suitable to this temperament.

QUESTIONS FOR DISCUSSION

From these you would conclude that the experimental type of mind looks for new ways of doing things.

1. Mention other characteristics.
2. What subjects in school offer opportunities for experimentation. Do not stop with chemistry and physics.
3. Mention occupations which offer opportunity for experimental work.
4. Do you know anyone who is engaged in research and industry? If so, find out some of the things he does.
5. Would you classify yourself as one who likes to experiment?
6. If so, what consideration are you giving to this train in planning your life work?

READINGS:

Kitson, H. D., "I Find My Vocation." McGraw-Hill, New York, 1931. See Biographies of Inventors. P. 79.
Gorgas, W. C. (doctor-aide during engineering of Panama Canal), Gorgas, M. T. & Hendrick, B. J. Doubleday, Doran & Co., Inc. 1924.
Ford, H. and Crowther, S. "My Life and Work." Doubleday, Doran & Co., 1922. See also Business: Men Who Are Making America and Modern Great Americans;
Farming: And Then Came Ford and Men and Rubber, and Transportation; Steaming Up.
Berliner, E. "Maker of the Microphone," Frederick W. Wile. Bobbs-Merrill, Co., 1926.
Burbank, E. B. "Early Life and Letters of Luther Burbank" Harr Wagner Publishing Co., San Francisco, 1927.
Kruif, Paul de "Hunger-Fighters" - short sketches. Harcourt, Brace & Co., 1928.
Darrow, Floyd I. "Masters of Science and Invention." Harcourt, Bruce & Co., 1923.
Kruif, Paul de "Microbe Hunters"- short sketches, Harcourt, Brace & Co., 1926.

PURPOSE OF THE LESSON

To show that a person with a high degree of intellectual capacity has many vocational potentialities; that he should not decide on the first field that enters his mind; but should investigate a number of fields, endeavoring particularly to choose one in which he can become deeply interested.

QUESTIONS FOR DISCUSSION

1. How much ground did Winthrop have for deciding to be a chemical engineer?
2. Was he especially interested in this field?
3. After his final talk with Dean Howard what steps should Winthrop take regarding the proposal that he become a writer?
4. What are some fields in which a writer might find employment?
5. Librarians work in many other places than public libraries. Can you name some?

READINGS:

The Engineer and the Chemist - Their Careers, Their Education. Polytechnic Institute of Brooklyn, 99 Livingston St., Brooklyn, N. Y.

Halle, R., Which College? Macmillan, N. Y., 1928.
Lincoln, A. T., Chemistry in the Service of Science, "Science" Magazine, No. 23, 1934.
Logie, I.M.R., Careers in the Making, Harper, N. Y., 1931.
pp. 163-204. See also Appendix for references.

Savord, R., Special Librarianship as a Career, Institute of Women's Professional Relations, Connecticut College for Women, New London, Conn., 1933.

Wadell, J. A. L., et al., Vocational Guidance in Engineering Lines, Mack Printing Co., Easton, Pa., 1933.

PURPOSES OF THE LESSON

1. To help pupils see how they may analyze themselves in relation to the demands of various occupations.
2. To help pupils realize that there are types of work which do not depend primarily upon relationships to people, that there are occupations which not only can use but which require people who do not mind or who even prefer to be alone or with a few companions.

SUGGESTED PROJECTS

1. Make a list of occupations which do not involve relations with people.
2. Discuss whether there are today fewer kinds of work than formerly which do not depend upon relationships with people. Will there be fewer in the future?
3. Discuss the traits of people who prefer to work alone or in small groups. What are the strengths and what are the dangers of such a personality? Why is it important to society to have some people of this kind? Consider this in terms of people whom the pupils know.

READINGS

Bernays, E. L., An Outline of Careers, N.Y. Doran, 1927, pp. 341-348.

Gregory, Sir R., Discovery, or the Spirit and Service of Science, N. Y. Macmillan, 1923.

National Research Council, Opportunities for a Career in Scientific Research, An Open Letter to College Seniors, Washington, D. C., Natl. Research Council, 1927.

Wissler, C., Anthropology as a Career, National Research Council, Washington, D. C., Reprinted from Indiana University Alumni Quarterly, Bloomington, Indiana, 1922.

PURPOSES OF THE LESSON

To suggest the opportunities existing in occupations requiring manual ability.

To portray the joy that comes from actually making articles of use to humanity.

Questions for Discussion:

1. Do you like to work with your hands?
2. Name some things you like to do which require a considerable degree of manual dexterity.
3. Are any of these activities directly related to certain occupational activities? Can you think of ways in which they might be turned to account occupationally?
4. Name other occupations that involve a considerable amount of hand work.
5. Name some occupations that require both manual dexterity and a considerable amount of mental activity or planning.
6. If Bill carries out his plan of owing a business some day, what assets should he acquire besides his skill as a plumber?
7. Mention several persons in the community who have built up a business within the manual occupations.

READINGS:

Lane, May R., Vocations in Industry, International Textbook Co., Scranton, Pa. 1929.

Vol. I. Professions, Trades and Allied Occupations in Agriculture. Forestry and Animal Husbandry.

Vol. II. Professions, Trades and Allied occupations in Mining and Mineral Industries.

Vol. III. Professions, Trades and Allied Occupations in Manufacturing and Mechanical Industries.

Prosser, C. A., and W. L., The Occupation of Plumber,

OCCUPATIONS - THE VOCATIONAL GUIDANCE MAGAZINE,
XIII, March 1935, pp. 519-524.

PURPOSE OF THE LESSON

To illustrate in terms of the experience of a real boy, the steps one may take in capitalizing on a talent.

To show that special talents may be broader than those found in music and the arts, as is generally supposed.

QUESTIONS FOR DISCUSSION

1. Name several types of special talents which might exhibit themselves in early life.
2. Do you know any successful people whose personal history showed special abilities and talents during childhood?
3. What subjects in the ordinary curriculum would be of special value in evoking and developing such talent? Name any extra-curricular activities that would be of use.
4. Discuss talents which can be developed easily at home without much expense.
5. Name several activities which make good hobbies, giving consideration to the person who prefers to work indoors, outdoors, the active individual, the quiet one, etc.
6. Consider ways of encouraging people who are diffident about the thing they like to do best.
7. Do you have a special talent? On what grounds do you base your decision? If so, what consideration are you giving to this trait in planning your life work?
8. Talent alone is not enough. Discuss desirable traits which should be developed in connection with it. (Perseverance, vision, originality, courage, etc.)

READINGS:

Appropriate articles on various special fields may be found in issues of the following periodicals:

Popular Science, Scientific American, Popular Mechanics, Radio Craft, School Arts Magazine, Etude, Scholastic, American Boy.

- Bell, Alexander G. Biography, by Catherine Mackenzie, Houghton-Mifflin Co., Boston, 1928.
- Byrd, Richard E. Rear Admiral Byrd and the Polar Expeditions, C. Foster, A. L. Burt Co., N. Y., 1920.
- Cantor, Eddie. Life of a Comedian, Saturday Evening Post, Oct. 6 to Nov. 5, 1928.
- Cope, Edward D. Cope: Master Naturalist, Henry Fairfield Osborn, Princeton University Press, Princeton, N. J. 1930.
- Duncan, Isadora. My Life, Boni and Liveright, N. Y., 1927.

- Edison, Thomas A. Edison, the Man and his Work, G. S. Bryan,
Alfred A. Knopf, N. Y., 1926.
- Filene, Catherine. Careers for Women, Houghton-Mifflin Co.
N.Y.C., 1934.
- Gibbons, Floyd. Floyd Gibbons, Knight of the Air, by D.
Gilbert, Robert M. McBride Co., N. Y. 1931.
- Houdini, Harry. Houdini, His Life Story by Harold Kollock,
Harcourt, Brace and Co., N. Y. 1928.
- Lindbergh, C. A. We - Grosset and Dunlap, Inc., N. Y. 1929
- Rinehart, Mary Roberts. My Story: Autobiography, Farrar
and Rinehart, N. Y., 1931.
- Rosengarten. Choosing Your Life Work, McGraw-Hill, Inc.,
N.Y.C. 1924.
Particularly chapters X on Architecture; XI on Art;
XIII on Aviation; XXVI on Interior Decoration; XXVIII
on Literary Work; XXXIII on Music; and XLIV on the Stage.
- Skinner, Otis. Footlights and Spotlight; Recollections of My
Life on the Stage, Bobbs-Merrill Co., Indianapolis, 1924.
- Sullivan, Louis H. Autobiography of an Idea, American Institute
of Architecture, N. Y., 1924.
- Wiley, Harvey W. An Autobiography, Bobbs-Merrill Co.,
Indianapolis, 1920.

PURPOSES OF THE LESSON

To show that the mysterious thing called "personality" may take many forms; that no specific type can be called the "best"; that everyone should develop his own type of personality and not try to imitate others.

QUESTIONS FOR DISCUSSION

1. Describe several different types of personality that are well known to you.
2. Discuss some of the factors that enter into personality, such as intelligence, cheerfulness, unselfishness, etc.
3. How can one develop a pleasing personality?
4. Name several jobs which demand a bright, alert, personality; the quiet, thoughtful type; the athletic type, etc.
5. Think of several people whose personalities are exceptional. Analyze them carefully. Do they depend on good looks, family standing, wealth?
6. Analyze yourself. What are the respects in which you need to improve? What are the most attractive phases of your personality? Outline a plan for the improvement of your own personality.

READINGS

Bennett, M. E., *College and Life*. McGraw-Hill Book Co., N.Y. 1933. Chaps. XVIII, XXI, XXII.
Kitson, H. D. "How to Find the Right Vocation." Harper & Bros., N.Y. 1929. Chap. XII.
Maule, Frances, "She Strives to Conquer." Funk & Wagnalls, N.Y. 1934.
Overstreet, H. A. "Influencing Human Behavior." W. W. Norton & Co., N.Y.C., 1925. Part II.

PURPOSE OF THE LESSON

To show that the world's work is divided into minute specialties. That in order to fit acceptably into most jobs one must be specially trained.

QUESTIONS FOR DISCUSSION

1. Why are almost all of the jobs today of a specialized nature? (mass production, economy, etc.)
2. Contrast this situation with conditions in pioneer days; with the period following the Industrial Revolution.
3. Select any industry and list the specialized jobs found in it. Outline routes of promotion which you find leading from one job to another.
4. What should this trend toward specialization mean to the young person about to choose his vocation?
5. Discuss the disadvantages attached to a high degree of occupational specialization.

READINGS

- De Schweinitz, Dorothea - How Workers Find Jobs, Uni. of Penn. Press, Philadelphia, 1932.
- Kitson, H. D. How to Find the Right Vocation. Harpers, N.Y. 1929, pp. 45 to 47.
- Lyon, L. S. Making a Living, Macmillan, N.Y. 1926. Chaps. IV & V.
- Myers, G. E., Little, G. M., and Robinson, S. Planning Your Future. McGraw & Hill, N. Y. 1930. pp. 16 to 22.

PURPOSES OF THE LESSON

To illustrate the need for special training in the business and professional world, over and above the level of general education.

To show the importance of systematic planning for one's special occupational training.

To show how some forms of occupational training may be obtained at slight cost.

QUESTIONS

1. Distinguish between general education and special training.
2. Why are both forms of preparation necessary for most occupations?
3. What are the advantages of getting a broad general education first?
4. Name schools and other institutions in your locality which provide special vocational training.
5. Why is Anne's remark to prospective employers "I'll do anything" the key to her difficulty?
6. Mention several occupations requiring a high degree of technical skill. Find out how and where the workers in these occupations received their training.

READINGS

Directory of Trade and Industrial Schools, published by the Federal Board for Vocational Education, 1930; for sale by Superintendent of Documents, Washington, D. C., price 40¢.

Educational Directory (1935) of Colleges and Universities; U. S., Government Printing Office, Washington, D. C., price 5¢.

Greenleaf, W. J., The Cost of Going to College, Superintendent of Documents, Washington, D. C., price 5 cents.

Halle, R., Which College? Macmillan, N.Y. 1928.

Kitson, H. D., I Find My Vocation, McGraw Hill, N. Y. 1931, Chaps. X, XI, XII.

See also trade journals for various trades and professions.

PURPOSES OF THE LESSON

To show that occupations change from time to time; if they did not they would fail to meet the ever-changing demands of society. To show that the individual worker may be obliged to change his plans from time to time.

QUESTIONS:

1. Why did the factory have to close. What could have prevented its closing?
2. Mention several influences that bring about changes in jobs.
3. What are the disadvantages in limiting one's occupational skills to a single field of specialization?
4. Name several types of work, very important at one time, which do not exist (or rarely do) today. Why should this idea be kept in mind when choosing an occupation?
5. How can any worker train himself to compete with the constantly changing conditions of business? (Night school, libraries, etc.).
6. Why is the worker who keeps the completed product in mind, rather than his particular part in the operation, likely to be more successful in the long run?

BIBLIOGRAPHY

- Fryklund, Verne C. Training and Changing Technology.
Industrial Arts and Vocational Education Magazine, Dec. 1933.
- Bernal, J. D. If Industry Gave Science a Chance: The Boundless Possibilities Ahead of Us. Harpers Magazine, Feb. 1935.
- Hunt, Frazier - Will the Goblins Get Us? Good Housekeeping Magazine, April 1933.
- Pitkin, W. B. New Careers for Youth. Simon and Schuster, N. Y. 1934.

