VOCATIONAL GUIDANCE IN BRITISH COLUMBIA

by

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PREFACE
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For many years some of the foremost educators of British Columbia had felt that the curricula of our schools needed revising and modernising. Commencing with the elementary school a thorough revision was carried out extending later to the junior and senior high schools. Such a reorganization recognized the pressing need for a definite programme on Guidance and the Central Revision Committee appointed a sub-committee in December 1936, to present a Guidance programme for the senior high school. The field was to include all phases such as club programmes, educational, moral, social, civic and vocational guidance, along with guidance for leisure and leadership, and student participation in school government.

The Guidance committee commenced its task in January 1937 and was asked to submit its final programme by March 1937. The time, however, was extended to April 30th, 1937 when the course as outlined in Bulletin 1 was submitted to the Central Revision Committee. The Committee's report, after undergoing minor changes, was incorporated in the Programme of Studies for Senior High Schools.

The method employed by the Guidance Committee in assembling material for the course was for each member of the committee to be responsible for a particular phase of the work. Then, in committee, the material was carefully revised. The writer chose vocational guidance as his special contribution.

Some years previous to this time the author had become
interested in the field of guidance with particular emphasis upon vocational guidance. Whilst on exchange to New Zealand in 1933-34 it was his good fortune to visit the city of Christchurch and see a vocational guidance bureau in successful operation. This organization was supported by the Y.M.C.A., the Education Department, the leading business men of the city and the Department of Labour. Hundreds of boys were interviewed and even during this year of depression a large percentage was being placed. It was apparent that with the co-operation of the school, industry and the government much was being done towards helping the boys to establish themselves. This experience strengthened the idea in the writer's mind that we in British Columbia should do something about the problem of vocational guidance. On return the author read and assembled material that would be helpful in setting up a vocational guidance bureau in New Westminster. By this time the definite plan arose to present a thesis on vocational guidance in partial fulfillment for the requirement of the M.A. degree at the University of British Columbia.

With the formation of the Guidance committee of the senior high school, however, much of the material that had been assembled on vocational guidance was used by the writer in outlining the proposed course.

As the committee had many forms and outlines on hand, which because of their length and number could not be included in the course in the Programme of Studies, it was decided to
assemble these in a handbook to be issued later by the Department of Education. To date this booklet has not been printed and there has been an insistent demand from teachers for further explanation of the Guidance Course.

This demand may grow because of the regulations laid down by the High School Accrediting Board in March 1938. The regulations state that as a requirement for an accredited high school 1938-39 the course on Guidance shall be taught regularly to Grades ix and x.

It was thought by the chairman of the Guidance committee and the present writer that a joint thesis with more detailed information on the course might be written, with perhaps the possibility of issuing this later in book form. The requirements of the University, however, will not permit such a joint thesis and so it has been necessary for each to submit his contribution under separate cover.

It is hoped that in the expansion of the outline in the following pages a measure of value may be obtained by those teachers who will take up the role of counsellor under the new programme of studies.
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Chapter 1

INTRODUCTION

A. Growth of the Guidance Idea

In the high schools of British Columbia some twenty years ago the problem of guidance was handled by the principal of the school. When a student entered the school he was told what courses were offered and because of the limited programme very little was left to his individual choice. Most high schools offered academic courses which led to matriculation. The technical school was in its infancy and commercial subjects were taught only to a limited degree. During the period of his three years at school, because the matriculation course then required three years, the student might have occasion to consult the principal on the chances of employment in a particular field. This information the principal was able to furnish in a general way because he knew the student, and was more or less familiar with the employment situation.

During the last two decades many changes have taken place in our high schools. For example, the matriculation course was extended from three to four years. The difficulty of obtaining jobs caused more and more students to remain at school in order to qualify for employment. Furthermore, even with additional preparation, there seemed to be an increasing lack of suitable employment. These factors, together with the influx of population into the province have brought about a
marked increase in our high school population.

Our city high schools have so increased in size that the principal can no longer know and counsel all his students. In the meantime the educational system of British Columbia has come to recognize the individual differences of its students so that the present Programme of Studies for Senior High School lists more than thirty subjects which may be taken during the four years of high school. Such a wide range of choice calls for very careful planning on the part of the student, parent, teacher, counsellor and principal. When a student first enters high school it is very helpful if the school has as full a knowledge as possible about him, such as his scholastic record, interests and home circumstances. If a student is fortunate enough to know the field of work that he would like to enter then his choice of subjects is made much simpler. Each one who enters the schools is an individual problem and will stand in need of individual guidance. It is evident that with an enrollment such as our high schools now have, individual time-tables, and the complexity of the industrial world, that the principal is handicapped in counselling all his students. It is imperative for him to have counsellors who can assist him in this work.

Counselling is divided into two phases, individual and group. With such a wide range as educational, moral, social and vocational guidance demanding both individual and
group treatment it becomes necessary at this stage to limit oneself to a particular phase of guidance.

The phase chosen in the present thesis is that of vocational guidance which will be treated largely from the group point of view. Although for convenience of study it is separated from the other fields of guidance it is well to remember that vocational guidance has a profound effect upon the other phases of guidance and is itself modified by them.

B. The Scope of Vocational Guidance.

As a general definition of Vocational Guidance one can find probably no better than that of the National Vocational Guidance Association, "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it". The specific aims of Vocational Guidance have been given by the same body as follows:

1. "To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupations within which his choice will probably lie as he may need for intelligent choice.

2. To enable the student to find what general and specific abilities skills are required for the group of occupations under considerations, and what are the qualification of age, preparation, sex, for entering them.

3. To give opportunity for experiences in school and out of school, that will give certain facts about conditions of work and that will assist the individual to discover his own abilities and help the development of wider interests."
4. To develop in the student the point of view, that all honest labour is worthy, and that choice of occupation should be based upon the peculiar service that the individual can render to society upon personal satisfaction in the occupation, and upon ability, remuneration, possibility of advancement, and the like.

5. To assist the individual to acquire the technique of analysis of occupational information, and to develop the habit of analyzing such information before making a final choice.

6. To assist the individual to secure such information about himself, his abilities, general and specific, his interests, and his powers, any he may need, for wise choice and as he himself cannot obtain.

7. To assist economically handicapped children who are above the compulsory attendance age, as well as college students, to secure, through public or private funds, scholarships or other financial assistance, so that they may have opportunities for further education in accordance with their vocational plans.

8. To assist the student to secure a knowledge of the facilities offered by the various educational institutions for vocational training offered and the cost of attendance.

9. To help the worker to adjust himself to the occupation in which he is engaged, to assist him to understand his relationship to workers in his own and related occupations, and to society as a whole.

10. To enable the student to secure reliable information about the danger of alluring short cuts to fortune through short training courses, selling propositions, as represented by current advertisements and of such unscientific methods as phrenology, physiognomy, astrology, graphology, and the like, and to compare these methods with that of securing really trustworthy information and frank discussion with experts.¹

The whole purpose of guidance could be summed up in the following words:

"The purposes of the high school programme of guidance is to supply pupils with information about the world of work and of education, and about themselves, and to help them in the light of this information to plan wisely for the future. Guidance does not mean telling a person what to do - it means helping him make an intelligent choice in the light of all the information available." 1

1K.O. Broady and E.D. Clason, Guidance in Small High Schools (Free with "Occupations" the Vocational Guidance Magazine.)
Chapter 2

OCCUPATIONS
Chapter 2

OCCUPATIONS

As an introduction to a course on occupations, the counsellor might well begin with an elementary project in which the student can obtain first hand information. For example topic 2 in the course on Vocational Guidance which suggests a survey of the fields of occupations in the city, town, district and province might serve quite well for a beginning. To commence with, the vocations of the immediate neighbourhood might be discussed or if these do not offer sufficient material the plan may be extended to include the fields of occupations in the city, or some large geographical unit. As an added interest the students might draw a map of the neighbourhood and city and put on it the areas in which the various occupations are grouped. Other problems such as the advantages and disadvantages of working in one's own neighbourhood could be taken up. A more searching and detailed treatment of the topic for city, district and province could be left until a later time when the student has more experience in the technique of study and a more thorough grasp of the course.

If the study of occupations is to have a measure of success it seems imperative to consult the interests of the students. The determination of interest might well form the second step in the drawing up of a programme. A vocational
blank such as the one given in the Appendix, page 71 may be used. A form is passed out to each individual member of the class and he is asked to record his first, second and third choices. Space is left at the end of the blank for the student to write down any occupation in which he is interested but which may not appear on the list. The counsellor will then collect the forms and tabulate these choices. He will probably find that the order of preference of the group will be somewhat similar for the three choices so that choice one may be used as the guide for drawing up a programme.

A. What the Student Needs to Know About Occupations:

In order that the student may be able to study each occupation in a comprehensive manner it is better to follow some general plan or outline. This adherence to a plan will tend towards effecting clarity on the one hand and permitting comparison on the other. The counsellor should be warned, however, not to make the information and treatment of the occupations so stereotyped or monotonous that interest begins to flag. He should be always on the alert for any treatment that will lend variation and give heightened interest to the discussion. The following outline, adapted and used by the writer, has proven to be most useful. Other outlines which may be suitable for the studying of occupations are presented in the Appendix, page 73.
An Outline For Describing an Occupation.

1. Importance of the Occupation.
   (a) Value to the community.
   (b) Connection with other trades.

2. Divisions of the work.
   (a) Names of jobs.
   (b) Functions and duties within each job.

3. What kind of boy or girl is wanted: Qualifications.
   (a) Age.
   (b) Abilities.
      1. Physical.
      2. Mental
      3. Moral or Character Qualities.
   (c) Appearance.
   (d) Education.
   (e) Special Traits.

4. The Start.
   (a) First Duties.
   (b) Training and Duties.
   (c) Attitude towards work.

5. Opportunities for Advancement.
   (a) Branches of the Industry.
   (b) Next higher job.
   (c) Other higher jobs.
   (d) Where and how preparation is obtainable.

6. Advantages and Disadvantages.

7. Supply and Demand for Workers.
   (a) Number employed in city, in the province.
   (b) Is it steady or seasonal?
   (c) Is it overcrowded?
   (d) What are the opportunities for employment?

8. Working Conditions.
   (a) Hours.
   (b) Physical conditions - health, including Worker's Compensation.
   (c) Factors producing nervous strain.
   (d) Social conditions (unions).
   (e) Vacations.

9. Reward.
   (a) Salary (Minimum Wage Act) - commencing, average, five years, ten years, possible.
   (b) Bonus, Pension.
9. Reward. (cont'd)
   (c) Regularity of income - seasonal, commissions.
   (d) What are the chief rewards of a NON-FINANCIAL nature.

10. Reference to:
    (a) List of firms in the city or town.  

When the counsellor is drawing up his own plan he will modify and adapt the suggested outlines to suit his own particular situation. When he has worked out an adequate form, each student will be presented with a copy and instructed to keep the same in his guidance note-book. For the accomplishment of progressive and satisfactory work the keeping of a guidance loose-leaf note book should be emphasized. The importance of such a book may be seen when the student is told that there are more than enough vocations for a four year course and that the counsellor does not intend to repeat the information on any one occupation.

B. Where and How to Collect Information on Occupations.

   When the tabulation of the choice of occupations is made in order of preference, the counsellor is in a position to prepare for a systematic class study. The following experience may be of use to those counsellors who are commencing this type of work:

   A group of Grade IX boys were each given a vocation blank and the first choice of the group was aviation. The

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field is so broad that the counsellor wondered at which point he should begin. He decided to talk over the problem with his class. It was encouraging to find the enthusiasm that the boys displayed. In the course of conversation many of the group were anxious to bring all kinds of books, pictures and models. The result was that in a few days there was quite a good collection of material. As the topic developed, much of this information proved to be useful. As a rule it will be found that the students will help in assembling material on the topics in which they are interested. The counsellor, however, may need his information in a more technical or systematized form, in which case he may turn to books, pamphlets and monographs on vocations.

Until comparatively recently there was a great lack of books on vocations. Gradually, however, with popular interest in the subject, writers have appeared in this field, so that, today there are many excellent books on the market. Indeed this has reached the stage when it has become necessary to compile bibliographies of occupational material such as "Books about Jobs" by W.E. Parker and "Index to Vocations" by Price & Ticen. Such books as "Occupations" by Brewer, or "Making a Living" by Lyon are general in their treatment and the counsellor in the schools of British Columbia will have to use such books with modification in order to fit the needs of Canadian Schools. It seems that a worthwhile task could be accomplished in compiling a book that would meet with
Canadian conditions, there being at present no such book available in Canada.

If the counsellor wants more detailed information than is given in such general books he can get this from pamphlets and monographs that are compiled on occupations. Again most of these contributions are American, and the Canadian has to modify the information to suit his own conditions. In the Appendix on page 74 there is a sample of an abstract taken from "Occupations" - the vocational guidance magazine. In 1925 the Department of Labour, Canada, printed four pamphlets on Occupations. Under the titles of "Choosing a Life Career" these were - General Office Work, Stenography, Bricklaying, Carpentry. On inquiries as to what had been done further in this field the answer was elicited that nothing more was being done and that these pamphlets were now out of print.

This situation shows very clearly the inadequate source material with which the Counsellor in British Columbia has to begin his course. It will be necessary for him to procure material wherever possible, relying on his own ability and that of his students to collect and set up a vocational library.
C. Talks About Occupations by Men in Them:

Literature relative to the vocations is extremely valuable but there are other sources which furnish aid. Talks by men and women in the profession or trade serve a useful purpose.

When Vocational Guidance was first tried out in our schools a part of the plan was to present to the students talks by individuals who were willing to tender some small service to the youth of our community by talking about the occupations in which they were engaged. There are various limitations to such a method; the language used may be too technical; the speaker's manner may fail to create interest in the vocation or he may lack the many things that go together to make a successful speaker to young people.

Forethought in student organization is also essential. On different occasions it has been observed that with little or no preparation or warning, without regard to sexes, students have been assembled in one large group. On one occasion girls were forced to listen to a talk on lumbering. The reaction of the students to such a method is one of freedom from some regular subject, and as many of them do not intend to follow the particular vocation discussed, little attention is paid to the topic. It is readily seen that results accruing from such a method are often disappointing. Nevertheless, worthwhile results can be
obtained from talks if they are regarded as a supplement of the study in Vocations.

As it is the aim of the counsellor to bring personality and human interest into his course and make it practical he needs a speaker who will be able to express his ideas to students of high school age. He first must secure a good speaker, preferably one actively engaged in the profession, and further, if possible, a person of importance in his vocation. The writer recalls the rapt attention of a group of five hundred boys who listened for one hour while an engineer told of the attempts to build a dam across a large river, of the reverses that had been suffered and of the crowning success that had met the efforts of the company when they were able to supply a large area with more and cheaper electricity. These boys left the auditorium with something to think about and something to talk about.

Another necessary requirement is the preparation carried out before the speaker is invited to come. The talk should really be supplementary to the topic under discussion which has been studied beforehand by the counsellor and students. The students have then a background of understanding. In speaking of preparation it will be helpful to the student and to the speaker if both are supplied with an outline of the phases of the vocation which are to be discussed.
Students appreciate some systematic order because they are better able to follow the talk and the speaker appreciates an outline because it aids him in confining his material to the various phases and thus maintaining a balanced talk.

The Outline previously referred to has been used and has proven to be quite effective, but each counsellor should check and modify it to fit his particular situation. Most of the general books on guidance give somewhat similar outlines.

Talks, for which the students have been previously prepared, undoubtedly hold a worthwhile position in any vocational guidance course. Two typical talks delivered to students of Lord Byng High School are found in the Appendix on pages 78-80 and 81-86. One was given by Dr. W.T. Seyer of the Chemical Engineering Department, University of British Columbia, and the other by Mrs M.I. Beaddie, Recording Secretary, Vancouver School Board.

D. Visits to Industries:

As the counsellor is anxious for his students to explore all avenues of occupational information, he will find it helpful for them to visit various industries.

In an earlier section it was stated that the student of today had less opportunity of viewing the workers in their respective occupations than in earlier years. While this is
true in the main, the present day student can see certain industrial plants in operation. The construction trade affords a good example. During the erection of a building the student may see the excavator, carpenter, bricklayer, electrician, plasterer, painter, and architect all at work, and may possibly enter into conversation with them. He should be encouraged to report any information that he ascertains. In this way he will be trained to observe how other people earn their living, and at the same time he will be assisted in making up his mind whether or not he wishes to follow any of these vocations.

Useful as these visits may be in assisting him in the development of observation it is apparent that the field is limited to the narrow environment of the student and to the activities of the district. Furthermore there may be a lack in the correct technique of observation.

Haphazard methods of observation, while of some value, need to be augmented by some definite plan of visiting the industries. It is not sufficient to think that the taking of a group of students to a plant, fulfills the requirements of intelligent observation.

A plan somewhat as follows should bring encouraging results. A trade or industry to be studied is decided upon, and the students collect all available literature and
information. Then the counsellor and class thoroughly discuss all angles of the topic. A student who has some intelligent information on the subject is in a better position to observe the worker in the job. Direct observation should be regarded as a supplement to what has already been done.

If the industry embraces many operations it might be best to confine attention to certain definite processes with the idea of completing the tour at a later visitation. This will permit the student to grasp the essential ideas and not cloud his mind with too much material.

Before setting out the students need to understand clearly that these visits to industry are being permitted only through the courtesy of the employer, and therefore strict attention must be paid to deportment and to the observation of the rules of the plant. It is usually helpful both to the counsellor and the management if a preliminary conference can be arranged at which a guide may be selected and the plans for the proposed visit may be discussed. The counsellor, who is anxious for his students to take away some definite information, may, at this time, present a copy of the proposed Observation Report, for the approval of the management. In the meantime, in a group study period the Observation Report is carefully explained and discussed with the students. The following plan of observation report will serve as an example:
STUDY OF INDUSTRIES

PLAN OF OBSERVATION REPORT

1. Be on hand at time set for plant trip.
2. Learn to observe closely, rapidly and accurately.
3. Take the attitude of sympathetic interest in the work being done. All useful work is honourable.
4. Be careful to observe all "Visitors' rules"; avoid carelessness; do not touch machinery; follow the guide, and ask questions whenever possible.

1. NAME AND LOCATION OF INDUSTRY OR PLANT .................
2. WHY DID YOU VISIT THE INDUSTRY? ..................
3. ARE EMPLOYEES CHIEFLY MEN OR WOMEN? ..............
4. WHAT PROPORTION OF THE LABOUR IS SKILLED? ............
   ARE THERE MANY YOUNG PEOPLE? ...... HOW YOUNG? ....
   PROPORTION SEMI-SKILLED (Routine or repetitive) ....
5. FROM WHAT LOCALITIES OR COUNTRIES DOES THE RAW
   MATERIAL COME? .............................................
6. WHERE IS THE MARKET FOR THE PRODUCT? ...............
7. WHAT AMOUNT DOES THE PLANT PRODUCE YEARLY? ........
8. WHAT IS ANNUAL VALUE OF PRODUCT? ..................
9. THE PHYSICAL PLANT -
   (a) Character of building: materials ............ old or modern .............
   (b) Is machinery guarded? Yes. No. Is there a safety organization? ....
   (c) Sanitary conditions: cleanliness - Good. Poor.
       lighting - Good. Poor. ventilation - Good. Poor.
   (d) Notice special labour-saving devices. Give two examples ................................
10. WORKING CONDITIONS AND WELFARE WORK:

(a) Wages paid? Skilled Unskilled

(b) Hours of work Number of days per week

(c) Length of vacation periods for employees with pay, without pay

(d) Is there a bonus or profit-sharing plan? Yes. No.

(e) Is special education or training required? Yes. No. Where could you get it? How long would it take?

(f) Do employees take part in management? Yes. No.

(g) Is there a lunch room? Yes. No. Are rest rooms provided? Yes. No.

(h) Is medical and trained nurse service provided? Yes. No.

(i) Give arrangements made for recreation

(j) Is there a pension system? Yes. No.

11. GIVE OUTSTANDING ATTRACTIONS OF THIS OCCUPATION

.................................

Note: Supply details whenever possible. Draw circle or underline words or word to indicate answer to questions given above.
The city schools are not generally situated in a place adjacent and convenient to industrial centres, so there is the question of transportation to be arranged. Then, as is the case of the rural school, there is the problem of a disorganized time-table to be considered. Each period of a school time-table ranges from 40-60 minutes according to administrative requirements. To pay a visit to a downtown factory would probably require at least two hours. This means the disruption of two or three periods of the time-table, and in a large school this introduces many difficulties.

The second problem with which the counsellor has to contend is the size of groups. Large groups which are usual in the city school are too unweildy to conduct successfully. These must be divided into smaller groups, and by so doing the time required for the whole class to see the industry is multiplied by the number of groups.

The following suggestion might serve as a partial solution of the problem. With the co-operation of the principal and staff, - for without this, the plan is unworkable - make arrangements to conduct these visits during the late afternoon periods. The weekly group guidance period can be arranged to fall on the sixth period of the day, so that this arrangement necessitates only the disruption of the seventh or last period, eliminating much of the disorganization entailed by morning visits. Under this plan the students, at the termination of the visit, return home in their own time.
Other problems may appear, but with the helpful co-operation of principal and staff, most of them can be eliminated. Thus the student may be aided in seeing the worker in his industrial environment, thereby assisting him to choose his own occupation or to obtain a broader and more sympathetic understanding of how his fellowman earns his living.

E. Visual Education in the Occupational Field.

Owing to the small allotment of time on the school time-table, the large size of classes for group work and the scarcity of industries in the neighbourhood, student visits cannot be undertaken as often as desired. Under these circumstances visual aids in the form of moving pictures - silent or sound - slides, photographs and models will help to compensate for the loss entailed by the inability to view actual working conditions. Visual education has also some advantages over visiting.

As most educational films can be shown in the space of one school period, the problem of finding sufficient time is reduced considerably. Furthermore, the largest groups can be accommodated, thus eliminating the necessity of disorganizing the time-table, and repeating the visits as with a number of smaller units. By bringing the visual material to the school the problems of noise, dirt and dangerous machinery are removed. Another advantage is that, when
desirable, there can be a slowing down and even a stopping of the film in order to get a clearer understanding of certain processes.

While these aids are of advantage to the city student, they are especially so to the rural student who is handicapped in not being able to visit the chief industries of his province.

There is very urgent need for unified action on the part of school boards and the Department of Education, in making and supplying vocational films. One of the chief causes for this lack is the cost of such a project. As a suggestion, the cost might be borne jointly by the Department of Education, school boards and industry. A central bureau in Victoria might serve as a library and distributing point for vocational and other educational films. As the present tendency is to consolidate our schools within certain geographical areas, the cost of supplying machines might well be met by each area purchasing a single machine, instead of different schools each trying to obtain one. In this way the cost could be spread over a number of schools.

Already a beginning in centralization has been made in the city of Vancouver. A Director of Visual Education has been appointed and he is steadily building up a library of films and other visual aids. This scheme appears to be less costly and more satisfactory than one in which each school
attempts to finance a machine and rent the films. If this plan is successful in the city it seems logical to extend the idea to include the whole province.

Recently it was learned that a group of schools had organized themselves into a unit for the purpose of renting films. A film is rented from the distributing house and in quick succession is shown around the various schools. In this way the cost of rental is greatly reduced. Owing to the distance of the distributing centre, however, it is not possible to preview the films and the group has sometimes been obliged to accept inferior material. This has a deleterious effect both on the student and the undertaking. Such experience shows the need for a central body to organize and supply the visual aids for the schools.

F. Occupational Information.

One of the many tasks that the counsellor will be called upon to face will be the collecting and organizing of a library of occupational information. Furthermore, this information will need revising from time to time. To the counsellor this is a stupendous task and will always remain so under the present decentralized system. Ultimately, if this whole question of vocational guidance is to progress to the degree that it warrants, it will be necessary to organize some central bureau which will co-operate with the Department of Education and the Department of Labour. One
of the functions of such a bureau will be to collect and disseminate vocational information.

In the leading countries this is being done, and the following extract taken from a British publication will convey the co-operation and co-ordination that exists between secondary education and the Ministry of Labour.

"The following notes on careers have been prepared by arrangement between the Incorporated Association of Headmasters of Public Secondary Schools and the Ministry of Labour. The notes are based upon the experience and records of the London Headmasters' Employment Committee, and of the Ministry's Divisional Offices in advising secondary school pupils in other parts of the country; they are designed to give to boys leaving school (and their advisers) a general and preliminary survey of the available field of employment."

G. How Occupations are Studied:

So far the study of occupations has been largely of an introductory nature, such as a preliminary occupational survey of the neighbourhood, an explanation of outlines for describing an occupation, visiting industries, visual aids and the sources to which the student can turn for vocational information.

When the student has become familiar with the above techniques in studying occupations he has reached the stage


at which, by applying these methods, he can commence a
systematic study of the more important industries of British
Columbia.

Previously it was stated that the use of a vocation
blank may be helpful to the counsellor as a guide in drawing
up a list of preferred occupations for study. Such a list
could be used as a starting point, and the counsellor would
know that he was beginning with something in which the
majority of students were interested.

For example, with the aid of a vocation blank, it
was found that a group of Grade IX boys in one of our city
schools wanted to hear the following vocations discussed in
the order given:

| Aviator | Radio Engineer | Reporter |
| Engineer | Doctor | Mechanic |
| chemical | Captain | Architect |
| diesel | Wireless operator | Carpenter |
| electrical | Lawyer | Banker |
| mining | Draftsman | Dentist |
| civil | Druggist | |
| mechanical | Librarian | |

It will be noted that all these occupations are found in the
province. The order of preference is interesting to note.
Aviation easily came at the top of the list, followed by
engineering. Boys of Grade IX, and for that matter the higher
grades, but to a lesser degree, choose the topic largely
because of the romantic appeal that it implies. By using this
approach to the problem the counsellor will be surprised and
pleased to see the enthusiasm that is aroused.
In Appendix, page 87, is an example of a lesson given by the writer to Grade IX.

Following some such system of study the chosen vocations are dealt with one by one so that by the end of the fourth year the student is conversant with all the major occupations of British Columbia. It will be helpful for the counsellor to have a classified list of occupations of the province. (For such a list see Appendix page 91) Then as each vocation is covered, it can be checked off, and an accurate record kept of the progress made.

As a criticism of such group teaching it is sometimes said that the counsellor possesses inadequate vocational information. If a student were seriously thinking of entering a particular occupation, however, he would be encouraged to investigate it as fully as possible, and would be urged not to rely solely upon the information supplied by the counsellor.

Upon the completion of a course in the study of occupations it is hoped that a sympathetic understanding may have been gained of workers in many fields, and that in some small measure the student may have been aided in choosing his own vocation.

H. The Vocational Conference:

As an added form of group study some schools make use of the vocational conference. During an afternoon 30 or 40
representatives of various occupations may give their time so that the students may know something of their work. This intensive study allows the students to hear about those occupations which interest them the most. Moreover, the opportunity of hearing a particular vocation discussed comes much sooner than when the counsellor takes each occupation in its turn.

The details of organization may be useful to anyone who wishes to make use of the conference method. As a guide in finding out the desires of the students, a vocation blank, similar to the one in the Appendix is distributed to each student requesting him to make a first, second and third choice. Space is left at the end of the blank for any vocation that has been omitted. The reason for asking for three choices is that with three 40 minute periods in the afternoon, a boy or girl is able to hear three different speakers. When the choices have been tabulated the counsellor will know the vocations desired and the approximate number of students interested in each one. With this information as a guide the counsellor is now in a position to draw up a tentative time-table. In the meantime the more difficult task of procuring speakers may be undertaken. The counsellor should give himself at least a month in which to make complete arrangements. For a school between 800 and 1,000, about 45 speakers would be required - 15 for each period; each speaker being assigned to a separate room where the students interested
in his topic have assembled. Most speakers will appreciate a general outline being sent to them. This enables them to know the main points that the counsellor wishes discussed. The students like to be familiar with some general plan as well for then they can listen and ask questions intelligently.

With the posting of the time-table in each classroom a week or so beforehand, each student now makes his three choices for the afternoon. Sometimes a student is not able to hear all the speakers that he wishes because chosen lectures may be given at the same time. An individual student time-table is useful to the student and to the teacher. The pupil can move from room to room without loss of time and the teacher has a check upon the pupil. If such a time-table is made in two parts (duplicate) then one half can be retained by the student, and the other by the home-room teacher. The student's half can be made to serve as an admission slip to the class-room.

The success of the conference method is dependent not alone upon the organizing ability of the counsellor but also upon the attitude and support of the students. A co-operative attitude can be developed by giving student leaders a definite part in the programme; some can serve as ushers, some as chairmen of meetings, some as reporters, and others can look after the social welfare of the speakers. For example in our recent vocational conference held at Lord Byng High School on
March 16th, 1938, our student chairmen invited their speakers to partake of tea which was being served by the students of the Home Economics Department. The speakers were introduced to the student hostess who took charge of them. Here they had the opportunity of meeting various members of the staff. Such courtesies as these tend towards making the conference a success. Happy is the counsellor who can make the students feel that it is their conference. All should be made to understand that the speakers are the guests of the school and that every courtesy should be extended to them for their kindness in rendering their services.

Examples of suitable forms which may be used are as follows:
Below is a list of occupations, some of which will be discussed at a vocational conference to be held in the school, during school time, at an early date. Mark on the list your first, second and third choices of occupations that you would like to see on the programme that afternoon. There is space at the end of the list for you to add other occupations not listed, if you wish to do so. Mark choices by the figures 1, 2 and 3 after the occupations chosen. This is not a final choice, as some of these occupations may not be on the final list.

**OCCUPATIONS**

1. Agriculturist  
2. Aviation  
3. Auto & Aero Mechanic  
4. Accountant  
5. Advertising  
6. Architect  
7. Bacteriologist  
8. Banker  
9. Builder  
10. Commercial Art  
11. Catering  
12. Civil Service  
13. Medical Doctor  
14. Druggist  
15. Designer  
16. Dentist  
17. Dietitian  
18. Department Store  
19. Dramatics  
20. Diesel Engineer  
21. Engineer-Chemical  
22. Engineer-Civil  
23. Engineer-Mining  
24. Engineer-Electrical  
25. Home Economics  
26. Hairdresser  
27. Hotel Management  
28. Interior Decoration  
29. Insurance  
30. Journalism  
31. Lumbering  
32. Librarian  
33. Lawyer  
34. Mariner  
35. Music  
36. Nurse  
37. Office Work  
38. Physical Education  
39. Printer  
40. Photographer  
41. Police  
42. Radio  
43. Railroad  
44. Salesmanship  
45. Scientific Research  
46. Shipping  
47. Stockbroker  
48. Social Service  
49. Surveyor  
50. Teacher  
51. Telephone Operator  
52.  
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100.  

Devised by writer and used at Lord Byng High School, May, 1937.
### STUDENT'S VOCATION REGISTRATION FORM

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>5</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I will attend the following lectures:

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### VOCATIONAL CONFERENCE

**Day**

**Date**

---

### TIME-TABLE

<table>
<thead>
<tr>
<th>Period 5.</th>
<th>Room</th>
<th>Period 6.</th>
<th>Room</th>
<th>Period 7.</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculturist</td>
<td></td>
<td>x Aviation</td>
<td></td>
<td>Auto &amp; Aero</td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td></td>
<td>Advertising</td>
<td></td>
<td>Mechanic</td>
<td></td>
</tr>
<tr>
<td>Accountant</td>
<td></td>
<td>Bacteriologist</td>
<td></td>
<td>Dept. Store</td>
<td></td>
</tr>
<tr>
<td>Architect</td>
<td></td>
<td>Banker</td>
<td></td>
<td>Mining Eng'r</td>
<td></td>
</tr>
<tr>
<td>Civil Engineer</td>
<td></td>
<td>Commercial Art</td>
<td></td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Medical Doctor</td>
<td></td>
<td>Dramatics</td>
<td></td>
<td>x Nurse</td>
<td></td>
</tr>
<tr>
<td>Designer</td>
<td></td>
<td>Chemical Eng'r</td>
<td></td>
<td>x Office Work</td>
<td></td>
</tr>
<tr>
<td>Dietitian</td>
<td></td>
<td>x Office Work</td>
<td></td>
<td>Interior</td>
<td></td>
</tr>
<tr>
<td>Diesel Eng'r</td>
<td></td>
<td>Librarian</td>
<td></td>
<td>x Office Work</td>
<td></td>
</tr>
<tr>
<td>Hairdresser</td>
<td></td>
<td>x Police</td>
<td></td>
<td>Lawyer</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td>Radio</td>
<td></td>
<td>Mariner</td>
<td></td>
</tr>
<tr>
<td>Lumbering</td>
<td></td>
<td>Shipping</td>
<td></td>
<td>Railroad</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td>Social Service</td>
<td></td>
<td>Salesmanship</td>
<td></td>
</tr>
<tr>
<td>Photographer</td>
<td></td>
<td>Music</td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x Police</td>
<td></td>
</tr>
</tbody>
</table>

x Repeated.

Students should decide on one lecture for each period.

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Devised by writer and used at Lord Byng High School, May, 1937.
I. Individual Studies:

Although the group method of studying vocations has its place in vocational guidance, such a plan may fail to meet the needs of all students. It is a well known fact that many boys and girls leave school before they are able to graduate. In these cases it may happen that the trade or profession in which these people are interested may not have been studied by the group method. To compensate for this, an individual study of a vocation could be undertaken early in the year. Some of the present leaders of the guidance movement place a great deal of emphasis on this approach because they believe that it is only by personal investigation that one learns to know the various phases of an occupation. For a student to undertake such a study it is necessary for him to have a definite plan of attack which may take the form of an outline. This may be divided into three parts, the conditions of work, requirements and rewards. In turn, each one of these sections can be subdivided, as seen in the suggested outline.

Some time ago an outline was given to a large number of students who were asked to make a worthwhile study of an occupation in which each was interested. Before the study was begun a period was used for explanation of each question. The students were advised to turn to all sources for their information. As a final check-up on their answers, they were required to have the blank signed by a worker in the field.
A time limit of three weeks was set for the project, and to ensure that it would be completed, the work was awarded marks. The type of work handed in was highly satisfactory, and later it was learned from business men and skilled tradesmen, who assisted the students, that some had been very thorough in their search for information.

Not only does this method give the student an insight into the occupations of the city, but it causes him to come into contact with people. Later on, some of these people may be instrumental in helping him to obtain employment.

THE STUDY OF AN OCCUPATION

Occupation

Name ........................ Class ........ Grade ...... Date ........

Condition of Work

1. What are the duties one performs in the occupation?
2. What are the divisions or separate fields in the occupation?
3. What is the job in which one usually begins?
4. What are the steps through which one advances to higher positions?
5. What are the hours of work?
6. Is the work seasonal?
7. If so, what are the busy months? The slack months?
8. Are there any particularly unhealthy features about the work?
9. How many persons are engaged in the work: in the town?.... in the province?........ in Canada? ........
10. Is the occupation crowded?
11. Is it likely to grow?
12. Is it unionized?
13. What is the best way to get a job in this field?
THE STUDY OF AN OCCUPATION (cont’d)

Requirements:

1. How old must one be in order to enter the occupation?
2. Are there any special requirements as to height .......... weight .......... strength ..........
3. Are any of the special senses (e.g. tasting) particularly used?
5. Is the activity chiefly a mental or a physical one?
6. Does it require more than average intelligence?
7. Does it require one to deal largely with people?
8. How much general education is necessary?
9. What special training is needed?
10. Where can the training be obtained? How much in educational institutions? How much on the job?
11. What will it cost?

Rewards:

2. How much can one earn by overtime work?
3. Is a bonus paid?
4. How much is the average pay on a beginner's job? .......... at later stages of advancement? ..........
5. How much might one expect to earn after 10 years of service in the occupation?
7. How much vacation is given with pay?
8. What are the chief rewards of a non-financial character?
9. Where I obtained my information?

Signed by ..........................................

J. Biographical Studies.

Another source of material which will help in obtaining information about occupations is found in the biographies of famous people. Perhaps the greatest benefit that comes from reading biographies is not so much the factual information that has been obtained, because conditions are always changing, but the enthusiasm that is created for the profession. This enthusiasm may then lead the reader to find out more about the vocation, and make him more sure of going ahead with what he wants to do. Some leaders in the field of guidance have gone to the extent of drawing up a series of questions so that the student will read with a definite purpose. Kitson\(^1\) gives an outline of such a study as well as a long list of biographies. This seems to be a very worthwhile list, and although American in content, it could be made to serve quite well as a guide to the counsellor who wishes to compile a similar list for Canadian students.

Quite recently the biography of Madame Curie\(^2\) has been published, and the following example has been worked out from this book by the present writer.

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OUTLINE FOR THE STUDY OF A BIOGRAPHY

"Madame Curie"

A Biography by Eve Curie.

1. At what age did she decide to enter this vocation? About 24 years of age.

2. What was the most influential factor leading to this decision?
   She visited her cousin, Joseph Boguski, who was the director of "The Museum of Industry and Agriculture", Warsaw. There, under the guise of a museum front, the young Poles learned science which was contrary to the laws of the Russians. Marie Curie went there whenever possible, and tried to reproduce experiments. In Madame Curie's own words she says, "From time to time a little unhoped-for success would come to encourage me, and at other times I sank into despair because of the accidents or failures due to my inexperience. But on the whole, even though I learned to my cost that progress in such matters is neither rapid nor easy, I developed my taste for experimental research during these first trials."

In the words of the author, "Coming home late at night, regretfully leaving electrometers, test tubes and accurate balances, Manya undressed and lay down on her narrow bed. But she could not sleep. An exaltation different from all those she had known kept her from sleep. Her vocation, for so long uncertain, had flashed into life. She was summoned to obey a secret order."

3. What other occupation did she seriously consider? None.

4. In what other occupations did she engage before entering her final occupation? Governess.

5. What condition in this occupation failed to satisfy her? She had a burning desire to further her knowledge and wanted to learn instead of teach. She wanted to study in France more than in any other country. In France, liberty was cherished.

6. At what age did she enter per permanent occupation? Decided to be a scientist when at the Sorbonne. Continued research when she married in July 1895. About 28 years of age.
7. What was her first job in this field?
   First big job was when she set out to write her doctor's thesis in 1897. To make a fundamental study of uranium rays.
   July 1898 new metal discovered called polonium.
   Dec. 1898 believed another new metal called radium.
   1902 one decigram of radium prepared.

8. How did she get this job?
   Research for self.

9. How much money did she make per month in this job?
   No salary.

10. How long did she remain at it?
    All her life.

11. What was her second step in the latter?
    1900 received an appointment as lecturer in physics at the Normal School at Sevres.

12. How much money did she make here?
    Not stated.

13. Make a vocational latter showing:
    (a) Number of rungs on the latter.
    (b) Earnings at each step.
    (c) Length of time spent at each step.
    (d) Age on attainment of each step.

<table>
<thead>
<tr>
<th></th>
<th>Earnings</th>
<th>Length of time</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nobel Prize in Physics 1903</td>
<td>70,000 francs</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Osiris Prize</td>
<td>50,000 &quot;</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Chief of Lab. at the Sorbonne</td>
<td>2,400 &quot; per yr.&quot;</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Professor at the Sorbonne 1906</td>
<td>10,000 &quot; &quot; &quot; &quot;</td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

(continued until tragic death of Pierre Curie)
Continued until her death in 1934, (67 years of age)
1911 Nobel Prize winner.

14. What element in her permanent occupation give her the greatest satisfaction?
    Research work meant everything to her.

15. What regrets did she express for having entered her final occupation?
    None whatsoever.
Social and Economic History

1. What was the nationality of her parents? Poles.

2. Were they poor, rich, or in comfortable circumstances? Poor.


4. What occupation, if any, did her parents or relatives choose for her? None. Father sent her to the country for a year's holiday before she should choose her vocation.

5. At what age did she begin to support herself? 18 years of age.

6. At what age was she married? 28 years of age.

7. Did her husband give any special assistance? Very much so. Pierre Curie was a great scientist, and together they worked as one unit. This partnership was maintained until his tragic death in 1906.


9. At what age did she die? 67 years.

Educational History

1. How many years did she spend in general education? About 11 before going to the University in Paris.

2. How old was she when she completed her general education? About 16.

3. What was her favourite subject in school? Not given definitely, but seemed to like all, and had immense power of concentration.

4. At what age did she begin her technical education? Went to the Sorbonne at the age of 24.

5. How far from home did she go for her advanced education? From Warsaw to Paris - about 850 miles.
6. What was her customary academic standing in -
   (a) General education? First
   (b) Technical education? At University, First.

7. Did she earn her own way through college?
   Was a governess for seven years. This money was
   used to help her older sister at University.
   Later saved some money for herself.

8. Did she go in debt for her education?
   No.

K. Classification of Occupations in British Columbia.

   The study of vocational guidance would not be
   complete without some attempted classification of the
   occupations. No two text-books group their occupations in
   the same way, but generally they cover the same fields.
   For example, Brewer's\(^1\) latest book, divides the field of
   work into clerical workers, competitive workers in business,
   domestic and personal occupations, agriculture, miners and
   factory workers, machine trades, workers in the building
   trades, transportation and communication, public service,
   scientific professions, literary professions, and other
   professional workers. The United States Census uses the
   following nine classes of occupations: agriculture, fishing
   and forestry; extraction of minerals; manufacturing and
   mechanical industries; transportation and communication;
   trade; public service; professional service; domestic and
   personal service; clerical occupations. These classes are
   in turn subdivided until a list of 557 occupations are drawn

---
up. Many of the text-books use a modification of this classification.

When the present course on guidance for our senior high schools was being drawn up, the Guidance Committee, seeking some standard form of classification, finally decided to use that of the Dominion Bureau of Statistics, which employs the following divisions: agriculture, fishing, logging, hunting, mining, manufacturing, electric light and power, building and construction, transportation and communication; storage, commerce, finance, service and clerical. This classification has the advantage that the figures for each class are readily accessible in the Canada Year Book. Furthermore, the grouping is suitable for British Columbia because all of these fields are represented in the province.

Useful as such a classification is in a general way, the counsellor may sometimes feel the need for a different type of classification. For instance when a student wishes to know what vocation he can follow he needs a list compiled on a functional basis; that is, designated according to the work done. As no such functional list was available for British Columbia, the author has constructed one from the classified section of the Vancouver telephone directory. Some 450 different vocations are listed. In order to make the list more representative of the entire province, a few

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See appendix page 91.
occupations omitted from the directory, such as "farmer" and "miner" were included. There is found in the list of occupations some instances of duplication, for example, "doctor" and Physician" are both given. The list, while not exhaustive, should at least be indicative of the range of occupations found in British Columbia. Furthermore, the list may serve the counsellor as a basis for one of his own. Such a classification may be useful also to the student who is convinced of the dearth of occupations in British Columbia, and feels that the province has only a limited number of opportunities to offer.
CHAPTER III

PREPARING FOR A VOCATION
CHAPTER III

PREPARING FOR A VOCATION

A. Studying the Self.

Vocational guidance was defined earlier as, "the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it." Thus far in the present treatment the student has been presented with occupational information, but no attempt has been made to counsel him. If guidance is, in general, the process of bringing the student and the occupation together, then it seems that at this point the time has come to consider the characteristics of the student. At the outset it might be wise to state that guidance does not mean analyzing a student, labelling him with a particular tag and telling him what job he is to follow. No sane counselling would permit of such an arbitrary procedure. It is fraught with so much danger that infinite harm might attend such an action. The real duty of the counsellor is to help the student to know himself, to put him in positions where he may try himself out, and to leave final decisions to the individual. With this view in mind, the student should be encouraged to discover his interests and abilities. It seems rather pathetic that a boy should be finishing his last year in senior high school
with no idea of what he wants to do. He leaves school with no definite plan and just drifts around waiting for something to turn up. How much better it is to have some goal toward which to strive, even if it appears far beyond the present possibilities. A distant goal will generally mean the preliminary attainment of lesser goals which mark steady progresses instead of drifting haphazardly.

There are several approaches to the problem of self-analysis, all of which the student may explore in order to find out something about himself. When the various occupations are being studied, the individual may be encouraged to note that certain abilities and special educational training are required. For example, the structural ironworker, whose work deals with the building of bridges and large structures, is required to be cool, quick, levelheaded, and yet at times a daring individual. Moreover, if he wishes to understand his work thoroughly, he must receive a sound technical education. The reporter, on the other hand, must have the ability to think clearly, rapidly and accurately, to act quickly, and to possess strong physique so as to withstand the irregularity of sleep and meals. From these observations, the student is able to make a degree of comparison with himself and the worker in various occupations. Many of the leaders in the field of guidance use some form of scale for the student to rate himself in the general characteristics which are

*What may be more deplorable is the great number of university graduates who are in the same position.
important to all occupations. Kitson\(^1\) gives the following simple rating scale:

<table>
<thead>
<tr>
<th>Trait</th>
<th>Where You Stand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Average</td>
</tr>
<tr>
<td>Honesty</td>
<td></td>
</tr>
<tr>
<td>Industriousness</td>
<td></td>
</tr>
<tr>
<td>Co-operation</td>
<td></td>
</tr>
<tr>
<td>Thoroughness</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
</tbody>
</table>

The boy is asked to compare himself with his companions and then to mark an X in the column which applies to himself.

The Hughes Graphic Rating Scale\(^2\) is an example of a scale that is scored by the teacher only. The student need not know his score, which the counsellor may use as a comparison with those already scored by the student. The counsellor should present the work in self-analysis in a casual manner so that no harm may come to students of the withdrawing type who may be over concerned about low ratings. The object of self-analysis is to set forth the desirable qualities that one should possess, and then to see how one ranks on such a scale. It is hoped that a student will try to improve himself in these desirable characteristics.

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\(^1\)H.D. Kitson, op. cit.
\(^2\)For the Hughes Rating Scale and other personality scales see Appendix, page 109 and pages 95-108.
While tests have a useful place in the analysis of a student it is not the intention, in the present treatment, to enlarge on them beyond merely pointing out that in the present course on guidance in the Programme of Studies for senior high schools there is a list of available tests in intelligence, achievement, mechanical aptitude and personality. The test score is usually treated as a confidential guide for the counsellor, and is not passed on to the student, although if he inquires, he may be told whether he is above average, average, or below average. Such general information will aid the student when he is trying to compare his endowments with those required for a particular occupation.

A student gets an idea of his interests and abilities from his school subjects. In the elementary school his records show him what subjects he can handle successfully. When he reaches the junior high school he has the opportunity to make certain choices which show his special interests and abilities. This is also a period when exploratory courses can be undertaken. These enable him to try out different subjects, and from his ability to handle such courses, the student has some idea of what he can do in that particular field. It is not inferred that a short successful exploratory course in woodwork would mean that the boy should become a carpenter, but that he has demonstrated the ability to use tools. Such an ability might encourage him to continue further along this or some related line which, if not adopted
as his vocation, might become his hobby.

The present wide choice of subjects in our junior and senior high schools should permit a student to determine wherein his interests lie, and thus indicate his vocational field. For example, a boy who is weak in mathematics and physics wishes to become an engineer. The boy should be told that such subjects are very important in this occupation, and that before he enters such a profession he should give serious thought to the necessary preparation in the subjects which he finds difficult.

Another way in which a student may find out whether he has special abilities and interests for a particular vocation is to get work in it during the holidays. For example, a boy may be very anxious to go to sea. The opportunity comes as a messenger boy on the C.P.R. boats running out of Vancouver to the Orient. One trip may be all that is necessary. He either likes or dislikes the experience, and instead of spending years longing and thinking of the sea, he is able to make up his mind immediately.

Being a member of a club is generally of help in discovering abilities and interests. Clubs, if properly sponsored, serve as useful media for the expression of one's talents. Although one would hesitate to say that a successful actor in the school dramatic club would become a successful actor on the stage. On the other hand, such hobbies as model
aircraft and coach building have led to boys winning scholarships sponsored by industrial firms in these fields.

B. **Seeking Advice and Counsel.**

The next step towards the co-ordination of the student with the occupation, is the personal interview with the counsellor. This meeting may be held at the request of the student or the counsellor. In either case, as much available data as possible should be on hand.

If the student has been in the school system for some time he will have attended the group guidance classes. During those periods he has been taught about the major occupations of his province, their conditions, requirements and rewards. A student should have obtained also a general idea of his academic and mechanical abilities, his interests and capabilities. The self-analysis scales may have been useful in helping him to compare himself with others. Before the interview was sought by the student he has been encouraged to search all avenues for information so that he will receive the most benefit from the conference. Many senior high school students can give only a negative answer to such questions as, "What are you interested in?" "Have you a hobby?" "What do you intend to do?" Yet these boys and girls will be leaving at the end of the school year to look for work. They have no idea of the kind of work that they want, or whether they are capable of doing it. To add
a further difficulty to this problem some of these students are finding it hard to keep up with their grades. It seems that group study is necessary if these pupils are to come prepared to an interview.

The counsellor will find also that the more information he has about his students the more successful will be the interview. For example, in the Programme of Studies for Senior High Schools, there is a form called a Class Survey. This is divided into five parts. In the Family Record, such questions as step-father's or step-mother's name, mother or father deceased, may throw light on a particular case. The Physical Record, will furnish information about any physical weakness. The School Record tells briefly about a student subjects and his school activities. A more detailed account is kept on the official school record card. From this card a counsellor is able to obtain a very accurate account of the student's class-room work. This record may give also the results of intelligence, achievement and mechanical tests. The Social Record of the survey supplies much useful information as to what the student does after school. The last section of the survey, Future Plans, gives the counsellor a general idea of the fields of work in which the student is interested. The success of the interview, in short, may be said to be divided proportional to the amount of pertinent data available to both counsellor and student.
C. Selecting a Vocation.

The selection of a vocation is perhaps the most important phase in the whole of the guidance programme. Often in a practical situation, the counsellor will be required to deal simultaneously with pupil and job. For the counsellor to acquire a measure of success he will want to have as much information as possible about the student and the vocation.

Already reference has been made to the collection, by the counsellor, of pupil data from such records as intelligence tests, scholastic attainments, achievements and interests. At the same time, the student has acquired a certain amount of information about the chief occupations of the province. The common problem of both the counsellor and the student now becomes that of selecting a suitable vocation. Such a problem has seldom a simple solution. Frequently there are many changes in plans, as the student chooses first one job and then another. Another complicating factor is that the young person has no idea what vocation he wishes to follow. It is only by serious consideration and the holding of many interview that the student may find something that will appeal to him. If, and when, this happy state is reached, the student will want to know his chances of success in such an occupation. There can be no true answer to such a question, but a probable one might be obtained by making
comparisons among the workers in a chosen industry, and then comparing the student with those workers. If the boy, after entering a field, falls below the standard of a particular job, it is probable that he will not rise to the top of the occupation, and may, indeed, in some cases regard himself as an abject failure. For instance, a young man had a desire to become an electrical engineer. His weakest subject at school was mathematics, but he managed to make a pass in high school. On entering university he had great difficulty with mathematics, but struggled on with repeated supplementals until the last two years of the engineering course which he found to be far beyond his capacity. With a sense of bitterness he was forced to give up. It is evident that much of this time would have been more profitably spent if he had been engaged at some occupation that was within his capacity. On the other hand, a young man should not choose an occupation which does not use his abilities to the best advantage. If a person is engaged in a routine job when he is capable of handling a more advanced position, he may become personally dissatisfied, and society is losing, at the same time, talents which could be more profitably employed. Brewer\(^1\) gives a score card which enables a comparison to be made of the qualities required for success in an occupation with those possessed by the individual.

Furthermore, there is urgent need for accurate information on the supply and demand of workers in the several vocations. Even when this information is available, it does not follow that the situation will be the same perhaps three or four years hence, when the student is ready to enter the field. It may be possible to make some measure of forecast from what has happened before, but the careful economist maintains that it is not possible to foretell accurately what the situation will be even twelve months ahead. Some unforeseen factor, such as a war, may throw out all calculations.

Recently the Bureau of Statistics at Ottawa has made a study of the supply and demand in the professions in Canada. Numbers available in the professions during the last three decades were compared with the growth of population, and with the numbers employed in each profession. For instance, it is pointed out that the supply of teachers has increased out of proportion to the school population, and that at the present there is an over-supply of teachers. The findings of this study apply only to Canada in general. Similar analyses are needed by every city and district. Although an occupation may be crowded it does not mean that the counsellor should advise a person to try something else. It is known that a person who has capabilities may find employment, but the less capable will not stand a chance in strenuous competition.
D. Securing a Position.

When a young person sets out to secure a position, it is perhaps the most difficult task that he has yet attempted. Often when a student intends to begin work, he simply goes out to look for a job. This is sometimes a disheartening method of approach. In the first place he should not look for a job, but rather plan a career. The whole theme of vocational guidance is the planning of a career, and so by keeping this in mind he should have a definite idea of the type of work which he wishes to enter. It may be helpful to suggest technique on how to secure a position. In the first place, the student must realize that he has something to offer, that he has a commodity or service to sell. In some vocations the individual must offer, not only his training, but also his personality. Therefore, the student will be well advised to know how to offer his services, so that his personality traits appear in a favourable light.

There are various media which he may use in securing a position. These are the newspapers, employment agencies, letters of application, the aid of friends and acquaintances, school placement bureau and application in person. The newspapers have two employment classifications, those people wanting situations and the situations being offered. During the last few years few real vacancies have been advertised, but there have been many advertisements of the get-rich-quick type. Our students should be trained to recognize these
psuedo-vocational training courses which hold out chances of employment at the completion of the course. Much of this type of advertising has been eliminated from the papers in British Columbia through the good work of the Apprenticeship Board, which demands from the sponsor a sufficiently large sum of money to make the training a bona fide proposition.

Employment agencies are established in some cities. In British Columbia the Dominion Government maintains offices of the Employment Service of Canada in the nine chief cities. Such an employment bureau, while performing a necessary service, does not meet the requirements of the young men and women leaving our schools. There are a few private employment agencies, six in Vancouver, but they are quite inadequate as a solution for the placement of the high school graduate. The school system of British Columbia has no organized school placement bureau although some schools are endeavouring to find jobs for the more needy pupils. Such a situation seems to demand a Junior Placement Bureau that could handle youth employment. At present the boys and girls who leave our schools have to depend largely upon themselves and their friends for employment. It is sometimes felt that to seek the support of friends is not the correct way to find employment. Some people would sooner remain unemployed than ask aid. This spirit of independence is an admirable one, yet on the other hand, it may prevent one from entering
gainful employment. Sometimes an employer is at a loss to know how to find a suitable person to fill a certain position on his staff. Perhaps he does not wish to advertise in the newspapers, knowing full well that he would receive far too many applications, and that the choice of a suitable applicant would absorb too much time. In such circumstances he is willing to interview persons who are recommended to him.

When a young person is ready to seek a position he may carry out the following procedure. First, he will check over the employers for which he would like to work. Various factors would influence him in his choice. For example, a boy may wish to be apprenticed to a certain firm because he knows that the president of the company takes a personal interest in his apprentices. When a choice has been made, a good plan is to study the products of that company. Later on, if an interview is obtained the applicant would then be able to converse intelligently with the employer. This would show that the prospective employee already had an interest in the business.

The next important step is to obtain an interview with the employer. This is often difficult because there may be no vacancies in the establishment. However, as the student has been trained to make every effort he may try a contact through friends, telephone, or by letter. A telephone contact is not always the most suitable method because the
employer, if busy, may not have the time to spend in conversation, and may terminate it rather abruptly. On the other hand, a letter may bring more satisfactory results. This letter ought to be written in such a way that it would cause the employer to become interested enough to want to see the writer. If the letter is an application for a known vacancy it should be strong, forceful and yet not dominating, one that creates interest, and one in which particular attention is paid to the mechanics of letter writing.

If such a letter has been successful in obtaining an interview, it is highly important that the applicant pay careful attention to his preparation for the meeting. All letters of recommendation and qualification must be on hand. The problem of dress should receive special consideration. During the interview the applicant should maintain a manner that is natural, calm, dignified and respectful. Sometimes the interviewee, through his talkativeness, does not secure the position. If the employer wants to do the talking it is a good plan to be the listener. As a suggestion, the counsellor, in one of the group guidance periods may give many useful aids on how to conduct oneself in an interview.

If the applicant has not been successful, it does not mean that this is so much time wasted. Every interview brings experience, and if a favourable impression has been made, the employer may be in a position to recommend the
applicant to some one else. On the other hand, the successful applicant should realize that this is only the first step in the gaining of a position. The next question is how to advance.
CHAPTER IV

ADVANCEMENT IN A VOCATION
CHAPTER IV

Advancement in a Vocation

As soon as an individual has secured a position he should hasten to thank any friends who may have been helpful. This is just a matter of common courtesy, but sometimes it is overlooked. The obtaining of a situation is just the first step in getting started, and all students should realize this. Some are liable to adopt the attitude that there is no further need to exert themselves. Some are of the opinion that there is little use in making any determined effort to advance oneself because success is not possible without the aid of rich friends or "pull". Undoubtedly there are people who have had this help, but they would not have been successful unless they had possessed those qualities which are necessary for advancement. On the other hand, there are those who unaided and with perhaps less native ability than their neighbours, have been able to win advancement through the quality of determination.

Even before a youth takes a position he should know that such qualities as integrity, loyalty, co-operation and courtesy are very important when he enters any occupation.
Brewer gives a rating scale which may be useful to anyone who wishes to rate himself according to these qualities. Above, all it is highly important that the worker should endeavour to develop the right attitude towards his work, his employer and his fellow workers.

If, then, securing a position is just a chance to get started in one's vocation, it follows that there ought to be some definite system of training. This training may be obtained from different sources. In earlier years most of the instruction was acquired on the job. Today, some jobs are learned in a few days or a few weeks, thus doing away with any long period of apprenticeship. In the earlier years in British Columbia little attempt was made to establish a satisfactory system of apprenticeship. In recent years, however, an Apprenticeship Board has been set up and rules and regulations have been drawn up for such occupations as: Automobile Maintenance (a) Mechanics, (b) Metal Work (c) Tire Conditioning, (d) Auto Finishing, (e) Radiator Work, (f) Upholstering; Carpentry, Electrical Work, Jewellery Manufacture and Repair, Lithography, Machinist Trade, Painting and Decorating, Plastering, Plumbing and Steamfitting, Servicing and Repair of Current Consuming Electrical Appliances, Sheet Metal, Ship and Boat Building, Sign and Pictorial Painting. It is hoped that this systematic type of training will tend to improve the number of qualified workers.

1 See Appendix, page 112.
In some of our cities, advanced training can be obtained at Night Schools. The Vancouver School Board issues a booklet listing the evening courses that are taught in the various schools throughout the city. These courses could be classified as academic, vocational and avocational. Such a wide range seems to indicate that many people are anxious to extend their education. Private trade schools also add their quota of instruction.

Of recent years the University of British Columbia has been extending its work to meet the growing need for more educational instruction. During the summer and winter sessions, courses are arranged which give teachers, and others interested, the opportunity of obtaining advanced degrees by extra-sessional work.

A Department of University Extension has also been organized, the purpose of which is to do its part towards the adult education of the province. In order that this service may not be confined to Vancouver alone, its lecturers travel to all parts of British Columbia bringing useful information to those who are unable to attend the university. From such a beginning it is evident that the people of British Columbia are beginning to realize the need for further training, both educational and vocational.
For any guidance programme to be successful, there must be some method of evaluating it. Otherwise, it is impossible to know whether that programme is a success or not. So far one of the most successful ways of finding out is to have a follow-up system. After the student has entered the vocation there should be facilities whereby the counsellor can keep in constant touch with him. This is the only way to evaluate the education received. For instance, the counsellor may find that the young worker is not satisfied, or is a failure. Such a situation demands careful consideration to find the cause, and if possible to remove it. If the counsellor keeps accurate records of such cases he is in a better position to offer helpful suggestions to the students, the educational authorities and the employers.

In Providence, R.I. there is a continuous follow-up service of one, three and five years. In order that this work may not be too arduous, each counsellor checks the groups which he taught in high school.
CHAPTER V

THE FUTURE OF VOCATIONAL GUIDANCE

IN BRITISH COLUMBIA
CHAPTER V

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IN BRITISH COLUMBIA

The inclusion of vocational guidance is but the preliminary stage in the working out of a guidance programme. Such a beginning is necessary, but more important, perhaps, is the personnel to conduct the work. It appears, from previous reference made to the regulations of the High School Accrediting Board, that there will be a demand for counsellors for the coming school year, 1938-39. A rough estimate of the number that may be required could be determined from the 1936 enrolment of 21,119 pupils in senior high schools in British Columbia. These pupils were distributed throughout the 43 city high schools, the 21 high schools in district municipalities and the 35 rural districts.\(^1\) Vancouver city, with its 12 high schools, and a high school population of 9,042, will require at least from 25 to 30 counsellors. It may be pointed out that a few of the principals of the Vancouver high schools have already chosen some of their teachers to handle the programme. In the rural schools much of the guidance programme will be carried out by the principal, so that there will be very little demand for counsellors in this field. If it is assumed, however, that at least one counsellor will be required for boys and another

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\(^1\) Annual Report of the Public Schools of British Columbia, 1935-36.
one for girls in each of the schools in the cities and
district municipalities, a minimum of 128 counsellors will
be required throughout the province. As very few of the
teachers have received special training in counselling there
will be a decided lack of trained counsellors.

As the counsellor presents the occupational information of the province he finds that he is faced with a very
difficult task by the lack of occupational data. The
Dominion Government issues the Canada Year Book, which gives
the number of people engaged in the industries of Canada,
but does not supply detailed information. The Department of
Labour of British Columbia issues its annual report, but
again, while it tabulates returns forwarded to it by certain
industries, it cannot give full account of all the industries
and professions of British Columbia. The counsellor needs
fuller occupational information. For instance, when a
student inquires about the possibility of entering an
occupation, it is imperative that the counsellor should be
able to consult some authoritative source on the question.
At present such information is not available.

Some time ago the Guidance Committee made
representation, both to the Minister of Labour and the
Minister of Education, for an occupational survey of British
Columbia, but the reply received was that it was not
financially possible at the time to conduct such an enquiry.
An extension of such a survey could be made to include a study of occupational trends. If such an analysis were made of a long term period, it might serve to indicate the change that had taken place in employment in the industries and professions. Although the statistical analysis of the past may not be used to portray the changes that may take place in the future, nevertheless, it may be indicative and serve as a general guide. It appears that until some such analysis is made the counsellor can give only inadequate advice.

The present course on Guidance states that a policy of decentralization will be followed. This means that each school will fashion its own programme to suit its own local needs. Such a policy is to be commended up to a degree. Each area has its problems which are peculiar to itself, but there comes a limit to the extent to which this policy of decentralization may be pursued. For example, next year the city of Vancouver will have 12 high schools each following a slightly different guidance programme. This will mean that there will be 30 counsellors, each searching for occupational information. Furthermore, each school will be faced with the problem of trying to place its own students. It is evident that in such a decentralized system there will be much unnecessary overlapping of work on the part of the counsellors, and owing to the lack of a central authority the results in placement may not be so encouraging. At this stage it is apparent that there is a decided need for a central authority
to organize the whole programme, not only for the larger cities; but also for the whole province.

As a suggestion in putting such a plan into operation, the educational authorities may quite well take note of what has been accomplished in such countries as England, the United States and New Zealand. The Department of Labour and the Department of Education co-operate in the undertaking. The former supplies the occupational information, while the latter organises and operates the scheme. With such co-operation it seems reasonable to believe that young men and women are being given a much better opportunity of establishing themselves in their chosen vocations.
CHAPTER VI

SUMMARY
SUMMARY

Chapter I gives the chief reason for writing this thesis. It was the desire to expand the outline on Vocational Guidance as set down in the Programme of Studies for the Senior High Schools. It is hoped that the counsellors who are undertaking the course for the first time may come to realize the wide scope of vocational guidance and to recognize clearly its significance in the great field of guidance.

Chapter II is concerned with the collection and presentation of occupational information. A method of approach is first suggested, then a suitable outline is given for the assembling of data. The principal sources of vocational information are: literature, talks, visual education, visits to industries, and the vocational conference. These various sources are discussed, their advantages and disadvantages being discussed. A tentative plan for the study of vocations in British Columbia is suggested. Attention is drawn to the part that each student should undertake for himself. Biographical studies are included, not so much for the factual knowledge, but rather to create enthusiasm. A classification of the occupations in the province of British Columbia is appended.

Chapter III deals with the steps an individual takes
when preparing himself for an occupation. He is advised to study himself, and through counsel to make his decision. Different ways of securing a position are suggested.

Chapter IV shows that securing a position is only the first step in employment; that right attitudes towards work, employer, and fellow employees must be developed. Reference is also made to the part that the Apprenticeship Board is doing in establishing an apprenticeship system in the various trades. The need for a follow-up system in order to evaluate the whole programme of vocational guidance is emphasized.

Chapter V points out some of the future needs of vocational guidance in the province of British Columbia; the need for more trained counsellors; an occupational survey; a policy of centralization; the part that the Departments of Labour and Education can take in establishing a central bureau.

The Appendix includes a collection of forms that may be useful to both counsellor and students in the collection of occupational information, examples of talks given by speakers, a monograph, a classified list of occupations of British Columbia, and various forms for use in self-analysis.
APPENDIX

VOCATION BLANK

Name ____________________________ Age _____ Grade _______

Date: Month and day _______ Year _____ Boy or Girl? _____

Parent's Occupation ___________ Employed at ___________

How long do you intend to remain at school? ______________

What subjects are you taking? __________________________________

Put a cross before the occupation in which you are most interested.

<table>
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<tr>
<th>Occupation</th>
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<tbody>
<tr>
<td>Logger</td>
<td>Janitor</td>
<td>Watch repairer</td>
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<td>Teamster</td>
<td>Deliveryman</td>
<td>Dressmaker</td>
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<td>Truck Driver</td>
<td>Waiter or Waitress</td>
<td>Milliner</td>
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<td>Cook</td>
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<td>Housewife</td>
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<td>Baker</td>
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<td>Grocer</td>
<td>Forest ranger</td>
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<td>Hairdresser</td>
<td>Farmer or rancher</td>
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<td>Sailor</td>
<td>Soldier</td>
<td>Dairyman</td>
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<td>Conductor or Motorman</td>
<td>Fireman or Brakeman</td>
<td>Stock breeder</td>
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<td>Railroad Engineer</td>
<td>Chauffeur</td>
<td>Landscape artist</td>
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<td>Policeman</td>
<td>Detective</td>
<td>Architect</td>
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<td>Plasterer</td>
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<td>Tailor</td>
<td>Boxer or wrestler</td>
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<td>House painter</td>
<td>Baseball player</td>
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<td></td>
<td>Plumber</td>
<td>Aviator</td>
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<td></td>
<td>Carpenter</td>
<td>Physical instructor</td>
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<td></td>
<td>Stonemason or Bricklayer</td>
<td>Electrician</td>
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<td>Wireless operator</td>
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<td>Draftsman</td>
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<td>Auto machinist</td>
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<td>&quot; mechanic</td>
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<td>Photographer</td>
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<td>Aeroplane mechanic</td>
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<td>Clerk</td>
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<td>Mail Carrier</td>
<td>Play writer</td>
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<td>Ticket or express agent</td>
<td>Historian</td>
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<td>Salesman</td>
<td>Veterinary doctor</td>
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<tr>
<td>Saleswoman</td>
<td>Dentist</td>
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<tr>
<td>Stenographer or typist</td>
<td>Surgeon</td>
<td></td>
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<tr>
<td>Linotypist</td>
<td>Physician</td>
<td></td>
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<tr>
<td>Private secretary</td>
<td>Civil Engineer</td>
<td></td>
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<tr>
<td>Bookkeeper or accountant</td>
<td>Mining &quot;</td>
<td></td>
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<tr>
<td>Nurse</td>
<td>Mechanical &quot;</td>
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<tr>
<td>Telephone Operator</td>
<td>Electrical &quot;</td>
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<td>Merchant</td>
<td>Chemical &quot;</td>
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<td>Advertiser</td>
<td>Diesel &quot;</td>
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<tr>
<td>Building contractor</td>
<td>Navy Officer</td>
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<tr>
<td>Factory or business manager</td>
<td>Army &quot;</td>
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<tr>
<td>Banker</td>
<td>Lawyer or Judge</td>
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<tr>
<td>Music teacher</td>
<td>Astronomer</td>
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<td>Singer</td>
<td>Mathematician</td>
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<td>Musician</td>
<td>Physicist</td>
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<tr>
<td>Orchestra conductor</td>
<td>Druggist</td>
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<td>Dancer</td>
<td>Mineralogist</td>
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<tr>
<td>Actor or actress</td>
<td>Botanist</td>
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</tr>
<tr>
<td>Stage manager</td>
<td>Zoologist</td>
<td></td>
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<tr>
<td>Magazine illustrator</td>
<td>Bacteriologist</td>
<td></td>
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<tr>
<td>Artist (painter of pictures)</td>
<td>College Professor</td>
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<td>Librarian</td>
<td>Explorer</td>
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<td>Social worker</td>
<td>Priest</td>
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<tr>
<td>Teacher</td>
<td>Preacher</td>
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<tr>
<td>Reporter</td>
<td>Missionary</td>
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<td>Editor</td>
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<td>Story writer</td>
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<td>Novelist</td>
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</table>

If the occupation in which you are most interested is not given above, write it here __________________________.

What education does this particular job require: Technical, High, University, Apprenticeship, Special.

Adapted from various vocation blanks.
OUTLINE:

1. What are the actual tasks which one has to perform in your type of work or in the occupations which lead up to it?

2. What qualities are particularly necessary for success in your occupation?

3. What are the ways of getting started in your occupation?

4. What forms of training are necessary?
   (a) the forms of education?
   (b) the forms of experience?

5. What are some of the disadvantages connected with your work?

6. What are the various kinds of rewards? Wages? Interesting work, associations, public service?

7. What is the future outlook of your occupation? Of occupations leading to it? What changing conditions in it need to be reckoned with by the workers?

OUTLINE FOR THE STUDY OF AN OCCUPATION:

1. Importance: How does this occupation contribute to the welfare of society?

2. Historical Background: How has this occupation grown and changed?

3. Process or work done:
   1. What are the main branches, departments, or types of work?
   2. What things are actually done by persons in this occupation?
   3. Raw materials and market.

4. Economic Conditions:
   1. Opportunity for learning; for advancement; for initiative.
   2. Remuneration.
   3. Steadiness of work: Does it fluctuate by season, week, day: Any plan for vacation.
   4. Hours.
   5. Health and safety.

1Stuart & Morgan, Guidance at Work
6. **Size of this industry or business.**
   (a) Number engaged in it in this community.
   (b) Comparison of importance here and in other communities, as measured by number engaged in it, value or product, and capital invested.
   (c) Estimate of its future development and demand for workers, local and general.
   (d) Organizations of employers and employees.

5. **Preparation:**
   1. What education or training is necessary or desirable - Academic, Commercial, Technical, Special, etc.
   2. What experience is required: What kinds of work lead up to this occupation?
   3. To what other occupations might this one lead?

6. **Qualifications:** What special qualities are required for success?
   1. Physical
   2. Mental
   3. Moral or character qualities.

7. **Advantages and Disadvantages** - based on total previous discussion, especially economic conditions.

8. **Relation to the Community:**
   1. What other occupations are similar or related to this one?
   2. Does this occupation help the worker to have a good life as a citizen and a man?

9. **Local opportunities in City and B.C.** - list names of firms, vocations, number of employees.

10. **References:** Books consulted, people interviewed, etc.

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**THE RADIO SERVICE MAN**

*An Abstract*

"Abstract of Literature.

What is Done In This Occupation.

Several writers are substantially agreed that the duties of the radio service man consist of assembling, installing, testing, adjusting, and repairing radio receiving..."
apparatus. One writer adds that the service man in the employ of a wholesale dealer may be required also to instruct other service men who work for retailers or conduct their own businesses. According to fairly dependable estimates 76 per cent of the service men in business in 1933 had their own shops, 12 per cent worked in independent service stations, 8 per cent for dealers, 5 per cent for distributors, and only 1 per cent for manufacturers.

**Abilities Essential To Success.**

There are no reports of objective studies of the personal characteristics of radio service men. Opinions expressed in the literature are that he should have good intelligence, neat appearance, good health, and physical endurance; that he should be tactful and courteous; that he should have selling ability and strong inclination toward electricity and mechanics. Ability to drive an automobile is usually a practical requisite.

**Training and Training Facilities.**

Competence in the occupation requires a thorough knowledge of every component part of radio receivers, a basic knowledge of electrical phenomena, a rather elaborate knowledge of the theory underlying the various circuits, and a working familiarity with both primary and storage batteries. In other words, the service man must be not only a 'mear electrical engineer' as one author has phrased it, but a living compendium of detailed facts about a multitude of specific receiving sets.

The training which is recommended for acquiring the requisite knowledge and ability is usually a high school education, either augmented by or taken in conjunction with specialized instruction in electricity and radio. Technical high schools in some of the larger cities offer such training. Free evening courses are available in some places. Proprietary schools offer both correspondence courses highly doubtful, as they offer no opportunities for laboratory practice.

In most communities the local board of education will have information regarding schools and courses designed to prepare students for the vocation. The claims of proprietary schools with respect to the adequacy of their facilities and their ability to find employment for their graduates should be carefully investigated."

**Entrance and Advancement.**

Since radio service men in business for themselves far outnumber those employed by manufacturers and distributors, it is evident that many of them set themselves up in business
without having had previous experience. Success in these cases is determined by many factors - the service man's technical ability, his business acumen, salesmanship, how widely he is acquainted in the community and others. Usually the business includes the retailing of radio receiving sets, as well as other electrical apparatus, in addition to servicing. In many cases, the servicing aspects of the business are overshadowed by the merchandising aspects.

For the service man who enters the employ of a manufacturer or distributor, the course of advancement runs from routine inspection and repair to either a selling or an executive position. It must be recognized at the outset that promotions to such positions come only to those with the requisite knowledge and abilities.

**Compensation.**

Salaries of radio service men working for others are variously estimated to range between $15 and $30 a week for the average employee and up to $50 or $60 a week for the highly paid worker. No figures are available regarding the incomes of independent service men, but one writer divides the total estimated annual expenditure for radio service and accessories throughout the country by the estimated number of service men, and concludes that the average net income is approximately $20 a week.

**Number and Geographic Distribution.**

The Institute of Radio Service Men estimated that there were 100,000 service men in the United States in 1933. No data on sex distribution are available, but the general inference is that there are practically no women in the occupation.

Radio receiving sets are proportionately more numerous in urban centres than in small towns and rural areas. Farm dwellings are scattered and in most rural sections, a number of sets large enough to provide continuous employment for a single service man would be distributed over an area much too large for him to cover. Thus radio servicing in rural areas must usually be supplemented by other remunerative work.

**Probable Future Trend of Employment.**

It was estimated recently that only slightly more than one-third of American homes are equipped with radio receiving sets. This leaves a tremendous field for potential expansion. Commercial perfection of television and continued improvement of sound production techniques are expected to aid such expansion. This suggests increased opportunities...
for service men. It is also contended, however, that the servicing field is already over-crowded to such an extent that those now in business can take care of greatly expanded needs for some time.

Advantages and Disadvantages.

The advantages ascribed to the occupation are that it is not labourious, is clean, technical work of a semi-professional nature, combines indoor with outdoor work, and offers many opportunities for economic independence. With a small initial investment, the service man can establish himself in his own business.

On the other hand, the hours of a service man are irregular and often long. He may be required to make inspections and repairs at any hour of the day or night, and must be ready to serve his customers in all weather and seasons.

Further Information.

Radio Service Men of America, 500 N. Dearborn Street, Chicago, is a national organization comprising a membership representing radio service men in virtually all parts of the country.


The Chemical Engineer

A chemical engineer is essential for successful operations of any industrial activity. The ramifications of chemistry are today so great that no industry exists, no matter how specialized, which does not at some point or other come in contact with some type of chemical process. As a branch of engineering it is of course allied to other branches of that profession, particularly metallurgical and mechanical.

Chemical engineering is itself divided into many branches whose names are derived from the industry in which the engineer finds himself. Thus, it may be cement, pulp and paper, petroleum, refrigeration, air conditioning, paints, soap, acids or alkalis. The functions and duties will, of course, vary with each job and will include such things as testing, control of operation, supervision, or construction and design.

The kind of girl or boy wanted is one who can work; both with his head and hands. It is of course necessary these days to be a graduate of some recognized university or technical college. The entrance to these latter institutions is usually more difficult than to the universities. Thus to enter the engineering course at the B.C. institution, one must first have what is equivalent to a senior matriculation, and I believe from now on one must have a standing of 60 per
cent. and over in the subjects, chemistry, mathematics and physics. It is of course necessary for those desirous of entering this field of occupation to be strong and healthy in order to withstand the severe training required and to be able to carry out the various duties required from time to time. For instance, a person entering the pulp and paper industry must be prepared to work at some time in nearly all the jobs connected with that industry. It is only in this way that he can thoroughly understand the industry and be in a position to improve any particular process. It goes without saying that those whose attitudes to their work is in line with efficiency will be regarded by the company as most valuable.

Advancement in these industries is dependent upon two things, attitude towards work, and luck. By the latter I mean such things as new developments, death of your immediate superior, or an uncle as a director of the company. In many cases some of our graduates have, in a space of ten years, risen from humble positions to become superintendents or managers of the industry, with of course the appropriate rewards.

It has been shown by a statistical analysis of openings in engineering professions that the probability of getting an opening in chemical engineering is greatest of all. Chemistry has as it were an open frontier. It is always expanding. The number of chemical engineers employed in B.C. is almost equal to that of all other engineering professions.
combined. At the present time about 15 chemical engineers are employed by the local oil companies; an even greater number are to be found in the various paper companies and at Trail. Some have found employment in the paint, food, fertilizer, fish, metallurgical, cement, lime, and brewing industries. The profession is not seasonal nor can it be said to be overcrowded.

The working conditions are not always ideal. The hours may be long and indefinite. As a rule in those industries where there is considerable strain the hours are never more than eight. However, in some industries when the work consists chiefly in supervising operations the hours may be twenty-four in duration. In such cases the operator usually lives quite close so as to be on hand whenever anything goes wrong. Whenever there is any danger in connection with health, frequent and prolonged holidays are the rule.

The wages paid are not high on starting. They range today from $120 to $130 per month. At the end of five years the average wage has probably doubled. I have known several graduates to receive $400 per month in less than three years; but these were exceptional men. The amount at the end of ten years varies considerably. It would range all the way from $200 say to $1,000 per month.
Outlive of occupation of stenographer - general

1. Importance of the occupation.

What the newspaper is to the world in general, the stenographer and secretary is to business. She (or he) is the channel through which ideas are transmitted, instructions given, and reports submitted. In other words, the stenographer might be described almost as the central connection between the Executive Department and the factory, and also with the outside business world. No matter what future trends may be, there must always be someone in the position of the stenographer-secretary to make the connection between management and operation and the public generally. To a girl it offers promotion in the main to the most important secretarial positions, occasionally, but not as a general rule, to the executive positions themselves. To a boy it offers unlimited possibilities, because the person occupying such a position is directly under the eyes of the Executives and, if willing to avail himself of all he sees and hears, is in a position to learn every detail of any business, or of any particular branch of the business in which he is interested.

2. Divisions of the work.

The general divisions of this work are - junior typist and typist; junior stenographer and stenographer -
and the highest, secretary.

3. **What kind of Boy or Girl is Wanted - Qualifications.**

The kind of person wanted in this occupation is no different from those wanted for numerous other occupations. A girl or boy requires good common-sense, the ability to follow instructions and carry them out, to analyse situations, improve methods, a good memory for detail, and, of course, the primary ability to take shorthand notes speedily and transcribe them on the typewriter accurately. An ability to convert dictation of all kinds into good business English, correctly spelled and punctuated, is an invaluable asset. Another essential requirement is the ability to work congenially with other people.

The **mental** capacity is really covered by the foregoing.

**Physically,** the occupation does not require the body of an athlete, but average good health is essential, and a nervous system which is able to work under pressure, yet at the same time very often adapt itself to dull routine for long periods of time. In this, as in every other occupation, the employee who is off work too often with minor ailments, causes disruption of the work in the office and, at the first opportunity, will be replaced with an employee who is more regular in attendance to duty.

**Appearance** - naturally, in any office position, cleanliness and neatness are essential, and in most offices quiet, modest dress is demanded.
Education - A good foundation in English composition and grammar, spelling, and arithmetic is essential. A good general intelligence and ability to observe what is going on in the world is a sufficient start on the road to secretaryship. Again, of course, the necessary shorthand and typewriting, perhaps bookkeeping, is required. Promotion only comes by being able to continue education in the line of business selected.

4. The Start.

The first duties may be plain routine office work or, in a small office where only one or two stenographers are employed, and they are in the majority in Vancouver, the stenographer has to be able to do practically everything in the line of office work - filing, writing letters without dictation, and generally adapt herself to the business concerned.

Training - actually, business does very little training of a routine nature. General instructions are issued for any given work, but the average stenographer has to apply her own intelligence and learn by experience the unnumerable minor duties connected to position in almost any office. Instruction in the firm's method of filing correspondence, etc., preferences of firms for some general form of letter-writing, and other minor details, are generally conveyed to the new stenographer by a senior girl in the office, or by the girl who is leaving the position. It is a
very general practice in Vancouver to have the new stenographer start work a week or so before her predecessor leaves, so that she may be instructed in the general duties of the position.

**Attitude towards work** - There is only one real attitude to any work, that is, to give the best that you have to it and be your own severest critic. It is a trite but true saying that the man who never does more than he is paid for, never gets paid for more than he does. Sometimes the reward is long in coming, but it is fundamentally true, nevertheless.

5. **Opportunities for Advancement.**

In all stenographic positions the fundamentals remain the same, but the particular business in which you are engaged must offer the opportunity to specialize in that line. For instance, a stenographer starting in legal work, if she cares for that particular line of business, must specialize to some extent in learning legal terms, the different legal forms used, and so forth. Court reporting is a very specialized form of shorthand writing, and very few ever attain the necessary speed required for this work. In every line of business, particularly in the larger offices, the stenographer who is accurate and speedy, giving attention to details, intelligent in her work, generally finds herself promoted both in position and salary as senior stenographers leave the office for any reason. The promotions generally depend entirely on the individual and her capacity for her work.
6. Supply and Demand for Workers.

As far as boys are concerned, there are not often sufficient good male stenographers to supply the demand. This was true even during the recent financial depression. The boys generally do not stay in the stenographic positions, but go forward to some other work in the business, and there is, therefore, a practically constant movement and vacancies created thereby.

The girl stenographer is a different proposition. While there is in Vancouver, except during boom periods, a greater supply than demand, it is often found by employers when seeking intelligent, efficient stenographers, the positions are not always very easily filled. I would say that there is always a place for the good stenographer, the main difficulty which the girls encounter being the opportunity to show what they can do.

7. Working Conditions.

Generally speaking, working conditions for stenographers are good. The working hours seldom exceed eight per day and, as far as girls are concerned, the Hours of Work Act and the Minimum Wage Act provide good protection in this regard.

Nervous breakdowns are not frequent in this occupation compared, for instance, with the teaching occupation. Social conditions are not affected in any way by the position, except that this occupation generally brings the girl or boy
into contact with leaders of the business community and so, in many cases, leads to very nice social contacts.

The usual vacation in offices is two weeks per year, with all statutory holidays.

8. Reward.

Salaries for office workers, female, are laid down in the Minimum Wage Act. In Vancouver, on the average, the stenographer's salary does not go beyond $85 to $100 per month. It is when the stenographer goes forward into the secretarial group that the rewards are higher. The good secretary commands a salary of from perhaps $125 to $175 per month in Vancouver and vicinity. Bonuses and pensions depend on the organization the girl or boy is working for. They are not general except in the larger businesses, and in Government and Civic positions.

The income is regular and, if employment is secured in an organization of reasonable size, there are usually contacts with worthwhile individuals and an opportunity to broaden one's self by such contacts.

To the girl of ambition, and intelligence, the occupation offers interesting and varied work and contacts, and the monetary rewards generally cover at least a decent living, and good working conditions.
Engineering - Professional

(This outline was used as a basis for lessons given to Grade IX students, Lord Byng High School, April 1937)

1. Historical Background.

The practice of engineering goes back to the time of the Egyptians.

Egyptians:

The periodical overflowing of the Nile made it necessary to evolve some plan for telling where the ownership of land began and ended. The science of Geometry was developed. This meant the beginning of the surveyor.

Pyramid building: How the pyramids were built 3000 B.C.

King Kufu had the Great Pyramid built. It covers 13 acres, contains 2,500,000 blocks averaging 2½ tons each, some weighing over 50 tons. It reached a height of 481 ft. One hundred thousand men worked on this for 30 years. The material was brought from the desert by man power and put in place through the use of the inclined plane. This showed that engineering had reached the stage of handling big jobs and the Great Pyramid stands as a monument to the Egyptian engineers.

Romans:

About 300 B.C. Rome began to conquer the surrounding country, and in order to hold her conquests she began to build roads. The first important road was Via Appia. The construction of the Roman road was somewhat as follows: The workmen removed all loose soil down to some firm strata or native rock. A layer of large stone was put down then one of smaller rock. The top was finished with large slabs set closely together. Nothing was permitted to obstruct these roads, rivers were bridged, marshes were spanned with viaducts of masonry. Best example of Roman roads are found in England which were built in 55 B.C. and are still used today. The Romans also developed the use of masonry conduits carried across the country on tall, arched piers. These are called aqueducts.

So the Roman engineer stands out as a very necessary person in the Roman Empire.
Feudal Times:

During the period of feudalism the profession was mostly taken up with military construction. Strong fortifications were necessary and engines of war had to be built. Tunnels had to be constructed so that the engineer was always in demand. One of the best examples of castle construction is the Tower of London built in the time of William I. Military engineers of this type became less important with the invention of gunpowder.

Age of Discovery:

This age brought in the period of the Civil Engineer. As the great expansion took place all fields of engineering developed. More trade meant more bridges, better roads, harbours, canals, ships, dams. The surveyor was needed to measure the new tracts of land.

Industrial Revolution:

When the Industrial Revolution began in England it meant that there was an increased demand for more power. First, water, then James Watt in 1785 constructed an engine that would drive machinery. This meant the development of Mechanical Engineering. This Industrial Revolution brought about the increased use and manufacture of more machines. More metals were needed. This led to an increase in mining which developed Mining Engineering. As railways were built more engineers were needed and England's canal building employed many civil engineers. Later the desire for more power brought in the science of Electrical Engineering. See hydro-electric schemes. Then as science came forward to help industry the chemist was in demand and then an engineer was needed who was trained both in chemistry and engineering, and so the Chemical Engineer has become essential.

Today the place of the engineer in the progress of mankind is a very important one because the engineer directs the natural forces of nature to the uses of mankind.

2. Some of the Outstanding Engineering Accomplishments:

(a) The harnessing of the Niagara, 1890. B.C. own hydro-electric schemes, Lake Buntzen, Ruskin, Bridge River.

(b) The damming of the Nile-Assouan. Boulder Dam. Coulee Dam.

(c) The water supply of the City.

(d) Forth Bridge, San Francisco Bridge, Sydney Bridge, Golden Gate Bridge, Patullo Bridge, First Narrows Bridge.
(e) Tunnels: Severn, New York, Hudson, Simplen, St. Gotthard.

(f) Panama Canal, Suez Canal.

(g) Empire State Bldg., Chrysler Bldg., Woolworth Bldg., Radio City.

3. Process of Work Done: The main branches are:

(a) Civil Engineer: Duties: Makes surveys and maps of land and water; plans, constructs, maintains roads, railroads, canals, tunnels, bridges, lighthouses, aqueducts, hydraulic works, irrigation systems; improves rivers and harbours. These are his specialities.

(b) Mechanical Engineer: Duties: Deals with the generation and transmission of power from fuel, water, wind. Invents and designs tools, machines, engines, and the means of their manufacture; has charge of design, construction, equipment and operation of machine shops.

(c) Municipal and Sanitary Engineer: Duties: Designs construction and direction of city highways, parks, water-works, sewerage system, ventilation of subways and tunnels.

(d) Electrical Engineer: Deals with design, manufacture, installation and operation of electrical machinery and appliances; generation and transmission of power.

(e) Mining Engineer: Locates valuable mineral lands; explores and tests the deposits; adapts in each case the proper methods of mining; installs all machinery, appliances and power plans, and directs the drilling, blasting, breaking, hauling and hoisting, drainage, support of rocks, etc.

(f) Metallurgical Engineer: Tests and samples ores; selects the best method of extracting the metal from the ore; improves smelting machinery, etc.

(g) Industrial Chemist: Works out and improves the manufacturing processes which depend wholly or partly upon chemical reactions.

(h) Architectural Engineer: Understands the trades involved in construction, equipping and decorating buildings.
4. **Classification:** (According to the Association of Professional Engineers of British Columbia)

Chief engineer, assistant engineer, engineer, senior assistant engineer, assistant engineer, junior assistant engineer, junior, senior aid, junior aid.

The duties of the above are found in the Year Book put out by the association.

5. **Economic Conditions:**

(a) Remuneration: Pays good money working. (See the Year Book of the Association of Professional Engineers).

(b) Steadiness of work: The work is liable to fluctuate.

(c) The hours vary. In some cases regular, in others according to the task in hand.

(d) Health and safety: In general, a healthy job and safe in most cases.

(e) Size of Profession: Professional in B.C. about 800.

6. **Preparation:** Necessary Education:

(a) Junior Matriculation, followed by an engineering degree at the University of British Columbia.

(b) Junior Matriculation, followed by an apprenticeship period; practical work in shop, office or field. Write preliminary examination and become an engineering pupil. Write intermediate examination and become an engineer-in-training. Later write a thesis and final examination which will give a license to practise engineering.

7. **Qualifications:**

(a) Physical: Good health and endurance.

(b) Mental: Must have superior intelligence. Good in mathematics, physics and chemistry.

(c) Moral or character qualities: Must have the ability to overcome odds, strong and be a man of action, accuracy, honesty, curious, contriving, excellent judgment.

8. Advantages and disadvantages to be worked out by the class.

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1. The Year Book of the Engineering Profession in B.C.
List of Occupations

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<td>House mover</td>
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I
Iceman
Ice cream manufacturer
Immigration officer
Importer
Income tax specialist
Ink Manufacturer
Insecticide "
Instrument maker
Insurance agent
Investment dealer
Iron worker

J
Jam maker
Janitor
Jeweler
Junk dealer
Journalist
Judge

K
Knitter

L
Labeler
Labourer
Lamp & lampshade maker
Laundry worker
Lawyer
Leather worker
Librarian
Lithographer
Lineman
Linotypist
Locksmith
Locomotive engineer
fireman
Lumberman
logging mill

M
Machinist
Magazine agent
Manufacturers' agent
Mason
Masseur
Meat worker
Meat packer
Mercantile agent
Messenger
Meteorologist
Millman
Milliner
Mimeographing specialist
Miner
Minister
Missionary
Motion picture worker
Motorcycle dealer
Motorman
Mover
Multigrapher
Musician

N
News agent
Notary Public
Nurse
Nurseryman

O
Office equipment salesman
Oil worker
Operator
Optician
Optometrist
Organist
Organizer
Osteopathic Physician
Oxy-acetylene welder

P
Packer
Painter
Paper & paper mill worker
Paperhanger
Patent attorney
Pattern maker
Pawnbroker
Photographer
Physical director
Physician
Physio-therapist
Piano tuner
Pickler
Pile driver
Pilot
Pipe manufacturer
Plasterer
Plumber
Policeman
Porter
Poultry raiser
Priest
Printer
Publicity agent
Publisher
Purser

Q
Quarryman

R
Radio announcer
Radio operator
Radio repair man
Radio engineer
Realtor
Refrigeration worker
Religious worker
Research worker
Restaurant proprietor
Restaurant worker
Riding instructor
Roofers
Rooming-house keeper
Ropeman
Rugmaker

S
Safe expert
Sail maker
Sales person
Sand & Gravel worker
Saw filer
Sawyer
Sawdust dealer
Scientist
Sculptor
Second-hand dealer
Seed grower
Secretary
Service station attendant
Sewing machine Co. employee
Sheet metal worker
Shingler
Shingle manufacturer
Shingle worker
Ship chandler
Shipping merchant
Shipwright
Shirtmaker
Show card writer
Sign painter
Silk manufacturer
Ski manufacturer
Smelter
Soap manufacturer
Social worker
Soft drink manufact’r
Social worker
Solicitor
Soldier
Stage driver
Stationer
Steamboat inspector
Steel worker
Steeplejack
Stenographer
Stevedore
Stock broker
Stoker
Stone cutter
Storage employee
Surveyor

T
Tailor
Tanner
Taxi driver
Taxidermist
Tea blender
Tea taster
Telegraphist
Telephone employee
Tent maker
Theatre worker

Tile worker
Timber cruiser
Tinsmith
Tobacco manufacturer
Towing employee
Tourist agent
Transfer worker
Transportation employee

Air
Motor
Railway
Shipping
Travel bureau agent
Truck driver
Type setter
Typist
Typewriter
Repairer
Salesman

U
Umbrella manufacturer
Undertaker
Upholsterer
Usher

V
Valuator
Venetian Blind maker
Veterinary
Vulcanizer

W
Waiter
Warden
Watchmaker
Waterproofer
Weighers
Welders
Window cleaner
Window dresser
Wire worker
Wood dealer
Wood turner
Wood worker

X
X-ray specialist

Prepared from Vancouver Telephone Book - Classified Advertisements.
Personality Rating Scale

The purpose of this scale is to have the student rate himself on each of the ten items, scoring each one out of a total of 10 points. Once the score has been made it should not be altered.

1. Trustworthiness: Do you keep your promises? Can you be trusted? 10
   
2. Self-control: Do you control your tongue and temper? 10
   
3. Loyalty: Are you loyal to your home, school and community? 10
   
4. Obedience: Do you obey your parents, teachers and elders? 10
   
5. Sportsmanship: Can you win without bragging and lose without offering excuses? 10
   
6. Self-reliance: Do you think for yourself? Are you afraid of being laughed at? Do you do what you think is right? 10
   
   
8. Health: Do you get the required hours of sleep? Do you eat the right foods? Do you exercise in the open air? 10
   
9. Team-work: Do you get along with other people? Can you follow as well as lead? Do you co-operate for the good of the group? 10
   
10. Dependability: Can people count on you? Are you prompt in meeting your obligations? Are you reliable? 10

Total 100

Note: The score of a student at intervals of six or twelve months may prove highly interesting.

Proposed Handbook for Counsellors.
SELF- ANALYSIS

Health Test No. 1.

1. Am I in good health?
2. What is the condition of my teeth?
3. What is the condition of my eyes?
4. Do I get sufficient exercise? Recreation? Sleep?
5. How much of each of the above do I need?
6. What knowledge of hygiene would be useful to me?

Health Test No. 2.

Excellent health and vitality  Average health and vitality  Poor health and vitality
1. ____________________  1. ____________________  1. ____________________
2. ____________________  2. ____________________  2. ____________________

Under each heading in a blank like the above, list the names of two persons who have the qualities indicated. In the column where you would place yourself write your name.

Interest Test

Great interest in his occupation.  Moderate enjoyment of his occupation.  Finds his work unpleasant.
1. ____________________  1. ____________________  1. ____________________
2. ____________________  2. ____________________  2. ____________________

In a blank like the above, fill in the name of some person you know who would fit under each heading. Write in your own name where you think it belongs.

Energy and Industry Test

Very energetic and industrious  Fairly energetic and industrious  Listless in work
1. ____________________  1. ____________________  1. ____________________
2. ____________________  2. ____________________  2. ____________________

In a blank like the above fill in the name of two persons under each heading. Where would you list yourself? Write in your name.
Test of Social-Relations Ability

Fine Social-relations ability | Average social-relations ability | Poor social-relations ability
1. __________________ | 1. __________________ | 1. __________________
2. __________________ | 2. __________________ | 2. __________________

Classify two persons whom you know under each of the above headings. Write in your own name where it belongs, using separate blanks for the different social relations, such as home life, school life, work.

A General Intelligence Test Blank

High-grade intelligence | Average intelligence | Low-grade intelligence
1. __________________ | 1. __________________ | 1. __________________
2. __________________ | 2. __________________ | 2. __________________

Test of Special Ability

Extremely marked special ability | Marked special ability | Ability below the average in some line.
1. __________________ | 1. __________________ | 1. __________________
2. __________________ | 2. __________________ | 2. __________________

See if you can think of two persons you know who would fit under headings like the above. Where would you place yourself? Write in your name.

Physical Energy and Social-relations | Mental Self-Control Ability
Excellent | Good | Fair | Poor

How we can diagram our abilities.

<table>
<thead>
<tr>
<th></th>
<th>My general physical strength is</th>
<th>My nervous stability and balance is</th>
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<td>Average</td>
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<tr>
<td>My rating</td>
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<tr>
<td>My teacher's rating</td>
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<td>My friend's rating</td>
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<tr>
<td>Combined ratings (red ink)</td>
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<tr>
<td>The requirement of this vocation in this ability is</td>
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<td>Physical Abilities</td>
<td>My powers of physical endurance are:</td>
<td>My general quickness of movement is:</td>
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<tr>
<td></td>
<td>Below average</td>
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<td>My rating</td>
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<td>My teacher's rating</td>
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## Mental Abilities

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<th>My ability in scientific school subjects (mathematics, science, etc.) is:</th>
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<tbody>
<tr>
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<td>Average</td>
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<td>My rating</td>
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### MENTAL ABILITIES

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<th>My ability in shop work and general skill with tools is:</th>
<th>My ability to express myself clearly in writing and speaking is:</th>
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<tbody>
<tr>
<td>Below average</td>
<td>Average</td>
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<tr>
<td>My rating</td>
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<td>My teacher's rating</td>
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<td></td>
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<tr>
<td>The requirement of this vocation in this ability is:</td>
<td></td>
</tr>
</tbody>
</table>
MENTAL ABILITIES

<table>
<thead>
<tr>
<th>My ability to appreciate artistic things (music, color, poetry, etc.) is</th>
<th>My ability to concentrate on a job until it is finished is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below average</td>
<td>Average</td>
</tr>
<tr>
<td>My rating</td>
<td></td>
</tr>
<tr>
<td>My teacher's rating</td>
<td></td>
</tr>
<tr>
<td>My friend's rating</td>
<td></td>
</tr>
<tr>
<td>Combined rating (red ink)</td>
<td></td>
</tr>
</tbody>
</table>

The requirement of this vocation in this ability is:
### PERSONAL TRAITS

#### Leadership

<table>
<thead>
<tr>
<th>Below average (Always lets others take lead; scarcely ever starts anything)</th>
<th>Average (Sometimes leads in minor affairs; scarcely ever in important affairs.)</th>
<th>Above average (Nearly always chosen leader; makes things go.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher's rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friend's rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined rating (red ink)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The requirement of this vocation in this trait is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PERSONAL TRAITS

#### Appearance and Manner

<table>
<thead>
<tr>
<th></th>
<th>Below average (Careless as to personal appearance; sometimes avoided by others.)</th>
<th>Average (Little noticed by others as to appearance and manner.)</th>
<th>Above average (Attractive in appearance; well liked and sought by others.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher's rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friend's rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined rating (red ink)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The requirement of this vocation in this trait is:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PERSONAL TRAITS**

**Industry and Perseverance**

<table>
<thead>
<tr>
<th>Below average (Needs considerable prodding to get ordinary tasks done.)</th>
<th>Average (Does ordinary tasks and duties of own accord.)</th>
<th>Above average (Seeks and performs many additional tasks.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher's rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friend's rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined rating (red ink)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The requirement of this vocation in this trait is:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONAL TRAITS</td>
<td>Accuracy and Organization</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Below average in work; does not organize time or material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average (Ordinary work is passable; does not waste much effort.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above average (Never corrected as to details, utilizes every hour of time.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My rating</th>
<th>My teacher's rating</th>
<th>My friend's rating</th>
<th>Combined rating</th>
</tr>
</thead>
</table>

The requirement of this vocation in working is: [Missing]
### PERSONAL TRAITS

#### Initiative and Originality

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Never &quot;pushes&quot; an idea enthusiastically; often grumbles at other's ideas; sticks to required tasks.)</td>
<td>(Follows a good leader, occasionally contributes a good idea; does not often depart from routine.)</td>
<td>(Often starts new projects, has unique ideas; does not wait for customary procedure or for others to lead.)</td>
</tr>
<tr>
<td>My rating</td>
<td>My teacher's rating</td>
<td>My friend's rating</td>
</tr>
<tr>
<td>My friend's rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined ratings (red ink)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The requirement of this vocation in this trait is:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below average (Often hurts other's feelings, rather thoughtless of others, a bit crude in speech.)</td>
<td>Average (Occasionally thoughtless of others; does not often make &quot;bad breaks.&quot;)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>My rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher's rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friend's rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined rating (red ink)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The requirement of this vocation in this trait is:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Rating</td>
<td>Average</td>
<td>Maximum Rating</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Industry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works sporadically.</td>
<td></td>
<td>Works regularly and on time.</td>
</tr>
<tr>
<td>Seldom completes.</td>
<td></td>
<td>Habitually completes work.</td>
</tr>
<tr>
<td>Uses time injudiciously.</td>
<td></td>
<td>Makes judicious use of time.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inaccurately.</td>
<td></td>
<td>Expresses ideas accurately.</td>
</tr>
<tr>
<td>Does inexact work.</td>
<td></td>
<td>Accomplishes exact work.</td>
</tr>
<tr>
<td>Thinks indiscriminately.</td>
<td></td>
<td>Evaluates new ideas.</td>
</tr>
<tr>
<td><strong>Initiative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Succumbs to difficulties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows little curiosity.</td>
<td></td>
<td>Overcomes difficulties</td>
</tr>
<tr>
<td>Seldom starts anything new.</td>
<td></td>
<td>Shows intellectual curiosity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initiates undertakings.</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neglects promises and obligations.</td>
<td></td>
<td>Fulfills promises, obligations.</td>
</tr>
<tr>
<td>Does not admit error when wrong.</td>
<td></td>
<td>Admits error when shown wrong.</td>
</tr>
<tr>
<td>Is undependable in work and deed.</td>
<td></td>
<td>Is honest in work and deed.</td>
</tr>
<tr>
<td>Minimum Rating</td>
<td>Average</td>
<td>Maximum Rating</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Co-operation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoids worthy group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seems unhappy in team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not subordinate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>self.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fails to secure support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefers plans made by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessens enthusiasm of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Vitality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoids vigorous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits little</td>
<td></td>
<td></td>
</tr>
<tr>
<td>endurance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possesses physically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weak personality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions: Keeping the definition of the trait in mind, rate the student between "Minimum" and "Maximum" by placing a check ( ) appropriately on the line. Try to locate the student according to his standing, relative to the average for his age. The check may be placed anywhere on the line.

Hughes Trait Rating Scale used in City School System of Pasadena, California, as given in Koos & Kefauver, Guidance in Secondary Schools.
CAUSES OF SUCCESS IN WORKING LIFE

Place an x in the appropriate column after every item which applies to the worker and the particular vocation. Make a double xx after any item important enough to be a determining factor in the success or failure of the worker. Cross out any items which do not apply to the vocation under consideration.

<table>
<thead>
<tr>
<th>Vocation of ................................</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Causes related to actual skill at work.
   (a) Has the right speed of work ...........
   (b) Is skillful with tools and machines...
   (c) Handles goods and materials well.......
   (d) Is careful not to make mistakes or spoil work ...................................
   (e) Carries out plans well ..................

2. Causes related to technical knowledge
   (a) Understands processes of the vocation
   (b) Knows how to read blueprints ..........  
   (c) Understands technical terms and necessary documents, such as business papers...
   (d) Knows the needed science and mathematics
   (e) Knows materials, stock and goods well
   (f) Knows working rules .....................

3. Causes related to personal characteristics
   (a) Is well adapted physically to the work
   (b) Is well adapted mentally for this type of work ....................................
   (c) Is prompt and regular at his work ....
   (d) Is industrious and persevering ........
   (e) Is free of habits that might interfere with work ....................................
   (f) Has initiative and resourcefulness; is able to adapt himself .....................
   (g) Is interested in making a success of his work ......................................
   (h) Is loyal to the firm and the job ....
   (i) Is trustworthy and honest .............
   (j) Has order and system in his work ......

4. Causes related to human relations
   (a) Is well poised and good natured .......
   (b) Has good relations with customers, etc.
   (c) Has good relations with fellow workers
   (d) Is successful with those whom he directs
   (e) Is co-operative toward those who direct him ......................................

A Score Card for the Occupation and Yourself

(A Comparison of the Needs of the Occupation with your ability)

Name .................................. Date ..........................

Qualities required for success in the occupation of ...

........................................ and the qualities I can develop in
the occupation.

Direction: This exercise is planned to aid you in
tinking about your future occupation. The first column
relates to the qualities demanded by the vocation; the
second, to the qualities you can develop if you choose to
enter that occupation. At the bottom are spaces for
additional qualities required. Mark an x in the appropriate
column; 60, very little; 70, not very much; 80, average
amount; 90, above average; 100, very great amount.

<table>
<thead>
<tr>
<th>Vocation Needs</th>
<th>I Can Develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 70 80 90 100</td>
<td>60 70 80 90 100</td>
</tr>
</tbody>
</table>

1. Ability to attend to details ........................................
2. Ability to co-operate; tact ........................................
3. Ability to follow directions ........................................
4. Ability to lead other people ......................................
5. Ability to use good English .......................................
6. Accuracy .................................................................
7. Adaptability to change ................................................
8. Cheerfulness ..............................................................
9. Common sense; good judgment ......................................
10. Courage .................................................................
11. Earnestness .............................................................
12. Courtesy .................................................................
13. Ideals of good citizenship ..........................................
14. Ideals of honesty .....................................................
15. Ideals of service ......................................................
16. Imagination, foresight ................................................
17. Initiative, resourcefulness ........................................
18. Liking for work in or out ...........................................
19. Liking for sameness ...................................................
20. Liking for variety ......................................................
21. Mental ability and capacity ......................................
22. Orderliness, system, neatness ...................................
23. Perseverance; industry ..............................................
## A Score Card for the Occupation and Yourself (cont'd)

<table>
<thead>
<tr>
<th>Physical strength, health</th>
<th>Promptness; punctuality</th>
<th>Responsibility, trustworthiness</th>
<th>Self-control; patience</th>
<th>Sense of humour</th>
<th>Speed of work</th>
<th>Sympathy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>25.</td>
<td>26.</td>
<td>27.</td>
<td>28.</td>
<td>29.</td>
<td>30.</td>
<td>31.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocation Needs</th>
<th>I Can Develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>60</td>
<td>70</td>
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<td>60</td>
<td>70</td>
</tr>
<tr>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>

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BIBLIOGRAPHY
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