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COURSES IN OCCUPATIONAL INFORMATION



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FOREWORD

It is generally recognized that knowledge of occupational life is an essential objective of public education. This is based upon the assumption that the normal expectancy for every child is that he will live surrounded by an occupational world and that he himself will follow an occupation for a living. How best to provide adequate instruction in occupations is a problem which many schools are considering at the present time.

In order to supply helpful information to schools considering this problem, the Office of Education obtained reports from 1,111 high schools as to their practices relative to instruction in occupational information. This bulletin reports the extent to which these schools give such instruction and also the ways and means by which it is provided.

BESS GOODYKOONTZ,
Acting Commissioner.

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COURSES IN OCCUPATIONAL INFORMATION

INTRODUCTION

ORIGIN OF OCCUPATIONAL COURSES

THE FOUNDATION for instruction in occupational information in the public schools was laid when the aim of education was defined as the adjustment of the individual to life. This was especially true for the interpretations that were placed upon *adjustment to life* in the early years of the present century, at which time adjustments for practical activities of life were beginning to be stressed. By 1915 the aim of education as adjustment to society had been so generally recognized in theory by the leading educators of the country, that the report of the committee of the National Education Association on Tests and Standards of Efficiency in Schools and School Systems, prefaced its report with the statement that "the aim of education * * * is its development of a citizenship whose life realizes in the highest possible degree the satisfaction of its needs, desires, and ideals."¹

The basic assumption that the aim of education is the adjustment to life situations, predicted changes in the school curriculum and constituted a challenge to subjects already in the curriculum and those seeking admission, to prove their respective values by showing the contribution they could make toward the adjustment of the individual to the society about him. The aim of education as thus stated led to an increasing demand that public schools include vocational subjects in their programs of instruction. In 1917 Congress passed the National Vocational Education Act providing reimbursements to the States for vocational courses in the public schools. In 1918 the published report of the Committee on the Reorganization of Secondary Education, ap-

¹ Proceedings of the National Education Association, 1915, pp. 560-61.

pointed by the National Education Association, included the vocational education objective as one of its seven cardinal principles of education. During these early years the necessity for guidance for vocational training and for an ultimate occupational objective was frequently pointed out, and there was a growing sense of responsibility for providing school instruction in occupational information to meet these needs. In 1917 Brewer wrote:

In every school there should be a general survey course of the occupational opportunities which lie before children. It makes little difference how these occupations be classified, so long as a brief but definite examination be made of each of the main vocations with its characteristics, advantages, disadvantages or problems, remuneration, possible lines of promotion, desirable preparation, manner of entering, and service to the community.¹

The need for the inclusion of such instruction in the school program was emphasized by the increasing complexity of occupational life, resulting from specialization in industry brought about by the development of new machines, new industrial products, and new services. There are today probably more than 20,000 occupations at which men may be remuneratively employed. This complexity of occupational life has made it well nigh impossible for youth to gain, through informal and absorptive methods, an adequate knowledge of the world of work to meet the vocational and civic objectives of education.

The early attempts to provide formal classroom instruction in occupational information were made in connection with courses in civics or other social science subjects. Such instruction, as a unit in some curriculum subject; began to appear about 1912 to 1916. Separate courses in occupational information began to be included in the school curriculum about 1916 to 1918. In 1920 Briggs wrote:

Life-career or occupational classes are found in a number of progressive junior high schools. That at Middletown, Conn., is perhaps the best known and has been outlined in a widely used textbook. Such a course has also been reported at Decatur, Ill.; Butte, Mont; Chelsea, Mass.; Mohnton, Pa.; and Lincoln, Nebr. In other places—for example, Sacramento, Calif., and Dansville and Cuba, New York—instruction is said to be given in this field.²

¹ Brewer, John M. Vocational guidance through the life-career class. *School and Society*, 6:241-45. Nov. 10, 1917.

² Briggs, Thomas B. *The junior high school*, New York, Houghton Mifflin Co., 1920, pp. 264-65.

Since those early years there has been a growing acceptance of responsibility on the part of the public schools for including in their programs of studies, instruction in occupational information.

PURPOSE OF THE STUDY

Questions as to how universally schools are now providing instruction in occupational information and as to the kinds of courses given, are frequently raised by school administrators, curriculum directors, and persons interested in the development of guidance services as a function of the schools. The study here reported was undertaken to provide (a) information that would indicate the extent to which instruction in occupational information is included in the public secondary schools of the United States; (b) information on the organization and content of instruction; and (c) programs of schools, representative of present practices.

SCOPE AND PLAN OF THE STUDY

To obtain information relative to the provisions for instruction in occupational information, it was necessary to resort to the method of representative sampling. A survey for this purpose of the more than 22,000 public high schools in the United States would have constituted a task disproportionate in size to the increased value it would have over a study based upon representative sampling. Lists of different kinds of public high schools, prepared by the Office of Education, were used in selecting the schools to which a question blank, asking for the information desired, was mailed. The following classification of high schools was used: Regular 4-year high school, junior-senior high school, junior high school, and senior high school.

In selecting the list of schools for each kind of high school, consideration was given to a geographic distribution by States in accordance with the number of schools in each State. The schools were also selected with regard to an equitable distribution among cities of various sizes.

The question blank included questions to obtain information on: Whether or not a course in occupational information is given, whether it is given as a separate course or as a part

of some other subject-matter course with which it is combined, length of course, school year in which course is given, instructional materials, etc. The question blank was mailed in 1932 to approximately 1,400 public high schools. No follow-up requests were sent to schools that failed to return the blank. During 1932-33 there were returned 1,111 question blanks. Following their return a letter was sent to a small percentage of schools whose reports indicated that it might be advisable to obtain additional information about courses reported on the question blank. Information from this supplementary material is included in the descriptive part of this report.

This study is based upon returns from 1,111 public high schools enrolling 1,138,939 pupils. The number of schools included is 5 percent of the total number of all types of high schools in the United States that reported to the Office of Education in 1930, namely, 22,237. The enrollment in these high schools is 21 percent of the total enrollment in the 22,237 high schools, namely, 5,465,932.

The 1,111 public high schools returning the question blank include 460 regular 4-year high schools, 200 junior-senior high schools, 282 junior high schools, and 169 senior high schools. Of the total enrollment of 1,138,939 pupils, 567,306 are in the regular 4-year high schools; 150,073 in the junior-senior high schools; 226,323 in the junior high schools; and 195,237 in the senior high schools.

FINDINGS

EXTENT OF OCCUPATIONAL COURSES

As shown by table 1, of the 1,111 public high schools that returned the question blank, 762, or 68.5 percent, report that they give instruction in occupational information. Of the 762 schools giving such instruction, 334, or 43.8 percent, report that a separate course is given, 391, or 51.3 percent, state that instruction is given as a part of some other course, and 37, or 4.9 percent, report that instruction in occupational information is given both as a separate course and as a part of some other course. Thirty percent of the 1,111 schools report giving a separate course in occupational information.

In addition to the 762 (68.5 percent) schools reporting course instruction in occupational information, a considerable

number of schools report that they give instruction about occupations in informal ways, such as occasional classroom and homeroom discussions, information developed in guidance and counseling, and addresses before student bodies on various vocations by outside persons engaged in the vocational fields on which they speak. No schools making provisions for only these informal means of giving information about occupations are included in the number of schools reported as giving instruction. The term *giving instruction* as used in the tables is limited to the 762 schools that report giving instruction in occupational information either as a separate school course, as a part of some other school course, or as both.

The tabulated data in this study have been analyzed to determine answers to the question: *With what factors do provisions for instruction in occupational information vary?* Some of these factors as revealed by the study follow.

Kind of school.—The percentage of schools giving instruction in occupational information varies with the kinds of high schools as shown in table 1. The percentage of schools, by kinds of schools, giving instruction in occupations is:

Kind of school	Number reporting	Percent giving instruction
Regular 4-year high school.....	460	64.5
Junior-senior high school.....	200	75.5
Junior high school.....	282	87.2
Senior high school.....	169	42.6

These data show that it is in the junior high school grades that the greatest attention is given to instruction in occupational information. The rank of the different kinds of high schools relative to instruction provided in this subject is the same as their rank for the number of junior high school grades included in each kind of school, that is, the more junior high school grades included in a given kind of high school, the greater will be the percentage of schools that give instruction in occupational information.

The percentages for schools giving a separate course in occupations are:

Type of school:	Percentage of schools giving separate courses
Regular 4-year high school.....	39.0
Junior-senior high school.....	45.6
Junior high school.....	47.9
Senior high school.....	45.8

The junior high school not only has the largest percentage of schools giving instruction in occupational information) but it is the only kind of high school that has a larger percentage of schools giving a separate course than give instruction in occupational information as a part of some other course.

Size of school.—For the purpose of studying provisions for instruction in occupational information in relation to size of high schools, the 1,111 schools were classified into four groups as follows: Group I, 54 schools with enrollments of less than 200; group II, 243 schools with enrollments of 200 to 500; group III, 609 schools with enrollments of 500 to 1,500; group IV, 179 schools with enrollments of 1,500 to 3,000; and group V, 26 schools with enrollments of 3,000 and more.

An analysis of the reports received from the 54 schools in group I shows that the schools range in size from 30 to 196 pupils. Only 10 of these schools have enrollments of fewer than 100 pupils. Of these 10 schools only 1 reports giving a separate course in occupations, only 3 report giving instruction as part of another course, while 6 schools, or 60 percent of the cases, report that no instruction is given in occupational information. Table 2 shows that schools enrolling fewer than 200 pupils give a separate course in occupational information less frequently than do schools having larger enrollments. The percent of schools giving instruction, and also the percent of the schools giving instruction that give it as a separate course, are shown below:

COURSES IN OCCUPATIONAL INFORMATION

Group size of school	Number of schools	Percent of schools giving instruction	Percent of schools giving instruction, that give it as a separate course
I.....	54	68.2	35.1
II.....	243	74.4	45.3
III.....	609	68.6	44.9
IV.....	179	60.9	40.3
V.....	26	65.4	41.2

Kinds and size of high schools.—Below are data taken from table 3⁴ which show the percent of schools in each sized group of the 460 regular 4-year high schools that give instruction in occupations:

Group size of school	Number of 4-year high schools	Percent giving instruction
I.....	12	83.3
II.....	76	75.6
III.....	254	62.6
IV.....	97	56.7
V.....	21	66.7

The percent of all regular 4-year high schools that give instruction in occupational information is 64.5.

The percent of schools in each sized group of the 200 junior-senior high schools that give instruction in occupational information is shown below:

Group size of school	Number of junior-senior high schools	Percent giving instruction
I.....	25	60.0
II.....	70	72.8
III.....	81	77.8
IV.....	23	82.6
V.....	1	100.0

The percent of all junior-senior high schools that gives instruction is 74.5. The data here reported indicate that the percent of junior-senior high schools giving instruction in occupations increases progressively through the different sizes of high schools.

⁴See page 3a.

The percent of schools in each sized group of the 282 junior high schools that give instruction in occupations is shown below:

A Group size of school	Number of junior high schools	Percent giving instruction
I.....	14	78.6
II.....	69	85.5
III.....	179	87.7
IV.....	18	100.0
V.....	2	50.0

The percent of all junior high schools giving instruction in occupations is 87.2.

The percent of schools in each sized group of senior high schools that give instruction in occupations is shown below:

Group size of school	Number of senior high schools	Percent giving instruction
I.....	3	33.3
II.....	28	50.0
III.....	95	41.0
IV.....	41	41.4
V.....	2	50.0

The percent of all senior high schools giving instruction is 42.6.

Of the high schools giving instruction that enroll fewer than 200 pupils, the junior high school has the lowest percentage (18 percent) giving instruction as a separate course. Of the schools giving instruction that enroll from 200 to 500 pupils, the junior and the junior-senior high schools have an equal percentage giving a separate course, the percentage for each being 49. However, for schools in the two groups enrolling from 500 to 1,500 and from 1,500 to 3,000 pupils, the junior high school has a larger percentage of schools giving instruction as a separate course in occupations than has any other kind of high school.

Size of city.—For the purpose of studying provisions for instruction in occupational information in relation to size of cities, the 1,111 high schools were classified according to the size of cities in which they were located. The following classifications were used: Class I, cities having a population of less than 15,000; class II, cities having a population of

15,000 to 25,000; class III, cities having a population of 25,000 to 50,000; class IV, cities having a population of 50,000 to 100,000; class V, cities having a population of 100,000 or more.

Comparatively few schools included in this study are located in cities having a population of less than 2,500. However, 405, or 36.5 percent of the total number of schools, are in cities having less than 15,000 population.

Table 4⁵ gives data relative to instruction in occupational information for schools, without reference to kinds of schools, by size of cities. The number of schools reporting and the percent of schools giving instruction in occupations by class size of cities are given below:

Class size of city	Number of schools reporting	Percent of schools giving instruction
I.....	405	69.8
II.....	140	76.4
III.....	176	59.1
IV.....	149	68.4
V.....	241	68.8

The percent of all schools (1,111) giving instruction is 68.5.

For the cities included in this study and for the classifications used for size of cities the data show that provisions for instruction in occupational information do not vary significantly with the size of cities in which the schools are located. There are also probably no significant percentage differences for schools giving a separate course in occupations, as the percents for the five classes of cities are not in a progressive order and the range is only from 38.2 to 50.4.

Table 5, page 39, gives data for instruction in occupations both by kinds of high schools and size of cities. The data show that a larger percent of the regular 4-year high schools in cities having a population less than 25,000 give instruction in occupational information than do such schools located in cities having a larger population. In general, however, the data in both tables 4 and 5 indicate that as large a percentage of the schools located in the smaller cities give instruction in occupational information as do schools located in the larger cities.

⁵ See page 39.

School enrollments.—The data in table 6⁶ were computed to show the percentage of pupils enrolled in schools giving instruction in occupational information, by kinds of high schools, and by kinds of courses. The percentage of pupils in schools giving instruction, for each kind of high school, follows:

Kind of school	Number of schools	Enrollment	Percent of enrollment in schools giving instruction
Regular 4-year.....	460	567,306	60.81
Junior-senior.....	200	150,073	77.13
Junior.....	282	226,323	89.66
Senior.....	169	195,237	41.76

The percent of the total number (1,138,939) of pupils included in this study that are enrolled in schools giving a separate course in occupations is 28.61.

A much larger percent, as shown in table 6, of pupils in junior high schools is enrolled in schools giving a separate course in occupational information than is found in any other kind of high school. The percent of the school enrollment, for each kind of high school, that is in schools giving a separate course in occupations is:

Kind of school:	Percent of school enrollment
Regular 4-year high schools.....	26.53
Junior-senior high schools.....	32.29
Junior high school.....	41.68
Senior high school.....	16.69

The percentage rank of the different kinds of high schools relative to providing a separate course in occupations is in direct relation to the number of junior high school grades included in the different kinds of high schools. Table 6 indicates what is probably true, namely, that a larger percentage of the pupils in the junior high schools is enrolled in schools providing favorable opportunities for studying occupations than is true for pupils enrolled in any other kind of high school.

Table 7⁷ gives enrollment percentages, based upon enrollments in schools giving instruction in occupations, for schools

⁶ See page 41.

⁷ See page 41.

giving different kinds of courses. The data show that a larger percentage of pupils in junior schools giving instruction in occupations, is enrolled in schools giving a separate course than is true for any other kind of high school. The data also show that for schools giving instruction a smaller percentage of pupils in junior high schools is in schools giving instruction as a part of some other course than is found in any other kind of high school.

Geographic distribution of schools.—Table 8⁸ gives data for schools distributed geographically by States. Below are given two percentages for each group of States, one the percentage that the group enrollment is of the total enrollment (1,138,939); the other, the percentage that the group enrollment in schools giving instruction is of the total enrollment in schools giving instruction (745,187).

Group	Percent of total enrollment (1,138,939)	Percent of enrollment (745,187) in schools giving instruction
New England.....	8.8	8.2
Middle Atlantic.....	19.8	18.1
Southern.....	16.8	14.9
Middle Western.....	38.8	42.6
Western.....	15.8	16.2

These data show that the percentage of pupils enrolled in schools giving instruction in occupational information as compared with percentage of total enrollment, does not vary greatly by groups of States. The Middle Western Group, however, has a little higher percentage. The school enrollment for this group is 38.8 percent of the total enrollment (1,138,939); the enrollment in schools giving instruction in occupational information is 42.6 percent of the total enrollment (745,187) in schools giving instruction.

Table 9⁹ gives percentages for enrollments in different groups of States, by kinds of schools. The data show that the percentage of the total enrollment in junior high schools, that is, in schools giving instruction in occupational information, is larger in each group of States than is the same per-

⁸ See page 42.

⁹ See page 43.

centage for any other kind of high school. In the Middle Western States the percentage of junior high school pupils enrolled in schools giving instruction in occupational information is 92.1, which is the largest percentage for any kind of school in any group of States. The largest percentage that the enrollment in schools giving instruction is of the total enrollment, for each kind of school, is, with two exceptions, found in the Middle Western group of States. These exceptions are the regular 4-year high school in the New England group and the senior high school in the Western group.

ORGANIZATION OF COURSES

Courses of which occupations are made a part.—In table 10¹⁰ are presented data bearing on the inclusion of instruction in occupational information as a part of some other course. The data plainly show that such instruction is most often made a part of some social science subject, most frequently of a civics course. So generally does this practice obtain that such a combined course is not infrequently designated vocational civics. Instruction in occupational information when made a part of some course, more or less characterized by a vocational objective, such as agriculture and household arts, is probably very largely limited to pupils enrolled in that particular field of instruction. This is, doubtless, rather generally true for any subject-matter course with which instruction in occupational information is combined. These statements are borne out by an examination of the reports from the individual schools with reference to restrictions upon enrollments.

Amount of time given to instruction in occupations.—Percentages were computed for the amount of time given to instruction in occupational information, expressed in equivalents of a 5-period per week course. For the separate course the majority of the cases fall within a range of from 40 to 60 percent of a 5-period per week course. The tendency is to a half-unit of credit. For instruction given as a part of another course, the percentage varies with the subject-matter course of which it is a part. For social science subjects, household and industrial arts, commercial subjects,

¹⁰ See page 44.

and English, the range of the percent equivalent of a 5-period per week course is from 16 to 32.

Percentage for the time given to occupations when made a part of some other course, calculated for kinds of high schools and sizes of cities, revealed little significant differences either for kinds of high schools or sizes of cities.

Course instruction required or elective.—Inspection of tabulated data from the individual school reports indicates that there is a tendency to make instruction given as a separate course in junior high schools, a required subject. Many of the reports coming from the regular 4-year high schools and junior-senior high schools and a few from the senior high schools state that the course is elective; others of these schools state it is required in certain curricula; and still others that the pupils for classes in occupations are selected by the principal with the assistance of his staff.

Instruction given as a part of another course was, naturally, required of all pupils enrolled in the course of which it is a part.

School year in which course is given.—More courses, by far, are given in the ninth year of the regular 4-year high school than are given in any other year of that type of school. The number of courses in the other 3 years is fairly equally distributed. In the junior-senior high schools the majority of the courses are given in the eighth and ninth years, with fairly equal distribution between these years. In the junior high school approximately 75 percent of the courses are given in the eighth and ninth years, with a preference for the ninth. The comparatively few courses in occupational information in the senior high school are very much scattered through all the years included in the school.

Year in which instruction was first given.—A few schools report that a course in which instruction in occupational information is given was included in the curriculum as early as 1916 to 1918. For schools answering this question, the significant increase occurred in the years 1925-27. The greatest number of courses introduced in any 2-year period up to and including 1932 was in the years 1928-30.

INSTRUCTION

The question blank sent to schools included a question to obtain information on instructional materials used in connection with a course in occupations. Many of the schools listed books used as a text and some named other materials. After the question blanks were returned to the Office of Education, a letter was sent, as previously stated, to a limited number of schools asking for some details about the work being done in occupations. The information furnished on the question blank and the materials received later, constitute the basis for a discussion of the courses given in occupational information.

An analysis of books frequently reported used as texts indicates that in general they fall into three broad classes, namely: (1) Those which are rather definitely for the purpose of furnishing information about occupations. This is to some extent characteristic of the earlier books; (2) those which contribute in a definite way to the orientation of the pupil to the occupational world. In a general way this is characteristic of the books appearing more recently than those of the first classification; and (3) those which emphasize the techniques of discovering an occupational interest. This is characteristic of some of the latest books.

Common practices in instruction.—An analysis of the information on courses in occupations received from a number of schools shows that in general there are a few practices rather frequently included in the instructional work. Among the most generally included practices are:

1. *The use of a textbook on occupations.*—As textbooks provide a plan of procedure that may be used by an instructor and include information and references for study by the pupils, they are in very general use in classes in occupations. The books used as texts vary considerably in content material, the organization of the material for pupil activities, and the objectives to be realized as pupil outcomes. Some emphasize factual information, much of it of a statistical nature, about occupations. Others give in a general way, a view of the work-a-day world. Such books are intended to furnish an insight into occupational life that will aid in the development of an interest on the part of the pupil as to what may be his place in the world of remunerative employ-

ment. A third class of textbooks, by their content and plan for pupil activities, are designed to develop proper methods and techniques for studying occupations with a view to the selection of a vocational interest.

2. *The use by pupils of outlines for studying an occupation.*—A prepared outline for studying occupations, placed in the hands of the pupil, is a frequent practice. This is especially true for courses in which pupils are required to study one or more occupations in considerable detail. A good outline makes for uniformity in the efforts of the pupils, assures attention to essential items, and makes possible comparative data on different occupations for class discussions.

3. *Selected references for reading.*—In addition to reading references in textbooks, schools rather generally provide references to books and periodical literature to be read by the pupil. By this practice a school can make a selection of reading references that are most closely related to the work of the community and to the interest of a particular group of pupils. Moreover, it is the only method for keeping references up to date. Assigned readings broaden the scope of study and lead the pupils beyond the limits of factual information that can be had from a single textbook. Some schools follow the practice of making their own topical outline for a course in occupations and assign reading references, by pages, to each topic from a number of books frequently used as textbooks.

4. *Selection of materials by pupils.*—It is a rather common practice to have pupils themselves look up and select reading references on occupations, especially for articles appearing in the local papers and in publications issued by such agencies as chambers of commerce. Pupils also collect pictures of an informational character about an occupation. These pictures usually depict a person at work on some specific job in an occupation, present a scene of related activities being carried on in organized production work, or portray some phase of working conditions in an occupational field. The availability of such pictures is increasing for the reason that their value for use by the general public is more and more recognized with the consequent result that their production is increased. Sources for pictures of occupational life include: Magazines and papers from which the pictures may be cut;

books which can be shown to the class, publications issued by industrial companies, such as house organs and publications of trade and professional organizations; and photographs or reprints which are circulated by libraries the same as are books.

5. *Visits to scenes of employment.*—Most schools arrange for visits by pupils to industrial plants, commercial institutions, printing establishments, public agencies, such as courts, municipal administrative offices, public markets, transportation companies, and offices of professional workers. These visits are arranged for classes, small groups, and individuals, depending upon the conditions prescribed by the occupational field to be studied, the arrangements that can be made with plant officials or other persons in charge of the places to be visited, and the purpose of the visit. Sometimes service organizations of the local community are very helpful in assisting schools to arrange for such visits. The value to be gained from direct observation of activities carried on in an occupational field and from information obtained at the time, have led to a general recognition of visits as an essential part of an occupational information course.

6. *Outside speakers for school groups.*—One of the early means for furnishing occupational information to students, and one which has persisted, is talks to students by persons engaged in the vocational lines of work on which they are asked to talk. While it is recognized that this means of providing information about occupations has some features to commend it, persons responsible for the work carried on in occupations also recognize that it has some serious shortcomings. In practice a disproportionate number of persons from the professions, relative to the number engaged in professional work, are selected to speak. This results in undue emphasis upon these fields of employment. Then, too, the addresses may not be well organized or presented for the purpose intended. A third criticism is that the lecture method is not a highly efficient method of instruction, especially in high schools. Reports received as a part of this study show that some schools are devising means to prevent, to some degree, the two criticisms last mentioned. One such means is the preparation of an outline of topics to be covered by the address, which is given to the person who is to be

asked to speak at the time the request is made for his services. Pupils are prepared for the lecture by a previous discussion of the subject and the topics to be covered. They are required to take notes on the lecture and to make a report.

7. *Exhibits and books.*—Various methods are used by schools to display materials and information that have occupational significance. Some schools maintain a bulletin board exclusively for the display of occupational materials. The materials on the bulletin board are changed frequently. Often pictures pertaining to occupational life are collected from various sources and displayed in the classroom. Sometimes museum types of materials are collected and displayed.

It is rather a general practice to provide books on occupations and to make them available to classes in occupations, either as an open shelf in the library or as a collection in the classroom where the course in occupations is held. The reports received for this study indicate a more liberal tendency to supply reference material for courses in occupations than has been shown toward some other school subjects.

8. *Preparation by pupils of work books and occupation books.*—Schools frequently require each pupil in a class in occupations to prepare some kind of "book" that will make it necessary for the pupil to obtain and record, according to a more or less specific outline, information about occupations or on a specific occupation. For the purpose of studying about occupations in a general way some schools use an outline book with blank spaces for writing, which can be purchased the same as textbooks. Other schools prepare their own outlines to be used by the pupils, and have the pupils prepare their own "books" in manuscript form and enclose them in a suitable cover. For the development of a "book" presenting in some detail one or two occupations, especially the "career" type of book, the pupil follows the outline required by the school, collects his own materials, writes the text, and assembles all in book form. In some schools such books are developed on a rather high standard as to physical make-up and appearance. They usually contain many pictures and a considerable amount of material from published articles. In some schools no elaborate effort is made to produce a "book" of artistic make-up and design. The pupil writes his occupational study in regular manuscript

form, unaccompanied by illustrations and newspaper clippings. Sometimes such occupational studies are merely called term papers.

Analysis of workbooks.—The public-school system of Dallas, Tex., prepared and published its own work book, entitled, "Student's Work Book in Vocations (Social Science 2)." The foreword of the book says:

The study of occupations has in recent years gained an increasingly prominent place in the high-school curriculum. In most schools, however, this study does not yet receive as large a share of the pupil's time as the importance of the subject warrants; and, frequently, when the course is offered, it is restricted too largely to an abstract study of some textbook with little attention to local situations or personal applications.

With a view to making the course in occupations more interesting and practical, a work-book specially designed for local needs has been prepared for use in the Dallas high schools as the basic materials for the course. The workbook will minimize the required use of the textbook; but it will necessitate greater use of the library and of required supplementary materials, and more attention to the investigation of local situations.

This workbook has 85 pages inclosed in a heavy paper cover which gives ample space for the inclusion of materials prepared by the pupil. The table of contents, which follows, shows the topics to be covered by the pupil in the preparation of the materials that go in the book:

- Unit I. Self-analysis.
- Unit II. Relation of education, work, and success.
- Unit III. Why people work and how they cooperate.
- Unit IV. Kinds and distributions of occupations.
- Unit V. How to study occupations.
- Unit VI. The field of agriculture.
- Unit VII. Extraction of minerals.
- Unit VIII. Manufacturing and machine trades.
- Unit IX. The building trades.
- Unit X. Printing, publishing, and related trades.
- Unit XI. Transportation and communication.
- Unit XII. Commercial occupations.
- Unit XIII. Public service.
- Unit XIV. The professions.
- Unit XV. Domestic and personal service.
- Unit XVI. Homemaking and allied occupations.
- Unit XVII. Miscellaneous or unclassified occupations.
- Unit XVIII. Choosing your occupation.
- Unit XIX. Preparing for your vocation.
- Unit XX. Vocational economics.

Unit XXI. Securing and holding a position, and advancement.

Unit XXII. Making a life.

This workbook contains 23 references for the use of teachers, only one of which is to publications previous to the year 1925. It also lists 119 references for the use of students.

An examination of a workbook made by a pupil in the Dallas schools shows that the approach to the study of occupations is made by recording some occupational information about a person in whom the pupil is interested. In this case Edison was chosen and his picture inserted along with the information recorded about him. Under the unit, "Relation of education, work, and success", the pupil chose George Washington as the subject and proceeded to tell the story of Washington according to the title of the unit. Additional men selected for illustrating the unit were John Wanamaker, Henry C. Frick, Theodore Roosevelt, and Charles A. Lindbergh. Appropriate material as well as pictures were included for each. Numerous illustrations, diagrams, pictures, and recorded answers to questions are included to show "Why people work and how they cooperate." Each unit of the book is thus treated and under each unit are many printed questions, answers to which are filled in by the pupil.

The pupil's workbook contains numerous pictures and descriptive material concerning industries in Texas. The oil industry and agriculture are given special attention.

The Waukesha, Wis., public schools have issued a mimeographed set of instructions governing the preparation of a career book. These instructions are as follows:

INSTRUCTIONS FOR WRITING THE "CAREER BOOK"

[NOTE.—The subheads under each chapter are the paragraph topics]

Frontispiece

Title page.

Dedication.

Preface:

Why I wrote this "Career Book."

How I investigated this occupation.

What points I investigated.

To whom I am indebted for help with this book.

Table of Contents.

Chapter I. The introduction:

Occupations which appealed to me as a child.

Occupations which appeal to me now.

Why I chose this occupation to investigate.

Chapter II. A brief history of—

Conditions among ancient people.

Conditions during the Middle Ages.

Conditions in America a century ago.

Conditions today.

Chapter III. Opportunities in the field of—

(Describe each branch of the work in a separate paragraph telling definitely what the duties in each case are.)

Chapter IV. Duties in a typical day:

(This chapter should be based almost entirely upon interviews with workers who are actually employed in this field of work. Be careful to include such duties performed during the month that are not part of the daily routine.):

Chapter V. The preparation and training necessary:

The kind of training and the amount required.

The course in high school and the studies pursued.

Advanced training (if required).

Points to consider in the choice of school.

Length of training.

Cost of training.

Entrance requirements.

Subjects studied.

The training one can receive in our own community.

The importance of choosing training course wisely.

Chapter VI. The economic conditions:

Opportunities for employment.

Give statistics for the United States in 1910.

Give statistics for United States in 1920-30.

Has demand for workers increased or decreased in this line of work?

Steadiness of the work.

Hours:

Hours in the working day:

Time off for luncheon.

Evening or night work.

Sunday work.

Saturday afternoon off.

Vacation:

How much vacation.

What time of year.

With or without pay.

Remuneration:

(a) Financial return.

Salary of beginners.

Average salary.

Maximum salary.

- (b) Satisfaction in the work itself.
 Personal interest in the work.
 Service to others.

Conditions of work:

- Healthfulness of the work.
 Benefits provided for workers.

Advantages and disadvantages:

- Chances for promotion.
 Examples of advancement made.
 How to improve in a job.

(Discuss each advantage or disadvantage and show clearly that it is a good or bad point about this work before proceeding to the next.)

The questions below are some points to be considered. You can think of many more.

Can one always find work in this field?

Associates.

Opportunity for service.

Chapter VII. Noted men and women in the field of.....

Write a brief biography of the life of each individual.

Chapter VIII. Qualities a should possess:

Physical qualities.

Personal qualities.

Mental qualities, or those which make one an efficient worker.

Moral qualities or qualities of character which are the foundation of permanent success.

Remember to discuss each quality separately and show why one must possess that trait in order to succeed, and that the lack of it might mean failure. Weave in as many incidents as you can to prove your points.

Chapter IX. Self-analysis:

Qualities which I possess.

Qualities which I must cultivate.

Consult the various members of your family, your chums, and your teachers about the qualities you have or lack that are necessary for success in this field.

Be sure to outline for your family what qualities a ought to have.

Ask persons whom you consult the reason for their opinion in each case.

Attached to the instruction sheets is a bibliography of 112 references for the use of pupils in studying occupations.

An examination of "Career Books" prepared by pupils in the Waukesha schools shows that they are attractively bound in commercial covers and that the front cover is lettered and decorated by the pupils. One of the career books is on nurs-

ing and the girl who made it wrote on her preface the following:

The most interesting information was from a woman next door, who used to be a nurse. I enjoyed her talks about nursing. With eagerness I investigated facts about nursing and the more I found, the more I got interested.

The frontispiece of the book has a picture of a nurse in uniform going about her duties with a happy smile on her face. The table of contents follows:

- Chapter I. Introduction.
- Chapter II. A brief history of nursing.
- Chapter III. Opportunities in the field of nursing.
- Chapter IV. Duties in a typical day.
- Chapter V. The preparation and training.
- Chapter VI. The economic conditions.
- Chapter VII. Noted men and women in the field of nursing.
- Chapter VIII. Qualifications a nurse should possess.
- Chapter IX. Self-analysis.

There is a bibliography of nine titles. The book contains 35 typewritten pages.

PROGRAMS OF SCHOOLS, REPRESENTATIVE OF PRESENT PRACTICES

For the purpose of showing actual practices with reference to objectives and programs for instruction in occupations, a few examples of such have been taken from materials sent by schools as a part of their contribution to this study, and are given below.

BENJAMIN FRANKLIN HIGH SCHOOL, SOUTH NORWALK, CONN.

Outline of course by grades

Pupils meet two periods per week for study of occupations with teachers devoting part time to guidance. In addition to text study, visits are made to various shops and interviews are arranged with prominent professional men.

Grade 7

1. Occupations in our community.
 - (a) A study of local industries and occupations associated with them.
2. Cooperation with communities.
3. Kinds of work people do.
 - (a) General groups of occupations.
 - (b) Skill—levels.

4. Common workers.
 - (a) Detailed study of certain common occupations—choice based upon interest of the group.

Grade 8

1. General survey of occupations.
 - (a) Census grouping.
 - (b) Changes in occupations—causes, significance.
 - (c) Sources of information about occupations.
 - (d) How to study an occupation.
 - (e) "White-collar" jobs.
 - (f) "Blind-alley" jobs.
2. A study of specific occupations.
 - (a) Choice based upon the interest of the group.
3. Kind of worker employer wants.
 - Kind of employer worker wants.

Grade 9

1. Individual study of occupations.
 - (a) Detailed study according to individual interest.
2. General impressions.
 - (a) Payment for work.
 - (b) Standards of living.
 - (c) Changing job.
 - (d) Causes of industrial disputes.
 - (e) How industrial conflicts are waged.
 - (f) Remedies for industrial conflicts.
 - (g) How a factory is run.
 - (h) How a business is organized.
 - (i) Sharing the proceeds of production.
 - (j) Women and children in industry.
 - (k) Chain store—-independent merchant.
 - (l) Labor turn-over.

HIGH SCHOOL, BEMIDJI, MINN.

Outline for a study of a vocation

The following is an outline you are to use for the study of an occupation in each 1 of the 10 fields of activity:

1. Why is this occupation important?
 - (a) In your community?
 - (b) In your State or Nation?
 - (c) Service to others or society?
2. What are the working conditions?
 - (a) Hours of work?
 - (b) Wages, beginning—increases?
 - (c) Does he work the year round?
 - (d) Describe places he works.

- (e) Is there provision for health and welfare?
 - (f) Can one begin in this occupation and by advancement from one type of work to another increase his wages?
 - (g) Are the workers organized into unions?
 - (h) Is the demand for this kind of work increasing or decreasing?
 - (i) What are the advantages and disadvantages to the worker?
 - (1) How do workers in this occupation rank in the community? Do they become leaders in civic affairs?
 - (2) Are pensions, compensation, etc., provided?
 - (3) Other items that the worker likes.
3. Possibilities.
- (a) Does he receive help and encouragement?
 - (b) Can occupation be learned while working?
 - (c) Give steps in promotion and possibilities of promotion.
 - (d) What changes are likely to be made in this work?
4. Job analysis.
- (a) What is the work like? Tell what an individual does in a day. material he uses in his work, tools or equipment used.
 - (b) List products, results, or things accomplished.
 - (c) Qualifications.
 - (1) Age.
 - (2) Sex.
 - (3) General education.
 - (4) Special skills or aptitudes needed.
 - (5) Special training needed.
 - (6) Strains and hazards, mental, moral, social, and physical.
 - (7) Common things lacking in the worker's life.
5. What labor laws or other laws, if any, affect the worker?

PUBLIC SCHOOLS, LANSING, MICH.

(Taken from *Social Studies*)

Occupations in vocational civics, ninth year

Purposes (references for study included under each unit are omitted here):

To give each pupil a view of the industrial world, its opportunities, and variety of work.

To stimulate the pupils to think specifically about their future, and to encourage in them a desire to occupy a useful place in the world in such a way that their interests and natural abilities may enable them to render maximum service to humanity's progress.

Units of study:

1. Education and work—3 weeks.
2. Classification of occupations—1 week.

NOTE.—During the fifth week, have each pupil select an occupation for special investigation and for Career Book work.

Suggestive questions: How have some men helped themselves to an influential position by the aid of the library?
What are the related trades to the one chosen for your Career Book?

3. Advantages and disadvantages of each occupation—5 weeks.

Suggestive questions:

What effect does your community have on your choice and your classmates' choice of occupations?

What are social and unsocial occupations?

4. Choosing an occupation—2 weeks.

Suggestive questions:

What rewards should be considered in choosing an occupation aside from financial returns?

What can be done to make the worth-while occupations command a better wage or salary? (Doctors who save lives do not make as much money as shrewd business men.)

What is the true test of a worth-while job?

5. The relations between employers and employees—1 week.

Suggestive questions:

Why isn't a man paid for the actual service he renders?

If you were an employer, what would be your duties to your employees?

6. Securing and holding a position—1 week.

Suggestive questions:

What are four common methods of securing a position?

Why must the person who wishes to succeed study continually and strive to improve?

7. Making a success—1 week.

Suggestive questions:

What are the qualities which make for success in the order of their importance?

8. Successful lives—3 weeks.

Suggestive questions:

Biographies of great men in science, and industry—great physicians, great engineers can be used for this unit.

For example, Burbank, Pasteur, Gorgas, Goethals, Wanamaker.

It would not be well to use names of statesmen and warriors who have been very frequently mentioned in social studies before. It would be desirable to include the names of others besides Americans.

9. Reviews and tests—2 weeks.

Equipment:

For every vocation civics room:

1. Material for career books:
 - (a) Construction paper.
 - (b) Paper fasteners—brass headed.
 - (c) Paste, scissors, rulers.
 - (d) Drawing paper.

For school:

1. Pictures, graphs, etc.
2. Lantern slides.
3. Reference books.

Methods:

1. Begin with a preview by teacher or some business man.
2. Follow this with a general view or study of all the occupations.
3. Study individually the one occupation of greatest interest.
4. If advisable, let each pupil make a career book based on the extensive study of one chosen occupation.
 - (a) Clippings, illustrations, pictures, samples, drawings, and essays will compose this career book.
 - (b) Suggest the outline.
 - (c) Chapters are written as each topic is studied and assembled at the end of the thirteenth week.
 - a. Required or its equivalent:
 1. Cover.
 2. Frontispiece.
 3. Title page.
 4. Dedication.
 5. Table of contents.
 6. Introduction.
 7. Chapter I. What the worker does.
 8. Chapter II. History of the occupation.
 9. Chapter III. Advantages and disadvantages.
 10. Chapter IV. Preparation.
 11. Social measurement.
 12. Code of ethics.
 13. Bibliography.
 14. Suggested:
 - (a) Pictures.
 - (b) Clippings.
 - (c) Cartoons.
 - (d) Poems and quotations.
 - (e) Additional chapters, such as "Famous people in the occupation."

Time allotment:

Five periods per week for 19 weeks.

JOHN SIMPSON JUNIOR HIGH SCHOOL, MANSFIELD, OHIO

Course: Occupations, one-half credit

Contents

Part I. Education and work

- (a) Why we have schools and other occupations.
- (b) Six steps to success.
- (c) How workers use school studies.
- (d) Vocational citizenship.
- (e) Vocational cooperation.
- (f) Vocational ethics.
- (g) How to study occupations.
- (h) Discovering your interest and abilities.

Part II. A study of some important vocations

- (a) Agriculture.
- (b) Mining and manufacturing.
- (c) Machine and related trades.
- (d) The building trades.
- (e) Transportation.
- (f) Commercial occupations.
- (g) Civil service.
- (h) The engineering professions.
- (i) The learned professions and allied occupations.
- (j) Homemaking and allied occupations.
- (k) Miscellaneous and new openings.

PUBLIC SCHOOLS, DANVILLE, VA.

NOTE.—The course in occupations is required of each pupil. It is given during the second semester of the eighth grade. Below is given the outline for studying a vocation:

What Ought I To Know about a Vocation?

- (a) Importance.
- (b) Supply and demand for workers.
- (c) Physical conditions surrounding workers.
- (d) Regularity of employment.
- (e) Leisure time.
- (f) Income.
 - 1. Is there a chance of increase?
 - 2. Is this income regular?
 - 3. Sources of income.
- (g) Retirement salary.
- (h) Opportunity for advancement.
- (i) Social and moral hazards.
- (j) Preparation needed for vocation.

- (k) Personal qualities needed for success in that vocation.
1. Physical.
 2. Mental.
 3. Ethical.

PUBLIC SCHOOLS, WAUKESHA, WIS.

5-hour courses for one semester

Ninth grade civics for girls

A. General aims:

1. Vocational:

- (a) To awaken pupils to an alert interest in, and an appreciation of, the work of the world.
- (b) To awaken a desire to participate in it with mutual helpfulness and cooperation.
- (c) To equip the individual to secure a livelihood for herself and those dependent upon her.
- (d) To maintain the right relationships toward her fellow workers and society.
- (e) To find in that vocation her own best development.
- (f) To enable students to see the relation between education and work and to understand and use the opportunities afforded by the schools.

2. Civic:

- (a) To cultivate a sense of membership in the "world community."
- (b) To develop those ideals, abilities, and tendencies to act which are essential to effective participation in our society.

Methods to be used:

1. Supervised study.
2. Informal discussion.
Based on text, special reports, current events.
3. Individual reports.
4. Dramatic method.
Original plays, giving vocational settings and information.
5. Supplementary factors.
 - (a) Interviews with workers—reports made to class.
 - (b) Trips made to industries.
 - (c) Bulletin board, blackboard, and posters.
6. Library method.
 - (a) Making use of reference books.
 - (b) Reading current articles—magazines and newspapers.
 - (c) Create a desire for up-to-date information.
7. Laboratory method.
 - (a) Writing a career book on the individual's occupational choice.
8. Test method.
 - (a) Diagnostic tests given on textbook and reference readings.

*Vocational civics for boys, 9B and 9A***Aims:**

- (a) To give vocational information.
- (b) To acquaint the students with the occupations of Waukesha.
- (c) To analyze the various occupations to determine their value as a life work.
- (d) To aid in self-discovery.
- (e) To direct in vocational guidance.
- (f) To help equip individuals to earn a living.
- (g) To help him serve society.
- (h) To find in that vocation his best enjoyment.
- (i) To maintain right relations with fellow workers and society.
- (j) To make students think of the future and prepare for it.
- (k) To furnish opportunity for investigating different occupations.

Pupil activities:

A. Problems are given to students in the shape of mimeographed outlines. The routine is as follows:

1. General information secured by:

- (a) Reading text.
- (b) Searching textbooks and reference books dealing with occupations.
- (c) Plant visits.
- (d) Investigations and reports on topics.
- (e) Outside speakers.
- (f) Class discussion—mastery of material.
- (g) Informal drills.
- (h) Short tests (several times a week).
- (i) Six-week's tests.
- (j) Final exams.
- (k) Career books.

Method:

1. Problem method—projects.
2. Library method—reference reading.
3. Each student should make a detailed study of an occupation in which he is interested and make a career book on same.
4. Socialized method:
 - (a) Class discussion based on text and reference reading.
 - (b) Have all members of class participate.

SUMMARY AND IMPLICATIONS FROM THE STUDY

1. Instruction in occupational information is rapidly winning a place in the school program as a regular subject in the curriculum of studies.
2. Of the 1,111 public high schools included in this study, 68.5 percent report that they give instruction in occupational information.

3. Of the 762 schools giving instruction in occupational information 334 schools, or 43.8 percent, report that they have a separate course in this subject; 391, or 51.3 percent, give the instruction as a part of some other course; 37, or 4.9 percent, provide instruction in both of these ways. Approximately one third of the 1,111 schools reporting state that they give a separate course in occupations.
4. The percentage of schools giving instruction in occupational information varies with the kinds of high schools. The percentage for the junior high school is larger than that for any other group, being 87.2. The percentage of high schools, of any group, that give such instruction varies directly with the number of junior high school grades (6 or 7-9) included in the high school.
5. For the junior high schools the percentage of schools giving instruction in occupational information increases progressively for each size of high school up to schools with enrollments of 3,000 pupils.
6. Provisions for instruction in occupational information do not vary significantly, for schools included in this study, by size of city.
7. Of the 1,138,939 pupils enrolled in the 1,111 schools reporting, 745,187, or 65.43 percent, are enrolled in schools giving instruction in occupational information.
8. The enrollment in schools in the Middle Western States, giving instruction in occupational information, constitutes the largest percentage of the total enrollments in schools giving such instruction found in any group of States.
9. Instruction in occupational information given as a part of some other school course is most often made a part of some social science subject, especially civics.
10. Inspection of tabulated data from the individual school reports indicates that there is a tendency to make instruction given as a separate course in junior high schools a required subject.
11. There is a tendency to have pupils in occupation courses analyze themselves for aptitudes and interests which have significance for the selection of an occupation and

- to check the results of this self-analysis against qualifications required in the occupations studied.
12. There is a tendency toward the development of techniques of procedure for discovering an occupational interest. This is indicated by the more recent materials for studying occupations and also by an inspection of outlines for occupational studies.
 13. There is a strong tendency in schools not having courses in occupations to provide noncourse and informal means for giving some instruction in occupations. Such means include talks before student bodies on specific occupations by persons engaged in the occupations on which they speak, activities and discussions carried on during the home-room period, assigned readings, and student counseling.
 14. There is a tendency to include books in the school library that are selected for the specific values they have for studying occupations.
 15. Visits to industrial plants, commercial houses, public institutions and agencies, and offices of professional workers are frequently included in a course in occupations.
 16. There is a growing tendency to make the list of occupations studied more comprehensive and to give the non-professional types of occupations a more equitable share of the time devoted to the course.
 17. There is a tendency to broaden the work done in occupational courses beyond the limitations of a single textbook on the subject. This is clearly indicated by the list of materials submitted by many schools.
 18. There is a growing interest on the part of schools to include course work in occupations. This is indicated by statements received from schools not giving courses in occupations to the effect that they are planning to do so.
 19. Qualifications for teachers of occupational courses are receiving considerable attention on the part of school administrators and school principals. A number of reports from schools included statements as to special qualifications of teachers for conducting courses in occupations.

20. A growing recognition of the value of occupational studies for the contribution they can make to the social science objectives is indicated by the materials of instruction, the content of the course, and the pupil activities included.

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TABLE 1.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS BY KINDS OF SCHOOLS

Kind of school	Number of schools	Number and percent of schools relative to inclusion of instruction in occupational information									
		Schools giving instruction		Schools not giving instruction		Number and percent of schools giving instruction, that offer it as—					
						Separate course		Part of another course		Both separate and part	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12
Regular 4-year high school.....	460	295	64.5	165	35.5	115	39.0	104	55.6	16	5.4
Junior-senior high school.....	200	149	74.5	51	25.5	68	45.6	74	49.7	7	4.7
Junior high school.....	282	246	87.2	36	12.8	118	47.9	115	46.7	13	5.4
Senior high school.....	169	72	42.6	97	57.4	33	45.8	38	62.8	1	1.4
Total.....	1,111	763	68.5	348	31.5	334	43.8	391	51.3	37	4.9

¹ Example for reading the table: Of the 295 regular 4-year high schools giving instruction, 115 schools, or 39 percent, give it as a separate course.

TABLE 2.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC SCHOOLS, BY SIZE OF SCHOOL

School enrollment (group/size)	Number of schools	Number and percent of schools relative to inclusion of instruction in occupational information									
		Schools giving instruction				Number and percent of schools giving instruction, that offer it as—					
		Schools giving instruction		Schools not giving instruction		Separate course		Part of another course		Both separate and part	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12
I. Less than 200.....	54	137	68.2	17	31.8	13	35.1	21	56.7	3	8.2
II. 200 to 500.....	243	181	74.4	62	25.6	82	45.3	96	53.0	3	1.7
III. 500 to 1,500.....	609	418	68.6	191	31.4	188	44.9	206	49.2	24	5.8
IV. 1,500 to 3,000.....	179	109	60.9	70	39.1	44	40.3	58	53.1	7	6.6
V. 3,000 and more.....	26	17	65.4	9	34.6	7	41.2	10	58.8	0	0.0
Total.....	1,111	762	68.5	349	31.5	334	43.8	391	51.3	37	4.9

¹ Example for reading the table: Of the 37 regular 4-year high schools giving instruction, 13 schools, or 35.1 percent, give it as a separate course.

TABLE 3.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS, BY KIND AND SIZE OF SCHOOL

Kind of school	Number of schools	Number and percent of schools relative to inclusion of instruction in occupational information									
		Schools giving instruction				Number and percent of schools giving instruction, that offer it as—					
		Schools giving instruction		Schools not giving instruction		Separate course		Part of another course		Both separate and part	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12
GROUP I: IN 54 PUBLIC SCHOOLS WITH ENROLLMENTS OF LESS THAN 200											
Regular 4-year high school.....	12	10	83.3	2	16.7	14	100.0	6	60.0	0	0.0
Junior-senior.....	25	15	60.0	10	40.0	6	40.0	6	40.0	3	20.0
Junior.....	14	11	78.6	3	21.4	2	18.2	9	81.8	0	0.0
Senior.....	3	1	33.3	2	66.7	1	100.0	0	0.0	0	0.0
Total.....	54	37	68.5	17	31.5	13	35.1	21	56.7	3	8.2

¹ Example for reading the table: Of the 10 regular 4-year high schools in this group, that give instruction, 4 schools, or 40 percent, give it as a separate course.

TABLE 3.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS, BY KIND AND SIZE OF SCHOOL—Continued

Kind of school	Number of schools	Number and percent of schools relative to inclusion of instruction in occupational information									
		Schools giving instruction		Schools not giving instruction		Number and percent of schools giving instruction, that offer it as—					
						Separate course		Part of another course		Both separate and part	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12
GROUP II: IN 243 PUBLIC HIGH SCHOOLS WITH ENROLLMENTS OF 200 TO 500											
Regular 4-year high school.....	76	51	75.6	19	24.4	20	35.1	36	63.1	1	1.8
Junior-senior.....	70	51	72.8	19	27.2	25	49.0	26	51.0	0	0.0
Junior.....	69	59	85.5	10	14.5	29	49.1	29	49.1	1	1.8
Senior.....	28	14	50.0	14	50.0	8	57.1	5	35.7	1	7.2
Total.....	243	181	74.4	62	25.6	82	45.3	96	53.0	3	1.7
GROUP III: IN 609 PUBLIC HIGH SCHOOLS WITH ENROLLMENTS OF 500 TO 1,500											
Regular 4-year high school.....	254	159	62.6	95	37.4	61	39.6	88	55.3	10	5.1
Junior-senior.....	81	63	77.8	18	22.2	30	47.6	29	46.0	4	0.4
Junior.....	179	157	87.7	22	12.3	79	50.3	68	43.3	10	6.4
Senior.....	95	39	41.0	56	59.0	18	46.2	21	53.8	0	0.0
Total.....	609	418	68.7	191	31.4	188	44.9	296	49.2	24	13.9
GROUP IV: IN 179 PUBLIC HIGH SCHOOLS WITH ENROLLMENTS OF 1,500 TO 3,000											
Regular 4-year high school.....	97	55	56.7	42	43.3	23	41.8	27	49.1	5	10.1
Junior-senior.....	23	19	82.6	4	17.4	7	36.8	12	63.2	0	0.0
Junior.....	18	18	100.0	0	0.0	8	44.4	8	44.4	2	11.2
Senior.....	41	17	41.4	24	58.6	6	35.3	11	64.7	0	0.0
Total.....	179	109	53.4	70	43.6	44	46.3	58	53.1	7	6.6
GROUP V: IN 26 PUBLIC HIGH SCHOOLS WITH ENROLLMENTS OF 3,000 AND MORE											
Regular 4-year high school.....	21	14	66.7	7	33.4	7	50.0	7	50.0	0	0.0
Junior-senior.....	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0
Junior.....	2	1	50.0	1	50.0	0	0.0	1	100.0	0	0.0
Senior.....	2	1	50.0	1	50.0	0	0.0	1	100.0	0	0.0
Total.....	26	17	65.4	9	34.6	7	41.7	19	58.8	0	0.0
Grand total.....	1,111	762	68.6	349	31.4	334	43.8	391	51.3	37	4.9

TABLE 4.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS, BY SIZE OF CITIES IN WHICH SCHOOLS ARE LOCATED

Size of city (Class size)	Number of schools	Schools giving instruction		Schools not giving instruction		Number and percent of schools giving instruction, that offer it as—					
						Separate course		Part of another course		Both sepa- rate and part	
		Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
1	2	3	4	5	6	7	8	9	10	11	12
I. Less than 15,000	405	283	69.8	122	30.2	128	45.2	144	50.8	11	4.0
II. 15,000 to 25,000	140	107	76.4	33	23.6	54	50.4	46	42.9	7	6.7
III. 25,000 to 50,000	176	104	59.1	72	40.9	45	43.3	54	51.9	5	4.8
IV. 50,000 to 100,000	149	102	68.4	47	31.6	39	38.2	58	56.8	5	6.0
V. 100,000 or more	241	166	68.8	75	31.2	68	40.9	89	53.5	9	6.6
Total	1,111	762	68.5	349	31.5	334	42.9	391	51.3	37	4.9

¹ Example for reading the table: Of the 283 schools, located in cities having a population of less than 15,000, that give instruction, 128 schools, or 45.2 percent, give it as a separate course.

TABLE 5.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS, BY SIZE OF CITY AND KIND OF SCHOOL

Kind of school	Number of schools	Schools giving instruction		Schools not giving instruction		Number and percent of schools giving instruction, that offer it as—					
						Separate course		Part of another course		Both sepa- rate and part	
		Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
1	2	3	4	5	6	7	8	9	10	11	12

GROUP I: IN 405 PUBLIC HIGH SCHOOLS IN CITIES HAVING A POPULATION OF LESS THAN 15,000

Regular 4-year high school	175	120	69.1	55	30.9	49	40.8	68	56.6	3	2.6
Junior-senior	127	95	74.8	32	25.2	45	47.3	44	48.3	6	6.4
Junior	56	46	82.1	10	17.9	23	50.0	21	45.6	2	4.4
Senior	47	22	46.8	25	53.2	11	50.0	11	50.0	0	0.0
Total	405	283	69.8	122	30.2	128	45.2	144	50.8	11	4.0

¹ Example for reading the table: Of the 120 regular 4-year high schools, located in cities having a population of less than 15,000, giving instruction, 49 schools, or 40.8 percent, give it as a separate course.

TABLE 5.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS, BY SIZE OF CITY AND KIND OF SCHOOL—Continued

GROUP II: IN 140 PUBLIC SCHOOLS IN CITIES HAVING A POPULATION OF 15,000 TO 25,000

Kind of school	Number of schools	Schools giving instruction		Schools not giving instruction		Number and percent of schools giving instruction, that offer it as—					
						Separate course		Part of another course		Both separate and part	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12
Regular 4-year high school.....	65	46	70.7	19	29.3	19	41.3	23	50.0	4	8.7
Junior-senior.....	18	14	77.7	4	22.3	7	50.0	6	35.7	1	14.3
Junior.....	35	34	97.1	1	2.9	19	55.9	13	38.2	2	5.9
Senior.....	22	13	59.1	9	40.9	9	69.2	4	30.8	0	0.0
Total.....	140	107	76.4	33	23.6	54	56.4	46	42.9	7	6.7

GROUP III: IN 176 PUBLIC HIGH SCHOOLS IN CITIES HAVING A POPULATION OF 25,000 TO 50,000

Regular 4-year high school.....	74	43	58.1	31	41.9	17	39.5	24	55.8	2	4.7
Junior-senior.....	12	9	75.0	3	25.0	3	33.3	6	66.7	0	0.0
Junior.....	56	44	78.5	12	21.5	23	52.3	18	40.9	3	6.8
Senior.....	34	8	23.5	26	76.5	2	25.0	6	75.0	0	0.0
Total.....	176	104	59.1	72	40.9	45	43.3	54	51.9	5	4.8

GROUP IV: IN 149 PUBLIC HIGH SCHOOLS IN CITIES HAVING A POPULATION OF 50,000 TO 100,000

Regular 4-year high school.....	58	37	63.8	21	36.2	10	28.9	24	65.7	3	5.4
Junior-senior.....	13	7	53.8	6	46.2	1	14.3	6	85.7	0	0.0
Junior.....	48	43	89.6	5	10.4	22	51.2	20	46.5	1	2.3
Senior.....	30	15	50.0	15	50.0	6	40.0	8	53.3	1	6.7
Total.....	149	102	68.4	47	31.6	39	26.2	58	56.8	5	6.0

GROUP V: IN 241 PUBLIC HIGH SCHOOLS IN CITIES HAVING A POPULATION OF 100,000 AND MORE

Regular 4-year high school.....	88	49	55.7	39	44.3	20	42.8	25	49.0	4	8.2
Junior-senior.....	30	24	80.0	6	20.0	12	50.0	12	50.0	0	0.0
Junior.....	87	79	90.8	8	9.2	31	39.2	43	54.4	5	6.4
Senior.....	36	14	38.8	22	61.2	5	35.7	9	64.3	0	0.0
Total.....	241	166	68.8	75	31.2	68	40.9	89	53.5	9	4.6
Grand total.....	1,111	763	68.5	348	31.5	324	43.8	391	51.3	27	4.9

TABLE 6.—NUMBER AND PERCENT OF 1,138,939 PUPILS IN 1,111 PUBLIC HIGH SCHOOLS CLASSIFIED AS TO INSTRUCTION IN OCCUPATIONAL INFORMATION, BY KINDS OF SCHOOLS

Kind of school	Number of schools	Total enrollments	Number and percent of pupils enrolled in schools giving instruction in occupational information as—							
			Separate course		Part of another course		Both separate and part		Totals of schools giving instruction	
			Enrollment	Percent of total	Enrollment	Percent of total	Enrollment	Percent of total	Enrollment	Percent of total
1	2	3	4	5	6	7	8	9	10	11
Regular 4-year high school.....	400	567,306	150,495	26.53	172,776	30.45	21,715	3.83	344,986	60.81
Junior-senior.....	200	150,073	43,447	32.29	63,183	42.10	4,123	2.75	115,753	77.13
Junior.....	282	226,323	94,332	41.68	96,214	42.51	12,380	5.47	202,926	89.66
Senior.....	169	195,237	32,582	16.69	48,394	24.79	546	.28	81,522	41.76
Total.....	1,111	1,138,939	325,866	28.61	396,567	34.41	38,764	3.40	745,187	65.43

¹ Example for reading the table: Of the 567,306 pupils enrolled in the regular 4-year high schools, 150,495 pupils, or 26.53 percent, are enrolled in schools that give a separate course in occupations.

TABLE 7.—NUMBER AND PERCENT OF 745,187 PUPILS IN 762 PUBLIC HIGH SCHOOLS GIVING INSTRUCTION IN OCCUPATIONAL INFORMATION, BY KINDS OF SCHOOLS AND BY KINDS OF COURSES

Kind of school	Schools giving instructional information		Number and percent of pupils in schools giving instruction as—					
			Separate course		Part of another course		Both separate and part	
	Number	Enrollment	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
1	2	3	4	5	6	7	8	9
Regular 4-year high school.....	295	344,986	150,495	43.63	172,776	50.08	21,715	6.29
Junior-senior.....	149	115,753	43,447	41.85	63,183	54.57	4,123	3.56
Junior.....	246	202,926	94,332	46.48	96,214	47.41	12,380	6.10
Senior.....	72	81,522	32,582	39.97	48,394	59.36	546	.67
Total.....	762	745,187	325,866	43.73	396,567	51.97	38,764	5.20

¹ Example for reading the table: Out of a total of 344,986 pupils enrolled in regular 4-year high schools giving instruction in occupational information, 150,495, or 43.63 percent, are in schools giving a separate course in that subject.

COURSES IN OCCUPATIONAL INFORMATION

TABLE 8.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS ENROLLING A TOTAL OF 1,138,939 PUPILS, BY GROUPS OF STATES

Group of States	Percent of total enrollment ¹	Number of schools	Number of schools and enrollments, percent for—				Number of schools and enrollments, percent as to kinds of courses					
			Schools giving instruction		Schools not giving instruction		Separate course		Part of another course		Both separate and part	
			Number	Enrollment, percent	Number	Enrollment, percent	Number	Enrollment, percent	Number	Enrollment, percent	Number	Enrollment, percent
1	2	3	5	6	7	8	9	10	11	12	13	
New England.....	8.8	105	8.2	44	10.1	19	5.4	39	9.6	3	18.5	
Middle Atlantic.....	19.8	187	18.1	62	23.2	51	21.4	52	16.2	2	7.9	
Southern.....	16.8	231	14.9	95	19.4	58	13.1	68	13.1	10	28.2	
Middle Western.....	33.8	412	42.6	101	31.9	133	40.6	162	44.9	16	36.6	
Western.....	15.8	196	16.2	47	15.4	73	19.5	70	16.2	6	8.8	
Total.....	100.0	1,111	100.0	349	100.0	334	194.0	391	100.0	37	100.0	

¹ Total enrollment is 1,138,939.

² Example for reading the table: 83% percent of the pupils enrolled in schools giving instruction in occupational information is in (61 schools) New England. The percentages in this table are computed on enrollment figures for these items given in table 12.

TABLE 9.—PERCENT DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS, ENROLLING 1,138,939 PUPILS, BY GROUPS OF STATES AND KINDS OF SCHOOLS

Kind of school	Total number of schools	Number of schools and enrollment percent				Number of schools and enrollment percent giving instruction, by kind of courses					
		Giving instruction		Not giving instruction		Separate course		Part of another course		Both separate and part	
		Number	Enrollment	Number	Enrollment	Number	Enrollment	Number	Enrollment	Number	Enrollment
1	2	3	4	5	6	7	8	9	10	11	12
GROUP I: IN 105 SCHOOLS IN THE NEW ENGLAND STATES											
Regular 4-year high school.....	51	33	71.6	18	28.4	7	21.2	24	65.6	2	13.2
Junior-senior.....	10	4	25.9	6	74.1	0	0.0	4	100.0	0	.0
Junior.....	27	20	81.5	7	18.5	10	51.5	9	36.4	1	12.1
Senior.....	17	4	21.5	13	78.5	2	28.2	2	71.8	0	.0
Total.....	105	61	66.7	44	39.3	19	28.4	39	59.9	3	11.7
GROUP II: IN 167 SCHOOLS IN THE MIDDLE ATLANTIC STATES											
Regular 4-year high school.....	67	34	52.3	33	47.7	12	50.9	22	49.1	0	0.0
Junior-senior.....	28	24	78.9	4	21.1	10	38.8	14	61.2	0	.0
Junior.....	42	37	88.3	5	11.7	24	66.1	11	26.6	2	7.3
Senior.....	30	10	31.1	20	68.9	5	28.1	5	71.9	0	.0
Total.....	167	106	68.6	61	49.4	51	51.9	52	48.9	2	2.9
GROUP III: IN 231 SCHOOLS IN THE SOUTHERN STATES											
Regular 4-year high school.....	106	58	58.1	48	41.9	18	36.6	33	47.6	7	15.8
Junior-senior.....	45	27	55.8	19	44.2	10	34.2	18	64.4	1	1.4
Junior.....	49	42	90.0	7	10.0	26	62.6	14	30.6	2	6.8
Senior.....	30	9	30.4	21	69.6	4	49.8	5	50.2	0	.0
Total.....	231	136	58.9	95	41.1	58	48.9	68	48.1	10	8.9
GROUP IV: IN 412 SCHOOLS OF THE MIDDLE WESTERN STATES											
Regular 4-year high school.....	164	113	65.8	51	34.2	50	48.3	60	48.2	3	3.5
Junior-senior.....	78	71	85.4	7	14.6	36	44.7	30	49.6	5	5.7
Junior.....	111	98	92.1	13	7.9	37	32.1	54	61.7	7	6.2
Senior.....	59	29	50.7	30	49.3	10	30.6	18	68.1	1	1.8
Total.....	412	311	72.1	101	27.9	133	41.8	162	53.8	16	4.4
GROUP V: IN 196 SCHOOLS OF THE WESTERN STATES											
Regular 4-year high school.....	82	57	55.7	25	44.3	28	48.0	25	46.4	4	5.6
Junior-senior.....	28	23	84.5	5	15.5	12	45.2	10	54.3	1	.5
Junior.....	53	49	89.9	4	10.1	21	37.1	27	61.2	1	1.7
Senior.....	33	20	56.4	13	43.6	12	60.1	8	39.9	0	.0
Total.....	196	149	68.2	47	24.8	73	46.8	70	50.3	6	2.9
Grand total.....	1,111	763	65.48	348	34.57	334	43.78	391	51.67	37	5.28

Examples for reading the table: Of the pupils in the New England States enrolled in schools giving instruction, 28.4 percent are enrolled in schools giving instruction as a separate course. (Table 12 gives the enrollment in schools giving instruction as 61,460 and the enrollment in schools giving a separate course as 17,470.)

TABLE 10.—DISTRIBUTION OF 391 PUBLIC HIGH SCHOOLS GIVING INSTRUCTION IN OCCUPATIONAL INFORMATION AS PART OF SOME OTHER COURSE, BY SCHOOL SUBJECT, IN WHICH IT IS INCLUDED, BY KIND OF SCHOOL, AND BY SIZE OF CITY

Kind of school	Num-ber of schools	Social sciences	Com-mercial	Indus-trial and house-hold arts	Eng-lish	Sci-ence	Phys-ical edu-ca-tion	Music	Agri-culture	Mathe-matics	Art	Foreign language	Psychol-ogy	Total
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15
REGULAR 4-YEAR HIGH SCHOOLS														
Less than 15,000	68	50	9	8	1	2	4	1		1	1	1		78
15,000 to 25,000	23	18	3	5	2		2							30
25,000 to 50,000	24	18	4	1	1	1							1	26
50,000 to 100,000	24	16	6	3	7	1	1	1		1	1			38
100,000 and more	25	18	6	7	2		2							35
Total	164	120	28	24	13	4	9	2		2	2	2	1	207
JUNIOR-SENIOR HIGH SCHOOLS														
Less than 15,000	44	37	10	9	2	3		2	4	1				68
15,000 to 25,000	6	4	1		1									6
25,000 to 50,000	6	1	1	2		1								6
50,000 to 100,000	6	5	1	1	1	1								9
100,000 and more	12	7	1		2	2								12
Total	76	54	14	12	6	7		2	4	1				109

JUNIOR HIGH SCHOOLS

Less than 15,000.....	21	15	4	6						1										26
15,000 to 25,000.....	13	11	4	2	1															19
25,000 to 50,000.....	18	14	4	4	3															25
50,000 to 100,000.....	20	18	2	7																27
100,000 and more.....	43	34	6	10	1															54
Total.....	115	92	20	29	3	7				1										151

SENIOR HIGH SCHOOLS

Less than 15,000.....	11	6	3		2	1														12
15,000 to 25,000.....	4	4	2	1																7
25,000 to 50,000.....	6	1	2	1	2															7
50,000 to 100,000.....	8	5	3	1	2															11
100,000 and more.....	9	4		4	1	2														13
Total.....	38	20	10	7	7	3				1										50
Grand total.....	391	286	77	73	25	21	9	4	4	3	3	1	1	1	1	1	1	1	1	1568

The difference between this figure and the number of schools giving instruction in occupational information (391) is accounted for by the fact that in some schools more than one part-time course is given.

COURSES IN OCCUPATIONAL INFORMATION

TABLE 11.—DATA RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION IN 1,111 PUBLIC HIGH SCHOOLS, BY ENROLLMENTS AND KINDS OF SCHOOLS

Kind of school	Schools giving instruction as—												
	School enrollment		Schools giving instruction		Schools not giving instruction		Separate course			Part of another course		Both separate and part	
	Enroll-ment	Percent	Enroll-ment	Percent	Enroll-ment	Percent	Enroll-ment	Percent	Enroll-ment	Percent	Enroll-ment	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Regular 4-year high school.....	567,306	49.81	344,986	44.29	222,320	56.50	150,495	146.19	172,776	45.39	21,715	56.00	
Junior-senior.....	150,073	13.18	115,753	15.53	34,320	8.72	48,447	14.87	63,183	16.60	4,123	10.63	
Junior.....	228,323	19.87	202,926	27.23	23,397	6.92	94,352	28.95	96,214	25.30	12,380	31.93	
Senior.....	195,237	17.14	81,522	10.95	113,715	28.86	32,582	9.99	48,304	12.71	12,546	1.44	
Total.....	1,138,939	100.0	744,187	100.00	393,753	100.00	1,325,854	100.00	389,567	100.00	38,764	100.00	

¹ Example for reading the table: Out of a total of 328,856 pupils enrolled in schools giving a separate course in occupatons, 150,495, or 46.19 percent, are in regular 4-year high schools.

TABLE 12.—DATA ON SCHOOLS AND ENROLLMENTS RELATIVE TO INSTRUCTION IN OCCUPATIONAL INFORMATION, BY GROUPS OF STATES

Group of States	Num-ber of schools	Enroll-ment	Schools giving instruction and enrollments for—									
			Schools giving instruction		Schools not giving instruction		Separate course		Part of another course		Both separate and part	
			Number	Enroll-ment	Number	Enroll-ment	Number	Enroll-ment	Number	Enroll-ment	Number	Enroll-ment
1	2	3	4	5	6	7	8	9	10	11	12	13
New England.....	105	101,282	61	61,460	44	39,822	19	17,479	39	36,826	3	7,164
Middle Atlantic.....	167	226,097	105	134,817	62	91,290	51	69,666	52	61,857	2	3,084
Southern.....	231	186,687	136	109,683	95	76,634	56	49,356	68	49,671	10	10,966
Middle Western.....	412	442,036	311	317,965	101*	124,171	133	132,608	162	171,363	16	13,964
Western.....	196	182,857	148	120,952	48	61,905	73	56,556	70	60,850	6	3,546
Total	1,111	1,128,939	762	745,197	349	393,753	334	325,856	391	396,567	37	38,764