

Subjects

Econ. = economics
Phys. Ed. (P.E.) = physical education
Math = mathematics
Chem. = chemistry
Bio. = biology
Poli. Sci. = political science
Psych. = psychology
Soc. = sociology

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Work Values

factory Worker—Age 37:

My boss says that I have a bad attitude about work because I don't get excited on the job. How can I get excited about working on an assembly line when I do the same thing all day long? I'm tired and I want to sit down. I'd like to tell the foreman of the factory to get lost.'

Elementary School Teacher—Age 37:

I walk into a classroom and I've got an enormous amount of power. I'm 6 foot 7 inches and here are these 9-year-old fourth graders. . . . The children all listen when I speak. I am the big father figure. They all love me and I take care of them. It's great for my ego.²

Corporation President—Age 26:

When I started making money I just went crazy . . . I bought a condominium and a home. I could never retire. It gets inside of you. If you don't progress every day, you feel you've wasted it. That's a day you'll never get back. . . . I usually get out of my office at one o'clock in the morning. I go home and eat dinner at two. . . . I'm down at the office Saturdays too. Sundays, about half the time. The other half of the time maybe my wife and I will go horseback, riding or visit a friend's house. Even when you're visiting with them, you can't get away from your work. They ask about it. It's kind of a good feeling.³

Librarian:

On this job, you can use your mind. Things that are challenging. . . . I feel free as a bird. I'm in a unique position because I'm the boss . . . I initiate things. I can experiment with all kinds of things I think the kids might be interested in.⁴

[A] No matter how employees feel about work, their primary motivation to work is to earn a living. People's attitudes toward their jobs are related to the nature of their work and the rewards they receive. For the factory "worker, work is a necessary *evil* which merely ensures *survival*. The

5 corporation president sees work as a way of obtaining *material* goods far beyond what is necessary for survival. The teacher and the librarian, although not highly paid, find intellectual *stimulation* and personal *gratification* in their jobs.

[B] One's job in the United States is an important *facet* of personal identity. "What do you do?" (i.e., for *a* living) is *synonymous* with "What are you?" In American English, asking a child, "What do you want to BE when you grow up?" really means, "What kind of work do you want to DO?" Since the American society places a stronger emphasis on "doing" (including producing) than on "being," work is one of the most important activities in an individual's life. In addition, what a person "does" helps to determine that person's *prestige*. A lawyer has more prestige than a bus driver; a nurse can claim more prestige than a waitress or a
10 waiter.

The "Work Ethic"

[C] Attitudes toward work in the United States have been greatly influenced by the "work *ethic*." Also called the "Puritan Ethic" or the "Protestant Ethic," it motivates people to work hard in order to become successful. The "work ethic" *imbues* work with the quality of goodness. It originated with the Puritan colonists from England, who came to North America in the 1600's. The ethic was an *outcome* of the religious belief that material success was a sign of God's favor, and that those who achieved this success were among God's "chosen" and would go to heaven.

[D] Whether or not success was achieved, work *attained* religious and *moral* value as illustrated in the expression, "The devil makes work for *idle* hands." For the seventeenth-century Puritan colonists in New England, work was a religious *virtue*. The work ethic is still important (particularly in the middle and upper classes), even though it has lost its religious significance. An outcome of this American work value is materialism: the tendency to be concerned with *wealth* and possessions.

The "American Dream"

[E] In the United States there is a belief that people are rewarded for working, producing, and achieving. Many people believe that there is equality of opportunity that allows anyone to become successful. This belief is illustrated by stories written by a nineteenth-century American *novelist*, Horatio Alger, who wrote about the "American Dream." In his stories he described poor people who became rich because of their hard work, honesty, and luck. The stories *reinforced* the idea that all indi-



viduals, no matter how poor, were capable of becoming wealthy as long as they were *diligent* and virtuous. For many Americans, however, Horatio
10 Alger's "rags-to-riches" stories do not represent the reality of opportunity. Many poor immigrants who came to the United States in the nineteenth and twentieth centuries were able to rise on the social and economic scales. Today, however, the poor generally do not rise to the middle and upper classes. The "American Dream" is now described as a
15 *myth*; it is still difficult for several million Americans to "get ahead."

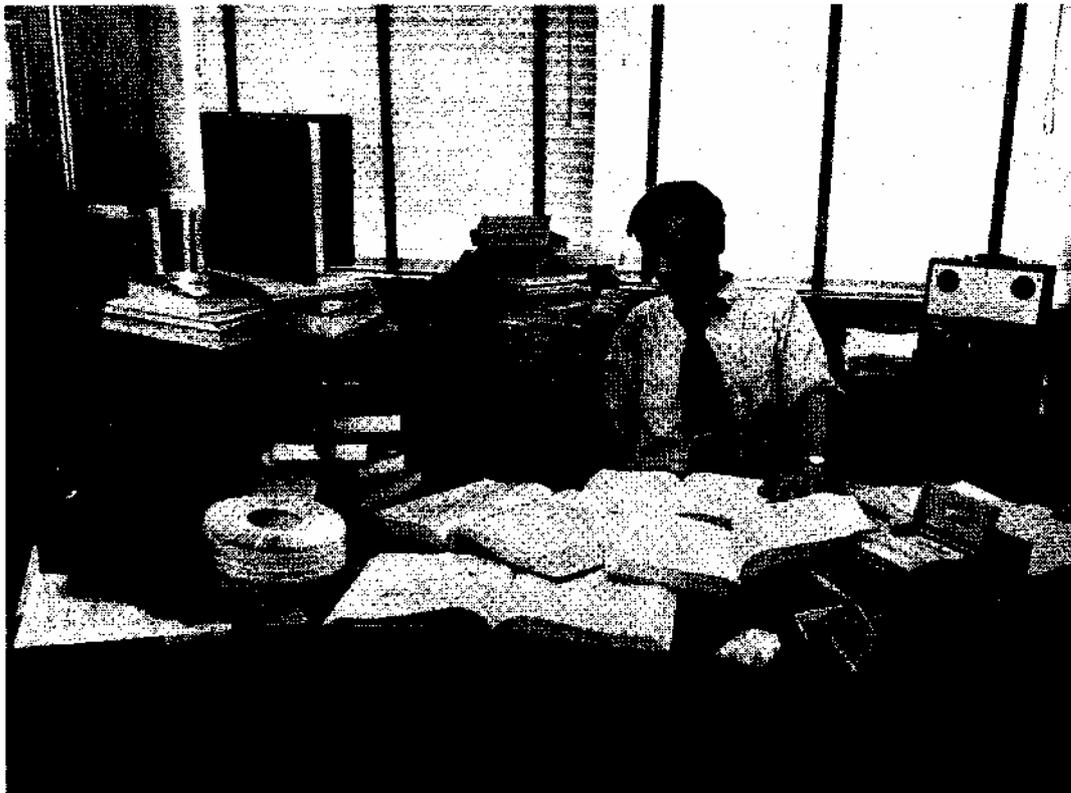
Rewards and Job Satisfaction

[F] There are some people, however, who do succeed in raising their economic and social levels. "Upward (occupational) mobility" or "climbing the ladder" are terms that refer to one's advancement in work. Many employees have a *succession* of jobs that constitute a career. Some 5
businesses, organizations, government *agencies*, and firms provide employees with the opportunities to progress to higher positions. *Promo-twnsjmd* increased responsibility generally bring higher salaries.

- [G] Rewards for achievement in work are personal as well as financial. There is increased job satisfaction when employees have the opportunity to develop creative and intellectual skills. Gaining *recognition* from fellow workers, supervisors, and managers gives one a sense of importance and
5 identity in society.

Workaholics

- [H] There are people who are especially attracted to the notion of "climbing the ladder" so as to increase their status, financial position, and sense of self-worth. In part, as a result of the work ethic, these people are internally "driven" to work. Not *infrequently*, foreign visitors have 5 observed that Americans spend an *inordinate* amount of time working and, as a consequence, Americans have little time for *leisure* or personal relationships. In American English a new word has been created to



describe people who work *compulsively*. The word "workaholic" describes an individual who *is* as *addicted* to work as an alcoholic is to liquor.

[I] There are conflicting points of view about workaholics. Those concerned with problems of mental stress believe workaholics *abuse* themselves physically and mentally. Others hold that workaholics are valuable members of society because they are extremely productive. The American culture values achievement, *efficiency*, and production—a workaholic *upholds* these values.

Leisure and Socializing

[J] Despite the presence of workaholics, there is a growing *realization* in the United States that excessive work demands can be physically and mentally harmful. Many people have been *rebellious* against the work ethic, claiming that when a job is so important, personal relationships suffer and *relaxation becomes secondary*. *Consequently* there has been a shift in values, with more emphasis being given to personal relationships and nonwork activities. Leisure time provides opportunities to find personal satisfaction and freedom from the routine of work.

[K] Increased leisure time in the United States has not altered the idea that work and play are distinct activities.⁵ This distinction is clear-cut; there are "work-hours" and "after-work-hours." There is a belief that it is desirable "to work hard and play hard" and undesirable to combine the two. In many offices, stores, and factories socializing among employees is discouraged. An employee under pressure at work often cannot afford to respond to social calls and visits. However, the amount of personal contact on the job depends on the nature of the work. There may be more social interaction between teachers in a school than between scientists doing independent research. Nevertheless, work and play are usually *perceived* and maintained as separate activities.

[L] People are *ambivalent* toward work; it is, at the same time, glorified and *belittled*. In the words of former President Richard Nixon: "The 'work ethic' holds that labor is good in itself; that a man or woman becomes a better person by virtue of the act of working. America's competitive spirit, the 'work ethic' of this people, is alive and well. . . ."⁶ Another viewpoint is expressed in an Anacin (aspirin) commercial: "I like my job and am good at it, but it sure *grinds* me down sometimes, and the last thing I need to take home is a headache."⁷

Comprehension Questions¹

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. In the reading, the authors included excerpts from various people's reactions to work to illustrate:
 - a. A variety of occupations in the United States.
 - b. A variety of attitudes toward work.
 - c. The basic dissatisfaction of factory workers.
2. The main theme of the reading is:
 - a. Values and attitudes toward work.
 - b. The employer—employee relationships.
 - c. Materialism and competition in the work world.
3. The question, "What do you do?" means: [B]
 - a. What are you doing now?
 - b. What do you do for a living? c.
 - What do you do after work?
4. Why do you think the term "work ethic" is preferable to "Protestant ethic"? [D]
 - a. There are no more Protestants who believe in the work ethic.
 - b. The United States is not a religious society.
 - c. People of many religions in the United States have been influenced by this ethic.
5. One outcome of the "work ethic" is a concern with: [D]
 - a. Spiritualism.
 - b. Materialism.
 - c. Religion.
6. The "American Dream" is the belief that: [E]
 - a. Honesty and luck are American characteristics.
 - b. All hard-working individuals will end up wearing rags.
 - c. Any individual can achieve wealth.
7. One aspect of a "career" is that it is made up of: [F]
 - a. Wooden ladders and mobility.
 - b. A series of positions in which an individual advances.
 - c. Social and economic levels.

¹The capital letter in brackets refers to the corresponding paragraph in the reading.

8. An individual who is addicted to work is: [H]
 - a. An alcoholic (drinks too much alcohol).
 - b. A drug addict.
 - c. A compulsive worker.
9. The authors state that workaholics: [I]
 - a. Abuse themselves physically and mentally.
 - b. Are highly productive members of society.
 - c. Both a. and b.
10. Why have some people begun to place less emphasis on work and more on nonwork activities? [J]
 - a. They realize that having friends is not as necessary as working.
 - b. They realize that excessive work demands can be harmful to their health.
 - c. They realize that work is not useful.
11. Why don't some people socialize with their co-workers on the job? [K]
 - a. They consider work and play separate activities.
 - b. They have nothing in common with their fellow workers.
 - c. They feel that socializing with them will create problems at home.
12. What *is* the difference between Nixon's view of work and the view expressed on the TV commercial for Anacin? [L]
 - a. The former is a fact; the latter is an opinion. *b.* The former is a glorification of work; the latter is not. *c.* The former is true; the latter is false.

Vocabulary List

<i>Paragraph A</i>	<i>Paragraph B</i>	<i>Paragraph C</i>	<i>Paragraph D</i>
*evil survival	*facet	ethic	*attained
material	synonymous	*imbues	moral idle
stimulation	prestige	*outcome	virtue
gratification			wealth
<i>Paragraph E</i>	<i>Paragraph F</i>	<i>Paragraph G</i>	<i>Paragraph H .</i>
novelist	succession	recognition	infrequently
reinforced	agencies		inordinate
diligent	promotions		leisure
rags *myth			compulsively
			addicted

*See vocabulary exercise D.

<i>Paragraph I</i>	<i>Paragraph J</i>	<i>Paragraph K</i>	<i>Paragraph L</i>
abuse	realization	perceived	ambivalent
efficiency	rebellious		belittled
upholds	relaxation		grinds

Phrases and Expressions

- get lost (factory worker)
- father figure (elementary school teacher)
- to go crazy (corporation president)
- to use your mind (librarian)
- to be free as a bird (librarian)
- to earn a living [A]
- a necessary evil [A]
- What do you do? [B]
- work ethic [C]
- The devil makes work for idle hands. [D]
- rags to riches [E]
- to get ahead [E]
- upward mobility [F]
- to climb the ladder [F]
- to be driven [H]
- workaholic [H]
- to grind someone down [L]

Vocabulary Exercises *

A. Decide what part of speech is needed in the blanks. Change the original **Word Forms** word to the appropriate form.

1. survival [A]
 - a. When the airplane crashed there were few_____.
 - b. _____ in the desert requires an adequate water supply.
 - c. The navy provided _____ classes for sailors going out to sea.
 - d. Indoor plants cannot _____very well either in a cold or hot climate.
2. material [A]
 - a. One kind of _____ used to build houses is stucco.

*The capital letter in brackets refers to the corresponding paragraph in the reading.

- b. Some people strive to accumulate _____ wealth.
- c. _____ is the concept that the highest values lie in material well-being.
- d. _____ societies have little in common with spiritualistic ones.
3. stimulation [A]
- a. Mental _____ is important in early childhood development.
- b. Did you find the sociology course _____ ?
- c. Caffeine in coffee is a _____ .
- d. The teacher _____ the students by bringing guest lecturers to class.
4. gratification [A]
- a. Difficult classes are often more _____ than easy ones.
- b. Some people seek _____ in work while others seek it in play.
- c. It is not always possible to _____ others' needs.
5. synonymous [B]
- a. A _____ of the verb "to deceive" is "to trick."
- b. The question, "What do you do?" is _____ with "What job do you have?"
6. prestige [B]
- a. Is Harvard University more _____ than Yale?
- b. Some people think that _____ is not important.
7. ethic [C]
- a. The firing of the employees was not a very _____ thing to do.
- b. The "work _____" has its influence on people today.
- c. The lawyer's _____ were questioned when he - charged his client too much.

8. moral [D]

- a. The young child acted _____ when she returned the gum she had stolen from the store.
- b. Do people have a _____ obligation to take care of the aged?

9. idle [D]

- a. The old woman became _____ after she was forced to retire.
- b. The unemployed man walked the streets _____.

10. virtue [D]

- a. The young man decided to live a _____ life by becoming a priest.
- b. A _____ is a high moral standard.

11. wealth [D]

- a. When the _____ man died, he left his money to his grandchildren.
- b. The country's _____ came from its supply of diamonds and gold.

B Choose the appropriate synonym or word closest in meaning from the **Synonyms** list and rewrite each sentence, replacing the italicized word. *Change tense, singular and plural, and part of speech when necessary.*

advancement	old clothes	hard-working
author	supported	series
offices	acknowledgment	

1. Charles Dickens was one of the greatest *novelists* of his time. [E]
2. The teacher never positively *reinforced* his students' creative ideas. [E]
3. Although the child wasn't as intelligent as the others, he received the highest test score because he was *diligent*. [E]
4. Poor children who wear *rags* to school are sometimes laughed at by their school mates. [E]
5. After trying a *succession* of diets the woman finally lost 10 pounds. [F]

- 6. People who need help finding a job can go to employment *agencies*. [F]
- 7. The president of the company decided to give *promotions* to college graduates only. [F]
- 8. The Nobel Prize is given in *recognition* of outstanding achievement. [G]

C. First review the way the following words are used in paragraphs H and I. Fill-in Then fill in each of the blanks with the word that best fits the sentence. *Change the part of speech when necessary.*

- | | | |
|------------------|------------------|----------------|
| infrequently [H] | compulsively [H] | efficiency [I] |
| inordinate [H] | addicted [H] | upholds [I] |
| leisure [H] | abuse [I] | |

The Company President

After 55 years as company president, Mr. Rutt was still _____
 _____ to his job. He always said, "Hard work makes an
 honest man." Consequently, Mr. Rutt spent an _____
 amount of time at the company. He was _____ absent
 and he never took time for _____ activities. He believed
 in _____ on the job and expected his employees to work
 as _____ as he did. In trying to _____ his
 position of authority he sometimes _____ the company
 employees by making them work overtime.

D. Match the words on the left with their definitions on the right. Place the Matching letter of the definition in the space next to the word (includes paragraphs J, K, and L).

- | | |
|---------------------------------|--|
| | a. a clear and full understanding |
| facet | b. permeates |
| imbues _____ thing, or activity | having conflicting feelings toward a person, |
| outcome | d. crushes into bits |

attained__	opposing or resisting any authority or control
myth __ _	any of a number of sides or aspects result
realization	a lessening of or rest from work through recrea
rebellng _	tion or other activities an untrue story or idea
relaxation _	recognized; became aware of anything that
perceived _	causes harm, pain, misery disaster
ambivalent	made to seem little, less important "gained
belittled _	through effort; accomplished; achieved
grinds ___	

E. Which statement best conveys the meaning of the italicized words?

- raises**
- Expressions**
1. When someone says, *Get lost*, he means: (factory worker) a.
 - a. Go hide yourself .
 - b. Go away.
 - c. Lose your direction .
 2. A male teacher may be a *father figure* for young children in elementary school. This means he is: (elementary school teacher)
 - a. Like a father to the children.
 - b. Shaped like a father.
 - c. The legally adopted father for children without parents.
 3. Some people regard work as *a necessary evil*. This means: [A]
 - a. Work is the result of the devil.
 - b. Work must be evil; there is no choice.
 - c. Work is necessary but undesirable.
 4. *Getting ahead* in a career means: [E]
 - a. Receiving a cost of living raise.
 - b. Getting hired by another employer.
 - c. Advancing in a job.
 5. When a person is *driven* to do something, he or she: [H]
 - a. Drives somewhere in order to accomplish the task.
 - b. Is mentally forced to do something.
 - c. Must take a driving test.

5. When a person is *driven* to do something, he or she: [H]
- Drives somewhere in order to accomplish the task.
 - Is* mentally forced to do something.
 - Must take a driving test.
6. Some jobs *grind people down*. This means: [L]
- Some jobs chop people up.
 - Some jobs make people feel shorter.
 - Some jobs exhaust people and take away their energy.

Conversational Activities

A. Following are religious, literary, and comical quotations on the subject of **Quotations** work. What does each say about the nature of work? Read them and **on Work** discuss the questions that follow.

Quotations

You shall gain your bread by the sweat of your brow.

Old Testament, Genesis 3:19

Do not resent manual labor or farm work, for it was ordained by the Most High.

Old Testament, Ecclesiastes 7:15

Hire yourself out to work which is beneath you rather than become dependent on others.

Talmud (religious writings)

You work that you may keep peace with the earth and the soul of the earth.

KAHLIL GIBRAN

Work and love—these are the basics. Without them there is neurosis.

THEODOR REIK, *Of Love and Lust*

Nothing is really work unless you would rather be doing something else.

SIR JAMES BARRIE, as quoted in *Reader's Digest*, October 1936

You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day—all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy.⁸

WILLIAM FAULKNER

Discuss:

What do these quotations on work mean?

Do they reflect your feelings about work?

Do you know any quotes or expressions about work in your language?

B. In 1961 the sociologist Otis Duncan, devised a scale that indicated how **Job Prestige** much prestige particular jobs or occupations in the United States carried.⁹ The scale was created from surveys that rated certain occupations for desirability. (See Cultural Notes for Duncan's scale.)

Directions:

1. Individually, rank the following fourteen occupations in terms of the status they carry in your country. (This ranking is not necessarily what you think, but rather indicates your country's view toward the occupations.)
2. In small groups compare your rankings.
3. Together, reach a consensus (agreement) as to the degree of prestige you think each occupation should have. This second ranking will be based on your personal opinion.

Occupations

banker	religious leader
writer	factory owner labor
doctor	union organizer
undertaker	college professor
elementary school teacher	corporate president
assembly line worker	nuclear physicist
farmer	carpenter

Individual Ranking

Group Consensus Ranking

According to Country

Based on *Group Opinion*

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

5. _____	5. _____
6. _____	6. _____

7. _____ 7.	
8. _____	8. _____

9. _____	9. _____

10. _____	10. _____

11. _____	11. _____

12. _____	12. _____

13. _____	13. _____

14. _____	14. _____

Follow-up: Was it difficult to reach a consensus on occupational prestige with your group? What determines overall prestige in your country (money, education, family name, other)?

C. In small groups with members of the same culture, choose one of the **Role-Plays** following situations to act out (or decide on another situation to act out with your small group). Answer the follow-up questions after each role play.

1. A boss in a factory speaks to a group of workers about the high rate of absenteeism. The workers are not happy with his new rules and regulations.
2. A lazy employee of a company receives a raise because the boss is a relative. The other employees are angry.

3. An employee is fired for no apparent reason.
4. A secretary cannot finish her work because the boss is always bothering her.
5. A high school graduate (18 years old) is having trouble deciding which career to follow. His or her parents are discussing the problem.
6. A company vice-president has been caught cheating on the financial accounts.

Follow-up: Is the problem you selected to act out a typical one in your country? Could it happen in any country?

D. In the 1970's, the author Studs Terkel spent three years interviewing employees in the United States to find out how they felt about their jobs. He compiled the interviews in *Working* which for several weeks, became the #1 Best Seller in the United States. Following are excerpts from a few of his interviews:

Directions:

1. In small groups choose one or more of the following passages to discuss.*
2. Read and discuss the passage(s) with your small group.
3. As a group, write a list of the positive and/or negative qualities that the workers attribute to their jobs. For example:

A Teacher (in the United States)

- likes to help people learn
- dislikes low salary
- has too much work at night
- likes other teachers
- is intellectually stimulated

4. Individually make a list of how you think a worker in your country would feel about the same job. (If you choose to discuss the garbage man, for example, make a list of attitudes and complaints of a garbage man from your country.)

*Groups should choose different passages.

Airline Stewardess:

We had to go to stew [stewardess] school for five weeks. We'd go through a whole week of make-up and poise. I didn't like this. They make you feel like you've never been out in public. They showed you how to smoke a cigarette, when to smoke a cigarette, how to look at a man's eyes. Our teacher, she had this idea we had to be sexy. One day in class she was showing us how to accept a light for a cigarette from a man and never blow it out. When he lights it, just look in his eyes.¹⁰

Garbage Man:

I've been outside for seven years and I feel more free. I don't take the job home with me. When I worked in the office, my wife would say, "What was the matter with you last night? You laid there and your fingers were drumming the mattress." That's when I worked in the office. The book-keeping and everything else, it was starting to play on my nerves. Yeah, I prefer laboring to bookkeeping, for one thing, a bookkeeping job doesn't pay anything. I was the lowest paid man there.¹¹

Policeman:

I make an arrest on someone who commits a crime of violence. I have to resort to a physical type of arrest to subdue him, I might have to shoot the person. I'm chastised for being brutal. It's all right for him to do what he wants to do against myself or legitimate people, but in no way can I touch him. I don't see the justice.¹²

Dentist:

Dentistry is very precise. No matter what you do, sometimes things just don't go right. One of the big diseases dentists have is stress. It's physically hard because you're in an uncomfortable_bjej3ositic^^ day. With techniques today, young fellows are sitting down. I wish I'd sit down more, but I'm not accustomed to it. So I stand most of my day. . . . The patients are in a tense positions too. There is stress on both sides. . . . All they have to do is jerk once on you and they've damaged themselves.¹³

Waitress:

People imagine a waitress couldn't possibly think or have any kind of aspiration other than to serve food. When somebody says to me, "You're great, how come you're *just a waitress?*" *Just a waitress.* I'd say, "Why, don't you think you deserve to be served by me?" It's implying that he's

not worthy, not that I'm not worthy. It makes me irate. I don't feel lowly at all. I myself feel sure I don't want to change the job. I love it.¹⁴

Steel Mill Worker:

[My boss] said, "Mike, you're a good worker but you have a bad attitude." My attitude is that I don't get excited about my job. I do my work but I don't say whoopee-doo. the day I get excited about my job is the day I go to a head shrinker [psychiatrist]. How are you gonna get excited about pullin' steel? How are you gonna get excited when you're tired and want to sit down?

It's not just the work. Somebody built the pyramids. Pyramids, Empire State Building—these things just don't happen. There's hard work behind it. I would like to see a building, say, the Empire State, I would like to see on one side of it a foot-wide strip from top to bottom with the name of every bricklayer, the name of every electrician, with all the names. So when a guy walked by, he could take his son and say, "See, that's me over there on the forty-fifth floor. I put the steel beam in." Picasso can point to a painting. What can I point to? A writer can point to a book. Everybody should have something to point to.¹⁵

Follow-up: When you compared your individual lists, what cultural differences and similarities did you discover in worker attitudes?

- E. Answer the following questions about your own culture and then discuss intercultural similarities and differences. **Cultural Cross-Questions**
1. How does a person decide on a career (e.g., with the help of parents, school counselors)?
 2. When do young people begin thinking about finding jobs?
 3. What are typical working hours? Do people take work home? How much socializing is there on a job?
 4. What obligations do employers and employees have toward each other? Do employees stay on one job for a long time or is there a great deal of job mobility?
 5. What benefits do employees have (health, insurance, vacation)?
 6. How do people advance on the job? Is advancement based on competency or seniority?
 7. What jobs are considered "male" jobs and "female" jobs? Does the sex of an employee affect one's work, status, or salary on the job?

8. What kind of economy does your country have (e.g., capitalist, socialist, etc.)? How does it affect workers and the nature of occupations?

Cultural Notes

1. "Blue-collar worker" is a term referring to manual laborers and skilled and unskilled workers. "White-collar worker" refers to such employees as salespersons, clerks, secretaries, technicians, managers, and "professionals" (lawyers, doctors, etc.).
2. A "union" is an organization of wage earners formed for the purpose of protecting the worker with respect to wages and working conditions.
3. Minimum wage refers to the lowest possible amount of money an employer can pay an employee over the age of eighteen. In 1970 minimum wage was \$1.30 per hour; in 1980 it was \$3.10.
4. Job advancement and mobility are determined not only by employers. Employees themselves may independently decide to leave their employer because of the promise of a better job elsewhere. An employee in the United States is expected to be loyal to the employer while on the job but is free to change jobs whenever he or she wishes to. Scientists, engineers, highly educated professionals, executives, technicians, and managers have particularly high rates of job mobility.
5. In the United States the government recognizes the importance of work as the means for survival. It has established several systems of compensation for people who are unemployed or underemployed. "Social Security" goes to disabled and retired persons. Some retired people also receive a "*pension*" which is based on how long they worked at one job. "Welfare," including food stamps, goes to poor people and unemployed immigrants.
6. The average amount of time people have for vacation is generally between two and four weeks per year. Vacation time generally increases with the time an employee has worked in one place.
7. The following is the Duncan Scale which illustrates job prestige in the United States.¹⁶ The occupations are ranked in order of prestige from top to bottom.



Physicians
Lawyers and judges
Architects
Aeronautical engineers
Social scientists
Natural scientists
Salaried managers in manufacturing
Authors
Stock and bond salespeople
Teachers, retail store buyers
Insurance agents and brokers
Actors, librarians
Retail-trade managers
Local public administrators
Manufacturing foremen
Athletes, clergymen, bank tellers

Power station operators
 Sales clerks Nurses
 Construction foremen
 Bill collectors, detectives, dieticians, furriers
 Plumbers and steam fitters Building managers
 Plasterers Bus drivers Bakers
 Motor vehicle manufacturing operators
 Automobile mechanics Members of the
 armed forces Blast furnace operators
 Waiters and waitresses Farmers
 Taxi drivers, charwomen, paperhangers, fishermen Hucksters and
 peddlers, manufacturing laborers Farm laborers Coal miners, yarn-
 thread-, and fabric-mill machinery operators

Supplementary Vocabulary and Phrases

occupation	to earn the bread
advancement	to lay off
income	to fire
wages	to quit
merit	to resign
raise	to exploit
benefits	"bread and butter"
overtime	blue-collar worker
retirement	white-collar worker
to apply for a job	labor unions
to be qualified for a job	manual labor