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ABSTRACT

The guide provides multiple experience-based activities for use by secondary social studies students as they examine occupational possibilities in their communities. The purposes of the materials are to help students evaluate themselves and their value systems, examine occupations, and become aware of the changing philosophy and value of work in our society. Chapter I discusses philosophies of work through investigating the work of Adam Smith, the price of financial success, and the difference between good grades in school and success in the outside world. Students are asked to draft a personal philosophy of work. Chapter II presents newspaper clippings to illustrate various types of work available today. Chapter III presents attitude questionnaires, exercises in self-assessment, lists of occupational clusters, and information on women in the world of work. In chapter IV, values held by a variety of workers are investigated and students are asked to evaluate themselves for a particular job. Topics discussed include interview procedures, women in the work force, job identification facts, the relationship between school subjects and work experience, and observations of the work milieu. The final chapter lists sources of job information, a bibliography of occupational information, sources of career publications, and apprenticeship information.
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THE STUDENT GUIDE
FOR CAREER ANALYSIS

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Community Involvement/Career Education:
An Experience-based Social Studies Program

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Funded as a joint project between the Minnesota State Department
of Vocational Education and School District 281, Robbinsdale Area
Schools.

Under the Direction of

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Robbinsdale Area Schools

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	Cover Color
I. The Student Guide for Career Analysis	Blue
II. The Aged in America	Green
III. Political Involvement	Pink
IV. Early Childhood Education	Yellow
V. The Physically Handicapped; the Mentally Handicapped	Beige

These units are each a compilation of materials from a multitude of sources. They are intended for use in many ways, according to the needs and interests of the specific social studies students taking part in this community involvement program. In order to prepare the materials as quickly as possible, many of the items are included in their original form.

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INTRODUCTION

Career education has become a dynamic force to enable teachers to relate subject matter in all areas with real people in careers working daily with the content they are teaching. Perhaps one of the most logical areas for this concept to function is in social studies. They, after all, have been working to teach students content that might be termed "the human processes and institutions of our world." What better way to humanize this content than to relate it to people in day-to-day endeavors associated with the processes and the institutions. People work (for pay or for psychological reward) seeking their identity with other people and they need certain life skills to function in this environment. This, then, is our job in education: provide the life skill material and relate it through real people in real endeavors (career education) to give school curriculum relevance and meaning for the student.

It is recommended that the first unit, The Student Guide for Career Analysis, be utilized first and relevant parts applied to the other units as they are explored. While the remaining five units relate to careers, their primary purpose is to teach the content of social studies that their titles suggest. For this reason the teacher's guidance in the "volunteer" sections of the units and the teacher and student's knowledge of career-related activities covered in Unit I, are most important to the full utilization of these materials.

Cliff E. Helling
Vocational Director

Our community involvement program grew out of our belief that social studies education has to be more than an abstract study of sterile social phenomena. We subscribe to the National Council for Social Studies curriculum guidelines which stress that.

Social participation in a democracy calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting society. The practices of the school and particularly of social studies programs have not provided for active and systematic student participation. Because social studies educators have usually limited their thinking to what has been described as "two by four pedagogy -- the two covers of the textbook and the four walls of the classroom" -- the potential applications of knowledge and thought have not been fully realized. A commitment to democratic participation suggests that the school abandon futile efforts to insulate pupils from social reality and, instead, find ways to involve them.

"Social participation should mean the application of knowledge, thinking, and commitment in the social arena. An avenue for interaction and identification with society can build an awareness of personal competency-awareness that one can make a contribution -- an ingredient essential for a positive self-concept. Programs ought to develop young adults who will say: "I know what's going on, I'm part of it, and I'm doing something about it."*

*Social Studies Curriculum Guidelines, National Council for the Social Studies, Washington D.C., 1971.

Paralleling this social studies trend was the emergence of career education that went far beyond the old "study an occupation approach." With the new stress within career education for reality testing and value clarification, a wedding of social studies and career education seemed logical and appropriate. As students become involved in serving their communities, they will inevitably ask if what they are doing could possibly be their life's work. Regardless of how they answer, they will have gained greater insight into their own interests, values, and abilities. Consequently the aims of both social studies and career education can be met through a community service program.

Recognizing that not all students can or desire to do volunteer community service, we've designed these learning packets to provide for multiple learning opportunities. If students can't or don't wish to do volunteer service, they may either choose learning activities which require use of community resources outside of the school or they may wish to use the resource centers within their own schools to investigate a topic in depth. The topics we've chosen for these learning packets seemed to us to be natural spin-offs from the volunteer work areas.

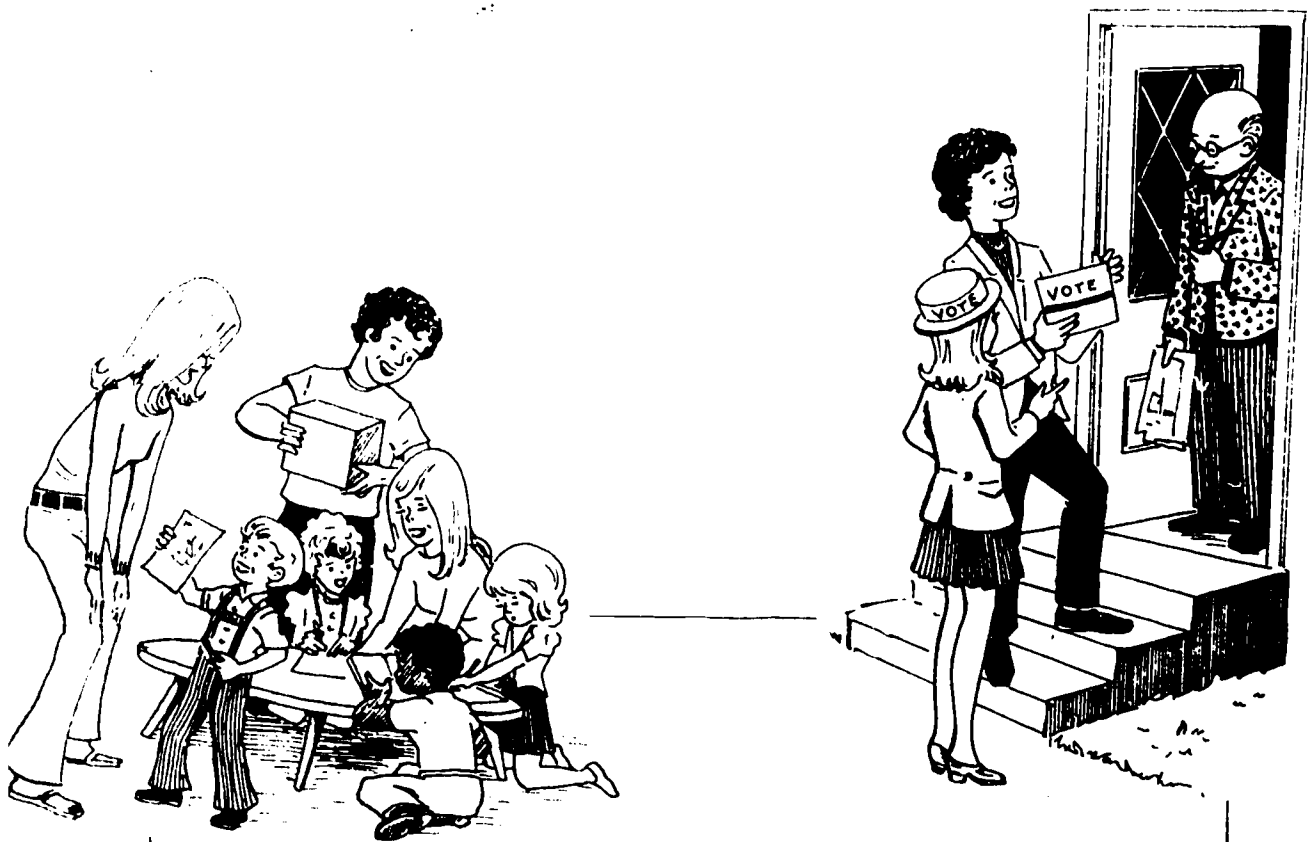
We've been most gratified by the response of students to our involvement program. It is our hope that these units can serve as a helpful model for other educators hoping to make their curriculum relevant.

Stuart H. Stockhaus
Social Studies Consultant

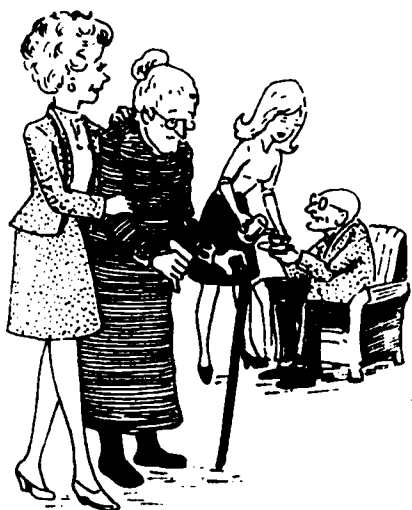
"Relevance" is the cry of today's student. Anyone using these materials will certainly find them to be relevant as experience-based activities are incorporated throughout the package. Students will have their eyes opened to many exciting careers as they complete the various projects. Those students who have thoughtfully completed the first unit, "The Student Guide for Career Analysis," will be able to evaluate the many career opportunities they encounter with a good understanding of their own interests and value systems.

This package of studies assist students in relating their social studies classes to the real world and in the process they learn about potential careers for themselves. This is an example of career education at its best -- integration of subject content, its relation to the community, and its relation to the needs of the student.

Jerry Davis
Career Education Coordinator



A. THE PHILOSOPHY OF WORK



STUDENT GUIDE FOR CAREER ANALYSIS

INTRODUCTION

The purpose of the following materials is to help students examine occupational possibilities for themselves by:

1. Evaluating themselves and their value systems;
2. Examining occupations, especially the value systems of people performing in occupations and
3. Becoming aware of the changing philosophy and value of work in our society.

The materials were intended to supplement community volunteer activities of the student - specifically to help the student examine occupational possibilities in his volunteer activity. A student might enjoy volunteer work in a nursing home or working with a mentally handicapped student or participating in a political campaign and desire to further examine the occupational possibilities of his volunteer work.

SUGGESTED STEPS FOR USE

The materials in this packet were designed for individual use. The student and teacher must select those materials that will help the student achieve the desired objectives.

1. Allow the student to browse through the packet of materials to stimulate ideas.
2. Have the student develop at least several initial objectives.
3. Have the student select those readings and tools that will enable him to fulfill the objectives.
4. The student and teacher develop a schedule to examine student progress until the project is complete.

MATERIALS AND OBJECTIVES

The following materials and objectives are not all inclusive. They are designed to provide a starting point in selecting objectives and materials to fit the needs and abilities of the student.

A. PHILOSOPHIES OF WORK

1. Materials

The Evolution of the Concept of Work
The Wealth of Nations
The Gospel According to Ayn Rand
What Price Success?
The New Feminism
Losers Are Essential to Success of Winners

2. Suggested Objectives - The student should be able to

Recognize that there is a variety of philosophies about what work is and what it ought to be.
Write out and discuss his own philosophy of work.
Identify at least three rewards other than money that work provides.

B. WORK IN U.S. SOCIETY TODAY

1. Materials

Work in America - Read the Special Section of the October 1971 issue of the Atlantic including the following articles:

The Assembly Line

Two Workers: A Telephone Operator

A Garbageman

Notes on Corporate Man

A Veterinarian

On the Meaning of Work

Too Many U.S. Workers No Longer Give a Damn

Middle Class Britons Are Tired of 'Rat Race'
A Few Years Ago Their Jobs Didn't Exist

Why Work? - Read the November 6, 1972, edition of Senior Scholastic including the following articles:

What Is Work?

Why Do We Work So Hard?

Work: How They Are Working It Out in Sweden

Saying No To Status

Man's Work? Woman's Work? Not Now

2. Suggested Objectives - The student should be able to

Describe several directions in which the job market is moving.

List at least five reasons why people work and how they achieve job satisfaction.

Describe the changing nature of the work ethic.

C. SELF ASSESSMENT

1. Materials

My Values - Selecting Alternatives

Values and Needs: Their Importance To You

Something of Value

Characteristics of Holland's Life Styles

Two Points of View

Life Style Concept Test

Dimensions of Vocational Needs

Evaluation of Job Opportunities

Case Problem

Immediate vs. Long-Term Rewards

Self Appraisal for the Job Ahead

My High School Subjects

My Work Experience

My Activities

An Appraisal of My Abilities

My Personality

Queer - From Winesburg, Ohio by Sherwood Anderson

A Summer's Reading - from The Magic Barrel by

Bernard Malamud

Novels on the Theme of Self Identity

Seven Abilities Considered in Classifying Occupations

Occupational Clusters

Values and Needs That Are Important to You

Occupation and Training Chart

How I Plan to Achieve My Vocational Goals

Attitude Questionnaire

Women in the World of Work

Fact Sheet

Work Life Expectancy for Women of Tomorrow

Major Occupational Groups of Employed Women,
1950 and 1965

Projected Employment Growth by Occupation, 1964-1975

2. Suggested Objectives - The student should be able to

Acknowledge the importance of values in job exploration

Identify at least five strongly held personal values

D. WORK AND WORKERS

1. Materials

The Interview Procedure

Women in the World of Work

Information on the Worker

Self Appraisal for the Job Ahead - Where I Want To Go

Job Identification Facts

Influence of Significant Others

Guide Questions for Interview with Parents, Siblings

Worker Interview - Interests and Abilities

School Subjects and Work Experience

Information on the Worker

Observations of the Work Milieu

Questionnaire

2. Suggested Objectives - The student should be able to

Identify values (using the tools provided) held by a variety of workers.

Evaluate a person for a job, including himself.

E. SOURCES OF OCCUPATIONAL INFORMATION

1. Materials

Sources of Job Information

Sources of Occupational Information

In addition, the student is directed to the guidance counselors' office and the career education personnel in the school. Both sources have a wealth of information on specific occupations.

Career Planning Guide

Educational Opportunities for Career Preparation

2. Suggested Objectives - The student will

Be aware of the many sources of job information and counseling available to him.

Identify the counselor and career education teachers in his school building.

Have used at least three occupational information sources, one of which must be his school counselor.

QUESTIONS

- 1) During the first period of this country's history, from what two sources did the values placed upon work come?
- 2) What value did the American pioneers come to place upon work?
- 3) What additional value was placed upon work with the coming of industrialization?
- 4) Does work have more meaning than these four values seem to imply? What possible additions can you make to the list?
- 5) From your list of some of the values placed upon work throughout America's history, which do you feel our society of today regards as most important? Why?
- 6) Given the choice, which of the above values seems to you to be the proper choice by which to judge the value of work? If you don't completely agree with any of them, can you offer a good value by which to judge the work one does?
- 7) People normally behave in agreement with the values they hold. On the basis of what value do you perform your school work?

THE WEALTH OF NATIONS

"A workman not educated to this business, a pin factory, nor acquainted with the use of machinery employed in it, could scarce make one pin in a day, and certainly could not make twenty. But in the way in which this business is now carried on, not only the whole work is a peculiar trade, but it is divided into a number of branches, of which the greater part are likewise peculiar trades.

One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head. To make the head requires two or three distinct operations; to put it on is a peculiar business; to whiten the pins is another. It is even a trade by itself to put them into the paper.

The important business of making a pin is, in this manner, divided into about 18 distinct operations. I have seen a small factory of this kind where ten men were employed, and where some of them consequently performed two or three distinct operations. But though they were very poor (and did not have the best of machinery) they could, when they exerted themselves, make among them about 12 pounds of pins a day. There are, in a pound, upwards of 4000 pins of a middling size. Those ten persons, therefore, could make among them upwards of 48,000 pins in a day. Each person, therefore, making a tenth part of 48,000 pins, might be considered as making 4800 pins in a day. But if they had all worked separately and independently, they certainly could not each of them make 20, perhaps not one pin in a day -- that is, not even a small part of what they are at present capable of performing, because of a proper division and combination of their labor on different questions."*

Discussion Questions:

- 1) Smith, in this excerpt, does not extend the principle of division of labor beyond one specific factory. Can you explain how this principle could apply not just to men in one factory, but to many factories? To industries within the nation? To nations?
- 2) Given that it is more efficient to divide pin making into "peculiar trades", does it matter which man learns which trade? If so, what factors make it matter?
- 3) Smith implies that it is better to produce 4800 pins (or whatever is being made) each day, than 20 or one or none. State some reasons why this might be so, or not.

* Adam Smith, The Wealth of Nations, pp. 4-5

What Price Success?

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer."

—Henry Thoreau

Most Americans seem to believe that Success is a very important goal that's well worth striving for. In this lesson we'll examine "Success" by asking a number of questions about it: What is success? (money? power? social status? something entirely different?) How is it achieved? What is the price that some people pay to achieve success? The answers you give to these questions may help you establish your own goal and values in life and also aid you in understanding the behavior of other people.

Success is a goal that is sought by almost all Americans. It has been called the "Great American Dream." But what is success? Here are some comments that people have made about success:

"The ambition to succeed is the ambition of every parent for his child. It is strictly an American ambition; at once the national vice and the national virtue. It is the mainspring of activity, the driving wheel of industry; the spur to intellectual and moral progress. It gives the individual energy; the nation push. It makes us at once active and restless; industrious and overworked; generous and greedy. When it is great, it is a virtue; when it is petty, it is a vice."

"Politicians equate success with power, public relations men with fame. Teachers and moralists rate themselves successful when they have influenced the minds and characters of others. Men of creative instinct strive for self-realization. Humanitarians identify success with service, reformers with bringing about changes in society. To the religious, success is salvation, and to thousands of ordinary people, it is nothing more than contentment and a sense of happiness. Each of these definitions shows worthy ideals, but no one of these concepts enjoys such universal favor in America as that which equates success with making money."

"Success in life means to a person that he has found his own significance in life--found what is important to him."

Question: How would you define success? What values and specific goals are implied by your definition? (Hint: See examples underlined in the paragraph above.)

Now let's consider how money and success are linked together in the minds of Americans. The traditional heroes of America--such as Thomas Edison, Andrew Carnegie, Henry Ford, David Sarnoff--are successful self-made men. America's heroes have been active in every field from politics to the arts, but nowhere have they achieved more rewards and fame than in business. To many Americans, their hero is the office boy who has become the head of a great business firm, making millions of dollars in the

process. He represents a very popular idea of success--the living example of our belief that any man can achieve fortune through hard work and wise use of his money.

The importance we attach to money in our life can be demonstrated by quoting some of the ideas and attitudes many Americans hold: "Money talks." "If you're so darn smart, why aren't you rich?" "Money isn't everything, but it's way ahead of whatever is in second place." "That man is as sound as a dollar." "You can't live on good will." "Never lend money to a friend." "Money isn't everything, but it helps." "Money may not buy happiness, but it sure prevents a lot of misery."

Questions: What role does money play in your definition of success? What are some of the ways that "money-getting" affects the lives of Americans? Can you give some specific examples of how money is used as a standard for valuing a noneconomic behavior in our society? (For example, 'That man's word isn't worth a plug nickel.')

Is it true, as some psychologists and sociologists have charged, that to be a success you have to "market" or sell yourself--to shape your identity in order to become "a package" that is demanded in the manpower market? Should life be a nightmare in which men and women do not live as they wish, but instead are just playing roles? In a "rat race" to achieve financial success and its status, prestige, and power, do we lose sight of what is really important to each of us?

Franz Alexander, a psychologist-philosopher, thinks we do get caught up in a rat race and lose sight of what is important to us. He says that:
". . . physicians, lawyers, engineers, bankers, advertising men, teachers, and laboratory research men of universities, students, and clerks--engaged in a marathon race, their eager faces distorted by strain, their eyes focused not upon their goal, but upon each other with a mixture of hate, envy, and admiration. Panting and perspiring, they run and never arrive. They would all like to stop but dare not as long as the others are running.

"What makes them run so frantically, as though they were driven by the threatening swish of an invisible whip wielded by an invisible slave driver? The driver and the whip they carry in their own minds. If one of them finally stops and begins leisurely to whistle a tune or watch a passing cloud or picks up a stone and with childish curiosity turns it around in his hand, they all look upon him at first with astonishment and then with contempt and disgust. They call him names, a dreamer or a parasite, and others. They not only do not understand him--they not only despise him but 'they hate him as their own sin.'

"All of them would like to stop--ask each other questions, sit down to chat about 'small things'--they all would like to belong to each other because they feel desperately alone, chasing on in a never-ending chase. They do not dare to stop until the rest stop lest they lose their self-respect, but they know only one value--that of running--running for its own sake."

Questions: Do you agree that some workers "market" themselves in the sense described above? Do they engage in a "rat race" in the manpower market? What evidence do you have to support your view? What is good or bad about "marketing" yourself and running a "rat race?"

What have we learned about success? Most Americans think of success as a good and worthy goal. Status, prestige, and power are the rewards we give the successful--especially those who are financially successful. Though we tend to identify success with making money, there are other valid definitions of success. Our concern with financial success may affect many areas of our lives. Money may become a measuring stick by which we judge and evaluate the worth of a man and many aspects of our lives. In our hot pursuit of success we may lose sight of some of the more important things in life and become a different type of person than we really intended. But, if--recalling the opening quote from Henry Thoreau--we do not march to the beat of "a different drummer," we will doubtless find once again that "there is no such thing as a free lunch." The cost of following your own values includes not only financial sacrifice but also a certain loneliness that goes with not keeping pace with your companions.

Many Americans might be upset by some of the ideas that social scientists have on money-getting, success, and the roles that people play in our society. In today's lesson, we ask serious questions about some of the traditional goals and values of the American people. Whether you personally accept these critics, these are the kinds of questions that young Americans in an open society should be asking themselves.

Today's Lesson in Brief

Although success can mean different things, many Americans identify it with money and material possessions. This concern with financial success influences the way we look at man and his world. In America, each individual is free to decide for himself what his goals and values will be. The way you define success may have an all-important effect on your life.*

LOSERS ARE ESSENTIAL TO SUCCESS OF WINNERS

By DR. CLIFF HELLING, COORDINATOR OF VOCATIONAL EDUCATION

Most educators will acknowledge that grading is an unpleasant experience for the majority of their students; since many will do poorer than expected, we build in failure as a necessary opposite of success. The normal curve still forms the basis for grading and it continues to discriminate against those without academic ability. Teachers are products of a system that has rewarded what they could understand cognitively. Teachers value academic endeavor, for it has provided them with the status they enjoy. Schools reflect teacher values and, consequently, devices for grading include those biases and must be considered.

The argument has been made that school must have failure to help students learn of their individual differences. They will fail in life and should experience it in school so they may adjust to this situation. It is fair to say that failure is a fact of life, but what is crucial to teachers is to prepare children to deal with that failure. It seems reasonable to build on positive strengths in anticipation of the tests in real life as opposed to identification of inadequacy in one domain: the one that deals with skills in a classroom. Teachers are guilty of judging goodness on what they understand goodness to be and that is culture-bound to who they are: college graduate teachers. Schools do not realistically reflect society, so to generalize what happens in society by school experiences is generally superfluous. It is difficult to visualize a person who would seek out and enjoy endeavors that will produce failure and yet teachers arrange for students to experience it in school. Children are held captive by law while educators define success in terms of things they (teachers) understand and they (teachers) can achieve. Goodness is judged on a narrow band of academic skills and children generalize on who they are and on their self esteem by the school's criteria.

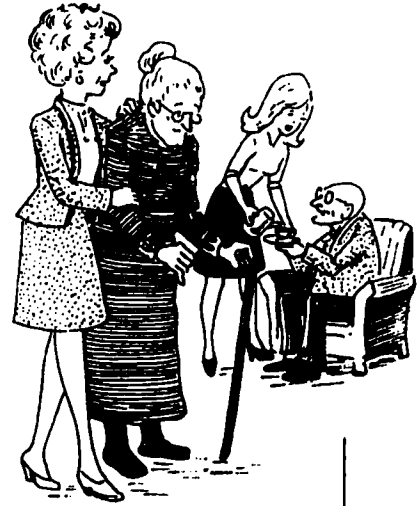
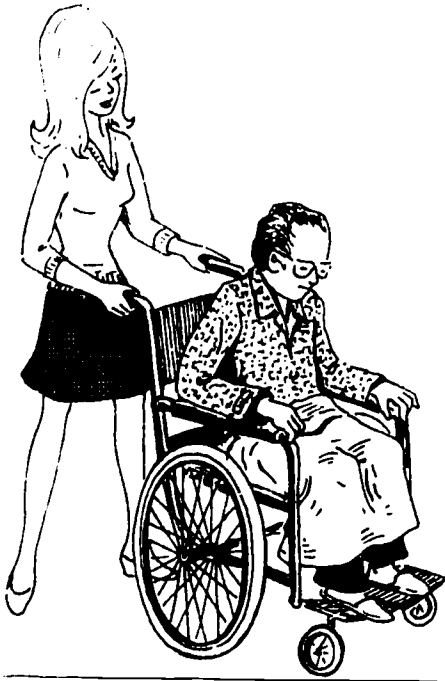
Glasser and others advocate a success-oriented education building on students' strengths. Havighurst, Mackley, Bruner, Mead, and many others advocate use of the community since real tests on curriculum content take place there. Combining these philosophies, when failure does happen, there will be positive alternatives provided by teachers using a reality-based curriculum. The fundamental worth of individuals and their differences are retained with this approach and, hopefully, failure will not become generalized as a way of life.

While this direction is positive, a more definitive basis for the evaluation of human worth must be explored. If schools are to implement programs built around the stated philosophy, teachers must deal with the question of evaluation. While some feel real experiences in some cases justifies their doing, this attitude is not universal. The value system we operate upon seems to demand comparisons. It seems necessary to expand the domains we base judgments upon if opportunities for successful experiences are to be expanded.

The question is how do teachers allow children positive experience in growing and learning and yet let them learn about individual differences? A partial answer involves a change in the value system: value things people do and ways people feel as well as their thinking process. Educators should broaden the base they make judgments upon to allow for varying degrees of competence in feeling, doing, and thinking so children may deal with lack of ability in any one domain with compensating success in another. In this scheme of things, the opportunity for success is infinitely enlarged, for the combinations that go to make up different competencies people use in life are endless. It is not unreasonable that being weak in two or even all three could be positive in the sense that all types of people get along by certain balances of these characteristics, depending on their needs and society's demands. By using this approach, individual differences are allowed without the stigma of failure in one domain. People think, do, and feel to work through their lives. All these factors contribute to any person's definition of success or happiness.

Educators could structure curriculum and content to explore and offer related experiences in doing and feeling as well as thinking. This has been a difficult task due in part to the difficulty in grading these things. However, schools are not living in the past but in a dynamic, dehumanizing, machine/electronic age. Educators must do things that involve human beings in a real world, for the worth of "content" eventually must stand the test of "life" skills which involve activities outside of school. Humans do things, feel things, and think things usually in such mixed amounts it would be difficult to define any "most" important domain at any given time.

Career education offers a dynamic tool which may offer the teachers some alternatives. Career education is a series of processes (closely related to human development) that link real people in the real world of work (that includes all levels and all competencies) with school subjects to offer a reality base to test and reflect content in human terms. Man must work and he does! He is paid money for some of his endeavors while others he does for psychological reward. To study man and his purpose, school subjects must deal with man in his environment. Career education concept offers a vehicle to do just this.



B. WORK IN SOCIETY TODAY



Middle-class Britons

Live-to-work
ethic facing
new scrutiny

By Ronald Ross
Staff Correspondent

Canterbury, England
The wives of Britain's managerial class are beginning to get fed up.

They are not happy about the long hours their husbands work, the frequent trips away from home, the uprooting at the promise of promotion, the conflicting demands of factory and family.

They want their men, as husbands and fathers, to spend more time with the family — even if it means less money.

It is only a beginning. But, according to the findings of a wife-and-husband team of young British sociologists, Janice and Raymond Pahl, it may be "the beginning of a middle-class reaction against competition" and the "acceptance of a less affluent and less materialistic style of life."

If this is true it could lead to big changes in traditional British social and economic patterns and eventually have an effect on Britain's place in the European Common Market.

Similar changes in the lifestyles of America's managerial class have been recorded, from David Riesman in 1965 ("The Lonely Crowd") to Charles Reich in 1970 ("The Greening of America").

Now, it seems, it's the turn of Britain's middle-class managers and their wives to ponder the question: Do we live to work or work to live?

are tired of 'rat race'

from The Minneapolis Tribune, April 2, 1972
Reprinted with permission.

And, say the Pahls in their new book, "Managers and Their Wives," the better educated the wife the greater the disillusion, the deeper the questioning.

Janice, 34, and Raymond, 36, were educated at Cambridge University. Raymond added the London School of Economics and is now teaching sociology at the new University of Kent in the great and ancient cathedral town of Canterbury. Janice's special interest is the sociology of marriage and the family. They have three children, a girl, 9, and two boys, 7 and 3, the latter arriving at a time when much of the preliminary work on their book was being done.

They were interviewed in the book-lined living room of their lovely Regency-period (1810-20) house in the tiny village of Patrixbourne only a few miles from Canterbury.

It was a blustery March day of scudding clouds and moments of brilliant sunshine that painted shadow with light across the rich green lawn, the flowerbeds and trees of their formal brick-walled garden. At one side, a brook purred its way to the sea; beyond the wall, the chunky stone bulk and slender spire of the village church.

Working together on the book, Janice said, had been "therapeutic." "All the stresses and strains of married life were directed into productive work, not at each other, or some job."

The book itself, the first real study of the relationships—and the tensions—between career and family in the British middle class, is based on material gathered from 86 couples. The men, the managers of the title, came from a wide variety of backgrounds, were scattered throughout the country, and worked in a variety of different organizations: companies, large and small; banking; insurance, and the civil service.

What the Pahls consider to be one of their most significant findings was the intense emphasis their subjects expressed about ensuring that their children "should either marry or train to be a professional," someone who could hold his own against the system.

"This myth of the non-striving, relaxed, 'professional' is one of the most interesting and elusive themes that has appeared in our work on the middle class," the Pahls wrote.

"In this myth, time is free for wife and children and there is no fear of demotion, redundancy or shortage of money to drive one to work in the evenings.

"Basically, we consider that what we may be detecting is the beginning of a middle-class reaction against competition. While fundamentally believing that we live in a competitive society, a minority, particularly of the wives, are questioning the effects of such competition."

In the interview, Janice stressed the point they had made in the book, that when it comes to "the search for the plateau, the leveling off," the wives' attitudes were more significant than their husbands'.

"It is," she said, "the rising level of education and expectations of the women that's important. That's one of the big reasons for the change.

"At the moment, it's all very far from the consciousness of most of our managers' wives. A job of their own ranked very low in priority. The English middle-class house has a lot of work, but there is great emphasis on the children and the sort of lives they are to lead."

She said she saw increasing tensions for the more supportive wife, the woman, who, while she doesn't want a role outside the family, at least while her children are young, is familiar enough with the office world to feel that she has a role to play in relation to her husband's work life. Industry, she said, should become more flexible about jobs, "find less demanding ones for husbands, and find jobs for wives."

Raymond said that he had found that the men, the managers, "have got more guilty." They are worried about their wives going round the bend, he said, and "their kids dropping

out."

"The men now are after the right balance of time spent with the firm and time spent with the family. There's much greater attention to the use of time. Chaps are not working any less; they just won't work any more."

The Pahls have, in fact, suggested that the three-day weekend would be a good idea, "particularly at that stage in the life cycle when children dominate the weekend and work the week."

"If Monday were 'marriage day' it might be easier for the ideal of a close marital relationship to co-exist with a high degree of commitment to work on the part of the husband."

Projecting their findings into the immediate future, the Pahls had this to say in their book:

"If middle managers of the later 1970s and 1980s have been socialized at university, where personal relationships are so highly valued and acutely understood and, crucially, if they have married young women with similar backgrounds, they are less likely to be such willing slaves.

"How a demand to work less hard will square with Britain's entry into the Common Market is difficult to see. However, there seems little doubt that increasing education and an increased awareness of the nuances and subtleties of personal relationships will lead to different demands for, and expectation of, family life.

"A combination of more confident, educated and self-conscious wives and sensitivity training for

their husbands may lead to a demand for more time in which to develop the marital relationship."

In their research, the Pahls found that few of their managers had any firm commitment to "success" ("the self-conscious status seeking typical of the American literature") and that few had a strong materialistic outlook on life.

"Few had lavish holidays or had clear aspirations for bigger houses or cars." They worked hard, often bringing work home, but few seemed to have a clear idea of why or what they were working for, and there was little evidence that they were deeply concerned about wider social, political or economic issues.

"In British industry as a whole," Raymond said, "the level of education is pretty low. Being undereducated, many of the managers are stretched beyond their capacity. They're strained and tense. They've become managers much sooner than in the past. 'We've done it. What now?' they say. They are not prepared for it and they're not socialized for it.

"The middle class has a protective, self-perpetuating ideology so they don't see the enormous difference with the workers who have different ideas about work. These guys (the managers) have been pushed around a lot, screwed by the system, but they've given up collective solidarity. In exchange they've got a random, luck-dominated world. It's the price they pay for the degree of inequality."

Janice said she thought that many of today's middle-class managers were looking back to "the country life of leisure, culture, friends; the British tradition of a country gentleman."

Raymond nodded: "There's an obsession with style," he said. "Style on a nonmaterial level. Appreciating the flight of a wild duck, that sort of thing. A kind of thoughtfulness about what it's all about."

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the minneapolis star

monday, february 19, 1973

★

MEET THE NEW PROFESSIONALS

A few years ago their jobs didn't exist

By JOE BLADE

Minneapolis Star Staff Writer

Many persons will work in the future at occupations unknown at present, a popular prediction of recent years has had it.

Yesterday's future is here today.

The 1960s saw the creation of careers in the areas of computers, space exploration and ocean study.

The 1970s are expected to bring an explosion of new jobs in fields such as ecology, medicine and communications.

Some of these new jobs already have appeared in response to evolving technology, changing public interests and new laws. Among them:

Environmental impact report writers. A statement on the environmental effect — physical, aesthetic and social — of federal projects was required beginning in 1970 by the National Environmental Policy Act.

Because such statements were previously un-

known, and because they cut across disciplines, no established profession was an automatic source of writers.

Reports

Rod Leas is one of the new professionals who write these reports. He works for National Biocentric, Inc., Roseville, which does a variety of ecological testing and reporting jobs.

Leas, 35, is a geographer by training. After three teaching jobs, he got a temporary appointment with the Army Corps of Engineers in St. Paul.

While there, he wrote an environmental-impact report on the coal-handling facility at Pig's Eye Lake in southeastern St. Paul.

That, plus two shorter studies, led to a job offer from National Biocentric.

Assignment

His first — and current — assignment is to prepare 23 studies for the

Corps of Engineers on the impact of the 20 United States ports on Lake Superior and the three on Lake of the Woods. It will take him the rest of the year, and at least one report will run to hundreds of pages.

The information already collected fills 23 loose-leaf notebooks and includes piles of material in Leas' office.

Of his background, Leas notes that "geographers can piddle around in everyone else's job and still be geographers."

In the reports, he must integrate information from such fields as biology, chemistry, geology, sociology, political science, economics, city planning and limnology (the study of bodies of fresh water).

Project

A report "should never ever be a project justification statement," insists Leas. "If it's bad, it should say it's bad. If it's good, it should say it's good."

"An environmental-impact statement makes a full disclosure."

Energy needs analysts are new professionals who have emerged from the growing concern for ecology.

Wes Fisher, 28, fills such a position for the Minnesota Pollution Control Agency (PCA).

He came to Minnesota, with degrees in biology and geology plus a tour in the Peace Corps to study at the University of Minnesota's Department of Ecology and Behavioral Science.

Fisher found the approach too academic and busied himself with extra-curricular ecological projects, like a stunt in which some students buried an automobile engine.

Lawyer

He met lawyer Grant Merritt through such projects. A year ago, Merritt, then PCA executive director, hired him.

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Fisher found himself in what he calls a "fantastic" job, studying the impact of copper and nickel mining, writing a recycling report for the Legislature and advising the governor's Environmental Quality Council on energy and resources.

He assessed copper and nickel mining wastes (for 1 ton of metal, you leave as waste 91 tons of tailings, 3 tons of slag, 12,000 gallons of water and 2½ tons of sulfur dioxide) then figured that Minnesota's potential output would be saved if production of electrical wire were cut 20 percent.

As with natural resources, energy demands are shooting off the tops of graphs while supplies grow slowly. Fisher's goal is to get an energy-conservation program for Minnesota.

Basic

A basic requirement would be extending product life and banning throw-away devices. But, he points out, this would require changing private enterprise and finding jobs for persons who would lose theirs.

Conservation through redesign would "do more for less expense," Fisher believes.

He points at the rows of lights in the ceiling over his desk. They over illuminate the office, he says. If the building had been designed with fewer lights, he says, it would have saved materials, electricity and money.

Bio-medical electronics technicians have appeared with automation in medicine. Electronic devices can take many routine measurements of a patient's condition and complete complicated tests quickly.

Duane Keymes, 36, slipped into the profession with a university degree in Scandinavian languages and an offer to be a maintenance worker at Lutheran Deaconess Hospital.

Electronics

He took the job, because he liked working with his hands. He also began studying electronics at night school.

When the hospital got electronic heart monitors for its coronary-care unit in 1968, he appeared to be the best man to maintain them.

As more equipment arrived, Keymes went to factory schools and learned how to service it.

Now, he works on other heart equipment, brain-wave and muscle-reaction testers, a nerve stimulator, electronic surgical and blood-testing devices.

Keymes's duties require him to check equipment after it arrives to be sure it meets manufacturers' specifications. He makes needed repairs and checks its operations.

The heart monitors show a patient's heart beat on a screen. If the beat slows or speeds up too much, an alarm sounds, alerting a nurse. There is a device to record the signal, and television cameras allow nurses to keep an eye on patients.

"It's not as glorious or glamorous as the TV shows make out," he says of his job, "but it's interesting, and most people with my job feel it's constructive."

Technicians

As more electronic equipment appears, more such technicians will be needed. Courses for students with some electronic knowledge are proliferating in vocational schools.

Social-concerns corporation executives deal with the pathology of groups of persons. Although many businesses have been concerned with their human environment, working on it has been a hit-or-miss affair.

"It's a common saying in the corporate world today that the social contrast has changed," says James Hetland, 47, who is vice-president for urban development of the First National Bank of Minneapolis.

"Something more is expected than just making a profit. You're expected to be a participant or a resolver in the major problems."

Idea

Hetland, a lawyer, had finished a four-year term as chairman of the Metropolitan Council when the bank approached him with a vague idea about a new type of executive.

"I was convinced," Hetland says, "that the next step in solving some of the urban problems was a private step and not a government-regulatory step."

So he took the job to unify three aspects of the bank's efforts: contributions, volunteer work and investments with a social impact.

His work is too varied to be summarized, he said. But in one day he worked on crime, a speaking engagement, the bank's "social audit" of the Twin Cities, education in Minneapolis, charitable contributions and a report to the bank president.

There is one alternative, Hetland says, to a corporation's responding on its own to growing consumer demands for product quality, environmental protection and social responsibility.

That alternative is government regulation.

As society changes more quickly, there is concern to learn what the future holds and to prepare for it.

Futurists are professionals who try to do this. Earl Joseph is one.

Joseph, 46, a mathematician, designed five successively more difficult computer systems for Univac Division of the Sperry Rand Corp.

Scientist

He was made a "staff scientist," which freed him to choose a specialty: and he chose the future. It was an outgrowth of his work, which required designing computers for use 12 or 15 years in the future.

Although he devotes most of his study to computers and related technology, Joseph believes there is a major need for human relations specialists.

Technology is available to provide a comfortable life for 10 times the world's population, Joseph says. But we lack the social knowledge to accomplish this.

He expects cybernetics, which he defines as communication and control of machines and people, to become a common profession of the future.

Tools

Several tools have been developed to predict the future, barring breakthroughs or catastrophe.

Joseph passes his ideas along through memos, talks inside the company and lectures at colleges, schools, governmental bodies and other organizations.

"I have the most fun job available," he says. And he adds a prediction.

"One of the major new jobs for the future," he declares, "is designing the future. And the present."

MAN'S WORK? WOMAN'S WORK? NOT NOW

By **Mary Zack**
Staff Writer

The person who repairs your car next time may not fit the male stereotype because the garage mechanic may be a she rather than a he. Or, dinner aboard an airliner now could be served by a young man, not a stewardess.

And the person who parks your car at a restaurant, mixes your drink in a cocktail lounge or delivers the mail may be female, while the telephone operator who answers your call for assistance might be a man.

As sex barriers are broken down, both men and women are seeking jobs in nontraditional fields. Men are becoming nurses, secretaries, elementary-school teachers and child-care-center workers.

Women are seeking jobs outside these traditionally female careers.

In the Twin Cities, there are few male secretaries, but this may be because men are more apt to be called administrative assistants or office managers than secretaries.

There are 12 men in the 29,000-member National Secretaries Association and, according to the president of the local chapter, most of these are from the East Coast.

At Northwestern Bell Telephone Co., women are working as framemen, switchmen, installers, repairmen, linemen and watchmen, although the job titles have not

JOB'S: Women are urged to seek union leadership

Continued from Page 1E

yet been changed to indicate they may be held by persons of either sex.

Men are operators, service representatives, clerks and typists.

Stewards are becoming a more common sight on the airlines. A spokesman for Northwest Airlines said the company has had male cabin attendants (a term it prefers to use rather than steward and stewardess) for about 20 years. Approximately 150 of the 1,750 cabin attendants are men.

Sex-role changes are less pronounced in some jobs.

Tobey Lapakko, trade-union - relations representative for the Minnesota Department of Manpower Services, said that organized labor has few women in leadership positions. Unions such as the teachers and public employees, which have many female members, have few women leaders.

"It bothers me that women are not seeking leadership roles," Mrs. Lapakko said. "Women have the ability and must begin to assert themselves as bona fide members of a union.

"It's not that women are being held back from the opportunity to become officers. I don't know what their hesitancy is."

Mrs. Lapakko is involved with apprenticeship programs, serves as a resource for labor groups and speaks to schools and other groups about the labor movement.

Since her name does not indicate her sex, Mrs. Lapakko said some groups that have asked her to speak are surprised to learn she's a woman.

"Some think that no one could speak to or about the blue-collar trades except a man," Mrs. Lapakko said.

She has long been in-

involved in the labor movement. During World War II she worked as a welder and in a meat-packing plant.

"During World War II when the need was there, women worked. But when the war was over, most went back into their homes. But young women today seeking training are going to really break down the barriers," she said.

She cited several reasons why women may not be seeking jobs in the trades even though, she said, apprenticeships are available.

"Maybe women have been so indoctrinated about their role that they are afraid to break out. There might be a carry-over of the stereotype that labor has closed its doors to certain groups," she said.

40 Also, Mrs. Lapakko said, some women are afraid to

from The Minneapolis Tribune, January 28, 1973

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Trained in TV repair, she pumps gas instead

Marie Kochaver, trained in television repair, is working 40 hours a week in a service station, pumping gas and doing basic maintenance work.

And she works a few hours a week repairing TVs.

Previously, she has worked at a lot of jobs—waitress, nursing home aide, swimming teacher, hospital kitchen employee, post office worker. She's been in VISTA, worked as a community organizer and been in the feminist movement.

Through high school and two years of college, Ms. Kochaver didn't know what she wanted to do. She did know she didn't want a typical office job.

It was through the Concentrated Employment Program that she had an opportunity to go to trade school. Her choice was electronics so she enrolled at Elkins Institute.

She hasn't found a full-time job in TV repair, which she would like.

"I've answered almost every ad in the paper, stopped in shops to leave applications and gone to employment agencies," she said.

She does know that some of her classmates found jobs, but she said chances might be better if she had taken a two-year rather than six-month training course.

No one has told her outright they wouldn't hire a woman.

She has, however, heard

many reasons why a woman shouldn't be a TV repair person: The TV sets are heavy to lift. She'd have to drive a truck. She'd have to make service calls, and a woman might be the object of violence.

Much of the mistrust of her ability as a repair person or mechanic is from other women, she said.

"Women are so conditioned to think they are dumb so they think I must be too," Ms. Kochaver said.

There is a masculine mystique surrounding electronics and car repair, she said.

"Men want to keep these things to themselves," she said. "It makes them feel superior if they can do something women can't. And having this mystique is good for business. It keeps people from questioning high prices for repairs because they think they couldn't do it."

She worked in a gas station last year, and found her present job through a newspaper ad.

One of the assumptions many have about women working as a mechanic is that it's not their type of work because a woman wouldn't want to get dirty.

The stations that hire women aren't really interested in providing equal opportunities for them, Ms. Kochaver said. It's still an exploitation of women, similar to using female car hops at drive-in restaurants.

Man accepted as home ec teacher

As a high school home-economics teacher, Carl Savick is definitely in a women's world.

Although male instructors in home economics at the college level are not unusual, Savick is the only man teaching the subject on the high school level in Minnesota.

He is one of seven home-economics teachers at St. Paul's Harding High School and teaches basic foods, nutrition and commercial cookery.

Savick grew up in the restaurant business in Kiester, Minn., where his parents operate a cafe. After high school, he took motel-hotel training, and then went to Mankato State College for a business degree and a few food courses.

"I soon found I liked the food classes better than business so I decided to major in foods," he said.

He graduated with a bachelor of science degree in 1969 (the first man to receive a home-economics degree at Mankato) and went back into the restaurant business.

"The restaurant was a place for kids to hang out, and I became interested in them," Savick said. "I decided to go back to school for a teaching degree."

There were no oohs, aahs or questions from his students at Harding when they saw that their home-economics teacher was a man, Savick said.

"People are not as hung up on male-female roles any more," he said.

His classes are about half male, half female.

Although he now teaches foods, Savick said he really would rather teach family relations.

"Men are as much a part of a family as are women," he said. "The average high school boy doesn't get any information on marriage, the family or changing family roles. And if he does marry, he probably will be sharing in household duties."

Man finds it easy to get job as dental hygienist

By tradition and law, the field of dental hygiene once was closed to men.

The Dental Practice Act in Minnesota stated that women could be licensed to practice dental hygiene. The act was changed in 1960 to permit men to be licensed as well.

Now, there are two men licensed as dental hygienists.

Bill Lindig graduated from the two-year program at the University of Minnesota last spring and now works in the Twin Cities.

"I had no problem finding a job," he said.

In fact, he said, when he was interviewing for jobs, some dentists said they'd had such a turnover of female dental hygienists that they would like to hire a man.

Lindig entered the field because his sister, who is a hygienist, suggested it. Lindig said that after two years of college and the military he wasn't sure

what he wanted to do and dental hygiene sounded interesting.

Salaries for hygienists are good—better than for some beginning teachers with a four-year degree, Lindig said.

Some of his duties as a hygienist are cleaning teeth, giving oral hygiene and preventive dentistry instructions and taking x-rays.

One question he often is asked is whether he wants to become a dentist.

"I want to work a year or two in the field before I decide," he said.

Patients sometimes do think he's a dentist (they don't think that of the female hygienists who work with) even though he always explains what his job is.

"To explain I'm a hygienist, do the work, and some patients will still say 'Thank you, doctor' when they leave," he said.

Woman in electronics gets 'odd job for a girl' comments

One day while working at her job as a receptionist and key operator for a law firm, Kathy Arndt asked a repair man fixing one of the office machines what education the job required.

She was told she would need fundamental electronics, which she could take at St. Paul Technical Vocational Institute.

She called the school immediately and was told registration was closing that day for a class that would start the next week. The next week she was in the electronics class.

Seven months ago, she began working for Xerox Corporation, repairing telecopy machines in business offices. She is one of nine women in the country doing that job.

Miss Arndt said she had wanted to change jobs to get out of the office routine and to make more money.

"I was at the bottom of the totem pole," she said. "You get a lot of work there but not much responsibility."

She said she can claim no life-long interest in electronics and when she was in school she wasn't sure what she wanted to do.

"I thought I'd be a model or a housewife," she said. "Instead, I'm single and working on machines."

Miss Arndt still works part-time as a model and singer.

"I like to dabble in music and modeling, but I get more satisfaction from using my brain," she said.

There have been times, she said, when she is questioned about her job when a man wouldn't be.

"Some people say to me, 'Why are you doing this? It's a strange job for a girl to have.' They'd never say it was a strange job for a man," she said.

Miss Arndt enjoys her job but is still looking to the future.

"I think air conditioning and refrigeration sound rather lucrative," she said.

Her future is brighter in auto repair

Elizabeth Evans worked at many typically women's jobs, such as a cashier, switchboard operator and file clerk, before she moved into the men's world of automotive repair.

She now is a service adviser for Countryside Volkswagen, 1180 E. Hwy. 36, Maplewood.

Her job involves test-driving cars, determining what repairs need to be made and checking to see that the mechanics have completed the work. But she has never been a mechanic.

"Through training and experience, you can inform people what's wrong with their car without having the ability to fix it," Ms. Evans said.

She broke out of the usual jobs because she wanted better wages and more interesting work with the opportunity for advancement.

"There's a lot of things I could do that would be easier," she said. "It's not always nice working outdoors in bad weather."

She began in the automotive field by working as a cashier for a dealership. She became familiar with service work.

She attended a week's training session in Chicago for her job, the first woman to take the course.

Ms. Evans said that at times she has encountered discrimination but looks upon it as something to be overcome.

She said she has always enjoyed working with men. "Men choose their jobs, and for them it's a career. Women get thrown into jobs and often don't like them," she explained.

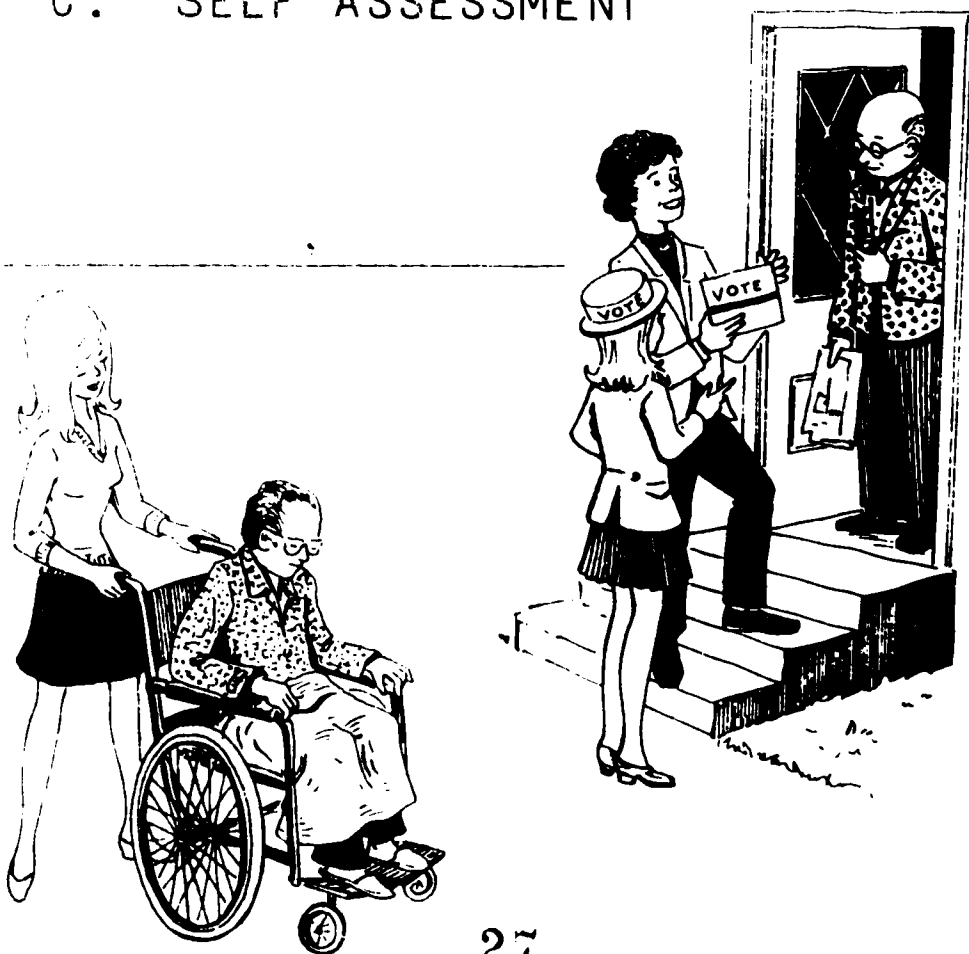
Women more often than men are apt to question Ms. Evans's ability.

"One woman asked me how I would know anything about a starter," she said.

Ms. Evans said she thinks everyone should have some knowledge of cars, if not for repairing them at least for explaining to a service adviser what seems to be wrong.



C. SELF ASSESSMENT



MY VALUES - SELECTING ALTERNATIVES

Directions: Here are a number of sets of alternatives. Read them over and decide in each case whether you would prefer choice A or choice B. Check your preference in the space provided. There are no right or wrong answers; either alternative may be right for you. In class discussions on this activity sheet, be prepared to explain your choice.

Which would you choose?

- A. A job that pays \$250 a week but involves constant travel
- B. A job of the same type paying only \$125 a week but allowing you to stay home

- A. To live in a small quiet town but not be able to do the type of work you are interested in
- B. To get into the field you like but have to move to a large city

- A. To marry early and have a family
- B. To work for a while before marriage

- A. To get above average grades in high school but to have to give up many social activities in order to devote your time to study
- B. To get just-passing grades and have enough time left after study to keep up a full schedule of social activities

- A. To be an outstanding athlete
- B. To be a student government leader

- A. To defend your beliefs even though you know your action may make you less popular with some of your classmates
- B. To keep silent about your beliefs in order to keep the approval of your classmates

- A. To go to a concert
- B. To go to a ball game

- A. To spend your free time just having fun with your friends
- B. To give your free time to community service projects

- A. To spend free time in reading or quiet activities
- B. To keep yourself busy by joining clubs and working on committees

- A. To have a job and independence immediately after high school
- B. To give time to further education or training in order to qualify for a better job

- A. To make lots of money
- B. To have prestige, be a leader, and have others look up to you

Summary discussion: What are the important values for you in establishing priorities? Do you actually take action in your life consistent with your priorities? Give examples.

VALUES AND NEEDS: THEIR IMPORTANCE TO YOU

How important to you is . . .

JUSTICE: The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately. X one of the following:

high priority medium priority low priority

ALTRUISM: Regard for or devotion to the interests of others.

high priority medium priority low priority

RECOGNITION: Being made to feel significant and important; being given special notice or attention.

high priority medium priority low priority

PLEASURE: The agreeable emotion accompanying the possession or expectation of what is good or greatly desired. "Pleasure" stresses satisfaction or gratification rather than visible happiness; a state of gratification.

high priority medium priority low priority

WISDOM: The ability to discern inner qualities and relationships; insight, good sense, judgment.

high priority medium priority low priority

HONESTY: Fairness or straightforwardness of conduct; integrity; uprightness of character or action.

high priority medium priority low priority

ACHIEVEMENT: Accomplishment; a result brought about by resolution, persistence, or endeavor. The word "achieve" is defined as: "to bring to a successful conclusion; accomplishment; to attain a desired end or aim."

high priority medium priority low priority

AUTONOMY: The ability to be a self-determining individual.

high priority medium priority low priority

WEALTH: Abundance of valuable material possessions or resources; affluence.

high priority medium priority low priority

POWER: Possession of control, authority or influence over others.

high priority medium priority low priority

LOVE: Affection based on admiration or benevolence; warm attachment, enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his good.

high priority medium priority low priority

AESTHETICS: The appreciation and enjoyment of beauty for beauty's sake.

high priority medium priority low priority

PHYSICAL APPEARANCE: Concern for the beauty of one's own body.

high priority medium priority low priority

FORCED CHOICE VALUE CLARIFICATION EXERCISE*

THE TASK: Twelve people need a heart transplant and will more than likely die in three weeks if it is not performed. However, only six operations can be performed. You are to assume the role of the doctor who will perform the operations and must make the decision of who will live.

Here is all you know about the twelve people:

1. Bookkeeper, 31 years old.
2. Housewife, six months pregnant.
3. Black militant, second year medical student.
4. Famous historian-author, 42 years old.
5. Hollywood starlet, singer, dancer.
6. Carpenter.
7. Rabbi, 54 years old.
8. Olympic athlete, all sports.
9. College co-ed.
10. Policeman with gun (they cannot be separated).
11. First year elementary teacher.
12. A 16-year old school dropout.

- THE PROCEDURE:**
1. In 2-5 minutes individually make your decisions as to who should receive the heart transplants; also think of the reasons for your choices.
 2. In 15-20 minutes, in groups of five, share your decisions and reasons for your choices. As a group make a selection.
 3. Discussion question: What do your personal selection decisions say to you about your values concerning the worth of various life styles and careers? (15-20 minutes)

*A suggested modification of "The Fallout Shelter Problem", Page 281-286. Values Clarification, A Handbook of Practical Strategies for Teachers and Students, \$3.95. Simmon, Howe & Kirschenbaum, Hart Publishing, 1972.

"SOMETHING OF VALUE"

What really matters in life? What is important to you? What does society value? Listed below are a number of value considerations related to the world of work. Read over the value areas carefully; then see if you can rank them in order of importance to you. Remember to be honest; try to record how you actually feel, not how you think you should feel. Next, try to rank the value considerations as they might be regarded as important by the society in which we live. Don't let one ranking influence the other!

<u>VALUES</u>	<u>MYSELF</u>	<u>SOCIETY</u>
1) Adventure, excitement, danger	_____	_____
2) Wealth (money)	_____	_____
3) Security	_____	_____
4) Solitude (working alone)	_____	_____
5) Power, authority	_____	_____
6) Cooperation (working with others)	_____	_____
7) Independence (being your own boss)	_____	_____
8) Leadership, responsibility	_____	_____
9) Dependence (taking orders)	_____	_____
10) Knowledge and new ideas	_____	_____
11) Helping others	_____	_____
12) Fame, recognition, approval	_____	_____
13) Stability (not much change)	_____	_____
14) Change (new places, new people)	_____	_____
15) Religion	_____	_____
OTHERS		
16) _____	_____	_____
17) _____	_____	_____

CHARACTERISTICS OF HOLLAND'S LIFE STYLES

Categories

Characteristics

REALISTIC

The realistic orientation is characterized by aggressive behavior, interest in activities requiring motor coordination, skill and physical strength, and masculinity. People oriented toward this role prefer acting out problems; they avoid tasks involving interpersonal and verbal skills and seek concrete rather than abstract problem situations. They score high on traits such as concreteness, physical strength, and masculinity; and low on social skill and sensitivity.

INTELLECTUAL

The Intellectual persons' main characteristics are thinking rather than acting, organizing and understanding rather than dominating or persuading, and asociality rather than sociability. These people prefer to avoid close interpersonal contact, though the quality of their avoidance seems different from their Realistic colleagues.

SOCIAL

The Social people seem to satisfy their needs for attention in a teaching or therapeutic situation. In sharp contrast to the Intellectual and Realistic people, Social people seek close interpersonal relations, while they avoid situations where they might be required to engage in intellectual problem solving or use extensive physical skills.

CONVENTIONAL

The Conventional style is typified by a great concern for rules and regulations, great self-control, subordination of personal needs, and strong identification with power and status. This kind of person prefers structure and order and thus seeks interpersonal and work situations where structure is readily available.

ENTERPRISING

The Enterprising people are verbally skilled, but rather than use their verbal skills to support others as the Social types do, they use them for manipulating and dominating people. They are concerned about power and status, as are conventional people, but differ in that they aspire to the power and status while the Conventionals honor others for it.

ARTISTIC

The Artistic orientation manifests strong self-expression and relations with other people indirectly through their artistic expression. Such people dislike structure, rather prefer tasks emphasizing physical skills or interpersonal interactions. They are intrapersonal and asocial much like Intellectuals, but differ in that they are more feminine than masculine, show relatively little self-control, and express emotion more readily than most people.

QUOTES AND QUESTIONS

Two Points of View

CASE 1

A janitor was asked to explain his job to the delegates of a valley-wide conference held by the Tennessee Valley Authority. Here is what he said:

"I represent the janitors. We believe that a clean plant is an efficient plant. I think the other workers in the plant like a clean plant to work in -- better working conditions. This helps them produce more efficiently and provide inexpensive electric power and better flood control. And this gives the people of the Tennessee Valley a better life."*

CASE 2

Now, as you read the following statement (made by an aircraft worker), contrast how this man views his job with how the TVA employee looks upon his job:

"You take this doohickus here -- I don't know what they call it. My job is to drill three holes in a triangle shape. All I do is set my pattern on the plate and drill the holes. They tell me it fits somewhere in the wing section. Norman, the shop foreman, was giving me some bull about how the airplane would fall apart without my three holes. Well ain't that great! Look, all I want is my \$2.80 per hour. If three holes in a triangle will do it, that's fine. If they want 'em in a straight line, just give me the pattern and I'll do it, just so long as I draw my \$2.80."**

Study Questions

Answer the questions for each of the men described above.

- 1) Does the work of this man contribute to the well-being of society? If so, how?
- 2) Does the worker believe his work has social value?
- 3) Does it matter whether or not he believes his work has social value?
 - a) Could it affect the way in which he does his work? If so, how?
 - b) Could it affect his personal sense of well-being? If so, how?

* Robert L. Darcy and Robert L. Powell, *Manpower and Economic Education*, p. 155.

** Ibid., p. 156.

Life Style Concept Test

Directions: Write a brief explanation of the words or phrases below.

1. job
2. occupation
3. career pattern
4. values
5. life styles
6. vocational life stage
7. self-concept
8. leisure
9. work
10. vocation
11. avocation
12. non-work
13. automation
14. cybernation
15. serial careers

DIMENSIONS OF VOCATIONAL NEEDS

Ask Yourself: How important is it to an ideal job for me; the kind of job I would most like to have?

Check the box on the right indicating the degree of importance you would personally attach to each item.

			Neither Important	
	Very	Un-	or Un-	Very Un-
	Important	Important	important	important

1. <u>Ability Utilization:</u> I could do something that makes use of my abilities.				
2. <u>Achievement:</u> The job could give me a feeling of accomplishment.				
3. <u>Activity:</u> I could be busy all the time.				
4. <u>Advancement:</u> The job would provide an opportunity for advancement.				
5. <u>Authority:</u> I could tell people what to do.				
6. <u>Company Policies & Practices:</u> The company would administer its policies fairly.				
7. <u>Compensation:</u> My pay would compare well with that of other workers.				
8. <u>Co-workers:</u> My co-workers would be easy to make friends with.				
9. <u>Creativity:</u> I could try out some of my own ideas.				

Very Important Un- Important Neither Important
 or Un- Important Very Un- Important

- 10. Independence: I could work alone on the job.
- 11. Moral Values: I could do the work without feeling that it is morally wrong.
- 12. Recognition: I could get recognition for the work I do.
- 13. Responsibility: I could make decisions on my own.
- 14. Security: The job would provide for steady employment.
- 15. Social Service: I could do things for other people.
- 16. Social Status: I could be "somebody" in the community.
- 17. Supervision-Human Relations: My boss would back up his men (with top management).
- 18. Supervision-Technical: My boss would train his men well.
- 19. Variety: I could do something different every day.
- 20. Working Conditions: The job would have good working conditions.



EVALUATION OF JOB OPPORTUNITIES

Rate each job on the factors in the left hand column according to the following scale:

- 5 Excellent
- 4 Good
- 3 Average
- 2 Fair
- 1 Poor

	Title of Job #1	Title of Job #2	Title of Job #3
Beginning Salary			
Possibility of Raises			
Work Environment			
Physical Demands			
Convenience of Location			
Reputation of Firm			
Fringe Benefits			
Co-worker Relations			
Use of My Abilities			
Interesting Work			
Pressures			
Learning Opportunity			
Variety of Activities			
Service to Others			
Opportunities for advancement			
Hours of Work			
Social Status			

TOTAL SCORE

39

CASE PROBLEM

Cindy King has just graduated from high school and is looking for a job. She likes fashions and is looking forward to having her own money to buy clothes. One of the school activities she enjoyed most was a fashion show in which she was the commentator. Cindy had even considered becoming a fashion designer because she likes creative things and is aware of her flair for clothes. Everyone liked Cindy because she was a very outgoing person and tended to be the "life of the party" when she was in a crowd. Her grade record was not exceptional and it was apparent that she would have to earn some money before she could go on to school.

The last day of school she looked over the job openings on the bulletin board and found the following listings:

1. Waitress - Hotel Milton - \$1.65 (plus tips). Uniforms furnished.
2. Telephone Operator - \$2.00. Regular periodic increases in wages and flexible hours.
3. Salesperson - Department Store - \$1.65. Employee discount and flexible hours.

Cindy was confident that she could qualify for any of these three positions, but she wanted to apply for the one which would be most satisfying and interesting until she made up her mind about whether or not she would go to college or vocational school.

From what you know about Cindy's interests and the kinds of activities she enjoys, which job would you advise her to take? Why?

IMMEDIATE VS. LONG-TERM REWARDS

Directions: From the occupational fields at the bottom of the chart, select three occupations which are of interest to you. Write in the names of those three on the chart in spaces provided at the top. For each of the three occupations, indicate your evaluation of the occupations on the factors listed on the left by marking (+) for good and (-) for poor in the squares. Factors 9 and 10 are additional factors which you consider very important.

	Occupation 1		Occupation 2		Occupation 3	
	Entry	Five Years	Entry	Five Years	Entry	Five Years
1. Weekly earnings						
2. Working conditions						
3. Co-worker relations						
4. Independence						
5. Variety						
6. Chance to be creative						
7. Learning opportunity						
8. Status						
9. _____						
10. _____						

Occupational Fields

Apparel
 Automotive
 Communication
 Construction
 Education
 Electric Light and Power
 Equipment Manufacturing
 Finance, Insurance, Real Estate
 Food and Lodging
 Government

Health and Welfare
 Maintenance and Repair
 Materials and Manufacturing
 Merchandising and Retail Trade
 Metal Production
 Personal and Protective Services
 Printing and Graphic Arts
 Science
 Transportation

SELF-APPRAISAL FOR THE JOB AHEAD

MY HIGH SCHOOL SUBJECTS

Subjects	Grades	Things I disliked about each	Things I liked about each
Art			
Business			
Distributive Education			
English (in- cludes speech, journalism)			
Foreign Language			
Health			
Home Economics			
Industrial Arts			
Mathematics			
Music			
Occupations			
Psychology			
Physical Ed.			
Science			
Social Studies			
Other			

QUESTIONS FOR DISCUSSION:

1. Can you see any definite patterns in your likes and dislikes which might affect your choice of vocation?
2. Do your grades reflect any strengths and weaknesses which might affect your success?
3. If there are things about this record that you would like to change, can you change them?
4. Would you like this group to help you develop a plan for such a change? If so, discuss it with the group and write up a Career Development Contract.

SELF-APPRAISAL FOR THE JOB AHEAD

MY WORK EXPERIENCE

(You may include work around home if you wish; yard work, pet care, house work, baby sitting, cooking, repairing, etc.)

Job	Things I disliked about it	Things I liked about it
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		

QUESTIONS FOR DISCUSSION:

1. What likes and dislikes listed above might affect your choice of vocation?
2. How can your work experience help you in choosing your vocation?
3. Are there vocations about which you are curious but have no information? You might want to ask others in your group if they have such information.
4. What possible additional work experience might you seek in order to test out possible vocational likes and dislikes?
5. Are there people in your group who have had work experiences that you would like to know more about? Ask them.

SELF-APPRAISAL FOR THE JOB AHEAD

MY ACTIVITIES

CLUBS AND ORGANIZATIONS (include length of membership, record of participation, offices, etc.)

ORGANIZATION	Things I dislike about it	Things I like about it

SOCIAL LIFE

Activity	Things I dislike about it	Things I like about it

HOBBIES AND INTERESTS

Activity	Things I dislike about it	Things I like about it

QUESTIONS FOR DISCUSSION:

1. Do you see any pattern in your likes and dislikes?
2. Do you get any picture of the style of life you may prefer ten years from now?
3. How can an understanding of the likes and dislikes listed above help you in selecting your vocation?
4. Are there areas where you would like to be more involved or less involved? How might you go about adding to your experiences and activities?
5. Is there a specific action you might want to take to broaden your activity base? Can your group help? Would a Career Development Contract help?

SELF-APPRAISAL FOR THE JOB AHEAD

AN APPRAISAL OF MY ABILITIES

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

<u>Ability</u>	<u>Degree of Ability</u>		
	Weak	Average	Strong
1. Physical			
a. Strength	_____	_____	_____
b. Coordination	_____	_____	_____
2. Manual (hand and finger dexterity)	_____	_____	_____
3. Mechanical	_____	_____	_____
4. Clerical (speed and accuracy with detail, numbers, names, etc.)	_____	_____	_____
5. Executive (leadership)	_____	_____	_____
6. Social (ability to get along with others)	_____	_____	_____
7. Musical	_____	_____	_____
8. Artistic	_____	_____	_____
9. Mental	_____	_____	_____
a. Verbal-meaning (ability to understand ideas expressed in words)	_____	_____	_____
b. Spatial (ability to think about objects in two or three dimensions)	_____	_____	_____
c. Reasoning (ability to solve problems logically)	_____	_____	_____
d. Numerical (ability to work with numbers rapidly and accurately)	_____	_____	_____
e. Word-fluency (ability to write and talk easily)	_____	_____	_____
f. Memory (ability to recall past experiences)	_____	_____	_____

QUESTIONS FOR DISCUSSION:

1. Which do you see as your strongest areas? Your weakest?
2. How might this affect your choice of a vocation?
3. How closely do others agree with your appraisal of yourself? Where are others' appraisals of you most different from yours? Do you understand why?
4. Which abilities haven't you attempted to use?
5. Which abilities do you think are necessary for a vocation that interests you?
6. Would you like to try to improve in any of these abilities? If so write a Career Development Contract and ask the class or someone in the class to support your efforts.

SELF-APPRAISAL FOR THE JOB AHEAD

MY PERSONALITY

Using the symbols listed below, determine the degree of each quality that you now possess, would like to possess, and that someone else thinks you possess.

1. never or poor 2. seldom or fair 3. often or good 4. always or excellent

In the first column, write the number that best describes how you now see yourself. In the second column, write the number that best describes your "ideal self", the degree to which you would like to possess each quality.

In the third column, have someone who knows you well describe the degree to which he sees you as possessing each quality.

A. APPEARANCE	As I am now	As I would like to be	As others see me
1. Health.....	_____	_____	_____
2. Posture.....	_____	_____	_____
3. Grooming.....	_____	_____	_____
4. Facial Expressions.	_____	_____	_____

B. MANNERS	As I am now	As I would like to be	As others see me
1. Concern for others.	_____	_____	_____
2. Observance of etiquette.....	_____	_____	_____
3. Social courtesies..	_____	_____	_____

C. EXPRESSIONS	As I am now	As I would like to be	As others see me
1. Voice quality.....	_____	_____	_____
2. Correctness of English usage.....	_____	_____	_____
3. Pronunciation.....	_____	_____	_____
4. Conversational ability.....	_____	_____	_____

D. PERSONAL TRAITS	As I am now	As I would like to be	As others see me
1. Alert.....	_____	_____	_____
2. Ambitious.....	_____	_____	_____
3. Annoying.....	_____	_____	_____
4. Calm.....	_____	_____	_____
5. Clever.....	_____	_____	_____
6. Competent.....	_____	_____	_____
7. Competitive.....	_____	_____	_____
8. Confident.....	_____	_____	_____
9. Considerate.....	_____	_____	_____
10. Cruel.....	_____	_____	_____
11. Dependable.....	_____	_____	_____
12. Efficient.....	_____	_____	_____
13. Fault finding.....	_____	_____	_____
14. Helpful.....	_____	_____	_____
15. Normal.....	_____	_____	_____
16. Reasonable.....	_____	_____	_____
17. Reckless.....	_____	_____	_____

- 18. Responsible..... _____
- 19. Sarcastic..... _____
- 20. Sincere..... _____
- 21. Stubborn..... _____
- 22. Friendly..... _____

Which additional words describing you or how you would like to be would you add to the above list? List them below.

DISCUSSION QUESTIONS
"Queer" by Sherwood Anderson

1. How did Elmer think that people in the town felt about him? Give examples to support your opinion. Was his perception accurate?
2. Was Elmer's father suited to his vocation as a merchant? Explain. Would Elmer have done a better job of managing the store?
3. Point out specific situations where Elmer assumed that others were seeing, thinking about, talking about, judging him when they actually were not.
4. The encounter with George Willard emphasized Elmer's faulty perception. Name specific instances where Elmer was wrong in his assumptions about George. What do you think were the real barriers to Elmer's forming a friendship with George?
5. Why was Elmer able to talk to Mook?
6. How realistic was Elmer's plan to go to Cleveland and start life again?
7. What messages, morals, themes does the story have for us?
8. If you were to give Elmer one piece of advice, what would it be?
9. Have you ever had an experience where your own perception of how someone saw you was incorrect? Of how someone else thought you saw him was incorrect? You may wish to share it with the class.
10. In what way might self-perception affect career choice and success?

Suggested journal assignments - write on one of these topics:

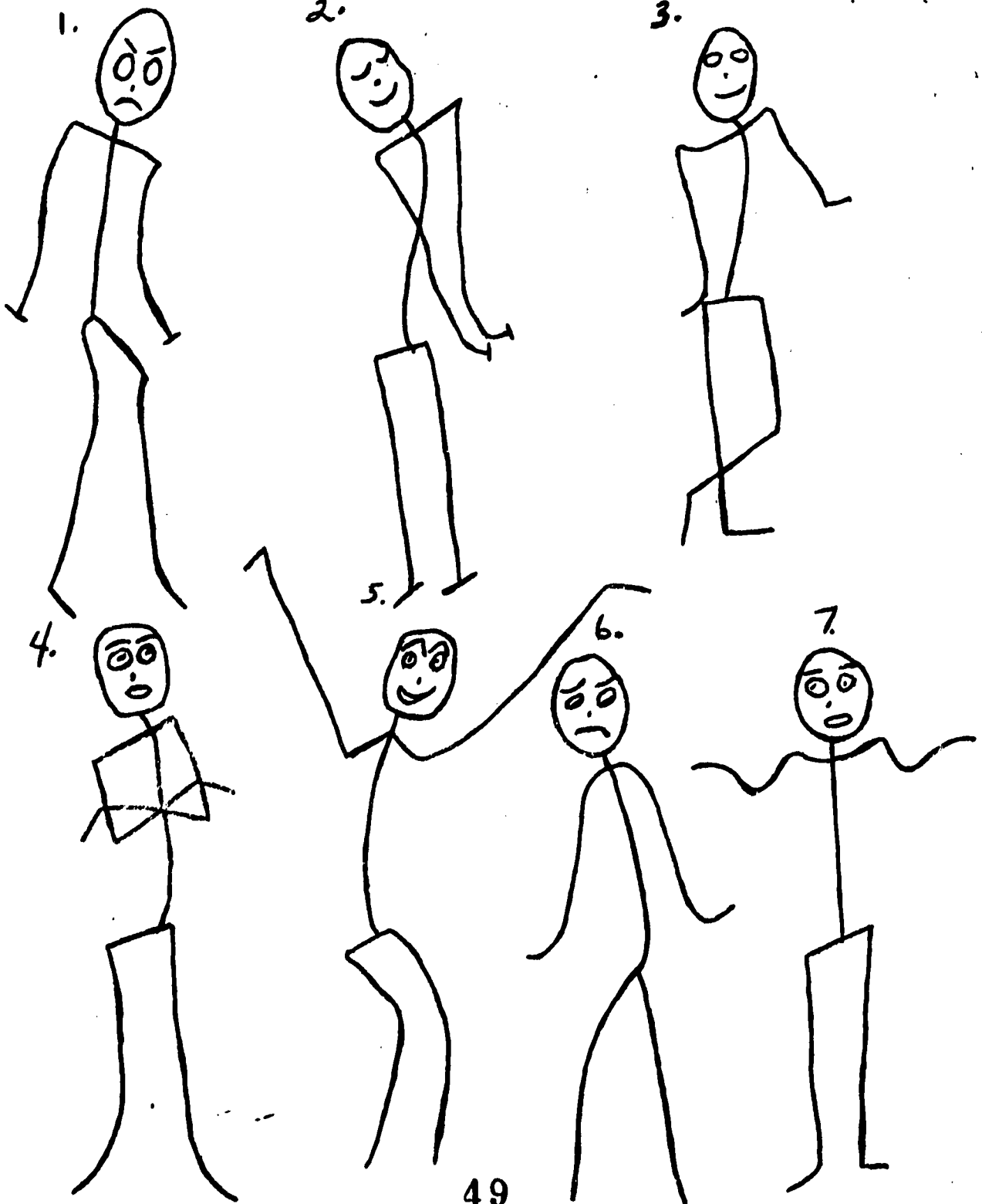
Me, as I see myself

Me, as I think others (or one particular person) see me.

Me, as I would like to be perceived by others

Do others see me as I see myself?

STICK - FIGURE PERSONALITIES



NOVELS ON THE THEME OF SELF-IDENTITY

Green, Hanna, I Never Promised You A Rose Garden, Holt, 1964.

The story of a young girl who fought her way back from a schizophrenic condition is told in the novel. The heroine is sixteen-year-old Deborah Blau who has suffered a series of traumatic shocks. Starting with her entry in a mental hospital, the book traces her struggle back to sanity with the aid of an extremely able and understanding psychiatrist.

*Head, Ann, Mr. and Mrs. BoJo Jones, Putnam, 1967.

Life changes drastically for a high-school boy and girl who marry because of her pregnancy. A touchingly real story that deals in a realistic way with the problems that occur in their relationship, their identity changes, and their maturation.

Hesse, Herman, Demian, Bantam, 1965.

The story of Emil Sinclair's youth and his search for identity. The story dramatizes the dilemma of the marked man, the quasi-criminal hero.

*Hentoff, Nat, I'm Really Dragged But Nothing Gets Me Down, Simon and Schuster, 1968.

Jeremy Wolf, a high school senior, is beset by deeply conflicting responsibilities to himself, to his family, to his country. Can his country make him kill? Can his father make him "respectable?" At school, with friends, with girls, facing the draft, Jeremy is in the process of finding out who he is.

*Hinton, S., The Outsiders, Viking, 1967.

Out of the grief and despair comes some insight. In a small Oklahoma city, "the outsiders" are the tough lower class boys who have a running feud with a middle class gang. Ponyboy, an outsider, witnesses the murder of his pal. The two boys go to a hideaway, decide to give themselves up, stop to rescue some small children from a fire. Ponyboy's partner dies in the hospital. The series of tragic events brings about some new awareness of the meaning of life and relationships.

Knowles, John, A Separate Peace, Macmillan, 1960.

The story concerns two sixteen-year-old boys who are roommates at an eastern prep school - Gene, scholastically brilliant; Finney, a natural athlete and a natural person. Through an almost subconscious action Gene cripples Finney, and in the aftermath they come to understand each other and themselves.

Salinger, J. D., The Catcher in the Rye, Little, 1951.

The hero-narrator is an ancient child of 16, a native New Yorker named Holden Caulfield. Through circumstances that tend to preclude adult second-hand description, he leaves prep school (by request) and goes underground in New York City for three days.

*Stolz, Mary (Slattery), Second Nature, Harper, 1958.

Anne Rumson, overly wise and intuitive for her 17 years decides to write a book about her friends. In so doing, she presents a sensitive, highly introspective portrait of herself, her relationships with her friends and relatives, reactions to adult books she has read, her philosophy of life and love.

SEVEN ABILITIES CONSIDERED IN CLASSIFYING OCCUPATIONS*

Directions:

1. Rate yourself A, B, C or D (with A being "superior" or "maximum" and D being "minimum" or "low"), as you would describe your abilities in each of the areas defined below.
2. Without showing your own ratings, have one or more other persons rate you A, B, C, D as they would describe your abilities in these same areas.
3. Compare the two sets of ratings and try to arrive at some agreement as to what is an accurate description of your abilities.
4. Go to the pamphlet, Revised Minnesota Occupational Rating Scales, and see how the abilities are rated in terms of requirements for your chosen occupation.
5. Compare your own profile with that of the Minnesota Occupational Rating Scales. Draw conclusions as to abilities you may want to further develop, or related occupations you may want to investigate

Definition of the Seven Abilities	How I rate myself	How others rate me	Occupation rating
1. Academic Ability-the ability to understand and manage ideas and symbols			
2. Mechanical Ability-includes both the ability to manipulate concrete objects (to work with tools and machinery and the materials of the physical world) and the ability to deal mentally with mechanical movements. Ability to deal with two-and three-dimensional space problems appears to be basic.			
3. Social Intelligence-the ability to understand and manage people-to act wisely in human relations.			
4. Clerical Ability-the ability to do rapidly and accurately detail work such as checking, measuring, classifying, computing, recording, proofreading, and similar activities.			
5. Musical Talent-the capacity to sense sounds, to image these sounds in reproductive and creative imagination, to be aroused by them emotionally, to be capable of sustained thinking in terms of these experiences, and to give form of expression in musical performance or in creative music.			
6. Artistic Ability-the capacity to create forms of artistic merit and the capacity to recognize the comparative merits of forms already created.			

Definition of the Seven Abilities	How I rate myself	How others rate me	Occupation rating
7. Physical Ability—the ability to control bodily movements by use of large and small muscle groups usually involving an element of gross strength in such a way that bodily movements are closely synchronized, efficient, and rapid.			

OCCUPATIONAL CLUSTERS

PRIMARY CLUSTER I (Sci & Tech.)

SCIENCE (Professional)

Anatomist
Astronomer
Biologist
Chemist
Dentist
Health physicist
Mathematician
Medical specialist
Microbiologist
Museum curator
Nutritionist
Pathologist
Pharmacologist
Pharmacist
Physicist
Physiologist
Research scientist
Scientist (semi-independent)
Statistician
Veterinarian

SCIENCE (Skilled)

Biological aide
Chiropractor
Fingerprint classifier
Laboratory technician
Meter inspector
Meteorologist
Nuclear medical technologist
Paleontological helper
Research assistant
Technical assistant
Technician (medical, x-ray, etc.)
Tissue technologist
Weather observer

TECHNICAL (Professional)

Aeronautical engineer
Airplane pilot
Automotive engineer

TECHNICAL (Professional) (cont.)

Ceramic engineer
Civil engineer
Electric engineer
Electronic engineer
Factory manager
Industrial engineer
Mechanical engineer
Navigator
Ships' commander
Ships' officer

TECHNICAL (Skilled)

Aircraft mechanic
Assembler
Automobile mechanic
Bricklayer
Carpenter
Construction laborer
Draftsman
Dressmaker
Electronic technician
Engineering technician
Optician
Plasterer
Plumber
Printer
Roofer
Sewing machine operator
Television repairman
Upholsterer
Weaver
Welder

PRIMARY CLUSTER II (Serv. & Cult.)

SERVICE (Professional)

Clergyman
Clinical psychologist
Counselor
Home economist
Nurse
Occupational therapist
Physician
Probation officer
Psychotherapist
Rehabilitation counselor
Social worker
YMCA official
Policeman, detective (officer)
Welfare workers

SERVICE (Skilled)

Airline stewardess
Barber
Bartender
Caretaker
Claims adjuster
Cook
Customs adjuster
Customs inspector
Guard
Hospital attendant
Housekeeper
Maid
Nurses aide
Policeman, fireman
Porter
Psychiatric aide
Taxi driver
Travel agent
Usher
Waiter

GENERAL CULTURAL AND LINGUISTIC
(Professional)

Announcer
Author
Book reviewer
Editor
Editorial writer

GENERAL CULTURAL AND LINGUISTIC
(Profession) (cont.)

Judge
Lawyer
Lecturer
Librarian
Literary critic
Lyric writer
Novelist
Philologist
Playwright
Poet
Professor
School principal
School superintendent
Short story writer
Teacher

GENERAL CULTURAL AND LINGUISTIC
(Skilled)

Editing clerk
Editorial assistant
Interpreter
Librarian
Prompter
Proofreader
Reporter
Story analyst
Title writer
Translator

PRIMARY CULTURE III (Art & Ent.)

AESTHETIC, ARTS & ENTERTAINMENT

Architect
Arranger (including floral arranger)
Art critic
Artist (landscape, advertising, etc.)
Athlete
Choreographer
Dancer
Display man
Designer (fashion)
Designer (industrial)
Hair stylist
Illustrator
Interior decorator
Musician (instrumental)
Model (fashion, etc.)
Oil painter
Orchestrator
Photographer
Sculptor
Sign painter
Stylist
Vocalist
Window decorator

PRIMARY CLUSTER IV (Bus. & Org.)

BUSINESS (Contract)

Auctioneer
Buyer
Dealer (retail & wholesale)
Entrepreneur
House canvasser
Interviewer
Peddler
Promoter
Public relations counselor
Real estate agent
Salesman
Underwriter

CLERICAL

Bookkeeper
Calculating machine operator
Cashier
Court reporter

CLERICAL (Cont.)

Currency sorter
Dispatcher
File clerk
Hotel clerk
Office boy/girl
Postal clerk
Reservation clerk
Salesclerk
Secretary
Shipping clerk
Stenographer
Telegraph operator
Teller
Ticket agent
Typist

ORGANIZATION (Business, Gov. etc.)

Accountant
Banker
Broker
Cabinet officer
Foreman
Notaries
Industrial tycoon
Union official
Corporation cashier
Employment manager
Executive
Owners

PRIMARY CLUSTER V (Outdoor)

OUTDOOR

Animal breeder
Cattle rancher
County agent
Dairyman
Farm advisor
Farm equipment operator
Farm laborer
Farm owner
Fish and game warden
Fisherman
Flower grower
Forester
Grounds keeper
Hunting and fishing guide
Irrigator
Landscape gardener
Nurseryman
Park ranger
Playground worker
Poultry man
Sprayer
Telephone lineman
Tobacco grower
Tree surgeon
Vegetable grower
Wildlife specialist

VALUES AND NEEDS THAT ARE IMPORTANT TO YOU

How important to you is

JUSTICE: The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately.

(Circle one of the following)

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

ALTRUISM: Regard for or devotion to the interest of others.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

RECOGNITION: Being made to feel significant and important; being given special notice or attention.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

PLEASURE: The agreeable emotion accompanying the possession or expectation of what is good or greatly desired. "Pleasure" stresses satisfaction or gratification rather than visible happiness; a state of gratification.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

WISDOM: The ability to discern inner qualities and relationships; insight, good sense, judgment.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

HONESTY: Fairness or straight forwardness of conduct; integrity; uprightness of character or action.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

ACHIEVEMENT: Accomplishment; a result brought about by resolve, persistence, or endeavor. The word "achieve" is defined as: "to bring to a successful conclusion; accomplishment; to attain a desired end or aim."

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

AUTONOMY: The ability to be a self-determining individual.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

WEALTH: Abundance of valuable material possessions or resources; affluence.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

POWER: Possession of control, authority or influence over others.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

LOVE: Affection based on admiration or benevolence; warm attachment enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his good.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

AESTHETICS: The appreciation and enjoyment of beauty for beauty's sake.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

PHYSICAL APPEARANCE: Concern for the beauty of one's own body.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

HEALTH: The condition of being sound in body; freedom from physical disease or pain; the general condition of the body; well-being

Not important X
Moderately important X
Quite important X
Extremely important X

SKILL: The ability to use one's knowledge effectively and readily in execution or performance; technical expertise.

Not important X
Moderately important X
Quite important X
Extremely important X

EMOTIONAL WELL-BEING: Freedom from overwhelming anxieties and barriers to effective functioning; a peace of mind; inner security.

Not important X
Moderately important X
Quite important X
Extremely important X

KNOWLEDGE: The seeking of truth, information, or principles for the satisfaction of curiosity, for use, or for the power of knowing.

Not important X
Moderately important X
Quite important X
Extremely important X

MORALITY: The belief in and keeping of ethical standards

Not important X
Moderately important X
Quite important X
Extremely important X

RELIGIOUS FAITH: Communion with, obedience to and activity in behalf of a Supreme Being.

Not important X
Moderately important X
Quite important X
Extremely important X

LOYALTY: Maintaining allegiance to a person, group, institution, or political entity.

Not important X
Moderately important X
Quite important X
Extremely important X

OCCUPATION AND TRAINING CHART

LEVEL OF TRAINING	OCCUPATION FIELDS		
<p align="center">COLLEGE 4 years or more</p>			
<p align="center">HIGH SCHOOL plus additional technical or trade school or some college</p>			
<p align="center">HIGH SCHOOL graduate</p>			
<p align="center">LESS THAN HIGH SCHOOL graduate</p>			

Directions:

1. Put in the three broad occupational fields that you feel you have the strongest potential for you.
2. List the occupations in which you would expect to find people with interests similar yours.
3. In selecting occupations consider also the amount of training required. For occupations that will fall into at least three of the levels of training.

Self-Appraisal for the Job Ahead

HOW I PLAN TO ACHIEVE MY VOCATIONAL GOALS

Name of occupation _____

Description of duties _____

<u>Aptitudes Required</u>	<u>How I Rate My Aptitudes</u>		
	<u>Below Average</u>	<u>Average</u>	<u>Excellent</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Necessary Personality Traits</u>	<u>How I Rate In These Personality Traits</u>		
	<u>Below Average</u>	<u>Average</u>	<u>Excellent</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Education or Training Required</u>	<u>Further Education or Training I Need</u>
_____	_____
_____	_____
_____	_____

<u>Other Requirements</u>	<u>How I Can Fulfill These Requirements</u>
_____	_____
_____	_____



ATTITUDE QUESTIONNAIRE*

DIRECTIONS

Please read carefully

The following survey attempts to investigate counselor attitudes toward women. It consists of 68 statements. You are to react to each statement, indicating degree of support or non-support. The scale and its interpretation is as follows:

- Strongly Disagree - Indicates a concerned, strong, negative feeling about the statement.
- Mildly Disagree - Indicates less concern, but a still negative feeling about the statement.
- Equally Agree and Disagree - Indicates an ambivalent feeling about the statement, to which you cannot give direction.
- Mildly Agree - Indicates less concern, but a still positive feeling about the statement.
- Strongly Agree - Indicates a concerned, strong, positive feeling about the statement.

Approach the survey in a truthful and candid manner. Try not to qualify and make exceptions to the statements, but rather react quickly to them. Make only one choice per statement, using an X, and don't leave any blank.

*Patricia Englehart, "A Survey of Counselor Attitudes Toward Women," Unpublished M.A. Colloquium Paper, University of Minnesota, 1968.

- | | Strongly
Disagree | Mildly
Disagree | Equally Agree
and Disagree | Mildly
Agree | Strongly
Agree |
|---|----------------------|--------------------|-------------------------------|-----------------|-------------------|
| 1. Nurturance and concern for others are equally important for men and women. | 1. () | () | () | () | () |
| 2. In a mature marriage, the man's ego needn't feel threatened because his wife is a successful career woman. | 2. () | () | () | () | () |
| 3. A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home. | 3. () | () | () | () | () |
| 4. Any woman, married or single, should receive the same pay for a particular job as a man would. | 4. () | () | () | () | () |
| 5. A girl's college education is more often wasted than a boy's. | 5. () | () | () | () | () |
| 6. Women tend to respond emotionally, men by thinking. | 6. () | () | () | () | () |
| 7. The 1962 actions of dental and engineering societies, which have indicated that they would like more women to train for these professions, are beneficial recommendations. | 7. () | () | () | () | () |
| 8. Physical care of aging parents should more often be the daughter's responsibility. | 8. () | () | () | () | () |
| 9. Nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their husbands. | 9. () | () | () | () | () |
| 10. Doctors who tell distraught mothers to work part time or go to school are performing a valuable service. | 10. () | () | () | () | () |
| 11. There should be a tax advantage to boys, other things being equal, on the granting of graduate fellowships. | 11. () | () | () | () | () |
| 12. Women with ability should feel a responsibility for using their talents for the betterment of mankind. | 12. () | () | () | () | () |

- | | | (Strongly
Disagree) | (Mildly
Disagree) | (Equally Agree
and Disagree) | (Mildly
Agree) | (Strongly
Agree) |
|---|-----|--------------------------|------------------------|-----------------------------------|---------------------|-----------------------|
| 13. The values and ideals held by women will have more impact on society if women are encouraged to get sufficient education and professional training. | 13. | () | () | () | () | () |
| 14. Men are meant to lead, and women, except in extreme circumstances, to follow. | 14. | () | () | () | () | () |
| 15. A married woman with preschool age children is justified in working simply because she wants to. | 15. | () | () | () | () | () |
| 16. True love for her family and an active concern for mankind are inseparable for a married woman. | 16. | () | () | () | () | () |
| 17. Many emotional and adjustment problems in children are primarily due to working mothers. | 17. | () | () | () | () | () |
| 18. Women should be granted maternity leaves from their jobs on the same basis as men are granted military leaves from theirs. | 18. | () | () | () | () | () |
| 19. A woman should interrupt her college education to put her husband through school. | 19. | () | () | () | () | () |
| 20. Choice of college is not as important for a girl as for a boy. | 20. | () | () | () | () | () |
| 21. Many women have a responsibility to put their humanizing talents to work outside the home. | 21. | () | () | () | () | () |
| 22. Marriage and children should take precedence over everything else in a married woman's life. | 22. | () | () | () | () | () |
| 23. Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation. | 23. | () | () | () | () | () |
| 24. Preschool age girls should be encouraged to explore and manipulate their environment on the same scale as preschool age boys. | 24. | () | () | () | () | () |

- | | | Strongly
Disagree | Mildly
Disagree | Equally Agree
and Disagree | Mildly
Agree | Strongly
Agree |
|--|-----|----------------------|--------------------|-------------------------------|-----------------|-------------------|
| 25. Women who work are taking jobs away from men. | 25. | () | () | () | () | () |
| 26. As a general rule, women tend to minimize their abilities. | 26. | () | () | () | () | () |
| 27. Courses in math and physics should be considered by more girls than are considering them today. | 27. | () | () | () | () | () |
| 28. Most women tend to lose their femininity when they perform jobs usually executed by men. | 28. | () | () | () | () | () |
| 29. The fact that her husband will have additional home responsibilities should not deter a married woman from working. | 29. | () | () | () | () | () |
| 30. The emphasis on beauty and desirability tend to encourage a premature marriage concern among our teen-aged girls. | 30. | () | () | () | () | () |
| 31. Mothers of children under three should not work either full or part time unless there is serious economic necessity for so doing. | 31. | () | () | () | () | () |
| 32. A school district is not justified in making the wife resign after marriage when both she and her husband have been teaching in that system. | 32. | () | () | () | () | () |
| 33. Going to college to get a husband can justifiably be the prime goal of a girl's college career. | 33. | () | () | () | () | () |
| 34. Less serious academic and career aims for girls should be understood and accepted by teachers working with girls. | 34. | () | () | () | () | () |
| 35. Sex stereotypes impede logical career involvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount. | 35. | () | () | () | () | () |
| 36. Women should decorate and enhance their homes and leave the larger world to men. | 36. | () | () | () | () | () |

- | | | | Strongly
Disagree | Mildly
Disagree | Equally Agree
and Disagree | Mildly
Agree | Strongly
Agree |
|-----|--|-----|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|
| 37. | Love and charity begin in the home; therefore, women with children should stay in the home after marriage and not worry about extending their love and charity beyond. | 37. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. | We need more good child care facilities so that mothers who have a desire to work can do so without worry about the welfare of their children. | 38. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. | A single woman should be hired over a married woman, even though the married woman has slightly higher qualifications. | 39. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. | Sexually mixed, elective home economics classes and industrial arts classes would be a good idea. | 40. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. | Elementary schools should expose girls to wider occupational horizons than the traditional picture of mother in the home that is found in elementary school text books. | 41. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. | Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks. | 42. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. | A choice between being a wife and mother and working full time is no longer necessary, as the two can be workably integrated. | 43. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. | A wife's opinion should have the same bearing upon important decisions for the family as her husband's. | 44. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. | Mother substitutes can hardly ever do as adequate a job rearing as the child's own mother. | 45. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. | Women should be given advancement opportunities commensurate with their interest and ability, even if it means a man of slightly lower qualifications will be by-passed. | 46. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | Strongly
Disagree | Mildly
Disagree | Equally Agree
and Disagree | Mildly
Agree | Strongly
Agree |
|-----|---|-----|----------------------|--------------------|-------------------------------|-----------------|-------------------|
| 47. | "An insurance policy to be used only if needed," is a good way for a girl to view her college career preparation. | 47. | () | () | () | () | () |
| 48. | Marriage and children should be viewed as decidedly limiting factors in the career development of girls. | 48. | () | () | () | () | () |
| 49. | One of our greatest untapped resources of competent professional, in many areas, is women. | 49. | () | () | () | () | () |
| 50. | Married women should not crave personal success, but instead be satisfied with their husband's achievements. | 50. | () | () | () | () | () |
| 51. | A man should never be expected to do the dishes in other than emergency circumstances. | 51. | () | () | () | () | () |
| 52. | Women who graduate from college and work at least part time have children who are generally more independent. | 52. | () | () | () | () | () |
| 53. | School districts should refuse to hire married women as teachers. | 53. | () | () | () | () | () |
| 54. | Courses in the arts and romance languages should be considered by more boys than are considering them today. | 54. | () | () | () | () | () |
| 55. | Boys need to be educated so that they will be more cognizant of the broader role of today's women. | 55. | () | () | () | () | () |
| 56. | Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics. | 56. | () | () | () | () | () |
| 57. | A man can establish a beneficial relationship with his child by greater participation in the child's physical care. | 57. | () | () | () | () | () |
| 58. | A stimulating, interesting, non-dependent type of wife can be an asset to a marriage. | 58. | () | () | () | () | () |
| 59. | More than one caretaker is likely to be confusing to a year old child. | 59. | () | () | () | () | () |

- | | | | Strongly
Disagree | Mildly
Disagree | Equally Agree
and Disagree | Mildly
Agree | Strongly
Agree |
|-----|---|-----|----------------------|--------------------|-------------------------------|-----------------|-------------------|
| 60. | The difficulties involved in women supervising men on jobs have been exaggerated. | 60. | () | () | () | () | () |
| 61. | With the exception of work involving considerable physical strength, there isn't an area of work today in which women couldn't make a major contribution. | 61. | () | () | () | () | () |
| 62. | Colleges would benefit by hiring more women staff members. | 62. | () | () | () | () | () |
| 63. | Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman. | 63. | () | () | () | () | () |
| 64. | Most men are happier if their wives are dependent and subservient. | 64. | () | () | () | () | () |
| 65. | Girls are overly protected in our culture. | 65. | () | () | () | () | () |
| 66. | Colleges and universities should continue to enforce the anti-nepotism rules by not permitting joint hiring of husband-wife teams, irrespective of qualifications. | 66. | () | () | () | () | () |
| 67. | Women should continue to enter the careers that they have traditionally entered, such as teaching, nursing, library work and social work; to the exclusion of more traditionally masculine pursuits, such as law and engineering. | 67. | () | () | () | () | () |
| 68. | A married woman with children at home should not become involved at the career level of work. | 68. | () | () | () | () | () |

SCORING DIRECTIONS
Attitude Questionnaire

If you would like to take the survey, you can hand score it by following the below procedure. There are five choices for each of the 68 items of which only one should be selected.

Items numbered 1, 2, 4, 7, 10, 12, 13, 15, 16, 18, 21, 24, 26, 27, 29, 30, 32, 35, 38, 40, 41, 43, 44, 46, 49, 52, 54, 55, 57, 58, 60, 61, 62, and 65 are the emergently stated items and should be given the following number of points for each of the five possible choices.

<u>Strongly disagree</u> 1 pt.	<u>Mildly disagree</u> 2 pts.	<u>Equally agree and disagree</u> 3 pts.	<u>Mildly agree</u> 4 pts.	<u>Strongly agree</u> 5 pts.
-----------------------------------	----------------------------------	---	-------------------------------	---------------------------------

Items numbered 3, 5, 6, 8, 9, 11, 14, 17, 19, 20, 22, 23, 25, 28, 31, 33, 34, 36, 37, 39, 42, 47, 48, 50, 51, 53, 56, 59, 63, 64, 66, 67, and 68 are the traditionally stated items and should be given the following number of points for each of the five possible choices.

<u>Strongly disagree</u> 5 pts.	<u>Mildly disagree</u> 4 pts.	<u>Equally agree and disagree</u> 3 pts.	<u>Mildly agree</u> 2 pts.	<u>Strongly agree</u> 1. pt.
------------------------------------	----------------------------------	---	-------------------------------	---------------------------------

Note that these items are scored backward.

The highest possible score that can be obtained on the questionnaire is 340 and would indicate an extremely emergent orientation toward woman's role. The lowest possible score is 68 and of course would be very traditional. Scores from 204 to 340 can be considered in the emergent direction and from 204 down to 68 in the traditional direction.

WOMEN IN THE WORLD OF WORK

ENABLING OBJECTIVE 1, LEARNING EXPERIENCE 3

Questionnaire to be administered to various males dealing with their attitudes toward women and work:

1. Do you feel that women are unfairly discriminated against in seeking employment? Why or why not?
2. Should married women work
 - a) full-time
 - b) part-time
 - c) not at all
3. Should married women with preschool children work
 - a) full-time
 - b) part-time
 - c) not at all
4. Would (do) you want your wife to work?
5. Which of the following is most important to you?
 - a) your job
 - b) your home life
 - c) both equally important
6. Which should be more important to a working wife?
 - a) job
 - b) home life
 - c) both equally important
7. Which should be more important to a working mother?
 - a) job
 - b) home life
 - c) both equally important
8. Would you object most to women engaged in your field of work if they were employed
 - a) at a lower level than yours
 - b) in a position equal to yours
 - c) as your superior (foreman, executive)
9. Would you approve most of a girlfriend or spouse who
 - a) makes more money than you
 - b) has a higher status position than you
 - c) carries more responsibility than you

10. Would you want her to continue to work after marriage. After children?
11. Do you feel that woman can handle most jobs as effectively as men?
12. Do you feel that some jobs are better reserved for men? If so, what are they?
13. Do you think a woman will ever be President?
14. Do you think a woman should be President?
15. Do you feel that career women are more aggressive than non-career women?
16. Do you feel that career women are less feminine than non-career women?
17. How do you feel about the Women's Liberation Movement?
 - a) It's justified -- a good thing.
 - b) The women involved are misfits -- can't get a man of their own so they hate all men.
 - c) There may be some justification, but they're pushing things too far.
 - d) It's absurd and illogical -- just like women.
 - e) other -- explain
18. Shirley Chisholm, Negro Congresswoman, has stated that she is discriminated against more as a woman than as a Negro. Do you think this is generally true?
19. Do you feel that women are more emotional than men?
20. Do you feel that men are more intellectual than women?
21. Should women be allowed to work at jobs which require heavy physical work (lifting, carrying, construction work, etc.)?
22. Would you take a job under the supervision of a woman?

FACT SHEET*

Employment in 1968

Number - Over 29 million women are in the labor force. This is 42 percent of all women working age. Women are 37 percent of the labor force.

Age - Half of the women workers are 40 years of age or over. Almost two-fifths are 45 years or older. More than half of all women in the labor force are in the following age groups: 18 and 19 years, 20 to 24 years, and 45 to 54 years.

Marital status - Almost three out of five women workers are married (husband present). Of all married women (husband present) in the population, 37 percent are working.

Family status - About 10.6 million mothers with children under 18 years of age are working, of whom 4.1 million have children under six years. Working mothers are 38 percent of all women in the labor force.

Employment patterns - About 42 percent of all women workers work full-time the year around. Almost 30 percent work part-time the year around or part of the year.

Occupations - About 34 percent of all employed women are clerical workers. They include 3.3 million stenographers, typists, and secretaries. Sixteen percent are service workers (except private household). Fifteen percent are operatives, chiefly in factories. Almost fifteen percent are professional and technical workers. They include 1.7 million teachers.

Income in 1968

Median income in 1968 - \$4,026 was received by year around full-time women workers; \$1,638 by all women with income.

Education in 1966 - 68

School and college enrollment - There were over 26 million girls and women between 5 and 34 years of age enrolled in school in the fall of 1966. The 2.8 million college women were two-fifths of all college students in the fall of 1967.

Education Completed - About 297,000 women earned college degrees in 1966-67. A total of 2.9 million women workers have a college degree, according to a March 1968 study. About 12.2 million women workers are at least high school graduates (no college), and 3.4 million have some college education (no degree).

*Taken from the Minnesota Pupil Services Bulletin, Minnesota Department of Education, Spring, 1970.

WORK LIFE EXPECTANCY FOR WOMEN OF TOMORROW

Most girls in the United States can expect the following life pattern as they move from school through middle age to the later years of life:

Unless they go to college, the majority of unmarried girls will go to work at age 17 or 18 after leaving school. Within three or four years, a large number of these young women will marry. Some of them will stop working for pay in order to get a new home organized, but a majority will continue to work to make it possible for a husband to get through school or to permit purchase of such things as a car, a home, or labor-saving household equipment. Then when the first baby arrives, the vast majority of young mothers give up their jobs and remain out of the work force until their youngest child is old enough to go to school. (About one in five women with preschool children will continue to work, usually because of economic need, but the general pattern will be that the age group 25-34 will provide the smallest share of women workers.)

When the youngest child no longer needs constant care, many mothers will choose to return to paid employment. This will usually happen when the women approach their middle 30's, after they have been out of the work force for about eight or ten years. Once back, the tendency will be for them to remain at work, perhaps not continuously, but certainly for a great share of their years to age 65. By 1975 nearly half of all women between 35 and 54 will probably be working. Unless things change unexpectedly in the years ahead, more women age 45 to 54 will be active in the work force than any other age group.

For the one girl in 20 who remains single, the length of her working life will be about the same as that of a man. Since most single women must support themselves, and often parents or other relatives as well, they must continue to hold a job.

Summary: The "work-life expectancy," as it is often called, for the women of tomorrow will be:

- for single women, about 40 years
- for childless married women, about 30 years
- for married women with children, about 15 to 25 years (depending on the number of children)

*Louise Vetter and Barbara J. Sethney, Planning Ahead for the World of Work, The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210, 1971. Reprinted by permission.

Table I. MAJOR OCCUPATIONAL GROUPS OF EMPLOYED WOMEN, 1950 and 1965*

Major Occupational Group	Number (in thousands)		% Distribution of All Women Employed		Women as % of Total Employment**	
	1965	1950	1965	1950	1965	1950
Professional & technical workers	3,323	1,862	14%	11%	37%	42%
Managers, officials & owners (except farm)	1,106	941	5	6	15	15
Clerical workers	7,756	4,539	32	26	70	59
Sales workers	1,881	1,516	8	9	41	39
Craftsmen & foremen (skilled workers)	281	181	1	1	3	2
Operatives (semiskilled workers)	3,656	3,215	15	19	28	27
Laborers (unskilled workers except farm and mine)	116	68	1	1	3	2
Private-household workers	2,025	1,771	8	10	98	92
Service workers (except private-household)	3,829	2,168	15	13	55	45
Farmers & farm managers	140	253	1	2	6	6
Farm laborers & foremen	<u>534</u>	<u>663</u>	<u>2</u>	<u>4</u>	<u>30</u>	<u>27</u>
TOTAL, ALL GROUPS	24,648	17,176	100%	100%	35%	29%

*Women 14 years of age and over.

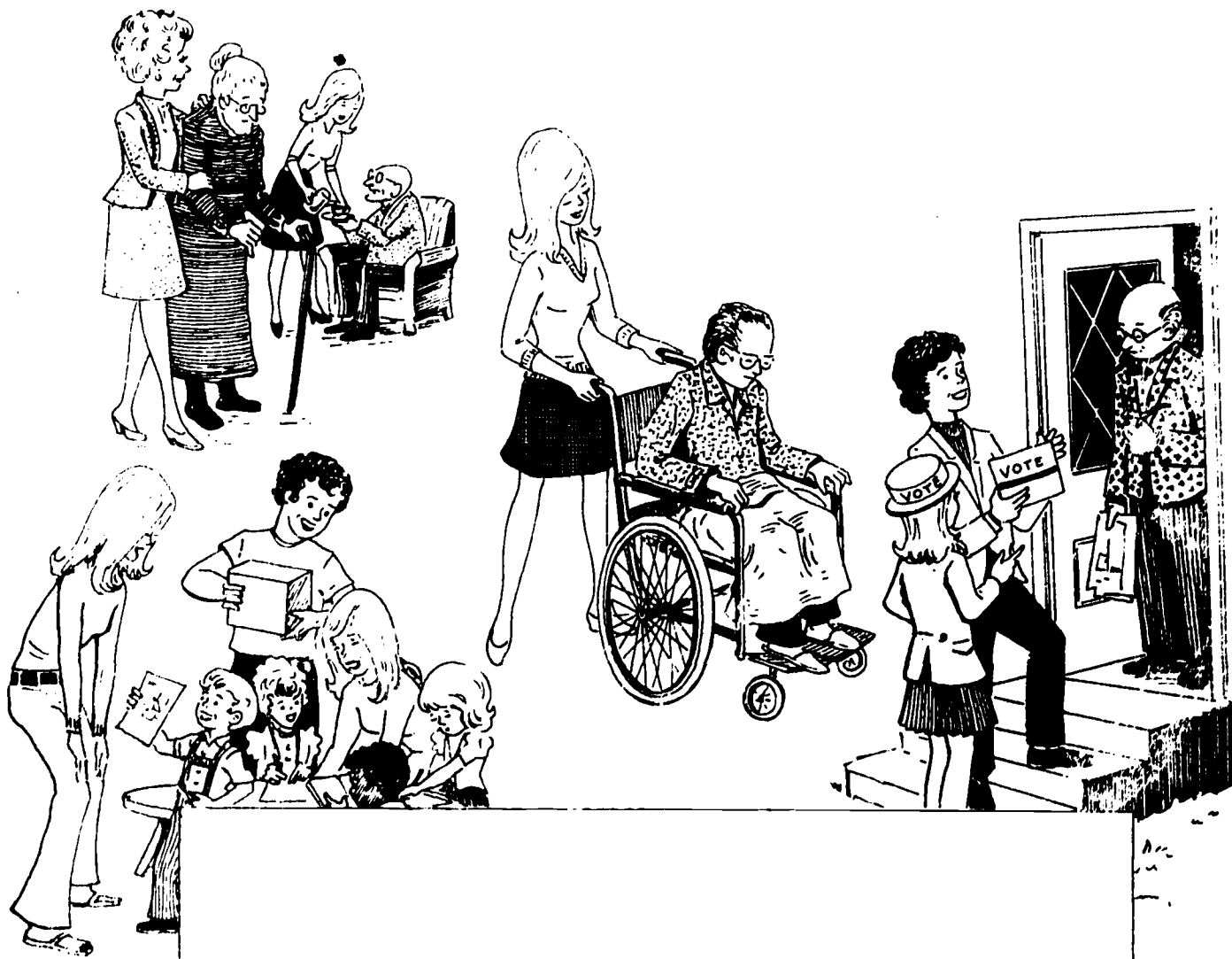
**Botl. men and women.

Totals may not equal 100% because of rounding.

Source: U.S. Department of Labor, Women's Bureau, 1965 Handbook on Women Workers, p. 89.

PROJECTED EMPLOYMENT GROWTH BY OCCUPATION, 1964-1975

PROJECTED EMPLOYMENT GROWTH					
Decline	Major Occupational Group	No Change	Less Than Average	Average	More Than Average
	Professional and technical workers				→
	Service workers				→
	Clerical workers				→
	Craftsmen and Foremen (skilled workers)			→	
	Managers, officials, and owners			→	
	Sales workers			→	
	Operatives (Semiskilled workers)		→		
	Laborers, nonfarm (Unskilled workers)	→			
←	Farm workers				
Source:	U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 1966-67 Edition, p. 16.				



D. WORK AND WORKERS

THE INTERVIEW PROCEDURE

A. Preparation for the Interview

1. The interviewer should not only determine but define his purpose for using the interview in obtaining the information required. This should include clarification in thinking and writing as to what actually is to be served by the interview; planning a step-by-step agenda as to what facts must be brought out, what information must be given, what attitudes should be established, and what action is to be taken.
2. The interviewer should attempt to clarify his preconceived points of view about the topic.
3. The interviewer should place himself in the interviewee's position and try to imagine what the interviewee would think of the interviewer, the approach, and the purposes of the interview.

B. The Interview

1. The interviewer should set the mood for the interview by explaining that it will be based upon a mutual understanding of its purposes. Thus, the interviewee should see that by his participating in the interview he could help to achieve some goal or bring about some change which he considered desirable.
2. The interview begins when agreement on a purpose has been reached between the interviewer and the interviewee. From this point on, the interviewer must tread a fine line with respect to his responsiveness. It was essential that the interviewer try not to reveal his own attitudes - including not showing shock or disapproval or nodding support. However, the interviewer must not become completely impassive. The friendly permissiveness. For example, he should laugh at the interviewee's jokes, exclaim when the interviewee says something evidently intended to be astonishing ("Really?"; "You don't say!"), make supportive statements ("I see your point," "That's understandable," "That's very interesting"), and in any other way allow himself the appropriate emotional expression which would be normal for the particular situation. But, the interviewer should avoid the slightest approval or disapproval of the interviewee's positions.
3. The interviewer should be a good listener, which means he should actively participate through concentrated effort to examine and comprehend the true meaning of what the interviewee is trying to communicate.
4. The interviewer should let the interviewee tell his own story. Then after the interviewee has had a chance to give the main story, uninterrupted by questioning, the interviewer should complete the interview by questioning him about any incomplete portion of it.

5. The interviewer should ask only one question at a time, and his wording should be such that the meaning is clear. The following are some suggestions about questioning and wording:
 - a. The interviewer should ask only questions that are related to the purposes of the interview.
 - b. The interviewer should avoid using leading questions because they suggest answers.
 - c. The interviewer should not use questions that are loaded with social desirability. People tend to give responses that are socially desirable, responses that indicate or imply approval of actions or things that are generally considered to be good. For example, the interviewer may ask a person about his feelings toward children. Everybody is supposed to love children. Unless the interviewer is very careful, he will get a stereotyped response about children and love. Also, when the interviewer asks a person if he votes, he must be careful since everyone is supposed to vote. If he asks interviewees their reactions to minority groups, he again runs the risk of getting invalid responses. Most educated people, no matter what their true attitudes, are aware that prejudice is disapproved. A good question, then, is one in which interviewees are not led to express merely socially desirable sentiments. At the same time, one should not question an interviewee so that he is faced with the necessity of giving a socially undesirable response.
 - d. Make questions short enough so that the interviewee will be able to remember them.
 - e. Specify, as close as possible, the exact time, place, and context which you desire the interviewee to assume when he answers your questions.
 - f. Questions should be worded so that a single "Yes" or "No" answer is not possible unless there is no other way.
 - g. When the interview concerns a subject with which the interviewee may not be very familiar, or one in which he may not have the necessary technical vocabulary, it is sometimes desirable to preface questions with an explanatory paragraph or an illustration which will set the stage for the questions the interviewer wants to ask.
 - h. Ask questions in terms of the interviewee's own immediate (recent) experience, rather than in terms of generalities. For example, the interviewer can ask, "Think back to the last time one of your students came in late. What did you say?", rather than "What do you usually say when a student comes in late?"
 - i. When the interview deals with sensitive topics, attention must be given to wording questions in such a way as to minimize ego defenses. This can be accomplished by making the interviewee's desired answer seem acceptable. The following are some ways in which this can be accomplished:

- (1) If the sensitive area involves the expression of criticism of a person or institution, provide an opportunity for the interviewee to voice praise first, so that he will not feel he is being unfair. For example, "What do you like best about your teacher?", then "What do you like least about your teacher?"
 - (2) Indicate to the interviewee that other people hold the same opinion even though it's not socially acceptable.
 - (3) If the interviewer feels it necessary to discuss some undesirable attitude or behavior of the interviewee, he should place the burden of denial on him. For example, "When did you first sluff school?" Instead of "Did you ever sluff school?"
 - (4) Introduce face-saving phrases and words. For example, "Do you happen to know who the principal of this school is?" instead of "Do you know....?"
 - (5) Too often unintentional criticism is conveyed through mere disappointment over the fact that the interviewee failed to touch upon certain matters which the interviewer felt pertinent to the success of the interview. However expressed, the interviewee sees it as a personal indictment.
 - (6) In general, it seems preferable to have a further question directed to the affective aspects of what is being said rather than to pounce upon a factually inaccurate statement. Few devices are better calculated to stem the flow of conversation than that of countering an apparent statement of fact, which is actually the expression of a sentiment, with proof that the alleged fact is not true.
6. When continued self-exploration becomes uncomfortable, the interviewer should be aware of the fact that interviewees often attempt to reverse their roles. For example, he may be reluctant to explore his own feelings because they are painful or embarrassing or because they are so diffuse that he cannot easily put them into words. Whatever the reasons, he hopes that the interviewer's answer will provide the "correct" formulation of his own vague feelings. When this situation arises, it is important that the interviewer avoid answering the questions. At the same time, the interviewee should be encouraged to continue with his report. This can best be achieved by restating the implied meaning of the question and redirecting the revised question back to the interviewee. For example, the interviewee asked, "Did the principal think the teacher lied about me?" The interviewer responded with "You mean it wasn't clear whether the teacher lied or not?" "Right," replied the interviewee, "You remember when...."
 7. When interviewee contradictions arise, the interviewer can quote the interviewee, but he must be careful not to antagonize him. One good device is for the interviewer to restate the earlier remark with something like the following: "I want to be sure to get this right, and I wonder if I haven't made a mistake. Would you please clarify your last statement in light of your earlier comment?" If this is enough, fine. However, in most cases, the interviewer will have to restate the previous statement before the interviewee will respond.
 8. When the interviewee digresses, the interviewer can lead the interviewee back to relevant material by questions which relate to what he has been saying about the topic.

9. When the interviewer want to elicit additional information from the interviewee or clarify information already given, a number of probing techniques may be used. They enable the interviewer to bring about a reaction without himself becoming part of the reaction. Thus, to elicit additional information the interviewer uses such phrases as "Would you tell me some more about that?", "I'm interested in what you're saying. Could you give me a little more information about it?", or "I see what you mean. Can you tell me a little bit more about how you feel?" These statements indicate that the interviewer is interested, understands what the interviewee is saying, and is making a direct bid for more information.

Let's consider some examples of probes for additional information within an actual interviewing situation.

Interviewer: How do you feel about federal aid to ghettos?
Interviewee: Well, I don't know. Sometimes I think we go too far.
Interviewer: I see. Can you tell me a little more about what you have in mind?
Interviewee: Maybe we ought to give some help. But gosh, when I see tax money going to help someone who refuses to help himself or even demonstrates against the United States, I think we'd better lay off.
Interviewer: Sometimes you feel we ought not to help them?
Interviewee: That's right! I think they're lazy, irresponsible, and no good.

In this example, the interviewee made a mildly critical statement at first. The interviewer reacted to this by being nonevaluative and yet accepting. He didn't criticize the interviewee nor did he agree with him; he merely indicated a general acceptance of the statement. The result of this was a somewhat more critical statement. The nonevaluative acceptance by the interviewer permitted the interviewee to make his final, bitter response without feeling the need to defend or modify it.

Another type of eliciting probe is the inflection of emphasis. For example, if the interviewer's question has a slight rising inflection on the end, indicating a mild "I don't quite get you" connotation, the interviewee will usually respond with additional information to clarify his point.

Another eliciting probe is the direct bid for additional information. Here the stress is put on words such as "Kinds" in that it asks the interviewee to shift from his present frame of reference to other "Kinds" of things about which the interviewer is interested.

To clarify information already given, the interviewer might use such probes as "Now let me see if I have it straight. As I understand it, you feel..." and then summarize what the interviewee has said.

Let's consider an example of probes for clarifying information already given.

Interviewer: If I remember correctly, you said that last quarter was a particularly bad quarter for you as far as absences were concerned. How many times were you absent last quarter?
Interviewee: Well, with the school play and the traveling assembly, I'd say I missed about five or six times.
Interviewer: I see. Five or six times? Can you give me a little closer estimate?

Interviewee: Well, like I said, there were an awful lot of school activities, but I guess I missed a few more times than five or six.

Interviewer: Pause

Interviewee: Probably between ten and twelve times to be more exact.

Interviewer: Ten or twelve you say. Which would be the most accurate?

Interviewee: Oh, I think twelve would probably be more like it.

Notice that the interviewer referred back to some incomplete information by repeating the interviewee's earlier statement with the added emphasis that he was interested in having the interviewee explain more about it. The interviewee readily responded to the interviewer's statement. Then after the interviewee's first estimate, the interviewer began with a non-evaluative statement by merely repeating the interviewee's first estimate. It seems apparent that his first response was more concerned with the reasons why he had been absent. When the interviewer ignored the reasons why and focused on the factual part of the response, the interviewee responded with more accurate information.

10. Finally, if the interviewee shows resistance, the interviewer should merely ask the interviewee to talk about it. In response, the interviewee will usually mention a problem or problem area which in itself resolves the interviewer's immediate problem - resistance. However, often there is a deeper reason why the interviewee fails to understand the question or gives an answer which does not actually answer the question, namely, the question arouses anxiety in him. The interviewer must learn to detect signs of anxiety, and must judge when it is wisest to stop the line of questioning even if he has not obtained the information the objectives called for. A further danger is the fact that the interviewer himself may feel anxious about a problem and may therefore be oversensitive to signs of disturbance in the interviewee.
11. The interviewer should know when to end the interview. For example, if all of the purposes have been satisfactorily met, then stop. However, most of the time, problems will be encountered that weren't anticipated. The suggested procedure here is to probe until the interviewer feels that to probe further would jeopardize the successful completion of the interview. At this point, the interviewer should encourage a break in the interview. There should be an understanding that to continue without further information or thought would not lead to the purposes they had agreed on at the beginning of the interview. And if possible, get some purposes for the interim period so that the interviewer and interviewee would be prepared to start where they left off.

WOMEN IN THE WORLD OF WORK

Questionnaire to investigate how contemporary women perceive themselves:

1. Do you work outside the home?
2. Do (would) you prefer to work outside the home?
3. Do you consider yourself equal to men in the world of work?
4. Do you believe that there are certain areas of work rightfully reserved to men? If so, please name them.
5. Rank the following roles in order of their importance to you:
a) wife, b) mother, c) worker, d) homemaker.
6. Do you feel that you are discriminated against as a worker because of your sex by men? By other women?
7. If you are better at something than a male, do you let him know it? Why or why not?
8. Do you enjoy or resent a position of superiority over men?
9. Would you date a man who was your subordinate?
10. Would you consider marrying a man who was your subordinate?
11. Do you feel that "a woman's place is in the home"?
12. Would (do) you work outside the home after marriage by choice? After children?
13. Have you ever wanted to be President of the United States?
14. Do you think a woman ever should be President?
15. Do you think a woman ever will be President?

Stimulus Questions for Panel Discussion

1. It has been said that "a woman's place is in the home." To what degree would each of you agree with this statement?
2. Is a woman's primary responsibility to her husband and children (as being a good wife and mother) or to herself (in being a fulfilled and contented person)?
3. Should a husband and wife be equal partners in a marriage or should there be an imbalance and division of labor?
4. Should all areas of work be open to women, or are there some jobs that are "out of bounds?"
5. To what extent do you agree with the Women's Liberation Movement when they say that men have kept women in subserviance and have exploited them?
6. How does the present debate over the proper role of a woman affect your idea of yourself as a woman? Has your opinion of the role of a woman changed a great deal?
7. There are some people who advocate a complete change in the way that women are perceived. How does this make you feel? What portions of the "traditional" attitude and behavior toward women would you like to retain?
8. Some men say that women "want to have their cake and eat it too." In other words, they want all of the privileges and responsibilities of men but still want to be treated as a "lady". How would you react to this statement? Do women have to choose to live in one world or the other, or can they ask for the "best of both worlds?"
9. What advice would you give to today's teen-age girls as to what to expect a "proper woman's role" to be?
10. Are you satisfied with your life as a woman (past and present)? How would you have changed it if it were possible to do so?

INFORMATION ON THE WORKER

Occupation _____

Position _____

Directions: After you have established a good relationship with the worker, try to obtain the following information. Do not ask the worker to fill in the sheet.

1. Why are you working? _____

2. Why did you choose this type of work? _____

How much leeway or freedom do you have in determining how you carry out the responsibilities of your position? _____

4. What are the greatest pressures, strains, or anxieties in your work? _____

5. What special problems do new employees frequently have in adjusting in your field? _____

6. What are the most important personal characteristics of being successful in your position? _____

(Supervisor's opinion also) _____

7. Are there pressures or demands on you outside of work that affect the performance of your job? _____

8. Do you get more satisfaction from your work or from activities outside of work? _____

Additional Comments: (Information that may be used in your narrative description.)

Self-Appraisal for the Job Ahead

WHERE I WANT TO GO

SURVEY OF OCCUPATION WHICH I AM CONSIDERING: _____

A. Description of the Occupation

1. General nature of the work
2. Duties and responsibilities
3. Equipment used

B. Status of the Occupation

1. Jobs through which I might enter the field
2. Promotional opportunities
3. Related occupations to which I might transfer

C. Employment Opportunities and Trends

1. Immediate employment outlook
2. Possible employment trend during the next ten years

D. Wages and Hours

1. Salaries
 - a. Beginning salary
 - b. Salary range
2. Wages
 - a. Average number of hours worked per week
 - b. Average number of weeks worked per year; seasonal aspects
3. Vacation provisions
4. Fringe benefits (insurance, medical pensions, etc.)

E. Working Conditions

1. Place of employment
2. Physical surroundings
3. Employee and employer organizations
4. Other conditions

F. Training Requirements

1. Level of education required for entry and for promotions
2. Types of post-high school education necessary
 - a. Where to obtain it
 - b. Type, cost, and length of training
3. Other requirements, such as licenses, special examinations, membership in organizations, tools and equipment

G. Personal Qualifications

1. Physical and mental requirements
2. Personality characteristics

H. Summary

1. Advantages
2. Disadvantages

Teacher _____

Film _____

JOB IDENTIFICATION FACTS

Job title _____ D.O.T. Code # _____

Other titles used _____ Male _____ Female _____

Brief summary of nature or function of the job _____

Salary range: Minimum _____ Maximum _____ Average bonus or commission _____

Working hours: Average hours per week _____ ; daily from _____ to _____
Number of nights worked _____
Overtime: Never _____ Seldom _____ Frequent _____

Additional facts on hours: _____

Educational Requirements: Elem. School _____ High School _____ Post-Secondary _____
College _____ Special courses required _____

Job Experience: Previous experience required? Yes _____ No _____
Acceptable type and length _____
Previous jobs normally held _____
Next job in line of promotion _____
Other promotion opportunities _____

Supervision:
Supervision of other positions _____
Supervised by: Position _____
_____ Supervision is authoritative, worker makes no decisions
_____ Worker is given some supervision
_____ Worker has free rein; makes most decisions himself

Equipment: _____

On-the-job-training: Length of time _____ Skills taught _____

Relationship to Other Jobs: Persons contacted regularly as part of job:
Within the company _____ Outside the company _____

Technical Information Used on the Job: _____

Other Information: _____

Use of Basic Skills:
Mathematics: _____
Communication: _____

CHART

INFLUENCE OF SIGNIFICANT OTHERS

Fill out the chart with the name of the significant other, followed by the ways in which he has influenced you. For example, the significant other might be a piano teacher, my resultant career aspiration might be to become a concert pianist, she may have instilled in me the values of achievement and aesthetics, the abilities she encouraged may be musical, the work behavior I acquired might be perseverance, regular practice.

SIGNIFICANT OTHER INFLUENCED ME	MY CAREER ASPIRATIONS	VALUES	ABILITIES	WORK BEHAVIOR

GUIDE QUESTIONS, INTERVIEW WITH PARENTS, SIBLINGS

- 1) When you decided to go into this particular field, how did your parents react?
- 2) Did they react primarily to the choice you made or to the manner in which you made the choice? Why?
- 3) How did your friends react to your career choice?
- 4) Did your career decision have any effect on the lives of your parents or friends? If so, describe that effect.
- 5) Did your decision change your relationship with your parents? friends? (frequency of contact, status positions, etc.)
- 6) Do you have the same (or the same type of) friends now as then? If not, describe the differences.
- 7) Did your decision affect your social life? If so, how?
- 8) If you are married, how did your career choice affect your spouse:
 - a) home life easier or more difficult?
 - b) able to go out more or less often?
 - c) any effect on number or care of children?
 - d) any effect on the kind or number of friends your spouse has?
 - e) are you together more?
 - f) able to vacation satisfactorily?

WORKER INTERVIEW - INTERESTS AND ABILITIES

1. How did you get this job? Was it the kind of job you had planned on getting while you were in school?
2. How did you perceive this kind of work before you got into it?
3. Is it different from what you expected? If so, how is it different?
4. What are some of the abilities that a person needs in order to do this work?
5. Have you discovered that you have some abilities and interests that you didn't know you had? If so, tell about them.
6. What are your greatest satisfactions from having this job?
7. What things about the job do you like least?
8. What do you see yourself doing ten years from now?
9. Based on your experience, what information or advice would you give to someone who is still in high school?
10. How interesting is your work?
11. How interesting was school to you? What were high and low interest areas?
12. What hobbies and leisure interests do you have?
13. What person or persons do you see as having influenced your career thus far?
14. What do you see yourself doing a) five years from now? b) ten years from now?

SCHOOL SUBJECTS AND WORK EXPERIENCES

<u>Subjects</u>	<u>Grades</u>	<u>Things I disliked about each</u>	<u>Things I liked about each</u>
Agriculture			
Art			
Business Education			
English (includes speech, journalism)			
Foreign Language			
Health			
Home Economics			
Industrial Arts			
Mathematics			
Music			
Occupations			
On-the-Job Training			
Psychology			
Physical Education			
Biological Science			
Physical Science			
Social Studies			
Other			
Work Experience			
Salary			

Discussion:

1. What patterns in your likes and dislikes are there which might affect your choice of vocation?
2. What do your grades and work reflect in terms of strengths and weaknesses which might affect your career choices?
3. What things, if any, about this record would you like to change? Can you change them?
4. Would you like this group or class to help you develop a plan for such a change? If so, discuss it with the group and write up a Career Development Contract.

OBSERVATIONS OF THE WORK MILIEU

I. Work Setting

- A. Name and address of employer
- B. Products or services
- C. Occupational title or position

II. Physical Features of the Work Environment

- A. Transportation to and from the job
- B. Travel requirements
- C. Mobility on the job
 - 1. Location of parking lot, access to buildings
 - 2. Location and attractiveness of cafeteria, washrooms, fire exits
 - 3. Space for movement
- D. Lighting, heat, humidity, ventilation
- E. Sanitation, orderliness
- F. Noise, vibration
- G. Health and accident hazards
- H. Other physical features

III. Psychosocial Features of the Environment

- A. Characteristics of employees
 - 1. Predominant age range
 - 2. Male vs. Female
 - 3. Minority group members
 - 4. Informal leader traits
 - 5. Professional (vocational) interests
 - 6. Recreational interests
- B. Interpersonal relations
 - 1. Isolated task vs. joint operation or team work cooperation required
 - 2. Opportunity for conversation during work
 - 3. Close vs. occasional supervision
 - 4. Supervisor expectations
 - 5. Socialization outside of work
- C. Other psychosocial features

IV. Physical Demands of Work Performed

- A. Sitting vs. standing
- B. Stamina required
- C. Visual acuity
- D. Color vision
- E. Agility or coordination
- F. Finger dexterity
- G. Strength required
- H. Other physical demands

V. Psychological Demands of Work Performed

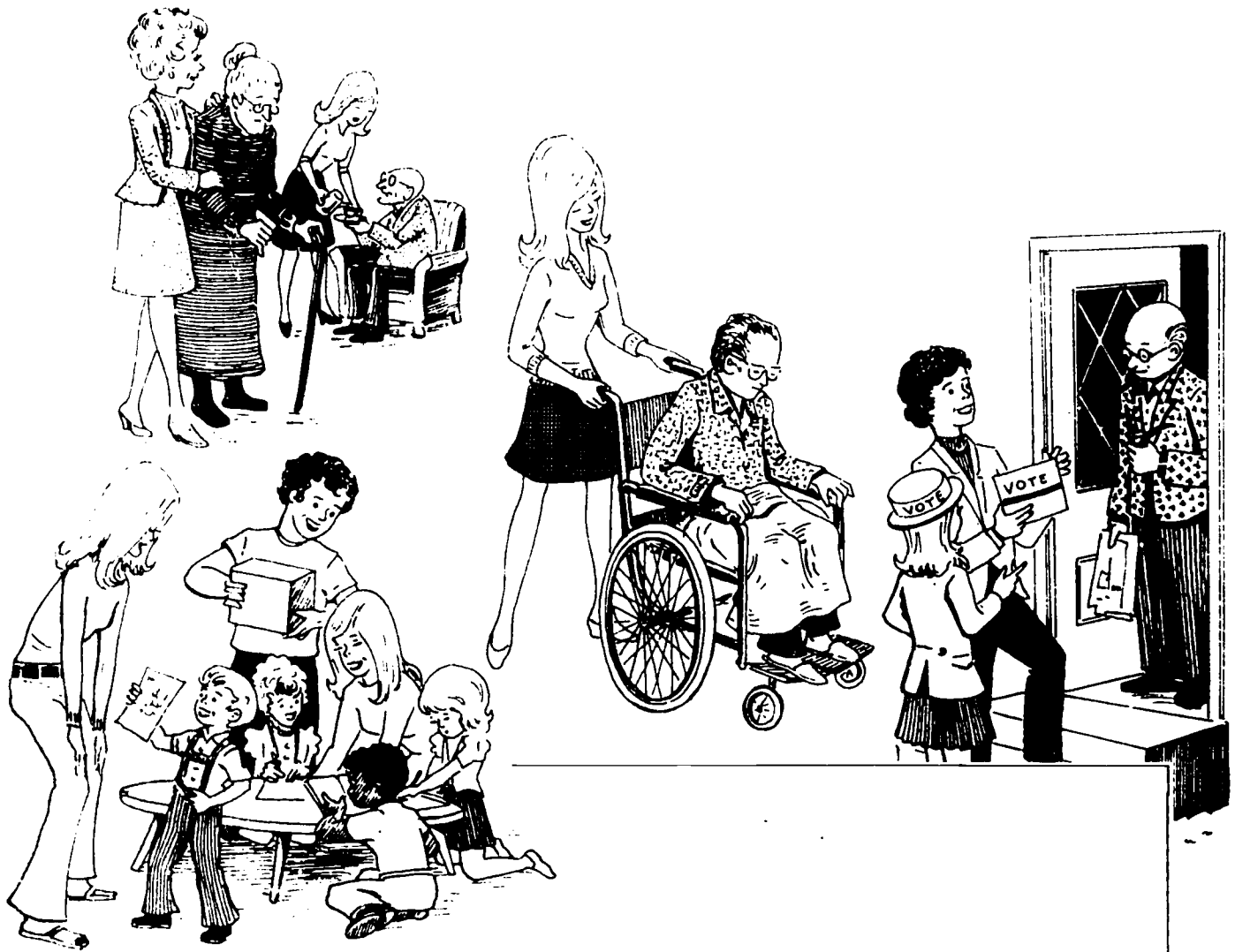
- A. Range of intelligence
- B. Memory needed
- C. Creativity needed
- D. Precision and other pressures
- E. Repetitive vs. variety
- F. Adaptability to change
- G. Stress of uncertainty or novelty
- H. Other psychological demands

VI. Psychological Rewards of Work Performed

- A. Autonomy, freedom of behavior
- B. Responsibility vs. lack of responsibility
- C. Exercise of initiative, judgment, creativity
- D. Direct or indirect service to others
- E. Helping with problems of our society
- F. Other psychological rewards

QUESTIONNAIRE

1. Are you active in community organizations? If so, which ones?
2. What talents and abilities are needed in these organizations?
3. Are these talents and abilities the same as or different from the talents and abilities you use in your work?
4. Is involvement in community affairs important to you? Why or why not?
5. Does your career allow you to become involved in community affairs?
6. Does your career hamper such involvement directly or indirectly (i.e. time and space limitations)? If so, in what ways?
7. Is there an expectation on the part of your company or organization that you be involved in community affairs? If so, why?
8. Do you think that the business world should stress involvement in community affairs? Why or why not?



E. SOURCES OF OCCUPATIONAL
INFORMATION

Motor: Fine

Plaster Leaf Print

Try this:

1. Gather leaves outside.
2. Put grease on paper plates. (None needed if using milk cartons.)
3. Mix water in plaster of Paris to pouring consistency. Pour into mold.
4. After it hardens a little, press a leaf on it firmly, and remove.
5. Insert hairpin for handle.
6. When dry, remove and paint.

You need:

Leaves, small fluted paper plates or milk cartons cut off an inch from the bottom, plaster of Paris, water, container to mix it in, petroleum jelly, hairpin, paints.

Try this:

Give the student a can with a specific number of objects in it (using the numbers that you are working with). Example: one leaf, two twigs, three flowers, etc. Hold up the beaded number card without telling the child what the number is. The child looks into the can to find the number of objects indicated. Do this until you have completed all of the numbers that you want the child to know. Reward the child for success by verbal praise.

You need:

leaves, grass, tree twigs, sticks, flowers, open-top can

Hint:

The class should go on a walk prior to this activity, identifying and collecting things we see in nature: trees, leaves, grass, flowers, etc. The teacher needs a medium size, open-top can, beaded number cards.

Awareness

The Nose Knows

Try this:

1. Go outside and smell the air after it rains.
2. Smell grass, flowers, dirt.
3. Does this thing have a smell? (rock, flower, grass)
4. Is the smell good or bad?
5. Compare smell of flowers to perfume.

You need:

Perfume

Motor

Pea and Toothpick Building

Try this:

Soak a package of dried peas for at least six hours. Be sure they are covered by water. Get a box or two of round toothpicks. Stick the toothpicks into the peas; they will serve as connectors. Build houses, buildings, shapes. As the peas dry, they will make a strong joint. Houses may be covered with tissue paper.

You need:

Dried peas
Round toothpicks
Large bowl
Water

Hints:

Soak peas overnight or at least 6-7 hours. Be sure they are covered by at least an inch of water.

Motor: Fine

Plants and Paste

Try this:

1. Take the children outdoors and ask them to pick up small natural objects such as rocks, twigs, leaves, seeds, pods, etc., and to put them into a bag.
2. Return to the classroom and gather around a table.
3. Give each a sheet of heavy paper. Each child is to choose several of the found objects and glue them on his/her paper.

More:

The natural objects may be glued on in designs or patterns.

You need:

Bag, heavy paper for each child, glue

Hints:

Survey the area to be sure there is a diverse array of small natural objects to be found.

Numbers

Colors

Try this:

1. Give students a color card (ex. green). Have them take the card with and find something the same color as their card (grass, leaves).
2. Show students a green card for a few seconds.
3. Tell students to find something green.

You need:

Color cards, paint chips

Hints:

Be sure there are materials outside that match the colors you want the students to find.'

Awareness of

Show Me

Try this:

1. Show the children a picture of a tree, flower, etc.
2. Ask them to point to one like it in the outdoor environment.

You need:

Pictures of objects the teacher knows will be in the area in which the activity will take place.

Awareness: Visual

Lucky Clovers

Try this:

Go outside and hunt for four-leaf clovers.

Hints:

Locate an area with clover.

Science: Plant Growth

Terrarium for the Classroom

Try this:

1. Gather plants with leaf mold, moss, small pieces of wood, rocks.
2. Put pieces of moss on bottom of container upsidedown. Add rocks, peat moss and plants. Put a few pieces of charcoal on the moss.
3. Pour in water. Add small, ceramic animals.
4. Seal with plastic wrap and put in a cool window.

You need:

Glass jar, fish bowl, or aquarium, plants with leaf mold, mosses, bird gravel or rocks, peat moss, a few pieces of charcoal, plastic wrap, long handled spoon, container for water.

Science

Seeds

Try this:

Children will visit an outdoor area and find three or four different kinds of seeds. Example: pine cones, milkweed pods. Classify them according to how they travel--air, hitch-hikers, pop from plants.

You need:

Assorted seeds

Awareness

Some Like Water When It's Hot

Try this:

Demonstrate effect of water on plants.

1. Place two plants in same window sill.
2. Water only one plant.
3. Record on calendar.
4. Observe differences in two plants as time passes.

You need:

Two small plants

Awareness

Peanut Butter Snack for the Birds

Try this:

1. Mix peanut butter with cornmeal or oats.
2. Use a knife to spread it on pine cones.
3. Tie a string around each cone.
4. Go for a walk and tie the pine cones to bushes and low tree limbs.
5. Watch for birds.

You need:

Pine cones, peanut butter, oats or cornmeal, knife, string.

Try this:

Take an empty tissue box with the top flap intact on the top. Cut around three sides of the bottom of the box. Fold down--this will be the back of the scene. Choose seasonal pictures from cards and magazines. Mount in box. Cover opening with plastic. Close back of box.

Go, read:

- Tissue box
- Cards
- Magazines
- Crayons or paint
- Rocks, shells, etc.

Hints:

- Discuss type of diorama.
- Discuss scale of pictures.
- Experiment while building.

Materials: Fine

Bussy Willow Rabbits

Procedure:

1. Find pussy willow branches or bring them from home.
2. Let pupils trace rabbit pattern on oak tag. Pupils or teachers cut out rabbits.
3. Gently lift off each catkin from branches.
4. Spread white glue on rabbit.
5. Press catkin onto glue.

Requirements:

Materials: pussy willow catkins, oak tag, rabbit pattern, white glue

Awareness

Weather

Try this:

Use flannel board to illustrate clothes for warm and cold weather. Help students differentiate between warm and cold by putting their hands out the window, placing their hand on a radiator, feeling the warmth from the sun or feeling warm and cold water from bathroom faucets.

Materials:

Flannel board

Two figures--one dressed for cold and one for hot weather

Awareness

Dress Up

Try this:

Children use large cut-out dolls with cut-out clothes or use pictures of clothes. Have the children decide what to wear in various kinds of weather. If you have the dolls, have the children put the clothes on them or have them select the picture of what clothes are appropriate.

Example: If it's cold, have them select a warm coat, mittens, a hat, etc.

You need:

Pictures of clothes (seasonal clothes) or
cut-out dolls with seasonal clothes

Awareness

Falling Leaves

Try this:

Rake piles of leaves, kick, tumble, bury one another, feel, smell, listen to the noise the leaves make.

You need:

Leaves

Hints:

Locate safe area where there is no dangerous litter or debris.

Awareness

Seasonal Sort

Try this:

A table game to help the pupil identify the characteristics of each season.

Print name of season at top of each large card.

Glue seasonal pictures on small cards.

File in a large manila envelope.

You need:

- Four cardboard cards 6 x 8
- Sixteen cardboard cards 3 x 4
- Seasonal pictures - cards
- Wildlife stamps, magazines

Awareness

Weatherperson

Try this:

Use the Daily weather to teach the children about the weather. Make up a calendar with large spaces for each day. Cover it with clear contact paper.

Make weather symbols. Example: a sun with a smiley face for a sunny day, a cloud with raindrops for a rainy day, etc.

Each day have the children notice the weather. Discuss it. Assign one child each day to be the "weatherperson." Select the weather symbol which fits the day. Then help place it on the calendar on the proper day.

You need:

Calendar covered with contact paper
Weather symbols backed with tape

Science

Winter

Try this:

Collect snow and frozen soil, let children feel the cold. Melt it. Observe soil becoming moist and then softening. After melting, feel textures of soil and melting snow.

You need:

Snow and frozen soil

Science

Spring Bloomers

Try this:

Bring in branches from early-blooming plants. Place the stems in water in a warm place to force the leaves and blossoms (pussy willow, forsythia, flowering crab). Keep a record of the number of days that pass before they bloom.

You need:

Branches, jar and water

Motor: Fine Skills

Weed Seed Art

Try this:

Go outside and gather dry weeds (some with roots), seeds, and leaves for a picture.

Let pupils pick favorite color for background. Glue seeds, plants, and leaves on paper. Dot open areas with glue and sprinkle on bits of colored tissue paper. Cover with plastic wrap and staple on a black paper frame.

You need:

Dry weeds, seeds, and leaves, construction paper, tissue paper, stapler.

Hints:

Survey area for dry weeds and leaves. Cut black construction paper frames.

Science

Watching Trees

Try this:

Select a tree for the class to observe during the school year (at least four times). Visit or observe tree. Draw a picture as a record of seasonal changes.

You need:

Tree, crayon, drawing paper

Awareness: Spring

Egg Shell Pictures

Try this:

Students place egg shells on the window sills and watch the warm sunlight dry them out during the day. After the shells have dried out, use water colors to paint them in a variety of pastel shades. Glue the pieces of painted egg shells to make pictures that have been outlined on construction paper.

You need:

Egg shells, water colors, paint brushes, glue, pictures outlined on construction paper

Hints:

Teacher and pupils bring egg shells from home. The teacher outlines pictures on construction paper.

Numbers

Sand Numbers

Try this:

The class needs to go on a walk to fill medium size containers with dry sand. Use cardboard squares size 9 in. by 11 in. to write the numbers from 1 to 10, using a separate card for each number. Use any type of commercial glue to trace over the numbers that have been written in pencil. Before the glue dries, sprinkle the sand over the numbers, shaking off any excess. Allow all of the numbers to dry. The finished product of this activity will be hard, raised numbers made of sand, which serves for good tactile experiences in learning to read numbers understandably.

You need:

Sand, commercial type glue, size 9 in. by 12 in. paper, pencils

Hints:

The teacher should be sure that an area is available for obtaining sand.

Awareness: Tactile

Sand Play

Try this:

Sit around a sand pile. Let the children sift through the sand with fingers and toes. They can pour sand into containers or from container to container.

More:

Wet the sand and build a castle.

You need:

Bucket of water
Empty containers
Small hand shovel