

# COLLEGE BULLETIN

COLLEGE OF INDUSTRIAL ARTS  
(THE STATE COLLEGE FOR WOMEN)  
DENTON, TEXAS

VOCATIONAL COUNSELOR  
AND  
VOCATIONAL COURSES



---

NUMBER 82

OCTOBER 1, 1920

---

Issued monthly by the College of Industrial Arts, Denton, Texas. Entered  
December 17, 1917, Denton, Texas, as second class matter,  
under Act of Congress, August 24, 1912.

# THE COLLEGE OF INDUSTRIAL ARTS

(THE STATE COLLEGE FOR WOMEN)



## SCOPE AND CHARACTER OF WORK

The College of Industrial Arts, the Texas State College for Women, is a standard College of the first class, giving four years of *bona fide* College work and conferring the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Literary Interpretation, and Bachelor of Music. Its graduates receive full recognition and classification as graduate students in the best universities in the United States. The College opened its doors to receive students seventeen years ago and has now, during the current session, an enrollment of 1462 students. It was created by an act of the Twenty-seventh Legislature, Section 5 of which is quoted as follows: "That the board of regents shall possess all the powers necessary to accomplish and carry out the provisions of this act, the establishment and maintenance of a first-class industrial institute and college for the education of white girls in this State in the arts and sciences, at which such girls may acquire a

Literary education

together with a knowledge of

Kindergarten instruction;

also a knowledge of

Telegraphy, Stenography, and Photography;

also a knowledge of

Drawing, Painting, Designing and Engraving in their industrial application;

also a knowledge of general

Needle work including dressmaking;

also a knowledge of

Bookkeeping;

also a thorough knowledge of

Scientific and Practical Cooking,

including

A Chemical Study of Foods;

also a knowledge of

Practical Housekeeping;

also a knowledge of

Trained Nursing, Caring for the Sick;

also a knowledge of

The Care and Culture of Children;

with such other practical industries as from time to time may be suggested by experience, or tend to promote the general object of said institute and college, to-wit: fitting and preparing such girls for the practical industries of the age.”

It will be observed from this excerpt of the Texas statute that the Texas Legislature had in mind to create an institution which would give the women of Texas a well balanced education consisting of both literary and industrial training. During the seventeen years of its existence, the College has demonstrated that a right combination of literary and industrial work leads to the best type of efficient citizen, able to meet and solve successfully the various problems of every-day life.

### VOCATIONAL COUNSELOR

From time to time the College has added courses which give training in different vocations suitable for women. In view of the fact that the College does give vocational training, and realizing that one of the most important decisions to be made in life is the choice of a vocation, or a life work, the College established in 1918, the office of Vocational Counselor, which is co-ordinate in importance with that of director of a regular College Department, and carries with it the rank of

professor. During the year 1917-18 preparation was made for the establishment of the office of vocational counselor by creating a faculty committee consisting of eighteen directors of College Departments and assigning to them the work of investigating the vocational opportunities for women in Texas. The material collected by this committee was discussed at the monthly meetings of the committee, and was finally, near the close of the year, put into the hands of a small sub-committee whose business it was to analyze and classify the data. This valuable material was already in the possession of the College when, in the fall of 1918, the office of Vocational Counselor was established. Miss Jessie H. Humphries, Director of the Department of History and Social Science, was appointed to take charge of the work as Vocational Counselor, in addition to her work in the Department of History and Social Science. During the two years that the office of the Vocational Counselor has been in operation, it has thoroughly justified its existence. With the expansion of the work, it has now been found necessary to separate it from the Department of History and Social Science. Miss Humphries, has therefore, resigned the directorship of that Department in order that her time, together with that of her office assistants, may be devoted to the work of Vocational Counselor.

### **DUTIES OF VOCATIONAL COUNSELOR**

The Vocational Counselor counsels and co-operates with the faculty members who give training in vocations and closely allied subjects, with a view to preventing unnecessary duplication, increasing effective correlation, and fulfilling to a maximum the practical and vocational aim of such training. As a distinctive and essential part of vocational advisement, the Vocational Counselor gives, each quarter, a college course in Social Economy, dealing particularly with the vocational inter-

ests of college women. She gives also a series of lectures to the student body in college assembly, on the most important vocations now open to women. The students themselves are allowed to select, in a large measure, the vocations discussed in the lectures.

The Vocational Counselor's services are available at all times to all students of the College. This applies not only to the students who are enrolled as vocational students and have indicated that they are desirous of entering upon certain vocations, but to every student of the College in whatever department she may be enrolled. The purpose of the work is to create, or to deepen and intensify, the student's desire to live a life of real service and to make that service reach a maximum of efficiency by being chosen in the field to which the student's ability and inclination are best adapted. It is intended to find the idle drifters and inspire them with a life purpose, to help those already purposeful in finding their place in life, and to stabilize and encourage those who have already decided upon, and are working toward, a definite career. More specifically the duties of the Vocational Counselor, in her relation with students, are as follows: (1) to advise with the students who seek her counsel as to the kind of work for which they are fitted—taking into account personality, physical strength, disposition, bent of mind, and training already secured; (2) to place before the students the opportunities, in Texas and elsewhere, in the kinds of work for which they are fitted, as well as the remuneration and the chances of advancement offered; (3) to advise the young woman who has made her selection of a vocation as to the program of study which will fit her for her work; (4) to place in appropriate positions, as far as possible, those who have prepared themselves; (5) to keep in touch with the business and professional life of the State, and to keep informed of any changes that may take place, so that the College may

be constantly adjusting itself to meet the needs of its own students and of the State.

It is the constant endeavor of the Vocational Counselor to give sympathetic and intelligent advice which will help the student to find her place, or having found it, to recognize and be content with it. There is provided for the student not only the personal consideration of, and thoughtful counsel concerning, her particular problem, but also all the information that the College has collected relative to vocations for women, including the data secured by the C. I. A. vocational survey of Texas. In addition to the information just mentioned, the student has access, in the Vocational Counselor's office, to the latest and best books published on Vocations for Women, and to a number of carefully selected vocational and industrial magazines and bulletins, among which are to be found the publications of the *Intercollegiate Bureaus of Occupations* and of the various other organizations for the distribution of vocational information.

### VOCATIONAL COURSES

The vocational courses offered by the College may be divided into two distinct groups: *First*, Those courses of regular college rank which lead directly to vocations for business and professional women. These courses have college entrance requirements as a prerequisite, and are accepted for college credit. And, *Second*, those courses of non-college rank for which there are no formal academic entrance requirements and no college credit, but which may be entered by mature women who desire to secure training for a definite kind of work with a view to making a practical application of that training by entering upon a vocation.

### VOCATIONAL COURSES OF COLLEGE RANK

Vocational courses of college rank may also be divided into two kinds: *First*, Those vocational courses that may be

taken as a part of the work for a college degree, either as electives or as major or minor subjects; and, *Second*, Those courses taken primarily for their vocational content without reference to a college degree. In the latter case, a college student who satisfactorily completes a designated group of college vocational courses is awarded a Professional Diploma or a College Vocational Certificate. The kind of credential granted is determined by the type of work chosen and by the length of time devoted to it. There are one, two, and three-year college vocational courses.

Any vocation can be followed with greater assurance of success, and will lead to a higher degree of efficiency, and a broader outlook on life, if the training for the vocation has been built upon, and interwoven with, a liberal education. Such a program of study results not only in a higher degree of technical efficiency but in a bigger spiritual vision of life, which enlarges the use and applications of technical skill and makes the worker a more valuable producer of wealth and a more valuable citizen of the community.

A student entering upon regular college work at the College and planning a four-year college course leading to the bachelor's degree, may so choose her major subject, and minor subject, and various free elective subjects, as to secure at the end of her college years, a bachelor's degree together with sufficient training, either primarily or incidentally, to be able to enter upon one of several vocations. Training for the vocation of homemaking may be secured by choosing different phases of Home Economics as major or as minor subjects, or, by choosing the major and minor in any other subject, and carefully choosing Home Economics subjects as electives. This, the vocation of homemaking, the College believes to be the fundamental vocation for women, whatever other vocational ambitions college women may have.

Early in her college life, a student should know something about the vocational possibilities in the various groups of college courses. It is only in this way that she can choose intelligently the group that will best suit her individual needs. The following paragraphs give a partial list of the vocations to which certain college courses lead.

Students majoring in the literary departments may so choose their work as to secure training for social settlement workers, social case workers, recreation leaders, social investigators, chemists, translators, lecturers and entertainers, and a good beginning for the work of librarians, journalists, short-story writers, entomologists, and bacteriologists.

Students choosing foods and cookery as a major subject and wishing at the close of their college careers to enter vocations, either temporarily or permanently, will be prepared for the work of dietitian, tea-room or cafeteria manager, house director in various kinds of institutions, domestic science expert and consultant, co-operative buyer of household supplies, and of other similar vocations.

Students majoring in Fine and Applied Art, and in Manual Arts, may take their bachelor's degree and may, at the same time, secure training to enter the following vocations: costume design, commercial advertising, illustrating, interior decoration, applied design, bookbinding, pottery, silver-smithing, jewelry, basketry, toymaking, furniture design, architectural drafting, or similar vocations.

Students majoring in textiles and clothing can qualify in the vocations of millinery, dress-making, embroidery and art needle-work, buyers of textiles—either in laces, linens, clothing, or draperies—tailoring, or similar vocations.

Students whose subject of major interest is Rural Arts may, when they receive their degrees, enter the vocations of



farm management, dairying, floriculture, horticulture, poultry-raising, or meat curing and fruit and vegetable preserving. Right selection of electives will also qualify the student for Home Demonstration Work, and for rural leadership as such leadership is needed in organizing and managing community social and recreational activities.

Students majoring in secretarial studies will be prepared for responsible positions in the business world either in secretarial or executive positions, or as assistants to persons engaged in scientific, literary, or professional pursuits.

Students majoring in music may secure training for school orchestra leaders, community chorus leaders, and for concert work—solo and ensemble—in piano, voice and violin.

Students may also take vocational photography and vocational telegraphy in connection with their work for a degree, whatever their subjects of major interest may be.

Students may acquire vocational skill in the vocations listed in the preceding paragraphs either with or without pursuing, at the same time, courses leading to a bachelor's degree. It is requested that students interested in this phase of the work, communicate, either by letter or in conference, with the Vocational Counselor as to the further information desired.

### **VOCATIONAL COURSES OF NON-COLLEGE RANK**

It is the function of the College of Industrial Arts not only to offer vocational training for students of college standing, but also to meet the vocational needs of the mature and purposeful women of Texas, who for any reason, may not be able to offer college entrance requirements, but who desire to pursue vocational work, and who present evidence of being able to do so advantageously. Such students can be admitted only on individual approval, and their vocational courses are

arranged according to their individual needs respectively. There are groups of short-term practical and vocational courses which afford capable women opportunity to fit themselves to enter remunerative work after a year of training at the College, or to enter upon more efficient home-making. The completion of a group of these courses, as planned for any individual student, entitles the student to receive a Vocational Certificate.

The subjects in the short-term practical and vocational groups are as follows: Homemakers Group—cookery, sewing and electives; Commercial Arts Group—typewriting, shorthand, business English and electives; Telegraphy Group—telegraphy, typewriting and electives; Dressmaking Group—millinery, sewing, design and electives; Pottery Group—pottery, chemistry of pottery and electives; Photography Group—photography, pictorial composition, and electives if so desired, otherwise the student's entire time may be used in picture making; Interior Decoration Group—interior decoration and electives; Costume Design Group—costume design and electives; Commercial Advertising Group—commercial advertising and electives.

The group of courses chosen by any student may be taken only upon consultation with, and the approval of, the Vocational Counselor whose business it is to give counsel as to the choice and arrangement of vocational students' schedules. It is not intended that these courses should duplicate courses given in high schools, and therefore no college credit, and no college entrance credit, is allowed for the completion of them. They may be pursued with profit, however, by students who have a high school diploma, and also by students who have not completed a high school course.

The Homemakers Group provides for the intensive study of the practical aspects of the home. As a rule, young women should be at least eighteen years of age before undertaking

the work of these courses, and should fully realize the necessity and the importance of making definite preparation for the duties and the responsibilities of home-life. The wise administration of the home contributes to the happiness and the healthfulness of the members of the household, and conserves the efficiency and the economy of the home as a social and a business enterprise. To train young women for such administration of the home is the object of these courses.

The Department of Commercial Arts is so organized as to be able to offer in addition to the College secretarial course, short-term vocational courses in business English, bookkeeping, typewriting, and stenography. The department has courses in which a beginner can take up the work advantageously at any time she wishes to enter. A student taking up this work is allowed to advance as rapidly as her ability, and the time she wishes to spend on the work, will permit. She is not held back by slower and less capable students. A student entering these courses is given private instruction until she can fit into the class best suited for her progress. New classes are formed and students promoted, or left behind, at least once a month. This applies to bookkeeping, typewriting, and stenography; it applies also to work in certain other departments, as photography and telegraphy, since the work is largely individual work and individual instruction.

For further information concerning the Academic Courses, the College Vocational Courses, or the Short-term Practical and Vocational Courses, write to the Registrar for the regular college catalogue which gives a detailed description of all the courses together with application blanks for admission.

Address, WALKER F. KING,  
College of Industrial Arts  
Denton, Texas