OCCUPATIONAL INFORMATION PERTINENT
TO THE TRAINING OF COUNSELORS
by
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OCCUPATIONAL INFORMATION PERTINENT TO THE TRAINING OF COUNSELORS

CHAPTER I

THE PROBLEM AND METHODS OF STUDY

The rapid growth of the professional field of guidance services during the past two decades has created a demand for trained counselors. Since World War II the demand has frequently exceeded the supply. Agencies responsible for offering guidance services have employed individuals with widely varied qualifications. In an effort to improve the quality of service of new assignees, in-service programs have been organized. Training schools faced with the demand for trained people have added many courses to the curriculum. Professional organizations in an attempt to exercise leadership in standardizing the field have suggested outlines of basic qualifications. The training of counselors in such a rapidly developing pattern will of necessity, be varied and unstable. The professional field awaits time and research to point up the training requirements which will give it the much needed stability.

The Problem

In general, it is the purpose of this study to
ascertain the content of the occupational information area in the training of counselors. More specifically, it is the intent of this study to: (1) select the major items to be covered in the occupational information area, (2) determine the degree to which each should be considered in the training, (3) ascertain the relative importance of each item, (4) include sufficient descriptive data and illustrations to assure an understanding of the limits of the item.

Significance of the Problem. In the early development of any professional field, lack of agreement as to the specific needs of the trainees is common. The field of guidance is no exception. A gradual development toward general agreement seems to be necessary and desirable. During such a period the individuals engaged in the work have an opportunity to try out various hypotheses and eventually arrive at a decision as to the limits of the profession. When the limits have been determined, it then becomes necessary for research to establish the exact content within the limits as well as the relative importance of the items of content. The field of guidance is in the research phase of its development.

Experience and research have narrowed the field of guidance to some generally accepted concepts. The
counseling service is recognized as the major guidance service in a program of guidance services. A person qualified to offer this service has need for many different tools and techniques of counseling. A major group of these techniques is found in the occupational information area of training. The counselor, in order to be of maximum value as a counselor, has to be trained in the occupational information area, or the entire program of guidance services is adversely affected.

During the past twenty-five years various studies have been made to determine the work of the counselor. As early as 1926 Edgerton (12:1-213) reported an extensive study of the duties, training and experience of vocational counselors. This study was conducted in 143 cities and included a survey of guidance and counseling practices. Several smaller unpublished studies have reviewed similar material. Studies of this type have made a significant contribution to the counseling movement by starting a critical analysis of the job being done by counselors.

Although a necessary step in a developing field, the early reports are limited in scope. The major limitations of the studies are:

1. They are not representative of the entire nation.
2. They analyze the job of the vocational counselor with little heed paid to other counseling functions.

3. Practices are surveyed and conclusions drawn that the job being done is the job to be done. This type of conclusion tends to perpetuate the present with little attempt to evaluate the various activities.

Professional organizations, responding to the demand for leadership, have attempted to give direction to the counseling field. In 1940 the National Vocational Guidance Association appointed a committee to investigate a suitable pattern of duties and to suggest a training program for professional counselors. As an outgrowth of this committee, an extensive investigation was conducted and reported by Cox (9:1-246) in 1945. The study reported in detail the training, related experience, and the functions of one hundred selected counselors. Over 60 per cent of the sample was from the eastern seaboard states. Many of the functions reported in the study were of an occupational information nature. The specific training items were not reported, but six general areas for professional training were included in the conclusions of the study. One of the general areas reported was skill in vocational guidance. The
specific items needed by the counselor in this general area were not reported.

Early in World War II, the Professional and Technical Division of the War Man Power Commission organized an advisory committee on vocational counseling to study the training of counselors. A very comprehensive report, which includes an outline of professional training courses, was published in 1944 (48:1-77). One of the suggested courses in the report is occupational information and it lists over thirty-six separate items to be studied. Each item is reported as of equal value.

The division of Professional Training and Certification of the National Vocational Guidance Association set up tentative plans for a manual on counselor training in 1947. Eight other professional organizations, looking toward minimum standards in counselor preparation, joined in the publication of a suggested training program for counselors (34:1-27). A significant contribution of this publication is the division of the manual into two major parts for the purpose of being more specific in the suggestions for training. The first part is the common core for all counselors and the second part outlines the additional training needed by educational and vocational counselors. The suggestions for the core training are organized around ten
general item headings with many subdivisions listed under each major heading. The items listed for the educational and vocational counselor do not have an occupational information area, but contain several items often referred to as occupational information. Relative value among items is not reported.

A committee report (16:1-23) from the Proceedings of the Eighth National Conference of State Supervisors of Guidance Services and Counselor Trainers supports the manual of the professional organizations. The participants in this report have detailed more specifically the duties and areas of training in each of the broad areas of counselor preparation. The complete report is divided into sub-reports for each of the major areas of counselor training. One of the sub-reports covers the desirable competencies expected of counselors in the area of occupational information. Such a list is a slightly different approach to the listing of desirable training items. The report contains a list of sixteen competencies needed by counselors. Each of the competencies is accompanied by more specific suggestions as to the techniques or tools to be studied. Each item is reported as having equal value.

A motivating factor behind the efforts to reach agreement in the content of counselor preparation is
the fact that a large number of institutions are offering courses in the various areas with only a general goal in common. In a report by Froelich and Spivey, (21:1-45), one hundred training institutions listed a course in occupational information for counselors for the academic year 1948-49, thirty-four institutions offered courses in group techniques, and another 513 institutions had basic guidance courses; the two latter courses usually contain components of occupational information. Since the data for this report were taken from the catalogs of the various institution, it is conceivable that more courses were offered than listed in the report, but certainly no fewer. With such a large number of institutions offering training in this area, the need for agreement as to the component items seems imperative. If a student transfers to another institution or applies for a position, the new agency involved does not know the content of training the applicant has had by the descriptive title of the course. This represents but two of the many reasons why uniformity of content is a necessary step in the development of the professional field of guidance services. The various studies and reports have not given the many institutions conclusive data to help bring about agreement in counselor training. This applies to the total counselor training
program and to each of its broad areas.

The area of occupational information in counselor training has several important gaps which have not been satisfactorily investigated. The major omissions are as follows:

1. Lack of sufficient evidence as to the major items to be covered.
2. Lack of sufficient evidence as to the relative importance of the items.
3. Lack of sufficient information as to the needs of a representative group of counselors.
4. Lack of sufficient information as to successful practices in the various item areas.

It is toward the correction of these omissions that this study is directed. As a result of the study, it is hoped that the training of counselors in this area will be more effective and meaningful.

**Definition of Title Terms**

The title terms which have different connotation to different individuals are "occupational information" and "counselor." It is expected that in the development of a professional field, wide differences will exist in
terminology. Before this study becomes meaningful it seems necessary to find a common ground of understanding, relative to the basic terms.

There seems to be agreement on the general scope of the term "occupational information." Shartle (44:1), describes the limits of occupational information in an introductory chapter:

"Occupational information, as used in this volume, includes accurate usable information about jobs and occupations. It also includes information about industries and processes insofar as such information is directly related to jobs. Occupational information also includes pertinent and usable facts about occupational trends and the supply and demand of labor."

The committee report on occupational information (16:1) suggests the following description of the term for the report,

"Occupational information, as used in this report, is defined as accurate, up-to-date treatment and interpretation of data important to the process of occupational selection, preparation, placement, and adjustment. Socio-economic trends, which effect all areas of occupational information are important elements in this field."

These descriptions represent the concept of the term as used in this study.

The term "counselor" is often attached to individuals involved in various types of activities. Because of the general usage of the term, much confusion
has resulted over its true meaning. Rothney and Roens (43:1) state that there is no clear cut, universally accepted definition of the word. Due to the status of the use of the term, it seems imperative to identify the term as it applies to the guidance field. Counseling has been defined by Erickson (14:49) as "The entire process of helping a person having problems and needs to achieve more desirable goals." It is also pointed out that the counselor is usually thought of as an individual trained to render the counseling service in a program of guidance services.

Another approach to the delimiting of the term "counselor" is a listing of some of the specific duties a counselor performs in the counseling service. Such a list is proposed by Zapoleon (55:8).

"Counseling has been interpreted here as the process of assisting an individual;

1. to identify his problem,

2. to interpret personal information and facts about occupations, schools and other opportunities,

3. to plan possible solutions to his problems,

4. to embark on a program of carrying out these plans,

5. to modify his plans as circumstances warrant."

These definitions represent the concept of the
term as used in this study.

**Organizational Plan**

The study has been divided into four major segments. The parts are: an analysis of the best methods of conducting the research, a review of the pertinent literature to ascertain the contributions and limitations of the research in the occupational information area, the survey and interpretation of the results, and the identification of the implications of the study.

The four major parts of the study have been adapted to a slightly different organizational plan for purposes of presentation. The first two segments have been converted to chapters I and II, respectively. The third segment, the survey and an interpretation of the results, has been divided among several chapters. The method of survey is covered in chapter I, and the interpretation of results is spread over chapters III, IV and V. The last segment, the implications of the study, is discussed in chapter VI.

The various items, which make up the framework of a course in occupational information, fall into three logical groups. For purposes of presentation the items have been grouped around the following major areas of occupational information:
1. Techniques of collecting and evaluating occupational information.

2. Techniques of presenting occupational information.

3. Techniques of applying occupational information to related activities.

Each of the major areas is treated in one chapter. The first area of presenting and evaluating occupational information is discussed in chapter III. The second area of presenting occupational information is covered in the two parts of chapter IV. The last area, pertaining to related activities, is outlined in chapter V of this report.

The interpretation of the items is organized around a similar format. The item is interpreted by first presenting a table of the results. The table is then analyzed from the standpoint of the general and then the specific. The third step of the interpretation is devoted to the identification of the scope of the item. The last part of the interpretation of each item has a brief introduction of a successful practice of the item as reported in the survey.

Method of Study

Several alternate possibilities could have been followed in the selection of the group of items to be
evaluated. Each approach has certain merits and certain demerits. After weighing the pros and cons of each method, it was decided to start with the course syllabus of a representative number of training institutions. The course outline or syllabus was obtained from training institutions teaching a course in occupational information. In most cases the instructor of the course submitted the outline or syllabus for review, in one case it was forwarded by the head of the department. The individual submitting the outline was reassured that the name of the instructor and the institution would not be identified in the study.

The outlines submitted by the institutions were similar as to the method of presenting the course content. Some were called a course syllabus and some a course outline. The two terms have been used interchangeably in the study.

Review of Training Syllabi. Five counselor training institutions were asked for an outline or a syllabus of the course they taught under the title "Occupational Information." The institutions selected were chosen on the basis of the geographical area which they serve. The areas represented were as follows: eastern limits of the midwestern states, southeastern states, southwestern states, Rocky Mountain states and
the Pacific Coast states. Each institution submitted either a syllabus or outline from which the original items were selected. A review of the various outlines indicated common agreement on a large number of items being taught in each institution. Lack of agreement appeared to be in the division of the major items and the sub-headings allocated to each item. The frequency of the appearance of the various items is reported in Table I.

**Development of Survey Instrument.** The decision as to what items were significant was based upon the frequency of appearance of the item in the various outlines. Thirty of the items appeared at least three times in the course outlines. Seven other items were mentioned but once in the outlines. Since a natural division was noted, it was decided to incorporate the thirty items appearing at least three times into a questionnaire for survey purposes.

The organization of the survey instrument and the steps utilized in the validation of instrument have followed the suggestions by Whitney (53:155-375). A text prepared by Good (23:1-111) was used as an additional reference during the preparation and interpretation of the study.
<table>
<thead>
<tr>
<th>Major Item</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Occupational surveys.</td>
<td>X B C D E</td>
</tr>
<tr>
<td>2. Dictionary of occupational titles.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>3. Job analysis.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>4. Job descriptions.</td>
<td>X</td>
</tr>
<tr>
<td>5. Occupational abstracts, briefs, monographs including sources.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>6. Periodicals and books containing occupational information.</td>
<td>X X X - X</td>
</tr>
<tr>
<td>7. Sources of information for the handicapped.</td>
<td>- X X X X</td>
</tr>
<tr>
<td>8. Occupational trends.</td>
<td>X X X - -</td>
</tr>
<tr>
<td>10. Labor laws and related regulations.</td>
<td>X - X X X</td>
</tr>
<tr>
<td>11. Governmental publications.</td>
<td>X X - X -</td>
</tr>
<tr>
<td>12. A general overview of the world at work.</td>
<td>- X X X X</td>
</tr>
<tr>
<td>13. Techniques of abstracting occupational information.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>14. The various plans of job classification.</td>
<td>X - X X X</td>
</tr>
<tr>
<td>15. Filing of occupational information including various filing systems.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>17. Entry fields of work.</td>
<td>- X X X X</td>
</tr>
<tr>
<td>18. Career days.</td>
<td>X X X - -</td>
</tr>
<tr>
<td>19. College days.</td>
<td>X X X - -</td>
</tr>
<tr>
<td>20. Orientation procedures.</td>
<td>- - X X X</td>
</tr>
<tr>
<td>21. Techniques of organising the staff for the dissemination of information.</td>
<td>X X - X X</td>
</tr>
<tr>
<td>22. Content and methods of teaching a class or unit in Occupational Information.</td>
<td>- X X X X</td>
</tr>
<tr>
<td>23. Vocational counseling.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>24. Clubs and similar activities.</td>
<td>X X - - X</td>
</tr>
<tr>
<td>25. Sources and uses of educational literature.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>26. Identifying and using community resources.</td>
<td>- X X X X</td>
</tr>
<tr>
<td>27. Governmental and private placement agencies.</td>
<td>X X X X -</td>
</tr>
<tr>
<td>28. School placement agencies.</td>
<td>X X X - -</td>
</tr>
<tr>
<td>29. Techniques of conducting a follow-up study.</td>
<td>- - X X X</td>
</tr>
<tr>
<td>30. The work experience program.</td>
<td>- X X X X</td>
</tr>
<tr>
<td>31. Trade union and professional societies.</td>
<td>- X - - -</td>
</tr>
<tr>
<td>32. Occupational testing.</td>
<td>X - - - -</td>
</tr>
<tr>
<td>33. Reports of research related to occupations.</td>
<td>X - - - -</td>
</tr>
<tr>
<td>34. Merit ratings.</td>
<td>- - X - -</td>
</tr>
<tr>
<td>35. Personality traits.</td>
<td>- - X - X</td>
</tr>
<tr>
<td>36. Apprenticeship.</td>
<td>- - - - X</td>
</tr>
<tr>
<td>37. Social status of occupations.</td>
<td>- - - - X</td>
</tr>
</tbody>
</table>
A questionnaire was developed to meet the following objectives: (1) appeal to professional people for their assistance, (2) short enough to be completed in a minimum of time, (3) provide a means of evaluating each item, (4) permit flexibility for additions and comments, (5) invite suggestions of successful practices.

The thirty items selected were arranged in the questionnaire so that related techniques did not follow in chronological order. The distribution of items was made to prevent the "halo" effect of one item upon the other. A rating scale for evaluation prefaced a list of items and included a range from 4 points to 0. The scale was supplemented by a short descriptive statement to give meaning to the number. Each statement was worded to refer to the degree of teaching emphasis for each item in a course of occupational information for counselors.

A vital part of the questionnaire was the cover letter. The letter, as used in this study, served several purposes. It appealed for cooperation, gave added information to help the reader become better oriented to the problem, and offered suggestions for completing the survey blank.

When the initial survey blank was completed, a hundred counselors and graduate students read the
directions and checked the items. The individual checking the blank was asked to offer suggestions for improvement of the instrument. Minor changes, based on the reactions of the experimental group, were made in the wording of the cover letter and the questionnaire. A review of the revised form by a representative segment of the experimental group indicated that the major limitations had been corrected. An example of the cover letter and questionnaire used in this study is included in Appendix A of this report.

Method of Sampling. The nature of the problem made it necessary to set up a controlled sampling. One of the objectives of the study was to find what counselors thought should be the content of a course in occupational information and to obtain ratings of a national scope. The first control was that of selecting individuals recognized by position, title or professional affiliation as being in a position to evaluate the needs of counselors. Another control feature was that of obtaining significant geographical distribution in the sample. It had been mentioned by many professional counselors that the individuals assigned to various counseling responsibilities had different opinions as to the necessary training for counselors. To check this hypothesis a third major control was the sampling of
counselors in four levels of work. The groups surveyed were secondary school counselors, college counselors, counselor trainers, and state supervisors of guidance programs. The survey roster for the sampling was made using the three major controls.

Several mailing lists were reviewed and names cataloged according to the four major divisions to be studied and to their geographical locations. All of the mailing lists were professional lists of organizations or institutions concerned with guidance activities. The mailing lists used in the study were:

1. Directory of State Directors of Guidance Programs and Counselor Trainers. (17:1-4)

2. Membership Directors of the National Vocational Guidance Association. (36:14-83)


5. Supervisors of the Miller Analogies Test. (40:1-4)

The remaining names were selected from the professional mailing roster of the Institute of Counseling, Testing and Guidance of Michigan State College. When the final
tabulation had been made from the cataloged names, a total of 600 names had been selected. The names were divided into the four major groups and are presented in Table II.

The questionnaires were mailed the first of May, 1949. A major reason for sending them at this time was the fact that counselors are most conscious of their needs near the end of the year, which should make their answers more valid. Return envelopes were included with the questionnaire for the convenience of the checker. After sixty days the returned questionnaires were compared with the original mailing in an attempt to ascertain the percentage of return. About the same percentage of return existed in all major groups with the exception of a slightly lower percentage for the college counselors. Since the number of individuals selected for the sample in counselor trainers and state directors was small, it was decided to follow up this group and attempt to obtain a higher percentage of returns. A short letter was written to each individual from whom no reply had been received asking him to complete the enclosed questionnaire. Results from the follow-up were quite satisfactory as indicated by the high per cent of returned questionnaires in these areas. A review of the survey returns is presented in Table III and seems to warrant
### TABLE II
DISTRIBUTION OF INDIVIDUALS SELECTED FOR THE SAMPLE

<table>
<thead>
<tr>
<th>Description of Sample</th>
<th>Number and Area</th>
<th>Major Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Secondary:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schools:</td>
</tr>
<tr>
<td>Total Number of Names</td>
<td>3140</td>
<td>1500</td>
</tr>
<tr>
<td>Total States Represented</td>
<td>148</td>
<td>314</td>
</tr>
<tr>
<td>Areas Other Than States</td>
<td>6</td>
<td>1</td>
</tr>
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</table>

### TABLE III
ANALYSIS OF THE RETURNED QUESTIONNAIRES

<table>
<thead>
<tr>
<th>Major Group Surveyed</th>
<th>Number Returned</th>
<th>States Represented</th>
<th>Other Areas</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary School Counselors</td>
<td>252</td>
<td>43</td>
<td>3</td>
<td>74.1</td>
</tr>
<tr>
<td>College Counselors</td>
<td>101</td>
<td>29</td>
<td>0</td>
<td>67.3</td>
</tr>
<tr>
<td>Counselor Trainers</td>
<td>48</td>
<td>25</td>
<td>0</td>
<td>80.0</td>
</tr>
<tr>
<td>State Supervisors</td>
<td>45</td>
<td>37</td>
<td>4</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td>446</td>
<td>7</td>
<td></td>
<td>74.3</td>
</tr>
<tr>
<td>Total States Represented</td>
<td></td>
<td></td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>
the acceptance of the validity of the sample.

Limitations of the Study

In educational research, as in any research, the dictates of the task determine methods and techniques to be used. The survey technique was used in this study because it was thought to be the most advisable and practical technique to accomplish the objectives. The term, survey, as used in this study, was taken from Whitney (53:155)

"A survey, according to recent social science terminology, is an organized attempt to analyze, interpret, and report the present status of a social institution, group or area. It deals with a cross section of the present of duration sufficient for examination -- that is, present time, not the present moment. Its purpose is to get groups of classified, generalized and interpreted data for the guidance of practice in the immediate future."

The first limitation of the study is in the limits of the technique used in the study. The data collected are a report of present opinion for use in the immediate future. Thus, the conclusions have prime importance in the training of counselors in the immediate future, rather than over a long period of time.

Another limitation common to the technique used in the study is the possible sampling error. An attempt was made to eliminate the error, by the utilization of
several controls on the sample. The percentage of returns, as indicated in Table III and Table IV, seems to reduce the possibility of a significant error in sampling.

Several factors specifically related to the study have been recognized as adding restrictions to the final results. The sample was taken from professional lists of individuals actually engaged in guidance and counseling work. Since the field has developed very rapidly, it is conceivable that due to the heterogeneous training of the counselors, different interpretations could have been given to the titles of the various items. It is also possible for an individual, due to the absence of training in a given item, to have been unduly biased in the evaluation of that item. It is also possible for bias to have crept into the checking of an item, due to an individual's success or failure with a particular item. There has been no attempt made in the study to determine the extent of the training or experience of the person checking the questionnaire. It has been assumed that the individual is qualified professionally, due to membership in professional organizations or to a professional position. The limitations of the assumptions are recognized. The factor of bias was foreseen and an attempt was made to counteract its influence by a large sample.
The course outlines selected for review represent a small per cent of all counselor training institutions. A total of five institutions are represented in the course outlines reviewed for the survey instrument. It was recognized that the omission of a vital item from the instrument would almost eliminate the probability of its becoming an important part of the conclusions of the study, since it would have to depend on the suggestion section of the survey blank for inclusion. Had additional outlines been reviewed, other items might have been selected. An attempt was made to obtain the pertinent items by the selection of recognized counselor-training institutions from representative geographical sections of the country. A possible limitation of the study is recognized in the selection of the original items.

The interpretation of the results of the survey is based on two criteria. The first criterion of comparison is the weighted mean of the survey returns. The second criterion used in interpretation is the rank order of importance. The mean, as a measure of central tendency and the rank serve as norms for comparison of items and areas. It would have been possible to add additional criteria of measurement in the analysis of the survey returns.
The limitations of the study are either the result of choice or degree of emphasis. The study has been conducted according to basic research technique. Precautions have been used to prevent distortions in the interpretations of the results. When alternate possibilities presented themselves, a choice was made, based on the suggestions found in the research writings and the advice of students of research. The wisdom of the choice or the degree of emphasis of the study have not been evaluated in the study. The limitations are recognized, and the conclusions are presented in that frame of reference.
<table>
<thead>
<tr>
<th>State or Other</th>
<th>College Counselors</th>
<th>Sec. Sch. Counselors</th>
<th>Counselor Trainers</th>
<th>State Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Arizona</td>
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</tr>
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<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>California</td>
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<td>10</td>
<td>3</td>
<td>1</td>
<td>20</td>
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<td>0</td>
<td>1</td>
<td>5</td>
</tr>
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<td>4</td>
<td>0</td>
<td>7</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Florida</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Georgia</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>7</td>
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<td>Idaho</td>
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<td>5</td>
<td>2</td>
<td>0</td>
<td>9</td>
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<td>1</td>
<td>8</td>
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<td>Kansas</td>
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<td>1</td>
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<td>0</td>
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<td>1</td>
<td>7</td>
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<td>1</td>
<td>7</td>
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<td>1</td>
<td>4</td>
</tr>
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<td>Nevada</td>
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<td>New Hampshire</td>
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<td>6</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>101</td>
</tr>
</tbody>
</table>

**Table IV**

Analysis of Survey Returns by Geographical Area

<table>
<thead>
<tr>
<th>State or Other</th>
<th>College Counselors</th>
<th>Sec. Sch. Counselors</th>
<th>Counselor Trainers</th>
<th>State Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Arizona</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Arkansas</td>
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</tr>
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<td>California</td>
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<td>1</td>
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<td>0</td>
<td>1</td>
<td>3</td>
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<td>Georgia</td>
<td>0</td>
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<td>0</td>
<td>1</td>
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<td>Idaho</td>
<td>2</td>
<td>2</td>
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<tr>
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CHAPTER II

REVIEW OF LITERATURE

Much has been written in recent years in the broad field of guidance services. Considerable writing has been devoted to each of the services making up the total guidance program. A great deal of the writing has been in the areas of the two services, counseling and occupational information. Less has been written about the relationship of these two services and most of that which has been written is recent in origin. Pertinent writing, which shows the role of occupational information in the counseling process, has been reviewed in the general order of its appearance in the professional literature.

Early Literature which Introduced the Terminology

Parsons (39:16-44), in 1909 made the first major attempt to identify the role of the counselor in the dissemination of occupational information. The context of this presentation recognized an individual capable of analyzing another individual through a series of questions and to catalogue him into one of two major categories. In one category were placed those with well defined and reasonable occupational goals and in
the other those with no basis for a logical choice. If the client fell into the second classification, the counselor then would have a series of possible experiences available for the client so that he would be able to gain first hand information of the occupational world. Such experiences as reading books, visiting places of employment and actual work on the job were recommended as a logical agenda to help the boy or girl improve his occupational choice.

Certain limitations were noted in this work. The author wrote almost entirely from personal opinion, based upon his own experience. With such a limited verification of the suggestions, the conclusions must wait further investigation for conformation. Another limitation was the utilization of the term counselor to refer to a person with vocational responsibilities. Although it served its purpose at the time, such a description is too narrow for the present concept of the term. Several major contributions were noted in the writing. The major contribution was the recognition of guidance as a responsibility of society, thus giving rise to the entire movement. Insofar as this study was concerned, the need expressed for people trained to be counselors and the recognition of specific occupational information as a part of the training were noted as
the starting point in the identification of the specific training content.

Edgerton (11:173-187) outlined in detail the training program of vocational counselors in four major training institutions, namely: Columbia, Michigan, Harvard, and Chicago. The emphasis of this work was directed at the teacher in the hope that each teacher would absorb the counseling responsibilities. Some of the responsibilities mentioned were teaching of occupational information, placement, follow-up, and a knowledge of the vocational world. Each institution listed these functions as increments of the training of teachers, but expressed a feeling of lack of objective direction in the emphasis of training. Limited by the same factors as found in earlier writing, such treatment tends to accentuate the need for some type of objective data to support the proposals of many.

Studies Made to Ascertian the Duties and Necessary Training and Experience of Counselors

Edgerton (12:1-213), in 1926 reported an extensive study of the duties, training and experience of vocational counselors in a hundred and forty-three cities. In addition to the role of counseling, Edgerton also investigated practice and policies of the total guidance
program. The results of this survey indicated two major implications for the training of counselors: (1) a general lack of agreement as to the content or amount of training necessary, (2) duties of the individuals assigned counseling responsibilities varied greatly. Bailey (2:415-423) reported similar conclusions in his survey in 1940. From the studies little specific direction was given to the training content either as to quantity or to the relative value.

Stead and Shartle (6:3-212) reported on the work of the Occupational Research Program of the United States Employment Service. This program was set up in 1934 for the purpose of providing the public employment office personnel with information about jobs and helpful techniques of improving its service. The first emphasis of the program was the development of adequate occupational information. The information was distributed in the form of job descriptions and served as a basis for a dictionary of occupational terms. The first edition of the dictionary was published in 1939. This contained a comprehensive occupational classification code, which was an invaluable aid in standardizing terminology in occupational information.

During the period of research reported by this writing many techniques of validating occupational
information were improved. Some of the techniques were: how to obtain accurate job analysis, how to relate the information to practical situations, and ways of relating occupations. The appendices of this report contain forms and suggestions for improving techniques of interpreting occupational data which were entirely new to the professional field at that time.

The tools and techniques described in this report were developed for a specific type of counseling and were to be used primarily for job placement. The techniques proved successful for the purpose for which they were intended, but adaptations were thought necessary before they were used in all counseling situations. The authors of the report suggested further cooperation and study in broadening the value of the techniques.

After the Dictionary of Occupational Titles (47:1-1549) had been in use for a few months, certain limitations were noted in the classification structure. In 1941 an additional form was introduced and after a period of observation, a new part, Part IV (49:17-156) was presented in completed form. The major reason for the adoption of the additional part was to find a classification for individuals who must find employment on some basis other than prior work experience or training. The new classifications were referred to as
"entry occupations". The new part proved of invaluable assistance in classifying employees during the war years. The authors proposed that Part IV be used by counselors in helping students just out of public schools to find satisfactory entry employment.

Parts I and II were again revised in 1949. The new revision was described by Heinz (25:538-540). The revision did not change the format of the older editions but increased the scope of the second edition. Omissions of the older editions were corrected, new job titles added, and descriptions were improved.

In 1940 the National Vocational Association recognized the need for a more specific outline for the training of counselors. The Section on Preparation for Guidance Service of the Association studied the problem for one year and recommended an intensive study of a given group of counselors working in the secondary schools. The research was conducted and reported by Cox (9:62-172) who made an intensive study of a hundred selected counselors. The counselors were selected from the recommendations of directors of guidance, school administrators, and college professors as individuals doing a successful counseling job. One of the major objectives of the study was to find the specific needs in the training of counselors. Several pertinent
findings were reported. A total of 97 per cent of the group reported educational advisement as one of their major functions. Another large group of 56 per cent was responsible for placement activities. Vocational counseling, although related to educational advisement, was reported by most of the counselors as a major responsibility. When asked how they received training to render these services, the counselors gave rather general answers, fifty-eight having had a course in vocational counseling or occupational information. Most of the counselors felt that experiences other than formal academic courses had enlarged their knowledge of the occupational information.

This study pointed out a need for a more definite program of study for counselors in the area of occupational information. This conclusion was drawn from the large per cent assigned duties bearing on this area and the general lack of uniformity of preparation of the counselors surveyed. As in previous studies the relative importance of the various items was not ascertained. The study was delimited, in addition, due to the narrow sampling of one hundred counselors in one level of counseling activity, the secondary school.
Professional Recommendations for Counselor Training

During World War II the Professional and Technical Division of the War Man Power Commission organized an Advisory Committee on Vocational Counseling. It was the responsibility of this committee to study and report on several things, one of which was the necessary training for counselors. The committee of seventeen members divided itself into three subcommittees with the following duties:

Subcommittee One - To prepare a description of the qualifications and duties of a vocational counselor on the basis of which a training program might be predicted.

Subcommittee Two - To recommend training courses for various types of counselors.

Subcommittee Three - To suggest a plan for the coordination of counseling services at the community level.

The reports (48:7-27) of all three committees had implications for counselor training. The recommendations of committee two was particularly pertinent. Since the sponsoring agency was concerned with the vocational aspects of counseling, the committees had been asked to prepare the report with vocational counseling as the major objective of the counselor's work.
The total advisory committee reviewed and approved the outline of professional training units as recommended by subcommittee two. Several course outlines suggested in the list had implication for this study. The following courses contained occupational information items: (1) An Introduction to Vocational Counseling, (2) Rehabilitation of the Handicapped, (3) Educational and Occupational Training Opportunities, (4) Occupational Information, (5) Labor Market Analysis in Vocational Counseling. The first course suggested was an overview course and served the purpose of an introduction as indicated by the title. The second and fifth outlines were embellishments of a given item into a major course for more complete analysis. Course outlines three and four contained a list of items to be covered in the courses. The fourth course, occupational information, was divided into seven major items and each item contained suggestions for item coverage. An example of the type of listing found in this report was the fifth item in the fourth course:

"Review of published sources of occupational information: Review and evaluation of the text books, periodicals, pamphlets, indexes, to give the student first-hand reference to published materials: methods of classifying and filing such published information for ready reference by the vocational counselor."

The suggestions in this report represented the first major attempt by a professional group to identify the specific course content in the area of occupational information. The suggestions reflected the opinion of the members of the committee and were accepted in that light. No attempt was made to identify the relative value of the many items suggested.

The National Vocational Guidance Association, through its Division of Professional Training and Certification, appointed a planning committee in September, 1947 to prepare a manual on the professional preparation of counselors. Following a preliminary report of the committee, other professional organizations expressed a desire to participate in the drafting of such a manual. A joint committee consisting of representatives from eight different organizations completed and published a report (34:3-24) in 1949. The participating agencies were as follows:

- American College Personnel Association.
- American Psychological Association (Division of Counseling and Guidance).
- National Rehabilitation Association.
- National Vocational Guidance Association.
- National Association of Guidance Supervisors.
Veterans Administration.

The report was divided into two major parts. The first part was the report of the joint committee and the second part was prepared by the National Vocational Guidance Committee as a supplement to the training program of vocational counselors. Part One was divided into several areas of training needed by counselors, one of which was Section D. "Collecting, Evaluating, and Using Occupational Educational and Related Information." This section was then divided into ten major item areas with a list of items to be covered under each major heading. An example of one of the major areas was:

"Description of Jobs and Industries. The arrangement of jobs and industries into meaningful systems of classification; use and evaluation of systems for classifying jobs and industries; methods of classifying occupations in terms of school subjects and majors, skill and aptitude requirements, leisure-time activities, casual work experience, or military experience."

The second part of the report recognized the first part in all of its aspects, but suggested a more detailed training program in placement and follow-up procedures.

The suggested items in the broad area of occupational information tended in general to follow the pattern of the previous report. The significance of the suggestions was enhanced by the participation of a larger group of individuals and professional organiza-
tions. No attempt was made to identify the relative value of the various items.

The State Supervisors of Guidance Services and Counselor Trainers at their National Conference in 1948 organized several committees to study counselor competencies in the several areas of training. The committees were to recommend the content of training in each of the areas. One of the committees, consisting of eight members, reviewed the area of occupational information. The report (16:1-28) of that committee outlined in detail the competencies needed by counselors in occupational information. The recommendations of the committee were written from a new outline. The outline was as follows:

"A. Jobs and Industries.
   1. Classification.
   2. Description.

B. Training facilities.
   1. Public educational institutions.
   2. Private educational institutions.
   3. On-the-job training facilities.
      a. Organized apprenticeship training programs.
      b. Non-apprenticeship training programs."
C. Specialized services provided by various local and national agencies.

1. Placement facilities, public and private.
2. Scholarships, local and national.
3. Rehabilitation services, public and private.
4. Community agencies and civic groups concerned with counseling, information, and other services.

Each of the major items listed in the outline was developed in detail. The more complete description included the things a counselor should know. There was no attempt to identify the course content of a given course or to recognize a specific type of counseling. The major items and sub-items were listed as something to be known by a counselor; the degree to which a counselor was to know the item was not noted. There was no attempt to select the major items of the list or to ascertain the relative importance of the multitude of suggested items.

Various Surveys of Recent Origin

In 1948, Ross (42:1-7) conducted a survey of teachers in Iowa to obtain their attitudes toward occupational information. He had three purposes in conducting the study; first, to determine the opinion of Iowa teachers concerning the importance of occupational information and how best to impart it; second, to determine if
a relationship existed between the opinions of the teachers concerning occupational information and the factors of sex, size of high school, years of teaching experience, months of work experience, credit hours in guidance and teaching area; third, to determine the implications for teaching occupational information from the facts discovered in the investigation.

From the 516 teachers completing the questionnaire the following was noted: over 90 per cent recognized the importance of occupational information; over 80 per cent preferred to teach occupational information as a unit in a class in preference to a separate subject; over 60 per cent felt that they had had insufficient training to teach occupational information; over 90 per cent felt that training institutions should require their graduates to have thorough knowledge of occupations related to the field of their teaching major.

Carlson (6:1-7) conducted a survey of 235 counselors in Minnesota high schools during the fall of 1948. The purpose of the survey was to obtain data on the academic preparation of the counselors, suggestions for additional units of training, and the duties of the counselors. A total of 29 per cent reported having had training in occupational information. They were asked to list courses that, in their opinion, were necessary
in counselor training. From the list of ten courses mentioned most frequently, occupational information ranks sixth in number of times mentioned.

The job analysis of the counselors in this report includes a very complete list of activities. Only those activities which are ordinarily classified in the occupational information area were reported in this study. The percentage of counselors having the item as a responsibility and the major items are as follows: 95 per cent assisted with orientation procedures; 100 per cent worked on educational problems; 95 per cent worked on vocational problems; 85 per cent set up occupational libraries; 60 per cent used follow-up procedures; 78 per cent were responsible for placement activities and 25 per cent taught units of occupational information.

Arbuckle (1:28-34) made a study of the personnel services of fifteen liberal arts colleges in Illinois. The emphasis of this study was placed on the evaluation of the occupational information service as a part of the personnel program. Only one of the fifteen colleges employed vocational counselors; the others offered occupational information to students by a variety of means. The teaching staff was expected to furnish the information and offer the vocational counseling in fourteen of the colleges. In the conclusions of this
report it was noted that about one-half of the 1,836 students had received help in finding or interpreting occupational information. About 20 per cent of the freshman and about 46 per cent of the juniors had received vocational counseling. Less than one-half of the institutions had an organized placement service and less was being done in the follow-up area of guidance services.

In 1945, Kennedy (28:140) made a survey of the college credit courses offered in the area of occupational information. He found that few detailed courses of study in this area were available and that all-instructors contacted felt that more information was needed. The author of this survey then started to develop an outline for a course in occupational information for counselors. Students in the various classes criticized the outline and after several revisions, it was duplicated in final form. The outline was divided into units or areas of emphasis and approached the topic analytically. The major units are: classification of work, techniques of collecting, job descriptions, research, sources of occupational information, and methods of evaluating and filing.

The Occupational Outlook Service of the Bureau of Labor Statistics developed a handbook (46:6-8) for counselors in 1949. The publication was based upon
research to determine occupational trends. In general, a number of approaches to research were followed. Analysis was made of the growth and changing composition of the population; shifts in public demand for goods and services; changing patterns of industry, provisions in collective bargaining; wage rates and industrial hazards. To obtain the data, the agency conducting the survey contacted officials of industry, labor, trade associations, professional societies, and various reports and publications.

The report contains several major types of information. The main purpose of the study was to obtain information on probable trends in occupations, which it includes, plus information of training requirements, probable security, and trends in licensure requirements. There are 288 separate occupations grouped in four major sections included in the report. The occupations are those found to be of major demand by veterans requesting guidance service of the Veterans Administration.

The Place of Occupational Information in Counseling

Much has been written about the way a counselor should use occupational information in the counseling process. Shartle (44:199-204) pointed out that counselors all too often talk with a counselee about a few
specific occupations rather than the broad fields. He stated that this was due to a lack of available information which could be found in sources such as the "entry occupations". He suggested that the counselor obtain information about the counselee, then with this background start with the broad areas of occupations and gradually help the counselee narrow his choice to some logical possibilities.

In an attempt to identify the functions of occupational information Christensen (8:11-14) noted three specific functions. First, he noted the "instructional function" or the giving to the client basic content information about the occupational world. The second one noted was the "distributional function" or the information given to assist the client in adjusting to a particular job. The third function was "therapeutic" or the use of the information by the client in counseling to accept more logical occupational goals. In concluding his article, the author listed the following principles as basic to effective counseling:

"1. In assisting the client to solve his problems, the counselor should direct him to specific occupational information sources. Browsing in the occupational library, while highly desirable for other purposes, does not serve a useful function in counseling. It is likely to confuse, rather than help."
"2. The counselor should ask the client to report his reactions to the assigned sources of occupational information. In most instances these reports will be oral and will form a part of a discussion with the counselor in which the counselor assists the client to evaluate the obtained information in light of the client's aptitudes, interests, and personality traits."

Klein and Moffitt (30:144-150) discussed the relationship of occupational information in adult counseling by listing four suggestions for all adult counselors. The following suggestions were offered to counselors as a means of fulfilling a vocational counseling obligation, yet permitting them to be free for many other activities:

"(1) Rather than attempt to become an authority on every type of occupation, seek services of specialists who may be available locally, through the state office or through other agencies.

"(2) Build up and have readily accessible in the office a reasonably adequate library of occupational materials, bibliographies, and other sources.

"(3) Know where to go and be able to tell adults who need this service where to go for occupational information. Pages 146 and 147 give some suggestions as to sources, for this purpose.

"(4) Know how to study and be able to show interested adults how to study an occupation."

This is a slightly different approach to the emphasis to be placed on occupational information in counselor training.

Various State Departments of Education published
handbooks for suggested training and activities for counselors in the various states. Fowler (20:59-122) recognized the close relationship of the two services by this statement,

"The counselor, in working with students having personal problems involving occupational planning, is helpless in the absence of needed facts about occupational opportunities and their requirements."

Four chapters of this publication were devoted to the various items of occupational information. The State Department of Education of Connecticut took a similar stand on the relationship of occupational information and counseling in a handbook (38:23),

"The counselor and teacher complement each other with respect to occupational information. The major emphasis of the counselor will be that of aiding the individual to interpret pertinent occupational information in terms of his particular occupational problem; vocational choice, for example."

Another handbook from Oregon (37:27-28) suggests that the entire guidance program be under the direction of a counselor. In such a program, a number of specific occupational information activities are recommended, thus making the counselor responsible for the supervision of the occupational information service.

Summary of the Literature

Literature reviewed revealed some very definite
information from which the following conclusions were drawn:

(1) To make counseling effective, the counselor needs training in the area of occupational information.

(2) Training in occupational information during the past two decades has been heterogeneous, both in kind and amount.

(3) The general scope of the occupational information area of counselor training has been identified and accepted by professional groups.

(4) The major items and the relative importance of the items have not been identified.

(5) Research has not included a representative group of counselors of the United States.
CHAPTER III

TECHNIQUES OF COLLECTING AND EVALUATING
OCCUPATIONAL INFORMATION

In the selection of the items to be used in the questionnaire it was noted that the different items tended to be grouped in major areas. One of the areas was that of the collection and evaluation of occupational information. In general, the course outlines did not preface the items with such a title, but grouped them into a block early in the course sequence. To prevent the "halo" effect, the items selected for the questionnaire, from this area, were dispersed throughout the survey blank. When the survey results had been tabulated, the related items were again grouped into the major areas for ease of interpretation. The study is reported in this frame of reference.

A total of nine items was listed on the survey blank from the major area of collecting and evaluating. Each of the items appeared in at least three of the course outlines. The items were scattered on the questionnaire from item one to item twenty-nine inclusive. The nine items are listed here in order of their appearance on the questionnaire and are followed by a number, which corresponds to the number of syllabi noting that
Occupational Surveys .......... Five
Job Analysis ............... Five
Job Descriptions ............. Four
Sources of Information for the Handicapped .......... Four
Occupational Trends ........... Three
Techniques of Abstracting Occupational Information .......... Four
The Various Plans of Job Classification .......... Four
Sources and Uses of Educational Literature .......... Five
Techniques of Conducting a Follow-up Study .......... Three

The item, Sources and Uses of Educational Information, has been included in this area because of the introductory word "sources." The word "use" made it possible to include the item in another area. Since the item appeared in each syllabus and since each listed "use" and "sources" together, the item was entered, as such, on the survey blank.

The survey blank provided for additional items to be included by the checker. Many items have been suggested on the survey blanks. Many of the suggestions are included in the total scope of one of the items on the survey blank. The checker may have added the item in order to insure its inclusion in the course of occupational information. Items which were suggested
by more than one individual and which were not included in the scope of the original items have been discussed at the end of the appropriate chapter.

Some norm is necessary to obtain the relative value of the various items. The scale value ranges from zero to four points for each of the items. A weighted mean has been computed for each item as a way of comparison. The mean has been obtained by first multiplying the total number of individuals checking a value by the weight of the value. For example, if 110 individuals checked an item at the emphasis value of four, these two numbers have been multiplied. The next step has been to do the same for each emphasis value. The products have then been added and the sum divided by the total number who had checked the item. The quotient would then be the weighted mean for the item.

Since the study has been designed to compare item evaluations of four groups of individuals, some norm is necessary for comparison. The weighted mean has been computed on each group from the evaluations of each group. This makes a total of five means computed on each item, one for the total evaluation and one for each of the four groups.

The weighted mean serves as a means of expressing the results of the survey as to the teaching emphasis.
of a given item. The means have been arranged in order of size, the largest number heading the list. This has been done for the total mean and the individual group means. The item having the largest mean value has been given the rank of one, the next largest two and so on down the entire list of thirty items. In the case of two items in a list having the same value, an equal rank of importance has been given each item. The rank of importance is used in interpreting the results of the survey on each item.

The total range of the evaluation scale is four points. Since the range is so small, a measure of dispersion has not been used in interpreting the results.

The items in each of the areas are presented, in order, according to the relative value of the total weighted mean. The proximity of the values assessed to each are noted in Table XIV at the end of the chapter.

**Occupational Trends**

The item with the largest mean in the area of collecting and evaluating occupational information is Occupational Trends. It ranks second in importance to all items on the questionnaire. An analysis of the return on this item is included in Table V.

A major difference exists between the returns on
TABLE V

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, OCCUPATIONAL TRENDS,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

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* The relative rank of importance among all items as checked by that group.
this item and the course outlines used to select the original items. Three outlines included the item while two made no mention of the item, yet it is one of the most important items in the survey. The difference may be due to several reasons: the course outlines might not have been representative, the item may have been included incidentally in the other outlines, or the training courses are not meeting the needs of counselors in training of this item.

General agreement among groups checking this item is noted. The college counselors and counselor trainers ranked the item the most important, whereas the other two groups ranked it as fifth and sixth in order of importance. Since the range of means for the four groups does not exceed one-third of one point and since the average is the highest in the area, it seems safe to conclude that the item should be a major factor in the training of counselors.

The scope of the item, Occupational Trends, has been very difficult to define. In spite of the difficulty in defining the limits, certain basic factors have been identified in the literature. One of the best discussions of the item was found in the Occupational Outlook Handbook, (46:1-28). The statements relative to the item have been digested from the handbook.
History has shown the mobility of the occupational scene. Long range predictions seem, at best, to be guesses. Factors which have a bearing on the occupational outlook have to be identified and evaluated, so that some objectivity can be obtained in predictions.

One of the major factors influencing trends in occupations has been population growth. Changes in the size and characteristics of the population will influence the amount and types of goods which will be demanded at various times. Such a change has a direct bearing on the labor force both in quantity and quality. As one of the means of predicting occupational trends, the training of counselors should include ways and means of keeping abreast of population changes.

The size and kind of labor force are factors of growing importance in occupational predictions. The labor force as thought of here refers to all who work for wages or salaries. For years the growth of the labor force has paralleled the population growth in the United States: with a shrinking population came a shrinking labor force. Due to increase in technology and the increased life span of man, the balance may not be maintained. Finding employment for the increased population will become increasingly difficult. A constant appraisal of the location, size and status of
the labor force is imperative in helping people find occupational opportunities.

Trends in the means of livelihood of the present population will sometimes indicate probable employment for the future. The change from farming to non-farming occupations is but one of the major changes which has occurred in recent years. To know and relate the present and to compare it to a given period in the past is necessary for prediction of the future.

Into the pattern of information needed to evaluate trends is a broad economic appraisal. The status of loans, foreign markets, new developments in foreign countries, and inventions are but a few of the pertinent facts. To train counselors to be conversant with all of the implications of these data would seem to be an impossible task. To find short cuts to making the information available to the counselor would seem to be the more desirable goal.

A successful practice was not included in the survey returns. Several suggestions were made which seem to have merit for the prediction of trends. They were not offered as successful practices, but rather as ways of doing the job. One high school had obtained all pertinent publications of the United States Department of Labor. The publications had been discussed with the
economics classes of the high school. The economics teacher met with the counselors twice a month and interpreted the most recent information.

A college counseling staff solved the problem in a similar manner. The same publications had been obtained and one of the counselors, interested in this phase of work, had analyzed and interpreted the data to the entire staff. Both of the suggestions were submitted by anonymous checkers.

Techniques of Conducting A Follow-up Study

The second item in degree of importance in the area of collecting and evaluating occupational information is Techniques of Conducting a Follow-up Study. An analysis of the survey returns on this item is included in Table VI.

The survey returns indicate that the principles and methods of conducting a follow-up study should be taught as a major item in a course of occupational information. A total average point rating of 3.06 indicates a coverage at the "basic concepts" level. The rank of importance of seven in relationship to all items does not reflect the opinion of all groups. The state supervisors rated this item the second most important item in the course of occupational information.
### TABLE VI

**LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, TECHNIQUES OF CONDUCTING A FOLLOW-UP STUDY, IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS**

<table>
<thead>
<tr>
<th>Level</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly</td>
<td>25</td>
<td>21.8</td>
<td>120</td>
<td>47.6</td>
<td>19</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>44</td>
<td>13.6</td>
<td>72</td>
<td>28.6</td>
<td>20</td>
</tr>
<tr>
<td>General Appreciation</td>
<td>18</td>
<td>17.8</td>
<td>32</td>
<td>12.7</td>
<td>5</td>
</tr>
<tr>
<td>Briefly</td>
<td>9</td>
<td>8.9</td>
<td>20</td>
<td>7.9</td>
<td>2</td>
</tr>
<tr>
<td>Omitted</td>
<td>5</td>
<td>4.9</td>
<td>8</td>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>45</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.74</td>
<td>3.10</td>
<td>3.08</td>
<td>3.53</td>
<td>3.06</td>
</tr>
<tr>
<td>Rank *</td>
<td>15</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
The counselor trainers and secondary school counselors, by ranking it nine and eight, respectively, have shown a marked agreement on the importance of the item. The college counselors ranked the item fifteen which indicates that a little more than a "general appreciation" is sufficient training in this item for that group.

The scope of the item, The Techniques of Conducting a Follow-up Study, is fairly well established. Follow-up studies have been conducted according to Erickson (13:390), "to discover the needs of students, evaluate the program of the school, gather data about job trends or opportunities, and maintain contacts with employers and institutions of higher learning."

Various plans have been tried to find the best method of conducting a survey of this type. The common methods used have been postal card, interview, questionnaire or some combination of these. The various plans follow the same general pattern of implementation. Former students are contacted by one of the methods and asked to reply to a number of pertinent questions. The individuals surveyed may or may not have been graduates of the school. The number contacted and the period between the time they were last in school and the time contacted varied in each survey. Some schools conduct surveys of each class.
When the information has been gathered and tabulated, the counseling staff usually assumes the responsibility of interpreting the meaning of the results to the remainder of the school staff. The school then attempts to alter the school program to meet the suggestions found in the survey if alterations are suggested by the study.

A successful practice of conducting a follow-up study was reported by the Dearborn Public Schools of Dearborn, Michigan. The study was conducted in 1948 and surveyed the graduates of the high school classes of 1938, 1941, 1944, 1947, and 1948. School-leavers during the years 1941 through 1948 were also surveyed. The study was made by means of a questionnaire, a copy of which is included in Appendix B. The schools have used the information to alter the training emphasis of the schools.

**Occupational Surveys**

The third item of importance in the area of collecting and evaluating occupational information, as indicated by the mean of all questionnaires, is Occupational Surveys. An analysis of the returns on this item is included in Table VII.

The total mean of the survey results for occupational surveys indicates that the item should be taught at the level of the "basic concepts." Since over
### Table VII

**Levels of Teaching Emphasis Placed upon the Item, Occupational Simms, in a Course of Occupational Information for Counselors**

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary Counselor</th>
<th>Counselor Trainers</th>
<th>State Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Value: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>26: 25.7%</td>
<td>73: 29.0%</td>
<td>16: 33.3%</td>
<td>27: 60.0%</td>
<td>142: 31.8%</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>14: 45.5%</td>
<td>92: 36.5%</td>
<td>27: 56.3%</td>
<td>14: 31.1%</td>
<td>179: 40.1%</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>24: 23.8%</td>
<td>58: 23.0%</td>
<td>5: 10.4%</td>
<td>3: 6.7%</td>
<td>90: 20.2%</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>5: 5.0%</td>
<td>27: 10.7%</td>
<td>0: 0.0%</td>
<td>1: 2.2%</td>
<td>33: 7.4%</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>0: 0.0%</td>
<td>2: 0.0%</td>
<td>0: 0.0%</td>
<td>0: 0.0%</td>
<td>2: 0.5%</td>
</tr>
<tr>
<td>Total</td>
<td>101: 100%</td>
<td>252: 100%</td>
<td>48: 100%</td>
<td>45: 100%</td>
<td>146: 100%</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.92</td>
<td>2.82</td>
<td>3.23</td>
<td>3.49</td>
<td>2.98</td>
</tr>
<tr>
<td>Rank *</td>
<td>5</td>
<td>12.5</td>
<td>14.5</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

*The relative rank of importance among all items as checked by that group.
two-thirds of those checking the questionnaire marked the two top values, and since only two rated the item to be "omitted", it seems safe to conclude that it is a vital item in counselor training.

The state supervisors ranked the item, Occupational Surveys, higher than did the other three groups. The secondary school counselors rated the item the lowest and did not show uniformity in checking. About one-fourth of the counselors in this group checked the item to be taught for "general appreciation" or less. A marked agreement is noted in the relative importance of the item among the college counselors, counselor trainers, and state supervisors. With the exception of the secondary school counselors, all groups rated the item high enough to warrant a rather comprehensive treatment in counselor training.

The scope of the item, Occupational Surveys, as used in counselor training is described by Zapoleon (56:3)

"A survey of this type may report the occupations of all or of a large or representative segment of the population or it may present the occupations of those employed by all or a large or representative number of employing establishments in the community. Whichever approach is used, the survey usually supplies not only statistics on the numbers engaged, but also some information as to the sex, race, age, education and work experience of those employed in each occupation."
The author suggests an additional term, "community," to the title of the technique which is in general use in most parts of the country.

The most common use of the survey has been to obtain information on all of the local occupations and the initial requirements for entering them. The type of survey seems to vary according to its major purpose; for example, if the purpose is for placement primarily, the survey would be made to find job opportunities. Some surveys have been conducted for curriculum planning to meet occupational proficiency. Since many different surveys are being made this type is distinguished from the rest by the major purpose of the survey. If the major purpose of the survey is to obtain occupational information about the local community, it should be called a community occupational survey.

A successful practice of conducting a, Community Occupational Survey, was reported by the University of Wyoming, of the city of Laramie, Wyoming. The survey was conducted in 1948 by graduate students from the university. The data were collected by the students from personal interviews with the employer or employee. A total of 2,749 workers were included in the summary findings.

Since the survey was intended to reach all employ-
ees, two different forms were used. The longer form was used in surveying an employer of several employees. The short form was used for interviews with an employee. In addition, the form was used with the employees of a concern employing many individuals. Both forms are included in Appendix B.

The conclusions of the survey included many suggestions to the counselors of the city to show how they might use the survey information.

**Job Descriptions**

The results of the survey indicate that the fourth item in importance in the area of collecting and evaluating occupational information is Job Descriptions. An analysis of the survey returns on the item is included in Table VIII.

The results indicate that the item should be taught in the training of counselors but that the emphasis should vary between "general appreciation" and the "basic concepts." All groups are very close together on their evaluation of the item as indicated by the mean values and the rank of importance given it by each group.

The scope of the item, Job Descriptions, has been outlined by Shartle (44:44):

"Job descriptions are statements concerning the duties, qualifications and other
TABLE VIII

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, JOB DESCRIPTIONS, IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary School Counselor</th>
<th>State Counselors</th>
<th>Trainers</th>
<th>Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>22</td>
<td>21.8</td>
<td>72</td>
<td>28.6</td>
<td>14</td>
<td>29.2</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>44</td>
<td>43.6</td>
<td>93</td>
<td>36.9</td>
<td>22</td>
<td>45.8</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>28</td>
<td>27.7</td>
<td>62</td>
<td>24.6</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>6</td>
<td>5.9</td>
<td>24</td>
<td>9.5</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.79</td>
<td>2.84</td>
<td>2.92</td>
<td>2.91</td>
<td>2.84</td>
<td></td>
</tr>
<tr>
<td>Rank *</td>
<td>11</td>
<td>11</td>
<td>13.5</td>
<td>16.5</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
factors of jobs in an industrial plant or other establishment that employs workers. Job descriptions are not the same as occupational descriptions, which give a composite description of jobs in a number of establishments."

This item is usually considered the by-product of the item Job Analysis. The latter being the complete analysis of a given job and the job description having pertinent facts taken from the more complete form. The use of the description is local in nature, since it applies to a given job in a given organization.

A successful practice was not submitted for the item. Many examples of the utilization of the item are to be found in the professional literature.

Job Analysis

The fifth item in the area of collecting and evaluating occupational information is, Job Analysis, as indicated by the results of the survey. An analysis of the survey returns on the item is included in Table IX.

The item, Job Analysis, is very close to the fourth item, Job Descriptions, in terms of importance. A total of five-tenths of a point separates the two means. The mean for one group is identical; two groups rated, Job Analysis, slightly lower than, Job Descriptions, and one group rated it higher.

There seems to be no appreciable difference between
TABLE IX

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, JOB ANALYSIS
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary Counselor</th>
<th>School Counselor</th>
<th>Trainers</th>
<th>Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>22</td>
<td>21.8</td>
<td>66</td>
<td>26.2</td>
<td>10</td>
<td>20.8</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>34</td>
<td>33.6</td>
<td>108</td>
<td>42.9</td>
<td>24</td>
<td>50.0</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>32</td>
<td>31.7</td>
<td>51</td>
<td>20.2</td>
<td>10</td>
<td>20.8</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>12</td>
<td>11.9</td>
<td>21</td>
<td>8.3</td>
<td>4</td>
<td>8.4</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>1</td>
<td>1.0</td>
<td>6</td>
<td>2.4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.63</td>
<td>2.82</td>
<td>2.63</td>
<td>2.91</td>
<td>2.79</td>
<td></td>
</tr>
<tr>
<td>Rank *</td>
<td>18</td>
<td>12.5</td>
<td>17.5</td>
<td>16.5</td>
<td>16.5</td>
<td></td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
the ratings of the two items in rank of importance in the training of counselors. The means for all groups are similar. The college counselors rated the item the lowest in importance. The rating of the college group indicates a lack of agreement since about 32 per cent checked the item to be taught for "general appreciation" and about 22 per cent checked it to be taught "thoroughly." Since the ratings of the other three groups are close to the total mean, it seems that the item should be taught well above the level of "general appreciation" for secondary school counselors. The emphasis given the item in the training of college counselors should be somewhat less than the secondary school group. A teaching emphasis of "general appreciation" may be implied from the survey results for the college group.

The scope of the item, Job Analysis, has been defined by Shartle (44:13)

"Job Analysis is a method. It is an intensive, direct method for obtaining the pertinent facts about jobs. It includes the observation of the job and the reporting of facts which are observed and which are obtained in conversation with workers, supervisors, and others who have information of value."

The item, Job Analysis, is recognized as a major means of obtaining occupational information from its original source. The information thus gained has primary implication for in-plant use. Agencies with
occupational adjustment problems would have direct use for the material. The personnel office of a given agency could use the information gathered in this manner to improve production efficiency and to improve worker placement.

A successful practice of the item, Job Analysis, was submitted by the Oldsmobile Division of the General Motors Corporation. A complete job analysis had been made of every job at which an hourly worker was employed. It is the opinion of the personnel department that it has served two major purposes. It has improved the selection of employees and made it possible to explain to potential employees the kind of work available at the plant. A copy of the form used to analyze the jobs is included in Appendix C.

Techniques of Abstracting Occupational Information

Based on the survey returns the sixth item in degree of importance in the area of collecting and evaluating occupational information is, The Techniques of Abstracting Occupational Information. An analysis of the survey returns on the item is included in Table X.

The total mean of the results indicates that the item should be included in the course of occupational information. The degree of emphasis given to this item
TABLE X
LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, TECHNIQUES OF
ABSTRACTING OCCUPATIONAL INFORMATION, IN A COURSE OF OCCUPATIONAL
INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>Trainers</td>
<td>School Counselor</td>
<td>Trainers</td>
<td>Supervisors</td>
<td>Total</td>
</tr>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Thoroughly</td>
<td>27</td>
<td>26.7</td>
<td>11</td>
<td>22.9</td>
<td>14</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>35</td>
<td>34.7</td>
<td>83</td>
<td>32.9</td>
<td>19</td>
</tr>
<tr>
<td>General</td>
<td>19</td>
<td>18.8</td>
<td>36</td>
<td>14.3</td>
<td>5</td>
</tr>
<tr>
<td>Briefly</td>
<td>17</td>
<td>16.8</td>
<td>36</td>
<td>14.3</td>
<td>5</td>
</tr>
<tr>
<td>Omitted</td>
<td>3</td>
<td>3.0</td>
<td>9</td>
<td>3.6</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.65</td>
<td>2.67</td>
<td>2.63</td>
<td>2.89</td>
<td>2.68</td>
</tr>
<tr>
<td>Rank *</td>
<td>17</td>
<td>17.5</td>
<td>22.5</td>
<td>18.5</td>
<td>12</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
should be above the level of "general appreciation," but not to the extent of all the "basic concepts." The average rank of importance given the item in the total list of items expresses its relative importance as nineteenth in a list of thirty. The supervisors rated the item somewhat higher in degree of emphasis, but ranked it, in relative value with all items, in a similar position with the other groups. In general the groups agree on the relative importance of the item in the course of occupational information.

The scope of the item, Techniques of Abstracting Occupational Information, has not been definitely defined in the professional literature. The item has been mentioned by most writers but the specific techniques of most items are not mentioned for abstracting occupational information. A report on counselor training (16:19-20) spoke of the item as, "Abstracting published materials or writing new materials." The same source has developed the scope in greater detail. It has mentioned that abstracting meant rewriting technical material into readable style, picking out pertinent occupational information from a more complete dissertation and writing for the local and regional levels. The scope of the item seems to be identified as to general techniques but not to the specifics of abstracting.
To what extent the counselor should abstract all occupational information has not been outlined in the literature or by the findings of this study. The quotation above suggests that it depends on the counselor's judgment. Factors of time, staff resources, and type of information available appear to have meaning in determining the extent of abstracting. In general, the scope of the item seems relatively intangible.

A successful practice was not submitted for the item, Techniques of Abstracting Occupational Information. Several survey blanks contained suggestions which could have been used with this item or with Occupational Trends. Techniques of predicting trends involve methods of abstracting basic information from the general sources for purposes of ascertaining trends. Successful practices which had been included in the survey for the prediction of trends could have been listed under the abstracting item. Such practices are limited, however, since they do not include specific techniques of abstracting.

Sources And Uses Of Educational Literature

The seventh item in degree of importance in the area of collecting and evaluating occupational information is, Sources and Uses of Educational Literature, as indicated by the survey results. An analysis of the
survey returns on this item is included in Table XI.

Sources and Uses of Educational Literature should be taught above the level of "general appreciation" as indicated by the survey results. The lack of agreement as to the relative emphasis to be placed on this item is signified by the fact that ninety individuals indicated that the item should be taught "thoroughly" and seventy-eight checked it to be taught "briefly" or "omitted." With a total rank value of twenty-three and a general rank agreement among groups, it seems safe to conclude that the item should be taught for "general appreciation."

Some differences exist among the groups in their rating of the item. The rank of importance is similar for all groups. The differences are in the degree of emphasis. The supervisors and counselor trainers indicated that greater emphasis should be placed on this item than did the other two groups. The college counselors felt less need for training in this item than did the secondary school group. Apparently, those in a training or supervisory capacity would emphasize this item more than those doing the counseling work.

The scope of the item, Sources and Uses of Educational Information, has been outlined by Warters, (50:190-191) as the various kinds of information needed about educational institutions of all types and ways of
TABLE XI

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM,

SOURCES AND USES OF EDUCATIONAL LITERATURE,

IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Level - Value</th>
<th>Teaching</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>16</td>
<td>15.4</td>
<td>48</td>
<td>19.0</td>
<td>13</td>
<td>27.1</td>
<td>13</td>
<td>28.9</td>
<td>90</td>
<td>20.2</td>
<td>252</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>28</td>
<td>27.7</td>
<td>80</td>
<td>31.8</td>
<td>13</td>
<td>27.1</td>
<td>16</td>
<td>35.6</td>
<td>137</td>
<td>30.7</td>
<td>284</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>37</td>
<td>36.6</td>
<td>80</td>
<td>31.8</td>
<td>14</td>
<td>29.1</td>
<td>10</td>
<td>22.2</td>
<td>141</td>
<td>31.6</td>
<td>312</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>13</td>
<td>12.9</td>
<td>36</td>
<td>14.3</td>
<td>6</td>
<td>12.5</td>
<td>4</td>
<td>8.9</td>
<td>59</td>
<td>13.2</td>
<td>69</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>7</td>
<td>6.9</td>
<td>8</td>
<td>3.1</td>
<td>2</td>
<td>4.2</td>
<td>2</td>
<td>4.4</td>
<td>19</td>
<td>4.3</td>
<td>44</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Total: 101, 100, 252, 100, 48, 100, 45, 100, 144, 100

Weighted Mean: 2.33, 2.49, 2.60, 2.76, 2.49

Rank: 24, 22, 21, 23

* The relative rank of importance among all items as checked by that group.
presentation of the information most effectively. The author has suggested making information about all kinds of educational opportunities both in and out of school available to all students.

Erickson (14:84) has listed the kinds of information students should have in the educational area,

"1. The courses available for next semester.
2. The entire offering of the school.
3. The nature, requirements, values of the courses.
4. The relationship of these courses to their present educational and vocational aims.
5. The requirements of colleges, trade schools, or occupational fields they plan to enter.
6. The cocurricular offering of the school.
7. The special programs, distributive occupations, apprenticeship, work experience, etc."

The training of counselors in this item would consist of finding sources and means of presentation of the content suggested by the two professional leaders.

A successful practice of the item, Sources and Uses of Educational Literature, was submitted by a counselor from East Grand Rapids High School of Grand Rapids, Michigan.

"We maintain a complete file of college bulletins in the library. The librarian has charge of a bulletin board which is devoted to educational information. A series of meetings is held with those students interested in getting a general picture of college training. Specific information about colleges is handled through the individual interview."
"We have found the following publications of extreme help in relating educational information,


2. The College Bluebook - 1950, by Hurt and Burckel.


Sources of Information For The Handicapped

Survey results indicate that the eighth item in degree of importance in the area of collecting and evaluating occupational information is Sources of Information for the Handicapped. An analysis of the survey returns on this item is included in Table XII of the study.

The results of the survey indicate that counselors should have training in Sources of Information for the Handicapped. It seems that this information should be in a course in occupational information and that "general appreciation" is sufficient teaching emphasis. The total rank of importance in relationship to all of the items is low enough to reduce the item to a minor role in such a course. The counselor trainers checked the item considerably higher than the other groups. The secondary school counselors indicated less need for training emphasis in
## TABLE XII

LEVELED OF TEACHING EMPHASIS PLACED UPON THE ITEM,

SOURCES OF INFORMATION FOR THE HANDICAPPED,

IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary School Counselor</th>
<th>Counselor Trainers</th>
<th>Supervisor Trainers</th>
<th>State Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>18</td>
<td>34</td>
<td>13.5</td>
<td>11</td>
<td>27.1</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>28</td>
<td>67</td>
<td>26.6</td>
<td>16</td>
<td>27.1</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>36</td>
<td>35.7</td>
<td>80</td>
<td>31.7</td>
<td>16</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>19</td>
<td>18.8</td>
<td>60</td>
<td>23.3</td>
<td>5</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>0</td>
<td>0.0</td>
<td>11</td>
<td>4.4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
<td><strong>252</strong></td>
<td><strong>100</strong></td>
<td><strong>48</strong></td>
</tr>
<tr>
<td><strong>Weighted Mean</strong></td>
<td>2.45</td>
<td>2.21</td>
<td>2.69</td>
<td>2.51</td>
<td>2.35</td>
</tr>
<tr>
<td><strong>Rank</strong> *</td>
<td>23</td>
<td>28.5</td>
<td>20</td>
<td>28</td>
<td>26</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
this item. The supervisory and training groups rated the item higher than did the groups actually engaged with the work. The inclusion of the item in the training of all counselors seems justified, but only to the degree of "general appreciation."

The scope of the item, Sources of Information for the Handicapped, may be understood more easily by first defining the term, handicapped. Shartle (44:257) has defined a handicapped person as,

"an individual who has a physical defect, mental defect or behavior peculiarity which makes it necessary that more than ordinary care is exercised in dealing with his training, placement, transfer or other occupational problem."

The same author has discussed the role of the counselor in relationship to this item. He stated that a knowledge of referral possibilities both governmental and private is usually required of the counselor. Information about physical demands, physical capacities, how to make application and how to receive training, represent the major factors of information required of the counselor.

Rehabilitation in a narrower sense has been discussed by Kessler (29:3-150). The physically handicapped is recognized according to a specific problem, but the steps of rehabilitation are the same. The steps mentioned are vocational guidance, vocational training, and
selective placement. The role of the average counselor, as noted by this source, is the first step in counseling after which the trained rehabilitation worker assumes an active role with the client. From this source it appears that the scope of the item in the training of counselors is limited to a narrow area. The counselor is expected to be able to provide the basic occupational information for the entire work world. He is to be able to suggest possibilities for the handicapped. The most important information he is to have is the scope of the federal and state program of rehabilitation and how referrals are made.

A successful practice of the item was submitted by a secondary school counselor in the form of an outline. The survey blank was not identified by name or state.

"1. We provide the same information service to all students through grade eight.

2. Pamphlets on public services are reviewed by the ninth grade civics class. (Example: Vocational Rehabilitation for Civilians).

3. The counselors follow-up the services by volunteering to talk to any student wishing to avail himself of any of the guidance.

4. The supervisor of the guidance services for the state rehabilitation service meets with the group of interested students near the end of the year, during a social hour. Later on another meeting is held with the
same group at which time the state services are outlined.

5. The counselors work with the state services to help the student obtain maximum help from that service, after the student reaches sixteen years of age."

The Various Plans of Job Classification

The last item in degree of importance in the area of collecting and evaluating occupational information is, The Various Plans of Job Classification. An analysis of the survey returns on this item is included in Table XIII.

The item was checked with a general lack of uniformity. Almost twice as many checked the item to be "omitted" or "taught briefly" as those who checked the item to be taught "thoroughly." The relative rank of twenty-eight indicates the low prestige value of the item in comparison with the other twenty-nine items. The total mean of 2.30 suggests that the item be included in a course of occupational information, but to be taught at a "general appreciation" level.

The ratings of the supervisory and training groups suggest that the item should be given greater emphasis than do the ratings of the counselors. The supervisors ranked the item much higher than the other groups. The value rating placed on the item by the supervisors indicates the inclusion of the item in the occupational
TABLE XIII

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM,
THE VARIOUS PLANS OF JOB CLASSIFICATION,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary Counselor</th>
<th>School Counselor</th>
<th>Trainers</th>
<th>State Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>10</td>
<td>10.0</td>
<td>27</td>
<td>10.7</td>
<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>31</td>
<td>30.7</td>
<td>80</td>
<td>31.7</td>
<td>20</td>
<td>41.7</td>
</tr>
<tr>
<td>General Appreciation</td>
<td>34</td>
<td>33.6</td>
<td>79</td>
<td>31.4</td>
<td>13</td>
<td>27.1</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>18</td>
<td>17.8</td>
<td>48</td>
<td>19.1</td>
<td>5</td>
<td>10.4</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>8</td>
<td>7.9</td>
<td>18</td>
<td>7.1</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>

Weighted Mean: 2.15 2.21 2.56 2.93 2.30

Rank *: 26 28.5 25 15 28

* The relative rank of importance among all items as checked by that group.
information course at the level of the "basic concepts." The value placed on the item by the groups engaged in counseling is comparable to the mean value of the total group. The total group rated the item for teaching emphasis slightly above the "general appreciation" level.

The scope of the item, The Various Plans of Job Classification, has been listed in one source (16:2) at two levels of emphasis. The first level describes it as an understanding of several systems. The systems referred to at that level are: United States Employment Service system; Social Security system; Census system; interest and psychological plans; and Federal, State and local Civil Service systems. The same source has described the emphasis of training in the system by:

"Classification systems have been developed by various agencies and groups to satisfy their special needs. Counselors are called upon to make adaptations of these systems, to explain their meanings, and to assist counselees in understanding the world of work. It is essential, therefore, that counselors understand the purposes of such systems, their development, and their unique features, along with the strengths and weaknesses of the various systems."

The second level of emphasis suggested by the source is a working knowledge of the major types of classifications. The three systems listed at this level are: United States Employment Service systems; Entry Occupational Classification system (U.S.E.S.); and
Standard Industrial Classification system. It is pointed out that counselors should be able to use one system well and to appreciate the strengths and weaknesses of each system. This last conclusion seems to supersede, in part, the total scope of training outlined in previous material. It is apparent, however, that the scope of the topic covers many systems and that some knowledge of each system is necessary in understanding the item. The number of specifics is governed by the teaching emphasis dictated by the survey results.

A successful practice of the item may be inferred from a statement submitted by an anonymous counselor from California.

"We have found that an understanding of one system is sufficient for our work in the secondary schools. The system we use is the Employment service system. Since our occupational files are based on a similar system it eliminates confusion, both here and in our work with industry."

No attempt has been made to evaluate the quotation.

Suggested Items

The questionnaire used in the survey provided space for the checker to add items which he thought pertinent in a course of occupational information. Many of the items suggested were included in the scope of an item listed in the major group of thirty. Examples of this
type, child laws, community resources, are included in the scope of the item Labor Laws and Related Regulations, and Identifying and Using Community Resources, respectively. If the item had been mentioned but once and if the scope of the item in the major list included the same content, the suggested item was omitted from further consideration.

A number of items were suggested for the area of collecting and evaluating occupational information. Of the suggested items which had been mentioned more than once and not specifically included in the scope of a major item, three have been included in the report. Five individuals added the item "Techniques of Visits to Places of Business and Industry." Two mentioned, "Comparative Study of Trade, Technical and other Terminal Training Schools." The third item, "The Labor Union," was mentioned on two blanks.

It does not seem advisable to add the suggested items to the list of items in the area. The first item suggested, Techniques of Visits to Places of Business and Industry, was mentioned by 1 per cent of those surveyed. The primary purpose of such visits has been for the purpose of collecting occupational information which justifies its inclusion in this area. A second purpose has been the utilization of local resources in the occupational orientation program. Since the
percentage mentioning the item is small and since it could be included as a part of another item, it has not been added to the area. No test of significance has been used, as such, to determine when a suggestion is significant. Since less than one-half of one per cent mentioned the other two items, they have not been considered significant to the area.

**Importance of the Area**

To determine the relative importance of the area of collecting and evaluating occupational information, it has been necessary to select a norm of comparison. A weighted mean has been computed on all of the raw data of the nine items of the area. The technique of finding the weighted mean in this case has been the same as for the weighted mean of the individual item. The weighted mean serves as one norm of comparison. The second norm for comparison has been found by obtaining an arithmetical mean of the rank values of the nine items. Using these two norms, it is possible to compare the degree of teaching emphasis and the rank of importance among the groups checking the survey and among the three areas.

The teaching emphasis of the area of collecting and evaluating occupational information is below the level of the "basic concepts" according to the survey.
results. The distribution of rank values indicates that the area is considered average in terms of its relationship to all thirty items of the survey.

The training and supervising groups have given the area a higher value of teaching emphasis than have the two counselor groups. The state supervisors checked the area above the teaching level of the "basic concepts" which is the highest evaluation given in the area. The four groups have given the area a similar rank of importance. The survey summary indicates that the area is a vital part of a course of occupational information for counselors. It also reveals that the area is of average importance to all items in such a course.
### TABLE XIV

A COMPARISON OF MEAN VALUES AND RANK OF IMPORTANCE OF ITEMS IN THE AREA OF COLLECTING AND EVALUATING OCCUPATIONAL INFORMATION

<table>
<thead>
<tr>
<th>Degree of Importance (Value Range 0 - 4 \ Rank Range 1 - 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All : College : Sec. Sch. : Counselor : Trainers : Supervisors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>Rank</th>
<th>Mean</th>
<th>Rank</th>
<th>Mean</th>
<th>Rank</th>
<th>Mean</th>
<th>Rank</th>
<th>Mean</th>
<th>Rank</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Trends</td>
<td>3.28</td>
<td>2</td>
<td>3.35</td>
<td>1</td>
<td>3.19</td>
<td>5</td>
<td>3.52</td>
<td>1</td>
<td>3.38</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques of Conducting a Follow-up Study</td>
<td>3.06</td>
<td>7</td>
<td>2.74</td>
<td>15</td>
<td>3.10</td>
<td>8</td>
<td>3.08</td>
<td>9</td>
<td>3.53</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Surveys</td>
<td>2.96</td>
<td>8</td>
<td>2.92</td>
<td>5</td>
<td>2.82</td>
<td>12.5</td>
<td>3.23</td>
<td>4.5</td>
<td>3.39</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Descriptions</td>
<td>2.84</td>
<td>14</td>
<td>2.79</td>
<td>11</td>
<td>2.84</td>
<td>11</td>
<td>2.92</td>
<td>13.5</td>
<td>2.91</td>
<td>16.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Analysis</td>
<td>2.79</td>
<td>16.5</td>
<td>2.63</td>
<td>18</td>
<td>2.82</td>
<td>12.5</td>
<td>2.83</td>
<td>17.5</td>
<td>2.91</td>
<td>16.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques of Abstracting Occupational Information</td>
<td>2.68</td>
<td>19</td>
<td>2.65</td>
<td>17</td>
<td>2.67</td>
<td>17.5</td>
<td>2.63</td>
<td>22.5</td>
<td>2.89</td>
<td>18.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources and Uses of Educational Literature</td>
<td>2.49</td>
<td>23</td>
<td>2.33</td>
<td>24</td>
<td>2.49</td>
<td>22</td>
<td>2.60</td>
<td>24</td>
<td>2.76</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources of Information for the Handicapped</td>
<td>2.35</td>
<td>26</td>
<td>2.45</td>
<td>23</td>
<td>2.21</td>
<td>28.5</td>
<td>2.69</td>
<td>20</td>
<td>2.51</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various Plans of Job Classification</td>
<td>2.30</td>
<td>28</td>
<td>2.15</td>
<td>26</td>
<td>2.21</td>
<td>28.5</td>
<td>2.56</td>
<td>25</td>
<td>2.93</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Mean                                | 2.75 | 15.94 | 2.67 | 15.56 | 2.71 | 16.17 | 2.90 | 15.22 | 3.03 | 14.06 |      |      |

* The weighted mean of all raw responses.
** Arithmetical average of the rank values of the nine items.
CHAPTER IV
(PART ONE)

TECHNIQUES OF PRESENTING OCCUPATIONAL INFORMATION

The survey questionnaire listed a total of sixteen different items in the major area of techniques of presenting occupational information. The sixteen items were distributed through the survey blank, ranging from item two to item twenty-six inclusive. The selection of the items was based on the frequency of appearance in the course outlines. If the item appeared in three outlines, it was added to the list.

When the survey data were assimilated, there seemed to be too much material for analysis in one unit. Since the items were all closely related, it appeared imperative to treat the group as a unit. To overcome what seemed to be antagonistic purposes, Chapter IV has been divided into two parts, Part One and Part Two.

The decision as to what items should appear in each part was based on the relative degree of importance placed on the item in the survey results. The eight items having the highest relative rank in importance of the sixteen were placed in Part One, the others in Part Two. The introduction to the area is covered in Part One and the conclusions of the area in Part Two.
The items included in Part One and the number of syllabi which listed that item are listed in order of appearance on the survey questionnaire.

Occupational Abstracts, Briefs, Monographs including Sources . . . . Five

Periodicals and Books Containing Occupational Information . . . . Three

Visual Aids, Sources, and Use . . . . Five

Filing of Occupational Information Including Various Filing Systems . Five

Entry Fields of Work . . . . . . Four

Techniques of Organizing the Staff for the Dissemination of Information . . . . . . . . Four

Content and Methods of Teaching a Class or Unit in Occupational Information . . . . . . Four

Identifying and Using Community Resources . . . . . . Four

The items in Part One and in Part Two are presented in this report in the order of their relative rank of importance as indicated by the survey results.

Identifying and Using Community Resources

The item, Identifying and Using Community Resources, was rated by the survey as the most important in the area of presenting occupational information. An analysis of the survey returns on this item is included in Table XV.
TABLE XV

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM,
IDENTIFYING AND USING COMMUNITY RESOURCES,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary School Counselor</th>
<th>Trainers</th>
<th>State Counselors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td></td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>38</td>
<td>37.6</td>
<td>148</td>
<td>58.7</td>
<td>238</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>39</td>
<td>38.6</td>
<td>60</td>
<td>23.8</td>
<td>128</td>
</tr>
<tr>
<td>General Appreciation</td>
<td>19</td>
<td>18.8</td>
<td>33</td>
<td>13.1</td>
<td>62</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>4</td>
<td>4.0</td>
<td>8</td>
<td>3.2</td>
<td>13</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>1</td>
<td>1.0</td>
<td>3</td>
<td>1.2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>446</td>
</tr>
</tbody>
</table>

Weighted Mean

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>Weighted Mean</th>
</tr>
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<tbody>
<tr>
<td>College Counselors</td>
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</tr>
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<td>Secondary School Counselor</td>
<td>3.36</td>
</tr>
<tr>
<td>Trainers</td>
<td>3.23</td>
</tr>
<tr>
<td>State Counselors</td>
<td>3.58</td>
</tr>
<tr>
<td>Total</td>
<td>3.30</td>
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</table>

Rank *

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>1</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>2</td>
</tr>
<tr>
<td>General Appreciation</td>
<td>1.5</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
The survey returns on this item indicate that it is a critical item in the training of counselors. Over one-half of the individuals evaluating this item rated it to be taught "thoroughly" in the course of occupational information. Other ratings are high in degree of importance with less than 4 per cent checking the item to be taught "briefly" or "omitted." It seems safe to assume from the survey results, that a course in occupational information for counselors should have an item Identifying and Using Community Resources. In addition, it should be taught between the level of "thoroughly" and the "basic concepts."

A comparison of the survey returns from the four groups indicates a high degree of agreement as to the importance of the item. Of the supervisory group, 93 per cent rated the item at or above the level of the "basic concepts." The same group ranked the item as the most important in the entire list of thirty. The three other groups, although not ranking the item as high as the supervisors, checked it above the level of the "basic concepts." Over 50 per cent of the secondary school group rated it to be taught "thoroughly" in the occupational information course.

The scope of the item, Identifying and Using Community Resources, was discussed in a committee report
which deals with possible means of utilizing community resources. The two major suggestions made by the report are the organization of a community council and a survey of community resources. A list of twenty-five agencies, commonly found in most communities, is offered as a pool from which the community council is to be formed. It has been suggested that the council would assume the responsibility of obtaining and relating the occupational information of the community. The second major recommendation of the article is the survey. The council in this situation would have charge of this major device for the procurement of occupational data.

A specific illustration of the use of the community has been reported by Weber (51:464-468). This is a report of a research project conducted by the Rotary Club in several communities. The members of the club had provided an opportunity for sixty-nine high school seniors to work for pay in agencies operated by club members. The seniors had worked a minimum of ten hours each week and received credit on one school subject for this experience. At the end of a semester a survey was made of the major groups interested in the project. The students, employees, teachers, and parents of the seniors were asked to evaluate the project. The responses have rated the project of great value as a means of familiarizing
students with the world of work. A successful practice of the item has been submitted from Lansing, Michigan. The guidance committee of the local Rotary Club organized the total membership into a resource list. The various members who were well qualified in one occupational area offered to explain that area to the young people of the community. The members made themselves available in several ways; some prepared formal talks, others organized tours of their places of business and some wrote statements of pertinent facts relative to their occupations.

The guidance committee composed a list of the members which included the names, telephone numbers, occupational area, and method of presentation. The list was mailed to the counselors of the schools in the area. The counselors contacted the desired member directly when the school chose to avail itself of that member's service. A copy of the list is included in Appendix D.

Content and Methods of Teaching A Class or Unit in Occupational Information

The second most important item in the area of presenting occupational information is Content and Methods of Teaching a Class or Unit in Occupational Information. An analysis of the survey returns on this item is included in Table XVI.
<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Emphasis</th>
<th>Secondary Emphasis</th>
<th>Counselor Emphasis</th>
<th>State Emphasis</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>37</td>
<td>36.6</td>
<td>130</td>
<td>51.6</td>
<td>21</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>(3)</td>
<td>32.7</td>
<td>76</td>
<td>30.2</td>
<td>13</td>
</tr>
<tr>
<td>General Appreciation</td>
<td>(2)</td>
<td>10</td>
<td>9.9</td>
<td>27</td>
<td>10.7</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>11</td>
<td>10.9</td>
<td>9</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>10</td>
<td>9.9</td>
<td>10</td>
<td>3.9</td>
<td>4</td>
</tr>
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<td>Total</td>
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<td>48</td>
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<td>Weighted Mean</td>
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<td>3.22</td>
<td>2.90</td>
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<td>3.5</td>
<td>15.5</td>
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<td>5</td>
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</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
The survey results show that the item, Content and Methods of Teaching a Class or Unit in Occupational Information, should be taught at the level of the "basic concepts." The results also indicate that the item is the sixth most important item in a course of occupational information.

The secondary school counselors rated the item considerably higher in importance than the college counselors. Over 50 per cent of the secondary school group rated the item to be taught "thoroughly" and gave it a rank of three among all items. The college counselors, by giving the item a rank of importance of fourteen and a total mean score below the "basic concepts" level, indicate less need for training in this item.

An appreciable difference existed between the ratings of the trainers and supervisors on this item. About 59 per cent of the supervisors gave the item a teaching emphasis rating of "thoroughly." Only 44 per cent of the trainers rated the item in this category. The supervisors checked the item with a rank of importance of seven as contrasted with the trainer group which ranked it fifteenth. The supervisors suggested that this item be taught above the level of the "basic concepts," whereas the trainers rated the teaching emphasis slightly below that level.
The high rank order of importance of the item is due largely to the influence of the ratings of the secondary school counselors. Of all groups rating the item at a teaching level of "thoroughly," 60 per cent are in the secondary school group. A total of 206 individuals in this group rated the item at or above the level of the "basic concepts." The impact of the large group checking the survey from the secondary schools has made a marked impression on the evaluation of this item.

The scope of the item, Content and Methods of Teaching a Class or Unit in Occupational Information, seems rather well defined in the literature. The literature has many illustrations of the content and methods used in teaching this information. One of the discussions of this topic has been presented by Billings (5:1-4). The author has suggested that such a course or unit should start with a discussion of the curriculum offerings of the school where the students are then enrolled. When the students see the possibilities of the training, the next step would be a review of the occupational possibilities. Discussions of the various occupations, educational opportunities, and techniques of job getting represent a part of the major topics. The author of this article has offered a complete outline of the essential items in the study of an occupation.
Another approach to the item has been discussed in the periodical, *Occupations* (26:290-293). A course has been sponsored jointly by the Women's Club and the school counselors. It has been designed for the high school seniors and called a career course. The seniors have selected the occupations in which they are most interested and develop a project around that occupation. Prizes have been awarded the students developing the best projects.

A successful practice has been reported on three survey blanks. The counselors who have made the report have referred to the same course outline. The outline is one which had been prepared by a group of graduate students at the University of Arkansas in 1946. A copy of the course outline as prepared by this group is included in Appendix D. The outline is organized around five major units with suggested activities for each unit.

Another successful practice has been reported by the Harding Junior High School of Lakewood, Ohio. The course outline is included in Appendix D. The description of the organization and purposes of the counseling work related to the class is reported as submitted in the survey.

"The work covered in the 9B Vocations class provides preparation for the individual conferences in the 9A semester. Common understandings have been developed. This alone
is an important time-saving element in the individual conference. The individual realizes the purpose of the guidance process and his part in it. He appreciates the importance of the collected data and begins to evaluate the results of his own efforts. The conference provides an opportunity for scanning past success, surveying present assets, and developing long-time plans ahead which, though tentative, motivate conscious purpose and more direct action. Pupils are ready to plan wisely and define intelligent objectives.

"College and occupational requirements, necessary skills, and important personal factors are considered in relation to achievement indicated by marks and test scores, health and home conditions, and personal information. The following guidance information is assembled and ready for use at the time of the conference.

Permanent Records
White Guidance Records
Autobiographies
Interest Check Lists
Cooperative English Test Results
National Percentiles
Lakewood Percentiles
Filing Cards showing the pupil's own desires as to subject selection, college or other school plans, vocational goals.
Educational Plan Sheet

"A library of college catalogs, special reference books concerned with colleges and schools, trades and business school bulletins, and apprenticeship plans of various businesses is maintained in the Guidance Office. The School Library has a comprehensive coverage of occupational information available for use.

"Each pupil may have as many conferences as he needs. Usually the average is three per pupil. Conferences are scheduled for twenty minutes but may last much longer. Schedule slips are issued the day preceding the conference to make possible last-minute
consultations with parents. Parents are invited to attend the conferences if they so desire. Many pupils come to the Guidance Office with individual problems as the needs arise. These may take from one-half minute to days for solution or the next step.

"The outcome of the conference for each pupil is a carefully planned program of studies for the high school years which is in line with best interests and abilities. Reasonable changes are expected and allowed as the pupil advances through high school. The vocational guidance work in the junior high school had demonstrated the values of long-time planning in contrast with semester-to-semester selection of studies, if the pupil desires to succeed in occupational life."

Techniques of Organizing the Staff for the Dissemination of Information

The third item in the area of the techniques of presenting occupational information is, Techniques of Organizing the Staff for the Dissemination of Information, according to the findings of the survey. An analysis of the survey on this item is included in Table XVII.

Lack of uniformity characterized the survey results of this item, but three-fourths of the entire group checked one of the two higher areas of emphasis. Contrasted with this are the eighteen checks which indicate that the item should be omitted." The summary mean shows that the item should be taught above the level of the "basic concepts." The relative rank of this item is seventh in the total group of thirty, which gives
TABLE XVII

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM,

TECHNIQUES OF ORGANIZING THE STAFF FOR THE DISSEMINATION OF INFORMATION,

IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>32</td>
<td>31.7</td>
<td>130</td>
<td>51.6</td>
<td>21</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>35</td>
<td>34.7</td>
<td>67</td>
<td>26.6</td>
<td>16</td>
</tr>
<tr>
<td>General Appreciation</td>
<td>19</td>
<td>18.8</td>
<td>30</td>
<td>11.9</td>
<td>5</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>9</td>
<td>8.8</td>
<td>16</td>
<td>6.3</td>
<td>4</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>6</td>
<td>6.0</td>
<td>9</td>
<td>3.6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
</tr>
</tbody>
</table>

Weighted Mean 2.77 3.16 3.04 3.20 3.04

Rank * 12.5 6 11 8.5 7

* The relative rank of importance among all items as checked by that group.
it a very important place in the course of occupational information.

The college counselors seem to have less need for training in this item than the other groups. The mean of this group is close enough to the others to warrant an observation that the item is important in the training of college counselors, but with less emphasis.

The scope of the item, Techniques of Organizing the Staff For the Dissemination of Information, has been suggested in several places in the professional literature. Wright (54:189-208) has suggested that the organization of a home room would be the ideal means of interpreting occupational information. Other writers in the field have been opposed to this method on the ground that it places too much responsibility on the teaching staff with interests primarily in subject matter areas. Billings (4:156-157) has suggested an organization to meet the needs in this area by utilizing teachers with special abilities, experiences, or interests closely related to their teaching field. In such an organization teachers with certain experiences in the retail field would assume the responsibility for presenting occupational information about retailing.

Various other suggestions have been included which have been tried with varying degrees of success.
It seems that the counselor needs to be trained in several possible organizational patterns so that he might adapt the most meaningful parts to a given situation.

A successful practice has been reported from Mishawaka, Indiana. In the Junior High Schools the occupational information has been the responsibility of a sponsor teacher. The sponsor teachers represent a part of the faculty, and each pupil is assigned to one of the sponsors. During the first half of grade eight the sponsors have taught a unit in occupations. In the last half of the eighth and during the ninth year, conferences have been held with the student, parents, and other staff members.

The guidance office of the city has distributed a bulletin to the students which suggests ways and means of utilizing occupational information projects. The outline contains ideas for the sponsor teacher. It also serves as a basic outline for the occupations course. A copy of the outline is found in Appendix D.

Visual Aids, Sources, and Use

The item, Visual Aids, Sources and Use, has been ranked fourth in importance in the area of presenting occupational information by the survey returns. An analysis of the survey returns on this item is included
in Table XVIII.

The means of three groups are high enough to bring the average for the item to the teaching level of the "basic concepts." A total of 302 individuals have checked either the teaching level of "thoroughly" or the "basic concepts." This represents over two-thirds of the total number evaluating the item. The rank of importance given to the item by the secondary school, trainer and supervisory groups denotes a general agreement on the importance of the item.

The college counselors have signified that they need less training in this item than the other groups. They have manifested their attitude by ranking the item nineteenth in relative importance among all items and by a mean of forty-nine hundredths of a point below the lowest mean of the other three groups. The results from this group reveal that the item should be taught about half-way between the emphasis of "general appreciation" and the "basic concepts" in the training of college counselors.

The scope of the item, Visual Aids, Sources and Uses, has been outlined by Erickson (13:460).

"Visual aids have assumed a position of major importance in the field of education. Recent wide usage of motion pictures, film strips, and diagrammatic aids, has demonstrated the value of visual aids as educational vehicles."
TABLE XVIII

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, VISUAL AIDS, SOURCES, AND USE, IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College: Counselors</th>
<th>Secondary: School Counselor</th>
<th>State: Trainers</th>
<th>Total: Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value:</td>
<td>Number:</td>
<td>Per cent:</td>
<td>Number:</td>
<td>Per cent:</td>
<td>Number:</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>22</td>
<td>21.8</td>
<td>108</td>
<td>42.8</td>
<td>20</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>33</td>
<td>32.7</td>
<td>71</td>
<td>28.2</td>
<td>15</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>31</td>
<td>30.7</td>
<td>60</td>
<td>23.8</td>
<td>9</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>11</td>
<td>10.9</td>
<td>11</td>
<td>4.4</td>
<td>4</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>4</td>
<td>3.9</td>
<td>2</td>
<td>0.8</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.57</td>
<td>3.08</td>
<td>3.06</td>
<td>3.13</td>
<td>2.97</td>
</tr>
<tr>
<td>Rank *</td>
<td>19.5</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>2.5</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
The tendency of many students to avoid printed materials adds to the worth of visual materials as media for presentation of facts about occupational and educational opportunities and requirements."

A more specific outline of the item has been suggested by Zeran (58:10-11). Films, filmstrips, pictures, and posters are mentioned as the major areas of occupational information. Proper names of examples in each area have been included by the author. Other literature contains very comprehensive listings of examples under each of the headings mentioned above. Such lists include sources and some description as to the use of the tool in counseling.

A successful practice was reported on a survey blank. The blank was checked by a secondary school counselor, but did not include the name of the school or counselor. The description of the practice is included verbatim.

"Visual aids used at our school to cover occupational information consist of films, filmstrips and charts. The following aids and where we use them have been very successful in the dissemination of this type of information.

"I. A series of films used in the ninth grade orientation class:

  Finding Your Life Work
  Air Transportation
  Automotive Service
  Brick and Stone Mason
  Dairy Industry
Engineering
General Farming
The Doctor
Nursing
Plumbing
Teaching
Woodworker
Winning Against Odds

With the exception of the first one, two are scheduled for a showing the same day. We discuss the film and if there is a disagreement as to content, it is repeated.

"II. A series of filmstrips were purchased by the school and made available for club meetings. The following represent some of those on file:

Art as a Career
Aviation as a Career
Civil Engineering
Home Economics as a Career
Music as a Career
Journalism and Newspaper Operation
Radio, Careers In
Medicine, Dentistry and Pharmacy

"III. The following charts are displayed on the corridor bulletin boards:

College Major Charts
Job Posters
Career Charts

The classroom teachers of the appropriate subjects use the "Champaign Guidance Charts" when they teach the occupational orientation of the subject."

The practice reported did not list the source of the various aids, but the professional literature contains lists which makes identification possible.

Other uses of visual aids were included in the survey, but most of them are limited in scope. Other examples of this item were closely allied with other items and are
reported in that part of the study.

**Occupational Abstracts, Briefs, Monographs, Including Sources**

The second item with a rank of four in importance in the area of presenting occupational information is Occupational Abstracts, Briefs, Monographs, Including Sources. An analysis of the survey returns on this item is included in Table XIX.

The survey has disclosed that the item should be taught at the level of the basic concepts. Of all those checking the item 66 per cent signified that the teaching emphasis should be at the level of the basic concepts or higher. A large percentage, 42 per cent, have suggested that the item be taught at the top level of emphasis. The total rank of importance given the item by the survey results denotes the importance of the item in counselor training. With a rank order of nine and a teaching emphasis of 2.97, the survey results dictate the inclusion of the item as a major one in the course of occupational information.

The secondary school counselors have revealed less need for training in the item than has been denoted by the other groups. This group has manifested less need for emphasis on the item by ranking it fifteenth in order of importance and by having a weighted mean of
TABLE XIX

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, OCCUPATIONAL ABSTRACTS, BRIEFS, MONOGRAPHS, INCLUDING SOURCES, IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary School Counselor</th>
<th>State Counselors: Trainers</th>
<th>State Counselors: Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
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<td>87</td>
<td>34.5</td>
<td>27</td>
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<tr>
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<td>30</td>
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<td>2.75</td>
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<td>3.42</td>
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<td>3</td>
<td>15</td>
<td>2</td>
<td>4</td>
<td>2.5</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
2.75, which is sixty-seven hundredths of a point below the highest mean of emphasis among the groups. The total mean is greatly influenced by the lower ratings of the secondary school group. The other groups are in agreement as to the importance of the item and in fair agreement as to the teaching emphasis. It seems probable that if the other groups had included greater numbers the mean value of emphasis would have been well above the level of the "basic concepts." The results would seem to denote the teaching of the item to all counselors, but with less emphasis in the training of secondary school counselors.

The scope of the item, Occupational Abstracts, Briefs, Monographs, Including Sources, has been defined in the professional literature. Shartle (44:68-69) has referred to the abstracts and briefs as descriptions of occupations and groups of occupations. The abstracts and briefs are distinguished from occupational descriptions by the addition of probable salaries and future employment opportunities. The monograph is considered similar to the others, but is a more complete document. The material covered by a monograph is usually comprehensive enough to include an entire field of work.

The three types of material were usually spoken of as one group. Most of the literature has included
various lists of this type of material. Writings in the professional field suggest that the counselor subscribe to some list which is a compilation of the current material available. One authority, Fowler, (20:66) has suggested two major sources of this type, The Guidance Index and The Occupational Index. The vast amount of material available has made the establishment of a maximum list of material on this item virtually impossible. It seems that the writing in the field is in agreement in that the counselor should decide the extent of the material needed to do a particular job. The extent of the material, however, does not start from the absence of material, but from a minimum file of information covering the most common jobs available to students in that particular geographical area.

A successful practice of the item has been submitted by the State Consultation Service of Virginia.

"We have a library with a folder for each 325 fields of work. In each folder we have job abstracts, briefs and monographs plus newspaper and magazine clippings to be used by counselors, counselees and by teachers who come to our office. We urge the high schools in the state to have occupational information files.

"As sources of this information, we subscribe to the following:

1. The counselors Information Service
B'nai B'rith Vocational Service Bureau.
2. Guidance Index - Science Research Associates

3. Occupational Index - Personnel Services, Inc.

"We are on the mailing list of the following:

1. The Bureau of Labor Statistics
2. Children's Bureau, U. S. Department of Labor
3. Census Bureau, U. S. Department of Commerce
5. U. S. Office of Education
6. Women's Bureau, U. S. Department of Labor
7. Publishing Companies
8. Professional Organizations

"We find that by having a place to put the vast amount of material and by keeping up-to-date through publications we are able to offer a very complete service."

Periodicals and Books Containing Occupational Information

The sixth item in importance is, Periodicals and Books Containing Occupational Information, in the area of presenting information. An analysis of the survey returns on this item is included in Table XX.

The item, Periodicals and Books Containing Occupational Information, should be taught at the "basic concepts" level, as indicated by the survey results. A mean teaching emphasis of 2.90, a relative rank of twelve, and a rating of the sixth most important item in the area supports this contention.

The counselor trainers have rated the item much
TABLE XX

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM,
PERIODICALS AND BOOKS CONTAINING OCCUPATIONAL INFORMATION,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level : Value : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
<td>Per cent : Number</td>
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<td>Thoroughly (4)</td>
<td>35</td>
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<td>29</td>
<td>60.4</td>
<td>22</td>
<td>49.0</td>
<td>164</td>
<td>36.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Concepts (3)</td>
<td>27</td>
<td>26.7</td>
<td>68</td>
<td>27.0</td>
<td>7</td>
<td>14.6</td>
<td>8</td>
<td>17.8</td>
<td>110</td>
<td>24.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Appreciation (2)</td>
<td>32</td>
<td>31.7</td>
<td>83</td>
<td>32.9</td>
<td>10</td>
<td>20.8</td>
<td>12</td>
<td>26.6</td>
<td>137</td>
<td>30.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Briefly (1)</td>
<td>7</td>
<td>6.9</td>
<td>22</td>
<td>8.7</td>
<td>2</td>
<td>4.2</td>
<td>3</td>
<td>6.6</td>
<td>34</td>
<td>7.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omitted (0)</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
<td>100</td>
<td>45</td>
<td>100</td>
<td>446</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weighted Mean</td>
<td>2.89</td>
<td>2.79</td>
<td>3.31</td>
<td>3.09</td>
<td>2.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rank *</td>
<td>6</td>
<td>14</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
higher than did the other groups. A total of one-half of one point separates the mean value of the trainers and the secondary school counselors which denotes considerable disagreement on the relative importance of the item. The difference is due to the fact that 60 per cent of the counselor-trainers have checked the item to be taught "thoroughly", whereas only 30 per cent of the secondary school group have rated it that highly. The ratings of the other groups fall in between the two extremes. The supervisors, although ranking the item twelfth among all items, have signified that it should be taught above the level of the basic concepts. The two counselor groups have indicated that less emphasis should be placed on the item than did the other groups. The college counselors have ranked the item sixth in importance among all items, which seems to make it one of the most important items in the training of college counselors. Much less significance has been attached to this item by the secondary school counselors. It appears that a course in occupational information should include the item. It should be taught at the "basic concepts" level for college counselors and with less emphasis for the secondary school counselor.

The scope of the item, Periodicals and Books Containing Occupational Information, has been suggested by
Erickson (14:111-115) with a list of pertinent sources of books and periodicals available in occupational information. More comprehensive lists have been compiled by various governmental and private agencies. Most of the longer lists tend to contain older data which has limited their value. Shartle (44:73-74) has suggested that books are most valuable to give students a general background of a field of work, if supplemented with other information. The scope of the item, then, seems to be a knowledge of what books and periodicals are available and what contribution each makes to the obtaining of occupational information.

A successful practice in the use of the item has not been included in the survey. Mention has been made of books having occupational information. One blank has listed a periodical, Trends, as one source of information in a school. The survey blanks did not contain a special reference to the use of books and periodicals as a practice.

**Entry Fields of Work**

The item, Entry Fields of Work, has been considered the seventh most important item in the area of presenting occupational information, as indicated by the survey results. An analysis of the survey returns on
the item is included in Table XXI.

The emphasis of training of the item should be slightly below the level of the "basic concepts" according to the survey results. The small difference between the mean of the item and the value of the "basic concepts" seems to give rise to some doubt as to the advisability of teaching the item below the "basic concepts" level. This doubt is supported by the fact that two-thirds of those rating the item have checked it at or above the level of the "basic concepts." Since the norms are used to denote relative value, the rank of importance can be used in drawing a conclusion on the teaching emphasis of the item. The mean rank of importance of thirteen signifies that the item is above average in relative importance among all items. Coupled with the rank value is the fact that two of the groups have rated the item above the "basic concepts." It appears justifiable to suggest that the item be included in the course of occupational information at the "basic concepts" level.

One of the four groups has rated the item much lower than the others. The secondary school counselors have signified that the item is of less value to them than to the other groups. Since the secondary school group is a large group, the emphasis rating and the rank of importance are negatively effected. Had the
TABLE XXI

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, ENTRY FIELDS OF WORK,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College : Counselors</th>
<th>Secondary : School Counselor : Trainers</th>
<th>State : Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>35</td>
<td>34.6</td>
<td>70</td>
<td>27.8</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>43.8</td>
<td>23</td>
<td>51.1</td>
</tr>
<tr>
<td></td>
<td>149</td>
<td>33.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>30</td>
<td>29.7</td>
<td>80</td>
<td>31.7</td>
</tr>
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<td></td>
<td>16</td>
<td>33.3</td>
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<td>28.9</td>
</tr>
<tr>
<td></td>
<td>139</td>
<td>31.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General (2)</td>
<td>23</td>
<td>22.8</td>
<td>62</td>
<td>24.6</td>
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<td>Appreciation</td>
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<td>14.6</td>
<td>6</td>
<td>13.3</td>
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<tr>
<td></td>
<td>98</td>
<td>22.0</td>
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<td></td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>9</td>
<td>8.9</td>
<td>30</td>
<td>11.9</td>
</tr>
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<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>9.9</td>
<td></td>
<td></td>
</tr>
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<td>Omitted (0)</td>
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<td>10</td>
<td>4.0</td>
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<tr>
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<td>4.5</td>
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<tr>
<td></td>
<td>16</td>
<td>3.5</td>
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<td>100</td>
<td>252</td>
<td>100</td>
</tr>
<tr>
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<td>100</td>
</tr>
<tr>
<td></td>
<td>446</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.82</td>
<td>2.69</td>
<td>3.13</td>
<td>3.20</td>
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<td></td>
<td></td>
<td>2.88</td>
</tr>
<tr>
<td>Rank *</td>
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<td>17.5</td>
<td>7.5</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
ratings of the secondary school counselors been removed from the final tabulations, the mean of emphasis would have been above the "basic concepts" level and the rank of importance about ten among all items.

The survey results dictate a different emphasis when teaching the item to the different counselor groups. The item should, however, be in the training program of all counselors. The counselors at the secondary school level need less training than do the college counselors in the item. The difference in the emphasis is about one-half of a point, which is considered sufficiently large to warrant the suggestion that different training be given the two groups on the item.

The scope of the item, Entry Fields of Work, has been outlined by Shartle (44:186-205). He has defined the term as those fields of work in which a person without previous work experience may obtain employment. He further has described the occupations as those either simple in nature, or which accept education in lieu of work experience, or those with on-the-job training facilities. This same reference has pointed out the overlapping of the item with several others in the survey list. For example, one of the purposes of the community occupational survey is to discover entry occupations. Another example, is the Dictionary of Occupational Titles.
Part IV, which is devoted entirely to the entry fields of work. This source does not attempt to prevent the overlapping, but recognizes each item and refers to the item in terms of the degree of emphasis. The item, Entry Fields of Work, in this frame of reference, results in the broadest interpretation possible. The other items would then be means of obtaining the necessary information to understand the entry fields of work. The scope is then thought of as a coverage of all the sources of information pertaining to entry occupations.

A successful practice has not been submitted for this item. Sources of information pertaining to entry work have been included in other items which have been reported.

Filing of Occupational Information Including Various Filing Systems

The survey results show that the eighth most important item in the area of presenting occupational information is Filing of Occupational Information Including Various Filing Systems. An analysis of the survey returns, relative to the item, is included in Table XXII.

A diversification of value characterized the survey returns on this item. Of those checking the
**TABLE XXII**

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, FILING OF OCCUPATIONAL INFORMATION INCLUDING VARIOUS FILING SYSTEMS, IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching</th>
<th>College</th>
<th>Secondary</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>Counselors</td>
<td>School Counselor</td>
<td>Trainers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level - Value</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>33</td>
<td>32.7</td>
<td>74</td>
<td>29.4</td>
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<td>29.2</td>
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<td>60.0</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>33</td>
<td>32.7</td>
<td>83</td>
<td>32.9</td>
<td>23</td>
<td>47.9</td>
<td>13</td>
<td>28.9</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
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<td>19.8</td>
<td>50</td>
<td>19.8</td>
<td>4</td>
<td>8.3</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>13</td>
<td>12.8</td>
<td>34</td>
<td>13.5</td>
<td>7</td>
<td>14.6</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Omitted (0)</td>
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<td>2.0</td>
<td>11</td>
<td>4.4</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Total: 101 100 252 100 48 100 45 100 146 100

Weighted Mean: 2.81 2.69 2.92 3.40 2.82

Rank*: 10 16 13.5 5 15

* The relative rank of importance among all items as checked by that group.
item, 300 have checked the item to be taught at or above the "basic concepts" level of emphasis. Of the remaining group, seventy have checked the item to be taught "briefly" or to be "omitted." The influence of those checking the first two items moves the mean up to a point very near the "basic concepts" level of emphasis.

Three groups have been in general agreement on the teaching emphasis of the item and the degree of its importance. The exception is the state supervisors. This group has rated the item forty-eight hundredths of a point higher than any other group, and has ranked it fifth in degree of importance among all items. Had this group been made up of a greater number of individuals, the impact of their rating would have influenced the total mean evaluation toward a much greater emphasis for the item. Since the other groups seem to be in general agreement and since over two-thirds of all individuals have marked the item at or above the level of "basic concepts," it seems safe to conclude that the item should be taught slightly below the level of the "basic concepts."

The scope of the item, Filing of Occupational Information, including various filing systems, has been discussed by Forrester (18:17-22) in considerable detail. The author developed the availability of occupational
information and the need of having a means of storing it so as to obtain the maximum value. The term pamphlet has been used to describe all kinds of information of a printed nature, which could be filed by conventional means. Several plans of filing occupational information of this type have been discussed. The ones which have been described in some detail are:


Other filing systems have been mentioned with the relative merits of each. Additional factors to the scope have been the best means of preparing the pamphlet for filing and how to maintain an up-to-date file.

A successful practice of filing occupational information has been submitted by the Niles Public Schools of Niles, Michigan. A description of how the file has been developed and maintained is included in the study as reported in the survey.
"Originally, our file consisted of one drawer (letter size) which was a part of the card catalog. Into this file went clippings, pamphlets, advertising material - almost anything that was free. As a demand for occupational material grew, we began to investigate bibliographies and other sources for securing the information which was most in demand. We subscribed to the Vertical File Service (published by H. W. Wilson), the Science Research Associates Guidance Index, and Occupations magazine. We purchased Gertrude Forrester's Occupational Pamphlets, which provided an annotated bibliography and gave publishers, prices, dates, etc. (This book is revised frequently.) Then we began to buy some of the recommended material and to compare the publications of different companies. Among these were the Career Monographs, published by the Institute for Research (Chicago); the Occupational Briefs, published by Science Research Associates (Chicago); the Vocational and Professional Monographs, published by Bellman (Boston); Occupational Abstracts, published by Occupational Index, Inc. (New York City); the Success Vocational Information Series, published by Morgan, Dillon (Chicago); the Occupational Guides, published by the Michigan Unemployment Compensation Commission (Detroit).

"With new material arriving in every mail, we needed more filing space. The next step, then, was to secure a vertical file (legal size) to house occupational material only. For the first file we composed our own headings for the folders, using the subjects easily recognized by pupils; e.g. Undertaker instead of Mortician, Beauty Operator instead of Cosmetologist. When we moved the material into larger and more elegant quarters, we purchased the Michigan Plan for Filing and Indexing Occupational Information (Sturgis Printing Company). This, of course, is a more elaborate system, but is easy to use because of its complete cross references.

"To the above mentioned material, we added clippings from magazines - Mademoiselle, Seventeen, Flying, the American - any article which had occupational value."
## TABLE XXIII

A COMPARISON OF MEAN VALUES AND RANK OF IMPORTANCE OF ITEMS IN PART I OF THE AREA OF PRESENTING OCCUPATIONAL INFORMATION

<table>
<thead>
<tr>
<th>Item</th>
<th>Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Value Range 0 - 1; Rank Range 1 - 30)</td>
</tr>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>College</td>
</tr>
<tr>
<td></td>
<td>Sec. Sch.</td>
</tr>
<tr>
<td></td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td></td>
<td>Groups</td>
</tr>
<tr>
<td></td>
<td>Counselors</td>
</tr>
<tr>
<td></td>
<td>Counselors</td>
</tr>
<tr>
<td></td>
<td>Trainers</td>
</tr>
<tr>
<td></td>
<td>Supervisors</td>
</tr>
<tr>
<td></td>
<td>Mean: Rank</td>
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<td>Mean: Rank</td>
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<td>Mean: Rank</td>
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<td></td>
<td>Mean: Rank</td>
</tr>
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<td></td>
<td>Rank</td>
</tr>
<tr>
<td>Identifying and Using Community Resources</td>
<td>3.30 1</td>
</tr>
<tr>
<td>Content and Methods of Teaching a Class or Unit in Occupational Information</td>
<td>3.08 5</td>
</tr>
<tr>
<td>Techniques of Organizing the Staff for the Dissemination of Information</td>
<td>3.04 7</td>
</tr>
<tr>
<td>Visual Aids, Sources and Use</td>
<td>2.97 9.5</td>
</tr>
<tr>
<td>Occupational Abstracts, Briefs, Monographs, Including Sources</td>
<td>2.97 9.5</td>
</tr>
<tr>
<td>Periodicals and Books Containing Occupational Information</td>
<td>2.90 12</td>
</tr>
<tr>
<td>Entry Fields of Work</td>
<td>2.88 13</td>
</tr>
<tr>
<td>Filing of Occupational Information, Including Various Filing Systems</td>
<td>2.82 15</td>
</tr>
</tbody>
</table>

* The weighted mean of all raw responses.

** Arithmetical average of the rank values of the eight items.
(PART TWO)

The items included in Part Two of Chapter IV and the number of syllabi which contained that item are listed in order of appearance on the survey questionnaire.

Dictionary of Occupational Titles . . Five
Labor Laws and Related Regulations . . Four
Governmental Publications . . . Three
A General Overview of the World of Work . . . . . . . . . . . . . . . Four
Occupational Families . . . . Four
Career Days . . . . . . . . . Three
College Days . . . . . . . . . Three
Clubs and Similar Activities . . . Three

The order of presentation of the items in Chapter IV has been changed to conform to the relative degree of emphasis given each item in the survey results. The relative degree has been determined by the mean value of all groups checking the questionnaire. The item with the largest mean value of teaching emphasis is the first item discussed.

Occupational Families

The ninth most important item in the area of presenting occupational information, as indicated by the survey results, is Occupational Families. An analysis
of the survey returns on this item is included in Table XXIV.

The degree of emphasis to be given Occupational Families in the training of counselors is not clearly indicated in the survey results. Of the individuals checking the questionnaire, twenty-eight per cent thought the item should be taught "thoroughly" and sixteen per cent indicated it should be taught "briefly" or "omitted" entirely. The mean for all groups gives the item on evaluation between "general appreciation" and the "basic concepts." Since the rank of importance of the item is eighteen, it seems that the degree of emphasis should be less than the "basic concepts."

The training and supervising groups rated the item as more important than did the counseling groups. The secondary school counselors gave the item the least value of any of the groups. Since the counseling groups have been doing the job of counseling and since they are in general agreement on the teaching emphasis, it seems logical to conclude that, Occupational Families, should be taught below the level of the "basic concepts."

The scope of the item, Occupational Families, is defined rather well in the literature, but its absolute limits are not. Erickson (14:108) defines the occupational family as "a number of occupations having many
TABLE XXIV

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, OCCUPATIONAL FAMILIES,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselor</th>
<th>Secondary School Counselor</th>
<th>State Trainers</th>
<th>Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>30 29.7</td>
<td>57 22.6</td>
<td>18 37.5</td>
<td>20 44.4</td>
<td>125 28.0</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>34 33.6</td>
<td>72 28.5</td>
<td>22 45.9</td>
<td>14 31.1</td>
<td>142 31.8</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>23 22.8</td>
<td>73 29.0</td>
<td>4 8.3</td>
<td>7 15.6</td>
<td>107 24.0</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>12 11.9</td>
<td>44 17.5</td>
<td>4 8.3</td>
<td>4 8.9</td>
<td>64 14.4</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>2 2.0</td>
<td>6 2.4</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>8 1.8</td>
</tr>
<tr>
<td>Total</td>
<td>101 100</td>
<td>252 100</td>
<td>48 100</td>
<td>45 100</td>
<td>146 100</td>
</tr>
</tbody>
</table>

Weighted Mean 2.77 2.52 3.13 3.11 2.70

Rank * 12.5 21 7.5 11 18

* The relative rank of importance among all items as checked by that group.
common requirements." Shartle (44:161-184) defines, Occupational Families, as groups of related occupations. In addition, this author describes the types of families. The families mentioned are individual, industrial, military, in-plant, and designated characteristics. The literature is in general agreement on the meaning of occupational families, but varies according to the specifics to be included in the training of counselors.

A further definition of the scope is noted in the methods of developing and using the item. Most of the literature mentions the need of a counselor to know how to develop and use the groupings of occupations. Special emphasis is noted as to the role of the item in vocational counseling. It seems that the scope of the item includes known families, means of developing new groupings, and how to use the item in a counseling situation.

A successful practice in the use of the item, Occupational Families, has been reported by the Employment Service of Ohio. The summary of the brief suggestion is listed under two points:

"1. Special help in placing military personnel.

"2. Placing of unemployed individuals into jobs which are closely related to a previous job."
Dictionary of Occupational Titles

The item, Dictionary of Occupational Titles, is ranked tenth in importance in the area of presenting occupational information. An analysis of the survey returns on the item is included in Table XXV.

The results indicate that the teaching emphasis given to the item, Dictionary of Occupational Titles, should be varied to meet the needs of certain types of counselors. According to the survey returns, the fact that secondary school counselors need less training in this item than do the college counselors seems evident. With about 55 per cent of the secondary school group marking the item to be taught at the level of "general appreciation" or lower, the group ranked the item low in teaching emphasis. Contrasted to this evaluation, the college group ranked the item seventh in importance among all items. Of this group 67 per cent signified that it should be taught at the level of the "basic concepts" or above. The differences in evaluation seem to be ample justification for varying the training content of this item in the training of secondary school and college counselors.

The counselor trainers and state supervisors evaluated the item higher in degree of emphasis than the counseling groups. According to the evaluation results
## TABLE XXV

**Levels of Teaching Emphasis Placed Upon the Item, Dictionary of Occupational Titles,**  
**In a Course of Occupational Information for Counselors**

<table>
<thead>
<tr>
<th>Teaching</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>Counselors</td>
<td>School Counselor</td>
<td>Trainers</td>
<td>Supervisors</td>
</tr>
<tr>
<td>Level</td>
<td>Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Thoroughly</td>
<td>(4)</td>
<td>32</td>
<td>31.7</td>
<td>40</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>(3)</td>
<td>36</td>
<td>35.6</td>
<td>75</td>
</tr>
<tr>
<td>General</td>
<td>(2)</td>
<td>23</td>
<td>22.8</td>
<td>78</td>
</tr>
<tr>
<td>Briefly</td>
<td>(1)</td>
<td>9</td>
<td>8.9</td>
<td>53</td>
</tr>
<tr>
<td>Omitted</td>
<td>(0)</td>
<td>1</td>
<td>1.0</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>101</td>
<td>100</td>
<td>252</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td></td>
<td>2.88</td>
<td>2.36</td>
<td>3.17</td>
</tr>
<tr>
<td>Rank *</td>
<td>7.5</td>
<td>25</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
from these groups, the item should be emphasized above the level of the "basic concepts." The counselor trainers thought so highly of the item that they ranked it the sixth most important item among all items. Had the survey included a greater number from each of the training and supervising groups, the total mean and rank would have been considerably higher for the total group. The large number of secondary school counselors, by ranking the item of much less importance, lowered the total mean value. The value placed on the item by the supervising and training groups agrees with the evaluation placed on it by the college counselors. The secondary school counselors indicated training at a level slightly above the level of "general appreciation," the college counselors at a level slightly below that of the "basic concepts." Thus the survey results have indicated a different emphasis for the training of these two groups.

The scope of the item is well defined in the pertinent literature. The item, Dictionary of Occupational Titles, is the same as a specific publication which has made identification much easier. The publication originally had been published in 1939 and consisted of two volumes. Later supplements were added to the original volumes. Still later the original volumes were revised. Heinz (25:538-540) describes the revised edition
and gives the reasons for the revision. In the article it is explained that the revision consists of two volumes, the same as the old. It is pointed out that Volume I contains an alphabetical presentation of the definitions of jobs and a brief description of the work being done. Volume II contains the occupational classification and a listing of jobs by classification code number. The revision includes over 40,000 job titles, more than 22,000 job definitions, and 9,000 specific code numbers. The classification structure consists of seven major groups as in the older edition. The third part of the publication which is retained in active use is Part IV, known as the Entry Occupational Classification. The scope of this item seems to be delimited by the extent of a definite publication. The scope is defined in one report (16:2) as a working knowledge of the instrument. This implies a sufficient understanding of the three volumes in order to use them in a counseling situation. The limitations mentioned by this source are supported in other literature on the same subject.

A successful practice of the use of the item was not included in the survey.

A General Overview of the World At Work

The survey results indicate that the item,
A General Overview Of The World At Work, should be ranked eleventh in the order of importance in the area of presenting occupational information. An analysis of the survey returns is included in Table XXVI.

When the course syllabi were reviewed for the selection of survey items, four of the five contained an item called A General Overview Of The World At Work. Due to the frequency of its appearance, it was selected as one of the thirty for the survey instrument.

Survey results on the importance of the item indicates a general agreement among all groups that the item should be taught slightly above the "general appreciation" level. The uniformity of opinion is conspicuous by the small range of difference. It appears obvious that an overview item should be included in the course of occupational information and that it should be taught slightly above the level of "general appreciation." Since almost one-half of all those checking the item marked an evaluation of "general appreciation" or lower, it does not seem advisable to suggest a teaching emphasis above that level. This contention is supported by the fact that 17 per cent thought that it should be taught "briefly" or "omitted" entirely. The results indicate that the item be taught at the level of "general appreciation."
TABLE XXVI

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, A GENERAL OVERVIEW OF THE WORLD AT WORK,

IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary Counselor</th>
<th>State Counselors</th>
<th>Trainers</th>
<th>Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>16</td>
<td>15.8</td>
<td>61</td>
<td>24.2</td>
<td>20</td>
<td>41.7</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>26</td>
<td>25.7</td>
<td>65</td>
<td>25.8</td>
<td>12</td>
<td>25.0</td>
</tr>
<tr>
<td>General Appreciation</td>
<td>34</td>
<td>33.7</td>
<td>88</td>
<td>34.9</td>
<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>20</td>
<td>19.8</td>
<td>31</td>
<td>12.3</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>5</td>
<td>5.0</td>
<td>7</td>
<td>2.8</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.28</td>
<td>2.56</td>
<td>2.83</td>
<td>2.69</td>
<td>2.54</td>
<td></td>
</tr>
<tr>
<td>Rank *</td>
<td>25</td>
<td>20</td>
<td>17.5</td>
<td>24</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
The scope of the item, A General Overview Of The World At Work, has been one of the most difficult to define of the entire group. The syllabi reviewed for the survey listing include some of the following factors as components of the item:

1. Changing character of occupational opportunities.
2. Increasing complexity in industry.
3. Increasing specialization in industry.
4. Recent legislation.
5. Changing educational requirements.

In each case the item was listed first in the course outline. It seems apparent from this listing that the item has served the purpose of an introduction to the course of occupational information.

Literature reviewed for this study contains similar units, usually listed as introductions. Shartle (44:1-11) has an example of the type of material to be found in the introductory material. This information serves the purpose of setting the stage for a more intensive study of the specifics of occupational information.

Kennedy (28:1-2) lists ten objectives for an introductory unit in a course of occupational information for counselors. If the scope of the item is for the
purposes of introducing the course, such a list will represent a possible scope. The objectives mentioned in the publication are included in the study.

"Objectives:

A. To understand the need for occupational information in connection with counseling processes.

B. To appreciate the increased emphasis that has been given to occupational information as an administrative division of a functioning guidance service program.

C. To appreciate the fact that this phase of guidance service work has been neglected.

D. To appreciate the fact that occupational information as an area of emphasis in education is very new.

E. To appreciate the rapid progress that has been made in the area of occupational information during the last two decades.

F. To appreciate the fact that much of the progress that has been made in the development of techniques in the area of occupational information has been the result of work done by the United States Employment Service, the Bureau of Labor Statistics, and other governmental agencies, rather than guidance service workers in educational institutions.

G. To appreciate the fact that much of the progress that has been made in the development of occupational information techniques has been done indirectly as far as guidance service programs are concerned.

H. To appreciate the need for additional emphasis on this area by trained workers in guidance service programs.
I. To understand that the area of occupational information is sufficiently important as a possible science in its own right.

J. To recognize the fact that progress that has been made to date merely sets the stage for additional research and should provide a challenge to the best trained men in the field of guidance service work."

Since the objectives introduce a unit in an occupational information course which has been developed from other course outlines, they probably represent a consensus of opinion as to the scope of the item.

A successful practice of the item was not included in the survey returns. Practices offered for other items contained many of the components of the overview item. An example of this was in the item, Content and Methods of Teaching a Class or Unit in Occupational Information. Both practices included in the study for that item contained introductory phases to occupational information. Neither example suggested the introductory part as a separate entity, but as an orientation to the content of the class. It may have been due to this close relationship with other items that the survey results on the item, A General Overview of the World At Work, did not include a successful practice. Further research and investigation is necessary to determine if such an item is an independent component and what are the specifics
of such a component. Practices submitted in the study appear to include the item with other items.

**Governmental Publications**

The item, Governmental Publications, is ranked twelfth in importance in the area of presenting occupational information by the survey results. An analysis of the survey returns on the item is included in Table XXVII.

The mean of the survey results indicates that the item, Governmental Publications, should be taught slightly above the level of "general appreciation" in a course of occupational information. The results are well scattered as to the emphasis to be placed on the item with 55 per cent checking the level of "general appreciation" or less. Of that group 18 per cent thought the item should be taught "briefly" or "omitted." Since the results of the survey are scattered on the item, and since the rank of importance is low in prestige, it seems safe to conclude that "general appreciation" is a desirable teaching emphasis.

Slight differences of opinion exist among the groups in the survey results. The counselor trainers signified that the item should be taught at the level of the "basic concepts." The secondary school group rated
TABLE XXVII

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, GOVERNMENTAL PUBLICATIONS

IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>Counselors</td>
<td>School Counselor</td>
<td>Trainers</td>
<td>Supervisors</td>
<td></td>
</tr>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>19</td>
<td>18.8</td>
<td>36</td>
<td>14.3</td>
<td>16</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>28</td>
<td>27.7</td>
<td>52</td>
<td>20.6</td>
<td>18</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>44</td>
<td>43.6</td>
<td>105</td>
<td>41.7</td>
<td>9</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>10</td>
<td>9.9</td>
<td>54</td>
<td>21.4</td>
<td>5</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>2.0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.55</td>
<td>2.24</td>
<td>2.94</td>
<td>2.87</td>
<td>2.45</td>
</tr>
<tr>
<td>Rank *</td>
<td>21.5</td>
<td>26</td>
<td>12</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
the item of less importance than the other groups with 65 per cent marking the item at or below the level of "general appreciation." The college counselors evaluated the item higher than did the secondary school counselors. The rank of importance and the degree of emphasis, although different, are not great enough to suggest that the two counseling groups be taught at two levels of emphasis. The impact of numbers in the counseling groups is demonstrated in the total emphasis value and rank of importance. Had the training and supervisory groups contained a greater number of individuals checking the questionnaire, undoubtedly the norms would have been much higher.

The scope of the item, Governmental Publications, is outlined by Kennedy (28:94-102). The author suggests that the best way to keep abreast of the publications is to become familiar with various agencies or divisions normally involved in distributing that type of information. As a means of becoming acquainted with such agencies, a list of possible sources are suggested:


It is pointed out that these can be obtained from the
The same source offers a list of departments or agencies of the government which usually supply this type of information. The following is the suggested list:

1. Department of Agriculture.
2. Department of Commerce.
3. Department of Interior.
4. Department of Labor.
5. Department of State.

The approach to the scope of the item taken by Kennedy is supported by other writers. Most of the literature indicates that counselors should be able to avail themselves of all pertinent information from the government. It is also pointed out that the publications are changing constantly. It seems that it is more important for a counselor to know the sources, but that specific publications of the sources should be reviewed and evaluated as a part of the training in the item.

A successful practice in the item was reported by the Occupational Opportunities Service of Ohio State University. The description of the practice is included here as reported.

"For the use of our counselors, counselor-trainees, and students on the campus, we maintain an occupational reference library. Here, as part of the
counseling process, students are invited to orient themselves occupationally or to dig deeper into materials on specific occupations. Among the U. S. Government publications often used in this phase of counseling are: 'Occupational Outlook Handbook;' the various 'Outlook for Women in . . .' series of the Women's Bureau; the D.O.T. (chiefly used with veterans); the publications of the Department of Commerce on small businesses; the Occupational Guides of the U. S. Employment Service; Occupational Outlook Information by State and Region of the Veterans Administration; Labor Market Information - Industry Series (U.S.E.S.); Performance of Physically Impaired Workers in Manufacturing Industries, by U. S. Dept. of Labor; current announcements of the U. S. Civil Service Commission; various pamphlets of the U. S. Office of Education; and in fact, anything put out by any government agency which contains occupational information, or material on counselor training.

"For our researchers, we maintain a shelf of Bureau of Census publications on population, occupational statistics, and the like.

"Government published periodicals which we receive are circulated among the counselors and later clipped, if suitable, for the occupational files, or bound for the use of researchers. They are: Monthly Labor Review, Employment Service Review, The Labor Market, Labor Information Bulletin. We receive regularly the Supt. of Documents' releases on new government publications, and from these new and revised materials are ordered as needed. We also write to separate agencies from time to time for their bibliographies."

**Labor Laws and Related Regulations**

The survey results indicate that the item, Labor Laws and Related Regulations, is the thirteenth item in importance in the area of presenting occupational informa-
tion. An analysis of the survey returns on this item is included in Table XXVIII.

Results of the survey indicate that the item, Labor Laws and Related Regulations, should be taught at a level of emphasis above "general appreciation." The ratings are dispersed, with 50 per cent checking the item to be taught at the "basic concepts" level or higher, and 21 per cent rating it at one of the two bottom categories. All groups are in general agreement as to the degree of emphasis and to the rank of importance of the item. The college counselors evaluated the item the lowest of any group, but the mean value of that group is slightly above the level of "general appreciation." When the results of the survey relative to the teaching emphasis are so similar, the rank of importance takes on greater significance. The rank of twenty-five seems to denote the wishes of all groups. With a uniformity of opinion as to its importance, the results imply that regardless of the level of emphasis needed to teach the item, it should be considered as one of the least important items.

The scope of the item, Labor Laws and Related Regulations, has been difficult to define in the literature related to counselor training. In one publication by Shartle (44:242) there is a brief mention of the value of knowing the local state laws relative to the employment
### TABLE XXVIII

**Levels of Teaching Emphasis Placed Upon the Item, Labor Laws and Related Regulations, in a Course of Occupational Information for Counselors**

<table>
<thead>
<tr>
<th>Level - Value</th>
<th>College Counselors</th>
<th>Secondary School Counselor</th>
<th>Counselor Trainers</th>
<th>State Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>9</td>
<td>41</td>
<td>8</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>28</td>
<td>90</td>
<td>19</td>
<td>18</td>
<td>155</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>30</td>
<td>74</td>
<td>12</td>
<td>10</td>
<td>126</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>31</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td>86</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>252</td>
<td>48</td>
<td>45</td>
<td>146</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.09</td>
<td>2.47</td>
<td>2.54</td>
<td>2.73</td>
<td>2.42</td>
</tr>
<tr>
<td>Rank*</td>
<td>27</td>
<td>23</td>
<td>26</td>
<td>22.5</td>
<td>25</td>
</tr>
</tbody>
</table>

*The relative rank of importance among all items as checked by that group.*
Another publication (16:7-9) points out the need to keep in constant contact with Department of Labor reports in order to be in a position to understand changing requirements. This same source includes apprenticeship training requirements and related information. The literature does not present the item as a separate item which can be included, as such, in the study.

The course outlines reviewed for the study listed a number of sub-topics which may aid in defining the scope of the item. The following sub-topics are listed:

1. Laws pertaining to the employment of minors.
2. Laws pertaining to the employment of female employees.
3. Current federal laws affecting all employees.
4. State laws pertaining to all employees. (State of training institution was named.)
5. Sources of information pertaining to labor laws (Specific reference was made in the outline to the U. S. Department of Labor publications.)

Not all of the course outlines contain all of the sub-topics, but most of them contain most of the items. The sub-topics are presented as additional evidence to support the limited information in the professional literature on the scope of the item.

A successful practice of the item was not includ-
ed in the survey.

**Career Days**

Survey results have placed the item, Career Days, fourteenth in order of importance in the area of presenting occupational information. An analysis of the survey returns on the item is included in Table XXIX.

The item, Career Days, should be presented at the level of "general appreciation" in a course of occupational information, as indicated by the survey results. The item is low in importance in comparison with the other survey items, but the mean value of emphasis is above the "general appreciation" level. The importance of the item in counselor training was signified when 47 per cent marked the item to be taught at the level of the "basic concepts" or higher. This over-balanced the influence of the 7 per cent who indicated that the item should be "omitted" from the course of occupational information.

The college and secondary school counselors did not agree on the value of the item Career Days. The means for the two groups differ by over one-half of one point. The college group suggested that the item should be taught below the level of "general appreciation." The low evaluation is due to 37 per cent of the group who rated the item to be taught "briefly" or "omitted."
<table>
<thead>
<tr>
<th>Level</th>
<th>Value</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly</td>
<td>(4)</td>
<td>9</td>
<td>8.9</td>
<td>62</td>
<td>24.6</td>
<td>11</td>
<td>22.9</td>
<td>13</td>
<td>28.9</td>
<td>95</td>
<td>21.3</td>
</tr>
<tr>
<td>Basic</td>
<td>(3)</td>
<td>27</td>
<td>26.7</td>
<td>65</td>
<td>25.8</td>
<td>11</td>
<td>22.9</td>
<td>12</td>
<td>26.7</td>
<td>115</td>
<td>25.8</td>
</tr>
<tr>
<td>General</td>
<td>(2)</td>
<td>28</td>
<td>27.7</td>
<td>64</td>
<td>25.4</td>
<td>8</td>
<td>16.7</td>
<td>10</td>
<td>22.2</td>
<td>110</td>
<td>24.6</td>
</tr>
<tr>
<td>Briefly</td>
<td>(1)</td>
<td>22</td>
<td>21.8</td>
<td>48</td>
<td>19.0</td>
<td>15</td>
<td>31.3</td>
<td>10</td>
<td>22.2</td>
<td>95</td>
<td>21.3</td>
</tr>
<tr>
<td>Omitted</td>
<td>(0)</td>
<td>15</td>
<td>14.9</td>
<td>13</td>
<td>5.2</td>
<td>3</td>
<td>6.2</td>
<td>0</td>
<td>0.0</td>
<td>31</td>
<td>7.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
<td>100</td>
<td>45</td>
<td>100</td>
<td>446</td>
<td>100</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td></td>
<td>1.93</td>
<td></td>
<td>2.46</td>
<td></td>
<td>2.25</td>
<td></td>
<td>2.62</td>
<td></td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>Rank *</td>
<td></td>
<td>29</td>
<td></td>
<td>24</td>
<td></td>
<td>28</td>
<td></td>
<td>26.5</td>
<td></td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
secondary school counselors, with little agreement as to teaching emphasis, consider more emphasis in the training worthwhile. The level of emphasis for teaching the item to the secondary group is well above the level of "general appreciation." The survey results clearly indicate that the item should have a different teaching emphasis for the two counseling groups.

The rank of importance given the item is about the same for all four groups. An average rank of twenty-seven signifies that even though the item should be taught, it has a low prestige value in terms of the other items. The best rank awarded the item was by the secondary school counselors who placed it twenty-fourth in the list. The difference in rank corresponds to the difference in teaching emphasis given the item. This substantiates the conclusion that the item has a greater value to the secondary school group than to the college counselors.

The scope of the item, Career Days, has been defined by Kaplan (27:143-148) as,

"a meeting or series of meetings for the discussion of occupational and guidance information and problems in which successful men and women are asked to participate and to make available to students their intimate knowledge of the requirements and opportunities in their particular field of work."

Other literature points out many variations of the day, each one having certain merits. The most common one
referred to is the one-day meeting to which resource people are brought to a meeting of the student body. The students rotate from one speaker to another at regular intervals.

The scope of the item is spoken of in a broader sense in another article by Hatch (24:12-13). It points out that planning for, conducting, and following up the day's activities should be thought of as the scope of the day.

The basic pattern for the item has been rather well defined in the literature. The scope of the item appears to be a study of the merits and demerits of the various methods of conducting such a day.

A successful practice was submitted in the form of several programs. Two of the programs have been selected for the study. Both programs are examples of the one-day meeting, but show two major variations. The program of the Classical High School of Lynn, Massachusetts is more detailed than the one held at Birmingham, Michigan. The printed programs for the day are included in Appendix E. They have been considered successful in the opinion of the individual submitting the program. Plans for the day and follow-up procedures after the day were not included in the survey returns.
College Days

Survey results places the item, College Days, fifteenth in order of importance in the area of presenting occupational information. An analysis of the survey returns on the item is included in Table XXX.

The item, College Days, should be taught at the level of "general appreciation" as indicated by the survey results. The item has a rank of importance next to last in the survey group, but a mean value of emphasis to indicate that the teaching level should be "general appreciation." A lack of uniformity of opinion on the item is noted with 9 per cent checking the "omitted" value and 12 per cent the "thoroughly" level. The dispersion within groups is quite comparable among all groups, which indicates a general lack of agreement as to the value of the item. The teaching emphasis and the rank of importance, in general, correlate in a positive direction. The college counselors ranked the item of less value than did the secondary school group, yet the values are not sufficiently divergent to suggest a different training program for each group.

The scope of the item, College Days, is described in a set of objectives outlined by Forrester (19:373-380).
TABLE XXX

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, COLLEGE DAYS,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary School Counselor</th>
<th>College Trainers</th>
<th>State Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>5</td>
<td>42</td>
<td>8</td>
<td>16.7</td>
<td>65</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>30</td>
<td>67</td>
<td>14</td>
<td>29.2</td>
<td>121</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>32</td>
<td>66</td>
<td>9</td>
<td>18.7</td>
<td>122</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>22</td>
<td>50</td>
<td>14</td>
<td>29.2</td>
<td>94</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>12</td>
<td>27</td>
<td>3</td>
<td>6.2</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>252</td>
<td>48</td>
<td>100</td>
<td>446</td>
</tr>
</tbody>
</table>

Weighted Mean | 1.94 | 2.19 | 2.21 | 2.40 | 2.15 |

Rank * | 28 | 30 | 29 | 22 | 29 |

* The relative rank of importance among all items as checked by that group.
"The objectives of college days are many: (1) to give information about requirements for gaining admission and earning scholarships in various schools; (2) to give information about college life, housing facilities, costs, health services, and provision for social activities; (3) to permit students and parents to confer with representatives of specific colleges; (4) to stimulate qualified students who are not planning on college to think about it; (5) to motivate students to build a better high school record while in high school; (6) to create a friendlier attitude on the part of students toward colleges; and (7) to kindle educational ambition."

The author has outlined a plan for conducting a college day. The plan is one which had been tried in the local high school of the author of the article. It includes the steps taken in planning, conducting, evaluating, and following-up the day.

Other professional literature suggests alternate types of days. The most common type mentioned involves some combination with the career day or career conference. There seems to be common agreement among all writers as to the need for planning, conducting and following-up the day. The scope of the item appears to be a review of the best techniques to be used in the accomplishment of planning, conducting, and following-up the day.

A successful practice of the item, College Days, was submitted with two different survey blanks. The two plans are comparable in length of time and purpose. They differ in specific organization and in the
techniques of preparation. The program submitted by Berkley High School of Berkley, Michigan, has been organized by a community agency. The high school is used as a meeting place and an outside agency supervises the day's activities. Members of the agency meet with the students prior to the day of the event to explain how the meeting has been organized and what colleges will be represented. The second practice reported in the survey is one conducted by the students and faculty of Denby High School of Detroit, Michigan. An orientation meeting is held in the morning for students and college representatives. During the afternoon college students return to discuss certain common problems faced by high school seniors. A dinner meeting, panel discussion, and parent-student conferences with college representatives round out the day's program. Neither report suggests what is done to follow-up the day and only one mentions pre-day planning. Copies of the programs are included in Appendix E.

Clubs and Similar Activities

The survey findings ranks the item, Clubs and Similar Activities, sixteenth in order of importance in the area of presenting occupational information. An analysis of the survey returns is included in Table XXXI.
TABLE XXXI

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, CLUBS AND SIMILAR ACTIVITIES,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>Counselors</td>
<td>School Counselor</td>
<td>Trainers</td>
<td>Supervisors</td>
</tr>
<tr>
<td>Level - Value: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>4</td>
<td>4.0</td>
<td>25</td>
<td>9.9</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>17</td>
<td>16.8</td>
<td>85</td>
<td>33.7</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>39</td>
<td>38.6</td>
<td>80</td>
<td>31.7</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>29</td>
<td>28.7</td>
<td>46</td>
<td>18.3</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>12</td>
<td>11.9</td>
<td>16</td>
<td>6.4</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>1.72</td>
<td>2.23</td>
<td>1.94</td>
<td>1.69</td>
</tr>
<tr>
<td>Rank *</td>
<td>30</td>
<td>27</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
Only one of the four groups checking the questionnaire placed, Clubs and Similar Activities, higher than last in the list of thirty items. The secondary school counselors rated the item above the emphasis level of "general appreciation" and gave it a rank order of importance of twenty-seven. Of the secondary school group 44 per cent checked an emphasis level of "basic concepts" or higher. Because of the large number of secondary school counselors and their higher evaluations, the total mean is considerably higher than denoted by the other groups. The other three groups evaluated the item below the teaching level of "general appreciation." It seems that the survey results do not indicate more teaching emphasis for the item than "general appreciation" and less in the training of college counselors.

The scope of the item, Clubs and Similar Activities, has been outlined by Erickson as (14:105-106).

"Career clubs are co-curricular groups organized to provide occupational information. Career clubs can be organized and developed in the same way that other clubs are encouraged. They can follow several patterns of organization:

1. Many clubs can be organized around specific fields.

2. A general boys' career club and a girls' career club can be organized.

3. These clubs can be organized around community citizens and can meet in the homes of these interested adults."
Other literature subscribes to a similar pattern in discussing the club as an occupational information technique. Wright (54:25) gives as the major objective of the club activity, "To explore, develop and deepen pupils' interests and aptitudes." It is explained that students are able to utilize the club to bring about an occupational choice which is most meaningful to the individual.

In a periodical (38:156-157) Orrico outlines the major parts of a career club. The club was organized for those girls interested in nursing as an occupation. The school nurse acted as the club advisor and an attempt was made to explain to the student body that only girls who thought they would like to know more about nursing should join. The first phase of the work was of an orientation nature. The club members listened and talked to nurses and nurses in training. The club saw movies about hospitals. The club members took a battery of tests, which was interpreted to them. If the member still wished to continue an investigation of the field, she studied a special area of the field of nursing. An intensive study was then made of that area and reported to the group.

Other literature contained similar objectives and plans of organization of the career club. There seems to be a general agreement as to the purpose and
anticipated outcomes. The variations are in specific organization and sponsorship. It seems that the scope of training for counselors in the item would be an evaluation of the various methods of organizations, purposes for the club, and evaluation of expected outcomes.

A successful practice of the item, Clubs and Similar Activities, in occupational information was reported by a high school in Muskegon, Michigan. A club has been organized for the boys majoring in the commercial course and designed to help them analyze their aptitudes and interests and to obtain a closer contact with potential employers. Interest inventories and aptitude tests are taken, interpreted and discussed in the club. Local employers meet with the group to discuss work requirements and opportunities. Each boy reports to the club on some specific phase of the commercial field. Discussions are held as to the best techniques of meeting the employment interviewer and what information the prospective employee should have. Near the end of the year each senior develops his own "face sheet" of personal data to be presented to the potential employer.

Suggested Items

The survey blanks contained many suggestions for
items in the area of presenting occupational information. Most of them were mentioned only once. Many others have been included in the scope of one of the survey items. Of all of those suggested only two were mentioned more than once and not specifically covered in the scope of one of the regular items. The two items and the number of times mentioned are:

1. Techniques of Getting a Job . . . . Six
2. Labor Market Statistics . . . . Two

Since, Techniques of Getting a Job, was mentioned on six different survey blanks, it seems sufficiently important to be considered in the training course. There are several items in the study list which could include Techniques of Getting a Job. There does not appear to be sufficient evidence to recognize the item as a major item, but rather to incorporate it in the scope of a major item.

The second suggestion was included on two blanks. It has not been determined if this should be included in the course of occupational information. The fact that two individuals, actively engaged in the professional field, mentioned it seems to lend some support to its inclusion.
Importance of the Area

The area of presenting occupational information is the largest of the three areas of the study. It has been divided into two major parts, I and II. The eight items evaluated as the most important in the survey have made up Part I and the eight considered less important Part II.

The teaching emphasis of the area signified by the mean is slightly below the level of the "basic concepts." A comparison of the items is included in Table XXXII. The mean is directly affected by the extremes in the range of evaluation. The range of the means is 1.27 in the five point scale. The higher ratings of Part I are offset by the lower ratings of Part II. Since the two extremes tend to counter-balance each other, the mean can be accepted as a fair indication of the value of the area.

Slight differences exist among groups in the survey results covering the area. The supervisors rated the area higher than the other groups. The counselor trainers have an average rating very close to the supervisors and both groups checked the area as more important than the counseling groups. The importance
of the area is evident from the general agreement among
groups as to its relative importance. This, plus the
mean value of all items, gives added impetus to the
need to teach the area very closely to the level of
the "basic concepts."
### TABLE XXXII

**A COMPARISON OF MEAN VALUES AND RANK OF IMPORTANCE OF ITEMS IN PART II OF THE AREA OF PRESENTING OCCUPATIONAL INFORMATION**

<table>
<thead>
<tr>
<th>Item</th>
<th>Degree of Importance (Value Range 0 - 4 : Rank Range 1 - 30)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All : College : Sec. Sch. : Counselor : State : Groups : Counselors : Counselors : Trainers : Supervisors</td>
<td></td>
</tr>
<tr>
<td>Occupational Families</td>
<td>Mean : Rank : Mean : Rank : Mean : Rank : Mean : Rank : Mean : Rank</td>
<td></td>
</tr>
<tr>
<td>Clubs and Similar Activities</td>
<td>2.03 : 30 : 1.72 : 30 : 2.23 : 27 : 1.94 : 30 : 1.69 : 29</td>
<td></td>
</tr>
<tr>
<td>Mean Table XXIII</td>
<td>3.00 : 9 : 2.85 : 9.8 : 2.97 : 10.4 : 3.12 : 8.4 : 3.28 : 7</td>
<td></td>
</tr>
</tbody>
</table>

Grand Mean of all Items in Tables XXIII & XXXII


* The weighted mean of all raw responses.

** Arithmetical average of the rank values of eight items.
CHAPTER V

TECHNIQUES OF APPLYING OCCUPATIONAL INFORMATION
TO RELATED ACTIVITIES

The items which do not fit into the framework of the other major areas and which are closely related to other guidance services or staff functions have been grouped into a third area of emphasis. The area has been entitled techniques of applying occupational information to related activities. A total of five items are discussed in the related activities area.

The five items of the related activities area were distributed through the last half of the survey blank. The items included in the survey list and the number of syllabi which mentioned the item are as follows:

1. Orientation procedures . . . . . . Three
2. Vocational Counseling . . . . . . Five
3. Governmental and Private Placement Agencies . . . . . . Four
4. School Placement Agencies . . . . Four
5. The Work Experience Program . . . . Four

The items ranged from number twenty to number thirty among the items of the survey instrument. The two items referring to placement were listed on all four of the course outlines in the order used on the
questionnaire. Since the two placement items were listed together, they were retained in the same order on the survey instrument.

The item, Vocational Counseling, appeared in all five syllabi in some form. Three of the outlines listed the item as, Vocational Counseling. One outline included an item, Vocational Interviewing. The fifth outline listed an item under the title, Matching Jobs and Men. The sub-topics under each of the headings were similar in all five. Because of the similarity of the scope of the items, it was decided to group all of the items into one for the survey questionnaire. The survey returns are discussed in this report in the order of importance given each item in the results. The one which received the highest rating is discussed first.

Vocational Counseling

The item which received the highest point average in the survey results was, Vocational Counseling, in the area of applying occupational information to related activities. An analysis of the survey returns on the item is included in Table XXXIII.

The importance of the item, Vocational Counseling, is indicated by the number of individuals checking the highest values of teaching emphasis. A total of 276 or
TABLE XXXIII

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, VOCATIONAL COUNSELING
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary Counselor</th>
<th>Counselor Trainers</th>
<th>State Trainers</th>
<th>Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Value: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
<td>Per cent: Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>55</td>
<td>54.5</td>
<td>180</td>
<td>71.4</td>
<td>20</td>
<td>41.7</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>23</td>
<td>22.8</td>
<td>45</td>
<td>17.9</td>
<td>11</td>
<td>22.9</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>12</td>
<td>11.9</td>
<td>15</td>
<td>5.9</td>
<td>7</td>
<td>14.6</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>5</td>
<td>4.9</td>
<td>3</td>
<td>1.2</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>6</td>
<td>5.9</td>
<td>9</td>
<td>3.6</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>3.15</td>
<td>3.52</td>
<td>2.73</td>
<td>2.73</td>
<td>3.27</td>
<td></td>
</tr>
<tr>
<td>Rank *</td>
<td>2</td>
<td>1</td>
<td>19</td>
<td>22.5</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
62 per cent rated the item to be taught "thoroughly." The "basic concepts" level was checked by 85, which makes a total of 81 per cent suggesting that the item should be taught at the level of the "basic concepts" or higher. The average rank and emphasis value given the item indicates quite clearly that it should be taught at the level of the "basic concepts" or with greater emphasis.

Contrasted with the large numbers who marked the item in the top categories is about 10 per cent who have suggested that the item be taught "briefly" or "omitted." The percentage would have been much greater had the secondary school group checked the item with the same dispersion of checks as the other groups. A possible explanation for the extreme difference of opinion is a comment found after the item on many of the survey blanks. A total of twenty-nine individuals made comments relative to the advisability of having this item in a course of occupational information. Most of the comments were prefaced by a statement to the effect that the item is very important, but should not be included in a course of occupational information. The comments in general suggest that this item be taught in some other course in the training of counselors. The value given to the item by the ones making the comments do not follow a definite pattern. The values given the item after the comments
tended toward the extreme values. Most of them rated the item in the lower values following their comment. The comments seem to take on greater significance in light of the fact that no provision has been made for such comments, yet almost 7 per cent reacted in a similar manner.

Important differences existed among the groups in the survey results. The secondary school counselors ranked, Vocational Counseling, the most important item in the list and the college counselors rated it second in importance. The training and supervisory groups thought less highly of the item, giving it a rank value in the lowest third in importance and twenty-seven hundredths of a point below the teaching level of the "basic concepts." Marked differences exist between the counseling groups and the others which are not clearly shown in the mean difference. Of the counseling groups 67 per cent checked the item to be taught "thoroughly," whereas, only 40 per cent of the other groups evaluated it at that level of emphasis. At the opposite end of the scale 22 per cent of the training and supervisory groups checked the item to be taught "briefly" or "omitted" as compared to 7 per cent of the counseling groups. Of those individuals who had suggested that the item be taught in another course, eleven of them were from the supervisory group. This may have been the
reason for the greater dispersion of answers from the latter group. The results, taken at their face value, indicate that the counseling groups would teach the item above the level of the "basic concepts," and the other groups a comparable distance below the "basic concepts" level of emphasis.

The scope of the item, Vocational Counseling, seems to be rather well defined in the literature. Kaplan (27:1383-1388) lists three major steps in vocational counseling. The first step is the determination of the students' aptitudes, potentialities, desires and general background. The second step is the obtaining of reasonably accurate and comprehensive knowledge of the world of work. The third and most critical step mentioned is the integration of the knowledge gained in the first two steps so that an individual can make a tentative decision for training and/or a vocation. The scope outlined by the three steps coincides with the course outlines used to select the original item.

Much of the literature does not mention, Vocational Counseling, except as related to the over-all process of counseling. One of the major publications (15:19-21) outlines the competencies a counselor needs and includes the three steps plus other attributes. The manual
published by a number of professional organizations
(34:30-35) recognizes a common core for counselors, but
sets up special additional components of training for
vocational counselors. The suggested topics for study
tend to conform to the three basic steps but are much
more specific as to the component parts.

A successful practice of the item has been reported
in outline form by a secondary school counselor. It
refers to the steps taken with an actual case, which in-
volved a vocational problem. The client was a high school
girl who thought she would like to be a nurse. The out-
line is included in the study as reported in the survey.

"I First Interview

A. About 30 minutes long.

B. Discussed results of S.R.A. Primary
Mental Ability Test and Differential
Aptitude Tests. In both of these
she was in the 99th percentile in
reasoning and very high in verbal.
We felt these were especially
necessary for the courses she would
be required to take in both high
school and college for her nurses'
training. Abstract reasoning
ability, also very essential, was
the 99th percentile.

C. Discussed necessary personal qualifi-
cations.

D. Sent her to the Occupational File in
our library to get all the informa-
tion she could.
"II Second Interview

A. About 30 minutes long.

B. Discussed the information she had found.

1. Requirements
2. Possible hospitals for training
3. Possibilities for advancement
4. Other related fields (She was also interested in a Laboratory Technician's work)

C. Set up a four-year high school schedule.

D. Suggested she talk with her family doctor or a nurse to get some first hand information.

This is the only practice which was presented in detail. From replies on several blanks the inference is that successful practices are in operation, but the complexity of these practices prevented their being reported in detail.

The Work Experience Program

The second item of importance in the area of applying occupational information to related activities is, The Work Experience Program, as signified by the survey results. An analysis of the survey returns on the item is included in Table XXXIV.

The item, The Work Experience Program, should be taught at the level of the "basic concepts," according to the survey results. A total of 77 per cent of the
<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>30</td>
<td>125</td>
<td>17</td>
<td>189</td>
<td>42.4</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>14</td>
<td>80</td>
<td>15</td>
<td>154</td>
<td>34.5</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>15</td>
<td>30</td>
<td>12</td>
<td>69</td>
<td>15.5</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>9</td>
<td>12</td>
<td>2</td>
<td>24</td>
<td>5.4</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>252</td>
<td>46</td>
<td>646</td>
<td>100</td>
</tr>
</tbody>
</table>

Weighted Mean 2.88 3.22 2.90 3.07 3.09

Rank * 7.5 3.5 15.5 13 4

* The relative rank of importance among all items as checked by that group.
persons checking the questionnaire marked the "basic concepts" level or higher. The groups are in general agreement on the emphasis level of the item, but major differences exists among the groups as to the rank of importance. All groups are close enough in the evaluation to conclude that the teaching level should be the "basic concepts."

The secondary school counselors evaluated the item the highest of any group. Of this group 81 per cent checked one of the two top categories. This group emphasized the importance of the item still more by ranking it fourth among all items in importance. Even though this group considered the item more important than the other groups, the mean for the group is only slightly above the teaching level of the "basic concepts."

The scope of the item, The Work Experience Program, has been defined in the literature. Dillon (10:9) has reported a study of work experience in the secondary schools. The term, Work Experience Program, used in his study is limited to programs in which students are released from school part-time to participate in paid employment. The employment situation is developed and supervised by the schools and school credit is granted for the work done on the job. Other types of programs have been mentioned, such as federally subsidized
programs, farm labor programs, and non-paying work experience, but have not been included in the report identified as a work experience study.

A study reported by Bateman (3:453) on work experience defines the term

"practical activity in the production or distribution of goods or services exercised in a normal way in business, industrial, professional, and institutional fields and for which pay was received.

"It does not include non-paying work activities such as vocational training, customary school activities, and community service."

For purposes of research the term has been defined to meet the needs of the researcher. A more complete definition is given by Erickson (13:355)

"It is a means and method in the program of the school by which the learner actually produces useful goods or renders useful services through participation in socially desirable work activities in the community, under real conditions."

The latter definition gives the scope of the item in a broader sense, which seems to express the term as spoken of by other writers in the professional literature.

Zeran (57:31) has reported some of the findings of a study committee of the Sixth Annual Conference of State Supervisors of Occupational Information and Guidance. The report includes a list of recommendations which seems to have merit in defining the scope of the
The suggestions are offered to schools as a means of relating work experience to the total guidance program.

1. Determine the extent of work being done by students.
2. Determine the nature of work.
3. Evaluate the work.
4. Provide for someone to take care of the placement phase of the work experience program of the school.
5. Provide for a variety of work experience within the school.
6. Provide special individual counseling service for those who are working.
7. School principals should study with their teachers means of using students daily work experience.
8. Provide for group meetings with students who are working so that they may recognize better the values they are receiving from their work experiences.
9. Set up an evaluation procedure to determine the real values of the work experience program and its effect on individual students.

The literature on the subject is devoted to identifying the term work experience and how it is conducted. The implication for counselor training is then inferred as being techniques of organization, administration and follow-up of the Work Experience Program, as identified in the literature.

A successful practice of the item, The Work
Experience Program, was included in the survey returns. The name of the school and the contributor were not identified. The practice is incorporated in the report as submitted.

"Our school is a senior high school consisting of about 900 students in the tenth, eleventh, and twelfth grades. The work experience program was implemented during the war but has been reorganized somewhat since that time. The following outline will give a picture of our program.

Types of work experience:

(a) Cooperative training (vocational education)

(b) Organized work experience for credit

(c) Incidental work

Individuals responsible for supervision of three types of work experience.

(a) Coordinator in vocational education department

(b) Director of guidance

(c) Not supervised

Organization of type (a): When students first come to the high school a suggested program is forwarded from the counselor of the junior high school for each student. The student starts his program as planned the year before. During the year the coordinator attempts to interview each student several times to ascertain his particular abilities, aptitudes and wishes. If he is 16 years of age when he starts his second year in high school, he is placed on the job. If he is too young, he continues in vocational course work until he can be placed.
Organization of type (b): Upon the recommendation of the guidance committee, teachers, or counselors, the director of guidance interviews students who might profit most from work experience. As soon as he determines the needs of the student (provided he is 16 years old) he is placed on a job one-half day, five days each week. It is possible for him to obtain a maximum of 2 course units in Practical Economics for three semesters. The agency employing the student must pay him the prevailing wage and submit an evaluation of his work at the end of the semester. The supervisor visits each student at least once each half-year.

The type (c) experience is not organized, but an attempt is made to keep a record of all work done by students so that it can become a part of his record."

Orientation Procedures

The third item of importance in the area of applying occupational information to related activities is, Orientation Procedures, as indicated by the survey results. An analysis of the survey returns on the item is included in Table XXXV.

Orientation Procedures, should be taught at the level of the "basic concepts" as denoted by the survey results. A total of 38 per cent checked the item to be taught "thoroughly" and 68 per cent marked a teaching emphasis of the "basic concepts" or higher.

The positive influence of the secondary school counselors is obvious in the total mean value and rank
TABLE XXXV

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, ORIENTATION PROCEDURES,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College</th>
<th>Secondary</th>
<th>Counselor</th>
<th>State</th>
<th>Trainers</th>
<th>Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>24</td>
<td>23.8</td>
<td>120</td>
<td>47.6</td>
<td>14</td>
<td>29.2</td>
<td>171</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>39</td>
<td>38.6</td>
<td>65</td>
<td>25.8</td>
<td>14</td>
<td>29.2</td>
<td>133</td>
</tr>
<tr>
<td>General Appreciation</td>
<td>25</td>
<td>24.8</td>
<td>50</td>
<td>19.8</td>
<td>10</td>
<td>20.8</td>
<td>95</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>7</td>
<td>6.9</td>
<td>13</td>
<td>5.2</td>
<td>8</td>
<td>16.7</td>
<td>33</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>6</td>
<td>5.9</td>
<td>4</td>
<td>1.6</td>
<td>2</td>
<td>4.1</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
<td>100</td>
<td>446</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.67</td>
<td>3.13</td>
<td>2.63</td>
<td>2.62</td>
<td>2.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank *</td>
<td>16</td>
<td>7</td>
<td>22.5</td>
<td>26.5</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
of importance. Due to the greater number checking the questionnaire, the higher rating of the secondary group has distorted the evaluations of the other groups. The other three groups are in very close agreement on the degree of emphasis in the teaching of the item. The evaluation given the item by the three groups is between the levels of "general appreciation" and the "basic concepts." The rank of importance given the item by the secondary school group is much higher than the other groups. The survey results of the two counseling groups signifies more emphasis for the item in the training of secondary school counselors than of college counselors. Regardless of the group being trained, the survey results suggest the inclusion of the item and that it should be taught above the level of "general appreciation."

The scope of the item, Orientation Procedures, has various interpretations. The three course outlines that included the item, of the five initially reviewed for the survey, did not agree as to the content. Of the three that listed the item, one covered minor topics similar to a general overview of the world at work. The other outlines included factors of the principles of the orientation of students or employees to a new situation. Since this difference did exist in the course outlines,
it may have been checked by people with several interpretations. The only factor of the survey which would have helped identify this item was the inclusion of the item, An Overview Of The World At Work. This may have helped a checker to understand the meaning of the item, Orientation Procedures.

The literature has not been in agreement as to the scope of the item. Chisholm (7:86-155) has included, under Orientation, all of the kinds of information given to persons for purposes of improving their later adjustment. A part of the program, using this interpretation, would then be educational and occupational information. Warters (50:160) has narrowed the term to a more specific scope:

"Helping the student to belong to a new school by helping him to find his place in it and to make good use of its offerings and resources, is commonly described as 'orientation'."

Most of the literature in the professional field refers to orientation as a means of giving information to an individual so as to improve his adjustment to a new situation. The information relative to educational and occupational possibilities is treated in close relationship to orientation, but each is recognized as a separate component.

A successful practice of the item was included
with several survey blanks. One college counselor, who had worked at the J. L. Hudson Company of Detroit, reported on the orientation of the new sales people. The contributor of the practice offered the practice as an example which could be followed in the orientation of college freshmen. Each new employee had a sponsor. The sponsor was given a definite outline which was to be followed in the orientation of the new person. In addition, the training department of the company conducted a series of training meetings for the employees and issued an orientation handbook. A copy of the outline is included in Appendix F.

Another practice submitted in the survey was by a junior high school counselor. The name of the contributor and school were not included on the survey blank. The practice was offered in outline form. The outline follows:

"Junior High School Orientation Get Acquainted Phase:

(a) The student council prepared a student handbook for all new students.

(b) Home-room teachers conducted a snap-shot project. Each student had his picture taken which was placed on a large cardboard with the students' name, and posted in each room.

(c) New groups reported to school one day before the other classes. A skeleton program operated so
that the pupils could become acquainted with their new situation in the absence of competition from other classes.

"Educational Phase:

(a) School clubs presented assembly programs and told of the activities of their club.

(b) Each teacher spent the first two periods of each class explaining the purpose of the course and possible direction for the year's work."

School Placement Agencies

The item, School Placement Agencies, ranks fourth in importance in the area of applying occupational information to related activities in the survey results. An analysis of the survey returns on the item is included in Table XXXVI.

The mean value of the survey results gives the item a teaching emphasis value slightly below the "basic concepts." A total of 63 per cent rated it at the two top values. This more than offsets the lowering influence of those who had checked the item to be taught "briefly" or "omitted." In addition, the significance of, School Placement Agencies, is illustrated by a rank of importance of seventeen.

The four groups are in general agreement as to the teaching emphasis, but not in the rank of importance
TABLE XXXVI

LEVELS OF TEACHING EMPHASIS PLACED UPON THE ITEM, SCHOOL PLACEMENT AGENCIES,
IN A COURSE OF OCCUPATIONAL INFORMATION FOR COUNSELORS

<table>
<thead>
<tr>
<th>Teaching Emphasis</th>
<th>College Counselors</th>
<th>Secondary School Counselor</th>
<th>Counselor Trainers</th>
<th>State Counselors</th>
<th>Supervisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level - Value</td>
<td>Number Per cent</td>
<td>Number Per cent</td>
<td>Number Per cent</td>
<td>Number Per cent</td>
<td>Number Per cent</td>
<td></td>
</tr>
<tr>
<td>Thoroughly (4)</td>
<td>21 20.8%</td>
<td>85 33.7%</td>
<td>13 27.1%</td>
<td>17 37.8%</td>
<td>136 30.5%</td>
<td></td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>31 30.7%</td>
<td>85 33.7%</td>
<td>15 31.2%</td>
<td>12 26.7%</td>
<td>143 32.1%</td>
<td></td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>31 33.7%</td>
<td>60 23.8%</td>
<td>12 25.0%</td>
<td>11 24.4%</td>
<td>117 26.2%</td>
<td></td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>13 12.9%</td>
<td>16 6.4%</td>
<td>6 12.5%</td>
<td>4 8.9%</td>
<td>39 8.7%</td>
<td></td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>2 2.0%</td>
<td>6 2.4%</td>
<td>2 4.2%</td>
<td>1 2.2%</td>
<td>11 2.5%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>101 100%</td>
<td>252 100%</td>
<td>48 100%</td>
<td>45 100%</td>
<td>446 100%</td>
<td></td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.55</td>
<td>2.90</td>
<td>2.65</td>
<td>2.39</td>
<td>2.79</td>
<td></td>
</tr>
<tr>
<td>Rank *</td>
<td>21.5</td>
<td>10</td>
<td>21</td>
<td>18.5</td>
<td>16.5</td>
<td></td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
of School Placement Agencies. The college counselors rated it lower in value and rank of importance than the secondary school group. The range of difference in the emphasis value is slight with a value of .35 of a point. The difference in rank of importance is notable with twelve points separating the two groups. Since all four groups evaluated the item relatively alike in emphasis value, the rank of importance seems to be the chief means of discrimination. The rank of importance of ten, given it by the secondary school counselors, seems to denote a need for more training in the item for the secondary school counselor than for the college counselor.

The scope of the item, School Placement Agencies, has been delimited by Erickson (13:381-382) as a process. The process is divided into three major phases. The first phase is the preparation made for placement. Such elements as the information given to potential employees, contacts made with employers, and the orientation of all parties involved make up the first phase. The second phase is the induction practices as the employee goes to work. The third phase is the continuous follow-up and readjustment of the employee on the job.

School Placement Agencies have been organized in several different ways. The major types have been discussed by Lerner (33:322-325). Three types mentioned
are:

2. Decentralized Public School Placement Service.

The differences are, as noted in the names, mainly differences in organization not in techniques of specific service. The author points out other variations and includes suggestions for working with other public and private placement agencies.

An additional element in the scope of school placement is mentioned in most of the literature, that of the issuance of employment certificates. The techniques of utilizing such an element in the guidance program have been discussed by Fuhrman (22:317-320). Since this factor is mentioned in relationship to placement, it is concluded that it is an essential part of the training of individuals responsible for placement duties.

It appears, after a review of much of the professional literature on the subject, that the scope of the item consists of several major parts. One part is the methods of organization with consideration for the values of each type. A second major part involves the proper techniques of preparation, orientation, and later contacts of all individuals involved in the process.
A third major part is the smaller elements related to placement which carry into other items of training such as the work certificate with the item, labor laws, and related regulations.

A successful practice of School Placement Agencies, was reported with one of the survey blanks by a public school system. The name of the school is not included in the study because of the request of the individual who submitted the practice. The chart which shows the organizational plan of the system is included in Appendix F. The report of the operational aspects of the practice is reproduced in the study as submitted.

"We have a centralized placement service with a full-time person in charge of placement and the issuance of work certificates. He works through the principals of the three high schools with the counselors of the two general high schools and the coordinators of the technical high school. It is the duty of the director of placement to maintain constant contact with the employers, keep the staff informed of the needs of boys and girls made apparent through placement contacts, and to act as a clearing house for all placement. The counselors and coordinators make out a short placement 'brief' on each student available for placement on a part-time basis. This is kept in the file of the central office. When a request comes to the central office, the director narrows the possible employees to one or two and then contacts the counselor or coordinator who has submitted the student's name. This person then calls the inquiring agency, offers additional information, and arranges for the contact.

"The cooperative program in vocational education is under the direction of the co-
ordinators. The director of placement serves as chairman of this group for coordinating purposes. This is a staff relationship. The relationship seems to be very satisfactory.

"Our counselors like this arrangement because it does not involve a lot of duplicated clerical work and still they have a part in placement. The community likes the plan, for it gives them a central place to call for immediate service. The coordinators like the plan, for it prevents overlapping problems inherent in part-time and cooperative placement."

Governmental and Private Placement Agencies

The last item in order of importance in the area of applying occupational information to related activities is, Governmental and Private Placement Agencies, as indicated by the survey results. An analysis of the survey returns on the item is included in Table XXXVII.

The results indicate that the item should have a level of teaching emphasis about half-way between "general appreciation" and the "basic concepts." The total mean value is comparable to all mean of the four groups. A general lack of uniformity characterizes the individual opinion of the level of teaching emphasis in each group. Of those who checked the various values, 54 per cent marked one of the two highest values and about 15 per cent checked one of the two lowest values. In spite of the dispersion of checks most of the checkers selected either the "basic concepts" or "general
<table>
<thead>
<tr>
<th>Level - Value</th>
<th>Teaching Emphasis</th>
<th>Level - Value</th>
<th>Teaching Emphasis</th>
<th>Level - Value</th>
<th>Teaching Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (4)</td>
<td>College Counselors</td>
<td>Thoroughly (4)</td>
<td>Secondary School Counselor</td>
<td>Thoroughly (4)</td>
<td>State Trainers</td>
</tr>
<tr>
<td>23</td>
<td>22.8</td>
<td>54</td>
<td>21.4</td>
<td>11</td>
<td>22.9</td>
</tr>
<tr>
<td>Basic Concepts (3)</td>
<td>College Counselors</td>
<td>Basic Concepts (3)</td>
<td>Secondary School Counselor</td>
<td>Basic Concepts (3)</td>
<td>State Trainers</td>
</tr>
<tr>
<td>31</td>
<td>30.7</td>
<td>85</td>
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<td>13</td>
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<tr>
<td>31</td>
<td>30.7</td>
<td>80</td>
<td>31.8</td>
<td>15</td>
<td>31.2</td>
</tr>
<tr>
<td>General Appreciation (2)</td>
<td>College Counselors</td>
<td>General Appreciation (2)</td>
<td>Secondary School Counselor</td>
<td>General Appreciation (2)</td>
<td>State Trainers</td>
</tr>
<tr>
<td>13</td>
<td>12.9</td>
<td>28</td>
<td>11.1</td>
<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td>Briefly (1)</td>
<td>College Counselors</td>
<td>Briefly (1)</td>
<td>Secondary School Counselor</td>
<td>Briefly (1)</td>
<td>State Trainers</td>
</tr>
<tr>
<td>13</td>
<td>12.9</td>
<td>28</td>
<td>11.1</td>
<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td>Omitted (0)</td>
<td>College Counselors</td>
<td>Omitted (0)</td>
<td>Secondary School Counselor</td>
<td>Omitted (0)</td>
<td>State Trainers</td>
</tr>
<tr>
<td>3</td>
<td>2.9</td>
<td>5</td>
<td>2.0</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>252</td>
<td>100</td>
<td>48</td>
</tr>
<tr>
<td>Weighted Mean</td>
<td>2.57</td>
<td>2.62</td>
<td>2.52</td>
<td>2.67</td>
<td>2.60</td>
</tr>
<tr>
<td>Rank *</td>
<td>19.5</td>
<td>19</td>
<td>27</td>
<td>25</td>
<td>21</td>
</tr>
</tbody>
</table>

* The relative rank of importance among all items as checked by that group.
appreciation" with a total of 63 per cent marking one or the other. This concentration of opinion gives substantiation to the conclusion that the teaching level for the item should be above "general appreciation."

In general, the rank of importance is quite similar for all four groups. The counseling groups ranked it slightly higher than the training and supervisory groups. The rank of twenty-one for the total more closely represents the rank of the counseling groups. The differences in rank are so slight no further conclusions have been drawn from the results.

The scope of the item, Governmental and Private Agencies, has not been uniformly recognized in the professional literature. The course outlines, used in the selection of the original items, were not specific as to the major elements of the item. Of the four outlines that included it, only one listed sub-headings. The listed elements of that outline were: basic problems of placement, problems of organization, techniques of working with agencies, and a list of several agencies.

The professional literature does not discuss this item in isolation, but develops the entire area of placement. The most comprehensive dissertation examined on the item is by Reed (41:1-347) who has divided placement into three major parts:
"(1) An overview of the history and philosophies of placement and employment services.

(2) Organization, administration, administration, and operation of occupational placement services.

(3) Special placement services."

The author has gone into elaborate detail on all of the aspects of placement.

Another writer, Lerner (31:324-325), has reported that the placement services of an area are coordinated with the schools. The chief agency of the community is the State Employment Service.

It is concluded from the literature and the course outlines that the scope of the item is not definite, but some factors are common in all suggestions. It appears as if a counselor should know how to identify and utilize the private and public placement agencies. A number of writers have supported the contention that placement is one area and that school and other placement agencies should work together. The best methods of utilizing all resources are recognized as the scope of the item.

A successful practice of the item was not included, as such, in the survey. A large number of questionnaires noted a working relationship with the State Employment Service as being very satisfactory. It seems that the cooperation of the school and this one
agency represents successful practices as they now exist, relative to, Governmental and Private Placement Agencies.

**Suggested Items**

In the area of the techniques of applying occupational information to related activities, four additional items have been included from those suggested. The items are those not specifically mentioned in the scope of the survey item but which have been mentioned in two or more questionnaires. The four items and the number of times they were suggested are as follows:

1. Testing Related to Occupational Information . . . . . . . . . . . . . Eight
2. Personal Analysis Audit . . . . . . . Eight
3. Interview Techniques . . . . . . . . . Three
4. Continuous Research In Occupational Information . . . . . . . . . Two

The spontaneous mention of the same item by over 1 per cent of those surveyed would seem to give some significance to the first two items suggested. It does not seem valid to suggest that these items be added to the counselor training course as independent items. It does appear, however, that cognizance should be taken of the suggestions for possible inclusion with other items. Since the other two items were mentioned by less than 1 per cent, it has not been deemed advisable to advocate
the inclusion of the item in a course of occupational information. It is within the scope of possibility to include the last two items in other items. The third item could be covered in the item, Vocational Counseling, or the items of the first area of the study which are concerned with research. It may have been the intent of those adding the last item to cover the techniques of research in considerable detail.

Importance of the Area

The area of applying occupational information to related activities should be taught at the level of the "basic concepts" as signified by the survey results. The mean for the area is within .06 of a point of the exact level of the "basic concepts." The rank of importance of the area indicates that the area is very important in counselor training. The average rank for the five items is high in the list of thirty, being only slightly over the rank of ten. The high rank may have been positively influenced by the small number of items in the area. This may have had a tendency to reduce the dispersion.

The four groups are in general agreement on the teaching emphasis of the area, but not the rank of importance. The counselor trainers have a mean of teaching emphasis .25 of a point from the mean for all
groups. This is the greatest range with two other groups having a mean .14 of a point from the average of the group. The rank of importance of the area illustrates considerable dispersion. The state supervisors have an average rank 13 points lower than the secondary school counselors for the area. The rank of importance given the area by the counselor trainers is similar to the state supervisors. This points out the wide difference of opinion which exists between the counseling groups and the training and supervising groups concerning the relative importance of the area. It seems obvious that the training and supervising groups think that the area should be taught near the level of the "basic concepts," but that if it were a choice, the area is of less importance than other areas. By the same token, the counseling groups signified about the same teaching level, but considered the area slightly more important than the other areas.
### TABLE XXXVIII

A COMPARISON OF MEAN VALUES AND RANK OF IMPORTANCE OF THE ITEMS IN THE AREA OF APPLYING OCCUPATIONAL INFORMATION TO RELATED ACTIVITIES

<table>
<thead>
<tr>
<th>Item</th>
<th>Degree of Importance (Value Range 0 - 4 ; Rank Range 1 - 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Mean; Rank</td>
</tr>
<tr>
<td>Vocational Counseling</td>
<td>3.27; 3</td>
</tr>
<tr>
<td>The Work Experience Program</td>
<td>3.09; 4</td>
</tr>
<tr>
<td>Orientation Procedures</td>
<td>2.93; 11</td>
</tr>
<tr>
<td>School Placement Agencies</td>
<td>2.79; 16.5</td>
</tr>
<tr>
<td>Governmental and Private Placement Agencies</td>
<td>2.60; 21</td>
</tr>
</tbody>
</table>

* The weighted mean of all raw responses.
** Arithmetical average of the rank values of the five items.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This study has been based on the premise that there is a need to ascertain the content of the occupational information training in the academic preparation of counselors. As a means of determining the course content four specific objectives have been sought. The objectives which have given direction to the study are: (1) to select the major items to be covered in the occupational information area; (2) to determine the degree to which each should be considered in the training; (3) to ascertain the relative importance of each item; (4) to include sufficient descriptive data and illustrations to assure an understanding of the limits of the item.

During the research necessary to attain the goals certain basic facts became obvious. From these major conclusions have been drawn. In the attainment of the objectives certain needs have been noted. Based on the major needs recommendations have been made. The conclusions and recommendations are based on two assumptions, first that the course outlines are representative of present courses in occupational information and secondly that the survey results reflect counselor needs.
Conclusions

First Conclusion. Present courses in occupational information for counselors are not meeting the major needs of the counselors in that area of preparation. Only two of the eight most important items in the survey results were included in all five course outlines; four of the items were included in four of the outlines and two were mentioned in only three of the present courses. This observation takes on added significance when it is noted that the mere mention of the item in the course outline was sufficient evidence to give that institution credit for teaching the item. The survey results indicate that these items should be taught above the level of the "basic concepts." It seems highly improbable, even though the item was included in the course outline, that all institutions gave it the needed teaching emphasis.

According to the survey results all of the thirty items should be taught in the occupational information course, yet only eight items had been included in all outlines, fourteen had been mentioned four times and eight items had been taught in only three of the institutions.

Second Conclusion. Training in occupational information given to college counselors should differ
from training in occupational information given to secondary school counselors. The difference should be in degree of emphasis. The college counselor has slightly less need for training in occupational information than the secondary school counselor. The teaching emphasis mean of the college group in each area is lower in value than the secondary school group. The college group has rated only four items to be taught above the level of the "basic concepts" while the secondary school counselors have selected nine for that degree of emphasis. At the opposite end of the scale the college counselors have suggested that three items be emphasized below the "general appreciation" level, whereas the secondary school group have not rated an item below "general appreciation."

The items to be stressed in the occupational information training of college counselors differ slightly from those to be stressed in the training of secondary school counselors. Both groups have indicated that their training should include all thirty items, but the differences exist in the degree of emphasis on certain items. Of the five most important items in the training of college counselors, three are listed among the five most important for secondary school counselors. The ratings given the items by the two
groups have been correlated. A coefficient of correlation of +.70 indicates the degree of relationship existing in the training needs of the two groups. In spite of the positive degree of relationship some notable differences do exist. For example, the secondary school counselors have ranked the item, Dictionary of Occupational Titles, twenty-five, but the college counselors have given it a rank value of 7.5 in the list of thirty. Other differences are less pronounced. Attention to all differences has been given this point in the recommendations.

**Third Conclusion.** The training and supervisory groups in counselor training recommend a program in occupational information which more nearly meets the needs of college counselors than secondary school counselors. To support this contention the degree of relationship given the items by the various groups, in terms of rank-order correlation rank, is included.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Correlation</th>
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<tbody>
<tr>
<td>Counselor Trainer Ratings and College Counselor Ratings</td>
<td>R = + .81.</td>
</tr>
<tr>
<td>Counselor Trainer Ratings and Secondary School Counselor Ratings</td>
<td>R = + .45.</td>
</tr>
<tr>
<td>State Supervisor Ratings and College Counselor Ratings</td>
<td>R = + .71.</td>
</tr>
<tr>
<td>State Supervisor Ratings and Secondary School Counselor Ratings</td>
<td>R = + .55.</td>
</tr>
</tbody>
</table>

The needs of the college counselors and what the counselor trainers think should be included in the
occupational information training are very similar as indicated by the survey results. The needs of the secondary school counselors, although showing a positive correlation, are not as closely related to the thinking of the counselor trainers as are the needs of the college counselors. The state supervisors, by virtue of their ratings, show the same tendency as the counselor trainers, but the relationship is less pronounced.

**Fourth Conclusion.** Some items are far more important than others in the course of occupational information for counselors. The results of the survey show that seven items have a teaching emphasis rating above the level of the "basic concepts." In most cases all four groups have rated the items near the top of their evaluations. The total mean and the rank of importance for all groups have signified that the following items should be given primary consideration in the course of occupational information for counselors:

1. Identifying and Using Community Resources.
2. Occupational Trends.
3. Vocational Counseling.
4. Content and Methods of Teaching a Class or Unit in Occupational Information.
5. The Work Experience Program.
6. Techniques of Conducting a Follow-up Study.

7. Techniques of Organizing the Staff for the Dissemination of Information.

**Fifth Conclusion.** Some items need to be taught for "general appreciation" or less in the occupational information course for counselors. Although the survey results show that every item should be included in the course, they also indicate that some of the items are to be taught with less emphasis than the others. The items having the lowest value of teaching emphasis are:

1. Clubs and Similar Activities.
2. College Days.
3. Career Days.
4. The Various Plans of Job Classification.
5. Sources of Information for the Handicapped.

**Sixth Conclusion.** Published literature is not available which specifically outlines the scope of all the items. The items have been listed in course outlines and a few of them have been found from many different sources. Some of the literature suggests that an item be included in a course but does not establish the component parts of the item. This conclusion is based on the experiences encountered in this study in attempting to find and delimit the scope of each item.
Most training areas have many available text books which cover the major components of the area, even though there may be varying degrees of emphasis. This is not true in the area of occupational information for counselors. Literature pertaining to a given item has been used throughout the study, whenever possible, in an effort to define the scope of each item.

Recommendations

First Recommendation. Results of the survey clearly indicate that training in occupational information for secondary school counselors should differ from training in the same subject for college counselors. Using the two criteria of comparison and all of the available data of the survey, an attempt has been made to outline a course for each of the counseling groups. For purposes of uniformity the titles of the items used in the study have been retained. The outlines have been divided into the three major areas of occupational information. The items presented in each area have been classified according to three levels of emphasis. The "A" emphasis refers to those items requiring the most emphasis, the "B" emphasis refers to a teaching level of general appreciation and the "C" emphasis refers to a brief coverage of the item in the course of occupational
information. The decision as to what item should go in each of the emphasis levels has been based on the evaluation given the item by the college counselors for the college outline and the secondary school groups evaluation for the secondary school outline.

It is recommended that the following outline be used in teaching occupational information to college counselors. A three term-hour or two semester-hour course may be sufficient time to complete the course.

**OCCUPATIONAL INFORMATION FOR COLLEGE COUNSELORS**

I. Techniques of Collecting and Evaluating Occupational Information.

"A" Emphasis.

1. Occupational Trends.

"B" Emphasis.

1. Occupational Surveys.
2. Job Descriptions.
3. Techniques of Conducting a Follow-up Study.
4. Techniques of Abstracting Occupational Information.
5. Job Analysis.

"C" Emphasis.

1. Sources of Information for the Handicapped.
2. Sources and Uses of Educational Literature.
3. The Various Plans of Job Classification.
II. Techniques of Presenting Occupational Information.

"A" Emphasis.

1. Occupational Abstracts, Briefs, Monographs, Including Sources.

2. Identifying and Using Community Resources.

"B" Emphasis.

1. Periodicals and Books Containing Occupational Information.


3. Entry Fields of Work.


5. Occupational Families.

6. Techniques of Organizing the Staff for the Dissemination of Information.

7. Content and Methods of Teaching a Class or Unit in Occupational Information.

8. Visual Aids, Sources, and Use.


"C" Emphasis.


2. Labor Laws and Related Regulations.

3. College Days.


5. Clubs and Similar Activities.
III. Techniques of Applying Occupational Information to Related Activities.

"A" Emphasis.
1. Vocational Counseling.

"B" Emphasis.
1. The Work Experience Program.
2. Orientation Procedures.

It is recommended that the following outline be used in teaching occupational information to secondary school counselors. Due to the needs of this group for training in this course it may be necessary to offer a six term-hour or four semester-hour course for the group.

OCCUPATIONAL INFORMATION FOR SECONDARY SCHOOL COUNSELORS.

I. Techniques of Collecting and Evaluating Occupational Information.

"A" Emphasis.
1. Occupational Trends.
2. Techniques of Conducting a Follow-up Study.

"B" Emphasis.
1. Job Descriptions.
2. Occupational Surveys.
4. Techniques of Abstracting Occupational Information.
"C" Emphasis.

1. Labor Laws and Related Regulations.
2. Career Days.
4. Governmental Publications.
5. Clubs and Similar Activities.

6. College Days.

III. Techniques of Applying Occupational Information to Related Activities.

"A" Emphasis.

1. Vocational Counseling.

2. The Work Experience Program.

3. Orientation Procedures.

"B" Emphasis.


2. Governmental and Private Placement Agencies.

Second Recommendation. Since the study indicates that present courses in occupational information are not meeting the needs of counselors it can be reasonably assumed that such courses have not met the need in the past. If that assumption be true, then there are a large number of counselors working at the job of counseling who are insufficiently trained in occupational information. It seems imperative that administrators of counseling services should take steps immediately to initiate an in-service training program to meet the needs of the counselors.

Third Recommendation. It has been pointed out throughout the study the lack of information relative
to the scope of some of the items. It has also been pointed out that a close relationship exists among many of the items. It would seem to be a logical next step in the professional field to review the scope of all items and eliminate the overlapping content. This might then be followed by a carefully prepared resource book, containing materials as needed to teach the items according to the emphasis values indicated in this study. Until this has been done training institutions will continue to have difficulty presenting a course in occupational information which meets the needs of counselors.

**Fourth Recommendation.** It has been pointed out that a study of this type has its greatest implication for the immediate future. This makes it necessary to plan other research to keep abreast of the needs of the professional field. The suggestions incorporated in the conclusions should be attempted, evaluated and changed to meet the demands of a dynamic growth process. This study should represent the beginning of the process of determining the needs of counselors in the area of occupational information. Satisfaction which creates inertia breeds a poison. In this case research and more research should prove to be the antidote. If this study
serves an immediate purpose and then fades into oblivion, as the result of many tested hypotheses, the effort has been worthwhile.
BIBLIOGRAPHY


APPENDIX A
Enclosed is a short check-list which will require about five minutes to complete. It is being sent to a selected group of people working in the counseling field. The results will be used as a part of a study to determine the content of a course in occupational information. I am hopeful of ascertaining, as the result of your cooperation, the practical needs of counselors in this area of training. The different groups being surveyed are: counselors in secondary schools and colleges, state supervisors of guidance and counselor trainers.

The topics listed on the questionnaire have been taken from a number of courses of study now in use at training institutions. You may find that all topics have merit but that some should be emphasized more than others.

Those of you on the "firing line" should be in the best position to give realistic direction to this phase of training. Will you please take five minutes to express your opinion on the relative importance of the topics? An envelope has been included for the completed questionnaire.

Thank you.

Sincerely yours,

Raymond N. Hatch

RNF: jc

Enc 2
PERSONAL IDENTIFICATION

Name (optional)__________________________________________________________________________

Address (optional)________________________________________________________________________

Check one:

Counselor, College ( )
Counselor, Secondary School ( )
Counselor Trainer ( )
State Supervisor ( )

QUESTIONNAIRE

Select the scale item which expresses your opinion and place the number of the scale item in front of the topic.

Scale:
(4) thoroughly (1) briefly
(3) the basic concepts (0) omitted
(2) general appreciation

Using the above scale indicate the extent to which you think the following topics should be taught in a course of occupational information.

( ) Occupational surveys.
( ) Dictionary of occupational titles.
( ) Job analysis.
( ) Job descriptions.
( ) Occupational abstracts, briefs, monographs including sources.
( ) Periodicals and books containing occupational information.
( ) Sources of information for the handicapped.
( ) Occupational trends.
( ) Visual aids, sources, and use.
( ) Labor laws and related regulations.
( ) Governmental publications.
( ) A general overview of the world at work.
( ) Techniques of abstracting occupational information.
( ) The various plans of job classification.
( ) Filing of occupational information including various filing systems.
( ) Occupational families.
( ) Entry fields of work.
( ) Career Days.
( ) College Days.
( ) Orientation procedures.
( ) Techniques of organizing the staff for the dissemination of information.
( ) Content and methods of teaching a class or unit in Occupational Information.
( ) Vocational counseling.
( ) Clubs and similar activities.
( ) Sources and uses of educational literature.
( ) Identifying and using community resources.
( ) Governmental and private placement agencies.
( ) School placement agencies.
( ) Techniques of conducting a follow-up study.
( ) The work experience program.

Others:

( )

( )

( )

Note: If you have made a successful application of any of the above, will you please note below how more information might be obtained. If a description is available, an enclosure with this blank will be appreciated.
APPENDIX B
Dear Friend:

An all out effort is being made in Dearborn to study the High School program of instruction so that we can make our educational system the best in the state of Michigan! We need your help in order to do this job.

The teachers want to know how you feel about the experiences you had in high school. Probably the best way to judge the effectiveness of what we are doing is by checking up on our past product. You are one of our past products.

Enclosed is a simple questionnaire. You are one of a large number of former students being asked to fill it out. It will only take you 10 minutes and I hope that you will do it NOW for if you lay it aside, it will probably be forgotten.

This is a real opportunity for you to help in improving the kind of education we develop in Dearborn.

Remember, if you don’t fill it out now, you may forget it later—we need your help more than anything else in doing this job.

Put the questionnaire in the enclosed envelope and mail it back to us at once.

I will appreciate this help very much.

Respectfully,

Superintendent of Schools
We Need Your Help

A FOLLOW-UP STUDY OF
DEARBORN AND FORDSON HIGH SCHOOL STUDENTS

Mr. ___________________________ Miss ___________________________

1. Name Mrs. ___________________________ Address ___________________________

2. ___________________________ (Write Maiden Name Here) ___________________________ (City)

3. Age now __________ Age at leaving school __________ Grade completed: __________

4. High school attended ___________________________________________________________

5. Year in which you graduated or left school ___________

6. High school course at the time you graduated or left school. (Check one)

   1—College Prep
   2—General
   3—Homemaking
   4—Commercial
   5—College-Commercial
   6—Industrial
   7—College-Industrial

7. Have you attended any other school since graduating or leaving high school? Yes 
   ___________ No ___________. If so, give name of school and dates of attendance. This means any school, such as college, junior college, nurses training, evening school, apprentice or trade school, business school, etc.

   Name of School ___________________________ Date of Attendance ___________________________

   from ___________ to ___________

   Name of School ___________________________ Date of Attendance ___________________________

   from ___________ to ___________

   Name of School ___________________________ Date of Attendance ___________________________

   from ___________ to ___________

8. Reason for leaving if you dropped out before graduation from high school:

   1—Moved to another town 2—Ill health
   3—Lack of funds 4—To take a job
   5—Family difficulty 6—Parents insistence
   7—Lack of interest in courses 8—Found school work too difficult
   9—Marriage 10—Other reasons: Explain ___________________________

9. List the high school subjects or activities of greatest or least value to you:

   In your work ___________________________________________________________
   Greatest value ___________________________ Least value ___________________________

   In life in general ___________________________
   Greatest value ___________________________ Least value ___________________________

   Have this space blank ___________ Have this space blank ___________

10. List your two favorite recreational activities:

    First choice ___________________________ Second choice ___________________________

11. Write any suggestions which you think would make your school more helpful to those STILL IN SCHOOL.
12. Write any suggestions which you think would make your school more helpful to those who have GRADUATED OR LEFT SCHOOL.

13. In which of the following ways could your school have helped you more?

1. More preparation for marriage and family life
2. More information on how to solve problems of personality adjustment
3. More opportunity for direct job training
4. More occupational information
5. How to apply for and obtain a job
6. More adequate counseling and guidance
7. Other help. Explain:

14. What services do you want to see your school provide for those who have graduated or left school?

1. Offer night school classes
2. Make guidance and counseling services available
3. Give non-graduates an opportunity to earn a diploma by intensive study in spare time
4. Assist in finding jobs
5. Expand the adult education program to make the school a center for all educational activities
6. Other

15. Full-time work experience since graduating or leaving school:

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<thead>
<tr>
<th>Name of firm or employer</th>
<th>How did you find this job</th>
<th>Address of Employer</th>
<th>Date Entered (approx.)</th>
<th>Date Left (approx.)</th>
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<td>First Job</td>
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<tr>
<td>Other Jobs</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*For example: School, parents, guardian, relative, friend, public employment service, newspaper, found job myself, private employment agency, or any other way.

16. If unemployed, give reasons:

1. Attending school
2. No available jobs
3. Lack of training
4. Lack of experience
5. Occupied with home duties
6. Other reasons. Explain:

17. Had you made a choice of occupation (other than homemaking) at the time you graduated or left school?

Yes    No

18. Are you happy in your present occupation? Yes    No

Why or why not?

19. Who or what has helped you most in making your educational plans?

1. Parents
2. Relatives and friends
3. Courses you studied
4. Teacher
5. School counselor or advisor
6. Employer
7. Something you read
8. Other. Explain:

20. How can the work within the classroom be made more effective?

Use back of page. Please give any suggestions that you think worthwhile.
CITY OF LARAMIE - OCCUPATIONAL SURVEY
BUSINESS AND INDUSTRY

<table>
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217
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Miscellaneous Comments

Other Sources of Workers
**OCCUPATIONAL SURVEY BUSINESS AND INDUSTRY**

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**ADDITIONAL EMPLOYEES HIRED DURING RUSH SEASONS IN LAST TWELVE MONTHS**

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219
APPENDIX C
<table>
<thead>
<tr>
<th>DIVISION</th>
<th>PLANT</th>
<th>JOB</th>
<th>G.M. CODE</th>
</tr>
</thead>
</table>

**JOB ANALYSIS WORK SHEET**

<table>
<thead>
<tr>
<th>SKILL</th>
<th>RESPONSIBILITY FOR PEOPLE</th>
<th>REMARKS OR SPECIAL NOTES</th>
<th>EFFORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>CODE</td>
<td>CODE</td>
<td>CODE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPERVISION OF OTHERS</th>
<th>CODE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MANUAL SKILL</th>
<th>CODE</th>
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</table>

<table>
<thead>
<tr>
<th>PHYSICAL EFFORT</th>
<th>CODE</th>
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<table>
<thead>
<tr>
<th>RESPONSIBILITY FOR PROPERTY</th>
<th>KNOWLEDGE</th>
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</thead>
<tbody>
<tr>
<td>REACTION TIME</td>
<td>CODE</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>CODE</td>
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<table>
<thead>
<tr>
<th>ACCURACY</th>
<th>CODE</th>
<th>MACHINERY &amp; EQUIPMENT</th>
<th>CODE</th>
<th>TRAINING &amp; EXPERIENCE</th>
<th>CODE</th>
<th>EXPOSURE TO ACCIDENT</th>
<th>CODE</th>
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<tbody>
<tr>
<td>CODE</td>
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<table>
<thead>
<tr>
<th>CODE</th>
<th>POINTS</th>
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</tbody>
</table>

First Rating by: __________________________ Reviewed by: __________________________ Approved by: __________________________

Date: ____________ Date: ____________ Date: ____________

TOTAL POINTS: ______
RESPONSIBILITY FOR PEOPLE

SAFETY OF OTHERS

A. Use of general hand tools, the handling of material manually or the controlling
   of a process manually.
B. Use of edged hand tools, power-driven hand or machine tools, burning, welding
   or heating equipment.
C. Use of hand or machine tools or the handling of material in positions above other
   persons.
D. Control of material through processing equipment, the material not being held
   in a fixed position.
E. Continuously moving or transporting of material with power-driven equipment.
F. Handling of highly inflammable materials, explosive materials, moving or con-
   trolling flow of oxygen materials.

SUPERVISION OF OTHERS

| Number of Employees | Supervisory
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>General Labor X 2</td>
<td>Supervised</td>
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<tr>
<td>Semi-Skilled Labor X 1</td>
<td>Unsupervised</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>

Supervisory Units Code Letter Supervisory Units Code Letter

<table>
<thead>
<tr>
<th>Units</th>
<th>Code Letter</th>
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<tbody>
<tr>
<td>None</td>
<td>M</td>
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<tr>
<td>1 to 3</td>
<td>L</td>
</tr>
<tr>
<td>4 to 6</td>
<td>J</td>
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<tr>
<td>7 to 12</td>
<td>H</td>
</tr>
<tr>
<td>13 to 20</td>
<td>G</td>
</tr>
<tr>
<td>21 to 25</td>
<td>F</td>
</tr>
<tr>
<td>26 to 35</td>
<td>E</td>
</tr>
<tr>
<td>36 to 50</td>
<td>D</td>
</tr>
</tbody>
</table>

General Labor—All types of unskilled jobs requiring simple operations performed
manually or with the aid of a few simple tools. Jobs that can be learned in less than
three months.

Semi-Skilled Labor—All jobs that normally can be classified as routine or involve
the controlling of simple machine operations requiring some precision, mental appli-
cation or use of skilled techniques. These jobs are usually learned in three months to two
years.

Responsibility for Property

G. Damage not likely to occur. Little attention required.
H. Damage easy to avoid. Ordinary attention required.
I. Damage fairly easy to avoid. Close attention required.
J. Damage difficult to avoid. Extreme care required.

Machinery & Equipment

1. Working with machinery, tools and equipment which are almost impossible to
damage or in a manner in which damage is not likely to occur.
2. Ordinary attention required to prevent damage.
3. Damage fairly easy to avoid. Close attention required.
4. Damage difficult to avoid. Extreme care required.

Responsibility for People & Property

INSTRUCTIONS

The value and accuracy of this analysis is dependent on the care exercised in
reducing the various forms. Disturbance of order and legibility will necessarily
disappear if reasonably intelligent and thorough consideration is given to each
item.

1. Enter at the top of the 3rd column of the same page any remarks or special
   notes that will help to indicate just what this job is.

2. Enter the code letter for the chosen degree of each job notice in the space marked
   "Code" on the cover sheet.

3. Enter in the space immediately below your comments on what you found in
   observing or considering the job that caused you to select the code letter you
   have just entered. Entry is made that the comments collectively form a list of
   job descriptions and should tell the story of the job.

4. At the foot of each column, enter after the word "Code" all of the code letters
   appearing in the columns above, as "JEFDV." There should be 34 code letters.

5. Points should be entered from the point chart only after the first coding and the
   revision have been made.

KNOWLEDGE

INTELLIGENCE

The job requires the employee to:

M. Carry out specific verbal orders.
N. Carry out simple written instructions; fill out a simple written report; carry out
   written routine orders.
O. Serve as a helper while learning a trade; operate an (or operate a machine on)
   routine work where no group in learning change the one is under the
   supervision of a supervisor, with minor variations.

R. Learn a routine routine procedure; carry out a routine routine procedure
   (from simple instructions); from instruction, direct and obtain ready
   dimensions and arrangement of "shapes" from blueprints; direct and obtain;
   read dimensions and arrangement of "shapes" from blueprints; direct and obtain;
   read dimensions and arrangement of "shapes" from blueprints. Direct and
   perform various mechanical operations such as driving nails, hammering,
   and other mechanical operations on materials.

S. Judge and decide the work of others and estimate on machines on
   equipment, machinery, and equipment on materials.

T. Make calculations involving fractions, decimals, and percentages; make general
   reports on equipment requiring some knowledge of mechanical or electrical
   principles.

U. Read and analyze blueprints and follow out details on inconspicuous parts of
   equipment; through working knowledge of simple machine operations on
   parts.

W. Plan and direct the work of several others, both skilled and unskilled. (Example:
   "The Maker, Turner.")

X. Plan and require the work of skilled positions or large group of others. (Example:
   "Assembly Foreman.")

TRAINING & EXPERIENCE

<table>
<thead>
<tr>
<th>Month</th>
<th>Necessary</th>
<th>Knowledge as to Operations and After Assignment</th>
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<tbody>
<tr>
<td>A</td>
<td>1 or less</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
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</tr>
<tr>
<td>C</td>
<td>1</td>
<td>C</td>
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<tr>
<td>D</td>
<td>1</td>
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<td>J</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
<td>K</td>
</tr>
<tr>
<td>L</td>
<td>Over 40</td>
<td>L</td>
</tr>
</tbody>
</table>

KNOWLEDGE
Mental Skill

H. Replace tools or equipment if need for change is easy to detect; sequence of operations is short or repetitive or of an insignificance; complete simple tasks; perform complex, repetitive operations in a predetermined manner; sort by physical properties or by use of pegs.
I. Select available tools and/or equipment by requirement of tolerance; sequence is planned and/or changed by the worker; adjust equipment other than replacing or adjusting tools to obtain tolerance; classify product by chemical, physical, or metallurgical tests or by pegs requiring use of judgment.
J. Select or change equipment for speed, ease, power, and economy during the performance of a task; sequence of operations is long or complex and partially controlled by the worker; work is performed by a method of representing, filling, grading, or measuring equipment.
K. Plan complete routine and sequence in advance of work; control the operation of machine tools or equipment throughout unexpected variation of conditions; work is used, and where such variations have been met by exercise of judgment.
L. Analyze and plan non-composite tasks to be done by self and/or other skilled man.

Manual Skill

A. Walk, carry light materials or light tools only; use simple tools, such as hammers, a screw driver or a screw wrench; adjust simple controls, such as those controlling movements of liquids, gases, electricity, etc.
B. Handle materials manually; use chains hoists and cable derricks; use large hand tools, wrenches, picks, shovels, crowbars; routine use of few tools or pegs, or light power-driven tools.
C. Use a variety of hand tools and/or pegs in performing routine tasks; operate appropriate machinery, such as lathes, grinders, hammer mills, hammer hammers, hammers or steam s, grinders, operate machine tools in a routine manner; simple machine tool setup or minor repairs.
D. Perform very simple operations requiring a high degree of dexterity, particularly of hands and fingers, where variations are met more by physical "feel" rather than mental attention or judgment.
E. Set up machine tools for others; use skilled journeyman's hand tools and general machine tools in a variety of tasks.
F. Use hand tools and special and general machine tools in forming, shaping, making to closely specified tolerances on non-composite work.

Reaction Time

P. Reaction time required of the worker on job is not normally a factor.
Q. Normal reaction time to meet situations created by machine, program of processes, actions of other workers at a relatively constant and expected speed.
R. Fast reaction time, governed by irregular sequence of events requiring immediate attention and adjustment of simple controls.
S. Very fast reaction time due to irregular, uncontrollable and unexpected sequence requiring a considerable degree of dexterity.
T. Extremely fast reaction time is absolutely essential to meet unforeseen, unexpected and unpredictable situations.

Accuracy

X. Appropriate

Y. Very close (Do not use for relatively simple jobs.)

Note: The correct degree of this factor should be determined by a comparison with other jobs of a similar nature only. For instance, a cross operator might be compared with a truck driver, a brick mason with a furnace builder, a drill press operator with a tapping machine operator, etc.

Effort

Mental Effort

Tasks become practically automatic, or duties highly repetitive and learned in a short time, or duties non-composite but of such nature that methods are obvious, or decisions established by frequent repetition of similar conditions, or any combination of these conditions.

A. Immediate actions are not controlled by other men, processes, or machines; coordination of actions with others not required.
B. Coordinate manual action closely with other men, processes, or machines.
C. Select routine decisions; make minor and major decisions.
D. Routine and/or sequence does not become automatic so that decisions vary to meet changing conditions. Attention required to vary speed, depth of cut, or pressure while operation is in progress or to vary speed, timing or speed, or pressure during equipped equipment; to vary and control the application of heat in welding or other processes.
E. Immediate actions are not controlled by other men, processes, or machines, but duties are obvious or instructions are simple.
F. Attention is required to coordinate closely manual action with other men, processes, or machines; attention constantly focused upon an operation to discern variations to which immediate response must be made.
G. Interpret detailed instructions; analyze and solve complex problems; plan complex operations.

Physical Effort

A. Sitting; desk work, paper or extremely light work, such as clerical.
B. Walking; observing; performing light jobs sitting or standing; operating light controls; light assembly work; light hand tool tasks; operating production machine tools on average weight parts.
C. Working heavy controls; walking, standing, occasionally moving with heavy hand tools; operating controls and moving with hand tools or heavy parts; climbing, working in animal manure, dust, or occasionally heavy material.
D. Continuous handling heavy materials without power-driven equipment; working with heavy power-driven hand tool, not computerized.
E. Continuous lifting heavy materials or equivalent physical effort approaching limit of normal capacity, such as continuously using heavy ladders or large hand carrying heavy material.

Surroundings

A. Clean working conditions; usual, well heated, lighted and ventilated; reasonably clean work.
B. Inside; average shop conditions; partially heated or slightly dirty or dusty.
C. Some degree of discomfort is present that is not continuous, such as dust, smoke, odors, noise; approximately half-time inside and half-time outside; some appreciable exposure for protective clothing, which is advisable, furnished by the worker.
D. Some definite element of discomfort that is continuously present in an unusual degree or intermittently present in an intense degree, such as:
- Oil and Grease
- Rusting
- Ammonia or other very disagreeable fumes
- Fumes and Gas
- Extreme Heat
- Dust
- Soot
- "All weather" conditions
- The constant presence of one or more of the items listed above in outstanding intensity.

Exposure to Accident

V. Injury is very unlikely and regarded as unusual.
W. Occasional injury or accident may occur, but usually all exposures are controlled or provided with safeguards.
X. Possible exposure exists because of processes or methods; probable injury would be severe.
Y. Alertness needed to avoid injury; working in close proximity to a known hazard, causing mental and physical tension.
Z. Exposure to accident is a well recognized characteristic of the job.
APPENDIX D
To High School Principals
in the Lansing Area:

In response to our Committee's request, made as a result of our conference with you or your representatives on November 14, more than forty members of the Lansing Rotary Club have expressed a willingness to cooperate in the vocational guidance programs of the various schools.

You will recall that in our original meeting, some half dozen possible kinds of assistance were indicated as being desirable. The Club membership has been polled with these specific requests in mind and the attached tabulation of the results lists those members of the Club who are available for each of the different kinds of service desired.

In addition to the information supplied for the standard topics, the following members made comments which deserve special attention. Mr. Carman is willing to handle a discussion group of boys interested in life insurance from a vocational standpoint. Mr. Burns informs us that he will shortly have available for general distribution a brochure on opportunities for "medical associates" who he indicates will be very important in the future. Colonel Whitelaw is not only willing but anxious to give talks on the regular army as a vocation, a subject to which he feels too little attention is generally given and in which there is much misinformation.

Since this report is going to seven different principals, it will be understood that if the program is to operate successfully as a continuing one, reasonable care should be taken to see that the business and professional men who have offered their services are called upon only when there is a serious interest in their fields and a definite need for their assistance.

Requests should be made directly to the individual concerned. Should complications develop, however, please call me at 8-1511, Extension 340.

Sincerely,

Marshall Knappen, Chairman
Youth Guidance Committee
Lansing Rotary Club
LANSING ROTARY CLUB
RESOURCE PEOPLE FOR VOCATIONAL GUIDANCE

1. Willing to give talks to senior assemblies or student clubs on his business or profession and the qualities necessary for success in it.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TELEPHONE NO.</th>
<th>BUSINESS OR PROFESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald E. Weger</td>
<td>5-2421</td>
<td>Office Equipment</td>
</tr>
<tr>
<td>Bernard Carman</td>
<td>5-5417</td>
<td>Life Insurance</td>
</tr>
<tr>
<td>Ralph H. Young</td>
<td>8-1511 Ext 610</td>
<td>Athletic Coach</td>
</tr>
<tr>
<td>Byron L. Ballard</td>
<td>2-1366</td>
<td>Corporation Law</td>
</tr>
<tr>
<td>Dr. V. C. Symmonds</td>
<td>2-0431</td>
<td>Osteopathy-Physician</td>
</tr>
<tr>
<td>William J. Burns</td>
<td>5-7125</td>
<td>State Medical Society</td>
</tr>
<tr>
<td>(will talk to assemblies, not clubs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neil Brackstone</td>
<td>4-5437</td>
<td>Airport Operating</td>
</tr>
<tr>
<td>Edward G. Hacker</td>
<td>5-7121</td>
<td>Real Estate</td>
</tr>
<tr>
<td>George R. Selway</td>
<td>2-9454</td>
<td>Religion-Protestant</td>
</tr>
<tr>
<td>Shao Chang Lee</td>
<td>8-1511 Ext 648</td>
<td>Education-Military Science</td>
</tr>
<tr>
<td>Col. John L. Whitelaw</td>
<td>8-1511 Ext 407</td>
<td>&quot;</td>
</tr>
<tr>
<td>Gregory A. Miller</td>
<td>915 Birch Road</td>
<td>Apt D. Box 810</td>
</tr>
<tr>
<td></td>
<td></td>
<td>East Lansing Psychologist</td>
</tr>
<tr>
<td>Gregory Robinson</td>
<td>4-7414</td>
<td>Trade Schools</td>
</tr>
<tr>
<td>Clyde F. Oding</td>
<td>2-1712</td>
<td>Photo Engraving</td>
</tr>
<tr>
<td>C. W. Otto</td>
<td>5-9441</td>
<td>Chamber of Commerce</td>
</tr>
<tr>
<td>Clarence A. Neitz</td>
<td>4-1451</td>
<td>Assoc. Boy Scouts</td>
</tr>
<tr>
<td>(For scouts or former scouts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul D. Bagwell</td>
<td>8-1511</td>
<td>Education-English</td>
</tr>
<tr>
<td>Nicholas I. W. Kriek</td>
<td>2-9021</td>
<td>Nurseries-Growing</td>
</tr>
<tr>
<td>NAME</td>
<td>TELEPHONE NO.</td>
<td>BUSINESS OR PROFESSION</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Henry J. Ponitz</td>
<td>58144 Ext 656</td>
<td>Education-Adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II. Willing to give time in his office or at vocational days in high schools for consultation on his business or profession and the qualities necessary for success in it.</td>
</tr>
<tr>
<td>Bernard Carman</td>
<td>5-5417</td>
<td>Life Insurance</td>
</tr>
<tr>
<td>Ralph H. Young</td>
<td>8-1511 Ext 610</td>
<td>Athletic Coach</td>
</tr>
<tr>
<td>Carl Bradford</td>
<td>2-3012</td>
<td>Medicine Neurology</td>
</tr>
<tr>
<td>Dr. Milton L. Berg (O. d.)</td>
<td>4-2911</td>
<td>Optometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(In this office—preferably Thursday afternoons)</td>
</tr>
<tr>
<td>Byron L. Ballard</td>
<td>2-1366</td>
<td>Corporation Law</td>
</tr>
<tr>
<td>William J. Burns</td>
<td>5-7125</td>
<td>State Medical Society</td>
</tr>
<tr>
<td>A. H. Mason</td>
<td>8-1907</td>
<td>Brush Distributing Fuller Brush Company</td>
</tr>
<tr>
<td>Sam Edelson</td>
<td>4-3719</td>
<td>Clothing Retail</td>
</tr>
<tr>
<td>Russell J. Darling</td>
<td>5-9711</td>
<td>Trade Asso.-Small Loan</td>
</tr>
<tr>
<td>Ed. Hacker</td>
<td>7-7121</td>
<td>Real Estate</td>
</tr>
<tr>
<td>W. H. Allgeo</td>
<td>4-6520</td>
<td>Variety Stores</td>
</tr>
<tr>
<td>Charles W. Elg</td>
<td>4-5371</td>
<td>Communications-Telegraph</td>
</tr>
<tr>
<td>George R. Selway</td>
<td>2-9454</td>
<td>Religion-Protestant</td>
</tr>
<tr>
<td>Williard R. Klunzinger</td>
<td>5-1761</td>
<td>Medicine-Ophthalmology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(to be notified two months in advance)</td>
</tr>
<tr>
<td>A. A. Applegate</td>
<td>8-1511 Ext. 209</td>
<td>College Education-Journalism</td>
</tr>
<tr>
<td>Lewis Ernest Dail</td>
<td>2-0721</td>
<td>Metal Stamping</td>
</tr>
<tr>
<td>NAME</td>
<td>TELEPHONE NO.</td>
<td>BUSINESS OR PROFESSION</td>
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<tr>
<td>Floyd W. Estes</td>
<td>2-1651</td>
<td>Funeral Service</td>
</tr>
<tr>
<td>J. F. Harrold, M.D.</td>
<td>2-1440</td>
<td>Gento-Urology--Surgeon</td>
</tr>
<tr>
<td>G. Dewey McDonald</td>
<td>2-1305</td>
<td>Dairy Products</td>
</tr>
<tr>
<td>Gregory G. Robinson</td>
<td>4-7414</td>
<td>Trade Schools</td>
</tr>
<tr>
<td>Clyde F. Oding</td>
<td>2-1712</td>
<td>Photo Engraving</td>
</tr>
<tr>
<td>Harry Conrad</td>
<td>2-1488</td>
<td>Building Construction (Available in office)</td>
</tr>
<tr>
<td>Dorr M. Shotwell</td>
<td>5-9441</td>
<td>Chamber of Commerce</td>
</tr>
<tr>
<td>Harry J. Ponitz</td>
<td>5-8144</td>
<td>Education-Adult</td>
</tr>
<tr>
<td></td>
<td>Ext 656</td>
<td></td>
</tr>
<tr>
<td>Clarence A. Neitz</td>
<td>4-1451</td>
<td>Association Boy Scouts (For scouts or former scouts)</td>
</tr>
<tr>
<td>Leonard Braun</td>
<td>4-1433</td>
<td>Monument Mfg. (Available in office)</td>
</tr>
<tr>
<td>Paul D. Bagwell</td>
<td>8-1511</td>
<td>Education-English</td>
</tr>
<tr>
<td>Otto Eckert</td>
<td>2-1241</td>
<td>Electric and Water Service (Office consultation only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(with individuals or groups) (interested in public utility work)</td>
</tr>
<tr>
<td>Edward K. Ellsworth</td>
<td>2-1366</td>
<td>Corporation Law Practice</td>
</tr>
<tr>
<td>Nicholas I. W. Kriek</td>
<td>2-9021</td>
<td>Nurseries-Growing</td>
</tr>
<tr>
<td>Dr. Christopher J. Stringer</td>
<td>4-1345</td>
<td>Medicine-Diseases of Chest</td>
</tr>
<tr>
<td>Lawrence C. Towne</td>
<td>2-1204</td>
<td>Internal Medicine</td>
</tr>
</tbody>
</table>
III. Willing to write a statement, signed or unsigned, to be circulated to high school boys, in which he describes how he chose his business or profession, the important stages in his progress in it and the qualities he thinks are necessary to succeed in it at the present time.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TELEPHONE NO.</th>
<th>BUSINESS OR PROFESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry Delaere</td>
<td>2-2691</td>
<td>Dairy Equipment</td>
</tr>
<tr>
<td>Dr. V. C. Symmonds</td>
<td>2-9431</td>
<td>Osteopathy-Physician</td>
</tr>
<tr>
<td>Russell J. Darling</td>
<td>5-9711</td>
<td>Trade Assoc-Small Loan</td>
</tr>
<tr>
<td>Neil Brackstone</td>
<td>4-4537</td>
<td>Airport Operating</td>
</tr>
<tr>
<td>G. Gregory Robinson</td>
<td>4-7414</td>
<td>Trade Schools</td>
</tr>
<tr>
<td>Clyde F. Oding</td>
<td>2-1712</td>
<td>Photo Engraving</td>
</tr>
<tr>
<td>Clarence A. Neitz</td>
<td>4-1451</td>
<td>Assoc. Boy Scouts</td>
</tr>
<tr>
<td>(For scouts or former scouts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul D. Bagwell</td>
<td>8-1511</td>
<td>Education-English</td>
</tr>
</tbody>
</table>

IV. Willing to take one or more carefully selected high school boys into his office or plant for a half or whole day and let them observe or participate in its operations so that they may secure a clearer idea of his type of work than might otherwise be possible.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TELEPHONE NO.</th>
<th>BUSINESS OR PROFESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ralph H. Young</td>
<td>8-1511 Ext 610</td>
<td>Athletic Coach</td>
</tr>
<tr>
<td>James H. Robinson</td>
<td>2-1553</td>
<td>Broker-Securities</td>
</tr>
<tr>
<td>Byron L. Ballard</td>
<td>2-1366</td>
<td>Corporation Law</td>
</tr>
<tr>
<td>J. D. Montgomery</td>
<td></td>
<td>Plumbing-Water Heater Mfg.</td>
</tr>
<tr>
<td>Harry Delaere</td>
<td>2-2691</td>
<td>Dairy Equipment</td>
</tr>
<tr>
<td>Russell J. Darling</td>
<td>5-9711</td>
<td>Trade Assoc-Small Loan</td>
</tr>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>Neil Brackstone</td>
<td>4-5437</td>
<td>Airport Operating</td>
</tr>
<tr>
<td>Ed Hacker</td>
<td>5-7121</td>
<td>Real Estate</td>
</tr>
<tr>
<td>W. H. Allgeo</td>
<td>4-6520</td>
<td>Variety Stores</td>
</tr>
<tr>
<td>Charles W. Elg</td>
<td>4-5371</td>
<td>Communications-Telegram</td>
</tr>
<tr>
<td>George R. Selway</td>
<td>2-9454</td>
<td>Religion-Protestant</td>
</tr>
<tr>
<td>Lewis E. Dail</td>
<td>2-0721</td>
<td>Metal Stampings</td>
</tr>
<tr>
<td>Carl Pfeifer</td>
<td>2-0894</td>
<td>Mill Supplies</td>
</tr>
<tr>
<td>G. Dewey McDonald</td>
<td>2-1305</td>
<td>Dairy Products</td>
</tr>
<tr>
<td>G. Gregory Robinson</td>
<td>4-7414</td>
<td>Trade Schools</td>
</tr>
<tr>
<td>Harry Conrad</td>
<td>2-1488</td>
<td>Building Construction</td>
</tr>
<tr>
<td>Donald M. O'Hara</td>
<td>58144 Ext 780</td>
<td>Retirement Insurance</td>
</tr>
<tr>
<td>Dorr M. Shotwell</td>
<td>2-1311</td>
<td>General Merchandising (Retail)</td>
</tr>
<tr>
<td>Henry J. Ponitz</td>
<td>58144 Ext 656</td>
<td>Education-Adult</td>
</tr>
<tr>
<td>Gordon S. Bygrave</td>
<td>2-0961</td>
<td>Pattern Making</td>
</tr>
<tr>
<td>Clarence A. Neitz</td>
<td>4-1451</td>
<td>Assoc. Boy Scouts</td>
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<tr>
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<td></td>
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<tr>
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<td>8-1511</td>
<td>Education-English</td>
</tr>
<tr>
<td>Nicholas I. W. Kriek</td>
<td>2-9021</td>
<td>Nurseries-Growing</td>
</tr>
</tbody>
</table>

V. Willing to contribute a description of positions now available to high school graduates in Lansing in his line of work, together with a statement of the qualifications needed to fill them.
<table>
<thead>
<tr>
<th>NAME</th>
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<td>4-6520</td>
<td>Variety Stores</td>
</tr>
<tr>
<td>George R. Selway</td>
<td>2-9454</td>
<td>Protestant-Religion</td>
</tr>
<tr>
<td>G. Dewey McDonald</td>
<td>2-1305</td>
<td>Dairy Products</td>
</tr>
<tr>
<td>Clyde F. Oding</td>
<td>2-1311</td>
<td>General Mds. (Retail)</td>
</tr>
<tr>
<td>C. W. Otto</td>
<td>5-9441</td>
<td>Chamber of Commerce</td>
</tr>
</tbody>
</table>

VI. Willing to represent his out-of-state college or university at college days held in local high schools for seniors wishing information on which to base the selection of a college, or will be available in his office for such consultation.

<table>
<thead>
<tr>
<th>NAME</th>
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<th>BUSINESS OR PROFESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Bradford</td>
<td>2-3012</td>
<td>Medicine-Neurology Marquette University</td>
</tr>
<tr>
<td>Byron L. Ballard</td>
<td>2-1366</td>
<td>Corporation Law Washington and Lee University</td>
</tr>
<tr>
<td>George R. Selway</td>
<td>1-366</td>
<td>Religion-Protestant Kenyon</td>
</tr>
<tr>
<td>Tom King</td>
<td>8-1511 Ext 407</td>
<td>Education-Police Adm. Notre Dame</td>
</tr>
<tr>
<td>Col. John Whitelaw</td>
<td>8-1511 Ext 407</td>
<td>Education-Military Sci West Point</td>
</tr>
<tr>
<td>G. Dewey McDonald</td>
<td>2-1305</td>
<td>Dairy Products University of Colorado</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Iowa</td>
</tr>
<tr>
<td>C. W. Otto</td>
<td></td>
<td>Chamber of Commerce Lawrence University</td>
</tr>
<tr>
<td>Henry J. Ponitz</td>
<td>58144 Ext 656</td>
<td>Education-Adult University of Chicago</td>
</tr>
<tr>
<td>NAME</td>
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<td>BUSINESS OR PROFESSION</td>
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<tr>
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</tr>
<tr>
<td>Leonard Braun</td>
<td>Monument Mfg. 4-1433</td>
<td>University of Illinois</td>
</tr>
<tr>
<td>Marshall Knappen</td>
<td>Education-History &amp; Political Science 8-1511 Ext 340</td>
<td>College of Wooster (Ohio) Cornell University</td>
</tr>
</tbody>
</table>
A SUGGESTED OUTLINE
FOR
A STUDY OF OCCUPATIONAL INFORMATION

OIGS BULLETIN # 30

Prepared by
A Committee of Graduate Students
University of Arkansas
Summer Session
1946

Under the Direction of
Dolph Camp, State Supervisor
Occupational Information and Guidance Service

The Committee

Frances Amis, Chairman
Bobsie Ferguson, Secretary
Edna Ashcraft  Suzan Keesee
Doyle Burke  Ruth LaGrone
Marie Cash  Norman Leedham
Helen Daniel  Velma Norman
Francis Darr  Ova Reynolds
Sara Freeman  Charles Teeter
George Harrod  Opal Wahle

Department of Education
Ralph B. Jones, Commissioner of Education
Little Rock, Arkansas
1946
FOREWARD

Educators of Arkansas have long felt that pupils of the state should receive definite guidance in their selection of an occupation. If one of the duties of education is to prepare the student for his life work, we, then, must assume our responsibilities in presenting occupational information as a part of that preparation.

This bulletin is an attempt to furnish the teacher with an outline which will enable him to introduce the pupil to the problem of finding his place in the world of work.

The outline presented has been designed for a semester course in occupational information on the ninth grade or tenth grade level. It is, we believe, flexible enough to be adapted to each teacher's local need.
GENERAL OBJECTIVE

To enable the individual pupil to make more intelligent decisions concerning his relation to the school, to the community, and to his whole environment to the extent that he will become an adjusted and an employable individual.

To this end the following specific objectives are set forth:

1. To provide the individual with information concerning himself - his interests, his capabilities, and his limitations.

2. To provide the individual with information concerning his educational, occupational, and social environment.

3. To assist the individual to coordinate this information about himself and his environment in the best combinations for his individual development.
PART ONE

OBJECTIVE

TO PROVIDE THE INDIVIDUAL WITH INFORMATION CONCERNING HIMSELF - HIS INTERESTS, HIS CAPABILITIES, AND HIS LIMITATIONS

UNIT ONE: Personality Development Study

AIM: To bring the pupil the realization that personality traits bear an important relation to success in life and to cause the pupil to study himself seriously in order that he may develop a desirable personality.

I. Personality qualities

A. What is personality?
B. Why is personality an important factor in an individual's success or failure?
C. What factors enter into a desirable personality?
D. How would you rate your personality?

II. Improvement procedure

A. How can you improve your personality?
B. Why will the improvement of your personality help you to get along with people and eventually to become more employable?

UNIT TWO: Self Analysis

AIM: To lead the pupil to discover and to reveal his interests, to discover his aptitudes, and to recognize his limitations.

I. Interests

A. Why are leisure-time activities important in our lives today?
B. Do you like to kill time or have you a hobby?
C. How did you become interested in your hobby?
D. How long have your interests lasted?
E. What has caused your interests to change?
F. How can you broaden the scope of your interests?
G. What are the value and importance of recreation, occupation, and education?
H. What is the connection between a 40-hour week and leisure-time activities?
I. Can you give examples of people whose hobbies have become their vocations?
J. What hobby have you that might have vocational possibilities?
K. Is it always practical to accept your interest in your hobby as indicative of your vocational choice?
L. Is your interest in your hobby that of a spectator or that of a participant?

II. Aptitudes

A. What are aptitudes?
B. Do you think there is any connection between your achievement in school and your occupational success? Justify your answer.
C. How do you know that you have certain aptitudes?
D. How will good or poor study habits which you have developed, affect you in college or in your occupation?
E. What are some methods that can be used to assist you in determining and becoming more aware of your aptitudes?
F. To what extent may your aptitudes determine your probable success or failure in the occupation of your choice?
G. What use do industries make of tests in the placement of their employees?

III. Limitations and Capabilities

A. What do we mean by a person's limitations?
B. How can you use your limitations as a selective factor in the choice of an occupation?
C. What other factors will influence you in your choice of an occupation and in your success in that occupation?
SUGGESTED ACTIVITIES

The following activities are suggested as a means of developing the material included in the outline. However, the activities listed here are not complete, and thus it is expected that the teacher will use judgment and initiative in fitting the activities to the local situation.

The bulletin "My Educational Plan", will provide the instruments and techniques necessary for the correlation of the activities suggested.

UNIT ONE:

1. Encourage the pupils to suggest traits they consider desirable in a well-rounded personality. Lead them to select those traits in the suggested list that they consider most appropriate and construct a personality check list they may use to rate themselves.

A suggested form for such a check list is given below:

<table>
<thead>
<tr>
<th>Personality Traits</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal appearance</td>
<td>:</td>
<td>:</td>
<td></td>
</tr>
<tr>
<td>2. Cheerfulness</td>
<td>:</td>
<td>:</td>
<td></td>
</tr>
<tr>
<td>3. Facial Expression</td>
<td>:</td>
<td>:</td>
<td></td>
</tr>
</tbody>
</table>

2. Let each pupil analyze his own personality by using the personality check list constructed in Activity 1.

3. Analyze the leaders of the school by using the same personality check list.

4. Do the same for one man and one woman that the pupils greatly admire.

5. Using the analysis of one's personality as a
basis, construct a workable plan for improving one's own personality.

UNIT TWO:

1. Conduct a hobby show. The show may be made available only to the members of the class or it may be held so that all the pupils of the school may have an opportunity to see it. The local situation will determine the procedure to follow.

2. Invite the English Teacher to cooperate by having oral or written reports on the subject of hobbies that the pupils are interested in.

3. Invite resource visitors to appear before the class to talk about their hobbies and the part they have played in their lives.

4. Make a general explanation of the purposes and use of Standardized Tests.

5. Administer the Kuder Preference Record and interpret and evaluate the results derived from it.

6. Conduct a field trip to some industries, welfare office, local business, or other similar establishments with the purpose of finding the importance such institutions attach to the development of personality and the effect of one's limitations and capabilities on his employability.

7. Prepare a bulletin board where clippings on personality, aptitudes, hobbies, and other use of leisure-time may be placed. A bulletin board committee should be appointed and other members of the class encouraged to supply the committee with clippings for posting.

8. As new clippings are posted on the bulletin board, remove the old items and give them to the scrapbook committee. Have this committee prepare a class scrapbook that may become a permanent part of the guidance literature.

SELECTED REFERENCES

The suggested references listed here are primarily for the convenience of the instructor. However, many of the books listed will be of interest to the pupils as well.
UNIT ONE:


UNIT TWO:


PART TWO
OBJECTIVES

1. TO PROVIDE THE INDIVIDUAL WITH INFORMATION CONCERNING HIS EDUCATIONAL, OCCUPATIONAL, AND SOCIAL ENVIRONMENT.

2. TO ASSIST THE INDIVIDUAL TO COORDINATE THIS INFORMATION ABOUT HIMSELF AND HIS ENVIRONMENT IN THE BEST COMBINATION FOR HIS INDIVIDUAL DEVELOPMENT.

UNIT ONE: Dignity of Work

AIM: To inculcate the pupils a respect and appreciation for all forms of useful work.

I. Necessity of Work
   A. Group
   B. Individual

II. Need for careful choice of occupation
   A. Waste of human resources
      1. Misfits
      2. Turnover
   B. Conservation of human resources.

III. Respect for all forms of useful work
   A. Contributions of manual workers
   B. Contributions of other workers

UNIT TWO: Educational Choice for Vocational Planning

AIM: To acquaint the individual pupil with the occupational significance of the curricular and extra-curricular offerings of the school.

I. Curricular offerings
UNIT THREE: General study of an Occupation

AIM: To acquaint the pupil with the factors to be considered in studying an occupation

I. Importance of an occupation
   A. Service to society
   B. Brief history

II. Nature of the work
   A. Varied or repetitions
   B. Stimulation to growth

III. A. Indoor or out-of-door
     B. Position of worker
     C. Working hours

IV. Personal qualities needed
   A. Physical traits
   B. Personality traits

V. Preparation needed
   A. General education
   B. Special training
      1. How obtained
      2. Where obtained
      3. Length of training
      4. Expense of training

VI. Opportunities for advancement
   A. Method of entry to occupation
   B. Seniority practices
VII. Compensation

A. First annual earnings
B. Average earnings of an experienced worker
   1. Basis
   2. Increases

VIII. Advantages and disadvantages

UNIT FOUR: Family Groups of Occupations

AIM: To acquaint the pupil with the different occupations

I. U. S. Census classification

A. Agriculture
B. Forestry and fishing
C. Extraction of minerals
D. Manufacturing and mechanical industries
E. Transportation and communication
F. Trade
G. Public service
H. Professional service
I. Domestic and personal service
J. Clerical occupations

(Another frequently used classification can be found in the "Dictionary of Occupational Titles").

II. Occupational trends

A. Causes
   1. War
   2. Business cycle
   3. Discoveries and inventions
   4. Climate
   5. Government action
   6. Seasonal demands

B. Probable tendencies
   1. Increase in labor force
   2. Growth in professions
   3. Decrease in agricultural workers
   4. Increase in independent business men
   5. Decrease in importance of skilled workers
   6. Largest group - semi-skilled workers
7. Continued growth of labor power

III. Distribution of workers
   A. Percentages
   B. Field of work
   C. Sex and age

UNIT FIVE: Getting and holding a job

AIM: To aid the individual in learning how to get a job, to hold it, and to be promoted

I. How to get a job
   A. Placement
      1. Part-time
      2. Seasonal
      3. Full-time
         a. U.S.E.S.
         b. School
   B. Written application
   C. Interview

II. How to hold a job
   A. Physical and mental fitness
   B. Efficiency
   C. Cooperation and loyalty
   D. Respect for rules and regulations
   E. Getting along with people
   F. Self-appraisal

III. How to qualify for promotion
   A. Know your job
   B. Study the job ahead
   C. Maintain an open mind
   D. Control your temper
   E. Stick with the job and don’t watch the clock

IV. Labor laws affecting minors
   A. School attendance laws
   B. Child labor laws
   C. Work permits
   D. State provisions for vocational rehabilitation
SUGGESTED ACTIVITIES

The following activities are suggested as a means of developing the material included in the outline of Part II. However, the activities listed here are not complete; and thus it is expected that the teacher will use judgment and initiative in fitting the activities to the local situation.

UNIT ONE:

1. Use biographies to cite men and women who have risen from "Blue collar" jobs to positions of responsibility.

2. Call attention to local citizens who have risen to positions of responsibility through their own efforts.

3. Present in an attractive manner a number of jobs ordinarily regarded as menial.
   a. Show how these jobs contribute to our welfare.
   b. Portray laborers possessing fine human qualities.

UNIT TWO:

1. Prepare charts or lists showing the vocational possibilities of different school subjects as, "Occupational Opportunities in Stenography" or "Vocational Outlets of Foreign Language."

2. Request all subject matter teachers to stress the vocational significance of their subjects.

3. Mention a school subject which you did not like at first but which you liked better as you learned more about it.

4. Make a study of the pupil's educational plans in the light of his tentative occupational choices.

5. Consider this problem; if, shortly before you graduate from high school, you have an opportunity to leave school and take a job that looks promising, would you do so? Write a brief paragraph giving your reasons for your decision. Perhaps you can suggest a third plan of action.

6. Name five institutions where you might secure special training for a vocation which you are considering. Study
the offerings of these schools.

7. Make a list of ten similarities between work and school.

8. Prepare a list of differences between work and school.

UNIT THREE:

1. Construct a series of questions which you would want answered about an occupation in which you are interested.

2. Prepare a job analysis of an occupation that is familiar to the class.

3. Interview five people to find how their interests have changed through the years. What did they want to do while in school? What are they doing today? Report to the class the results of your investigations.

UNIT FOUR:

1. List the number of persons gainfully employed in occupations and industrial classes in each family group.

2. List percentage distribution of all persons gainfully employed.

3. Select an area of work in which you might be interested. What various occupations are in the group.

4. Make a list of ten occupations that have passed out of existence since your grandfathers were boys.

5. Prepare a graph based on the census figures for 1890, 1900, 1930 and 1940, showing the trend of agricultural workers.

6. Arrange a debate on the relative merits of different occupations.

7. Prepare a table of three columns. In the first, list the occupational groups; in the second, the percentages of gainfully employed people of the United States for each group; in the third, do the same for Arkansas.

8. Conduct a community survey of occupations.
9. Prepare a map of the United States indicating the location of occupational groups. Do the same for Arkansas.

10. Write a biography of a successful man in your community or an outstanding business man.

11. Develop a monograph on the occupation in which you are most interested. Follow the outline in Part II, Unit III.

UNIT FIVE:

1. Practice filling out application forms for employment and ask for criticisms on neatness, legibility, completeness, conciseness, and accuracy.

2. Select a newspaper help-wanted ad and write an answer to it.

3. Have members of the class dramatize "He Got The Job", a comedy in one act by C. Andrews-Samuel French Company.


5. Conduct a panel discussion on the topic, "Why the Employee Should Be Loyal to the Employer."

SELECTED REFERENCES

UNIT ONE:

Bishop, Merrill, and Allen, Arda Talbot, They Also Serve. Austin, The Steck Company, 1938.


UNIT TWO:


**UNIT THREE:**


**UNIT FOUR:**


UNIT FIVE:


THE 9B VOCATIONS CLASS

THE VOCATIONAL INFORMATION UNIT

Job Classifications
Skills, technical knowledge, and job wisdom implicit in these.
Use of Dictionary of Occupational Titles
Parts I, III, and IV

Self Analysis
Check Interest Check List
Take Kuder Preference Record
Skills, attitudes, personality factors, character, appearance
Rating scales ungrading.
Etiquette to meet pupils' present needs and an appreciation of the importance of manners in industry
Take Social Usage Tests Forms A and B

How to get a job
Applications
Employment Agencies
College Employment Bureaus

Child Labor Laws (if time allotment permits)
Labor Unions - brief over-all picture (if time allotment permits)
Selection of one field of work of greatest interest to the individual for study in the library for 8 to 10 days
Main outline provided.
Library instruction by the Librarian
Dewey Decimal System of Classifying books and arrangement on shelves
Reader's Guide
Introduction to special catalogs and files
Location of special types of reference materials
Vocational fiction
Reviews of books on manners and etiquette
Use books, magazines, pamphlets, and clippings
Source of statistical data
Develop skill in simple note-taking in outline form
(The justification for including this study technique in the VOCATIONS Class instead of ENGLISH Class is twofold:
The available library material for occupational information is abundant and comprehensive. The class is a required major subject and should produce study skills.

Test of Career Booklet or Bibliography
Exchange of information

THE EDUCATIONAL INFORMATION UNIT

The High School Program
Subjects, major and minor sequences, major and minor subjects, credits, college entrance units

Colleges
Entrance Requirements
Types of colleges, expenses, departments, ratings, locations, accreditation
Use of college catalogs
Use of American Universities and Colleges by Brumbaugh and American Junior Colleges by Bogue and other reference books.

How to construct a high school program to meet college entrance requirements

Schools and other terminal education
Trade schools, business, schools, apprenticeships, on-the-job training
Catalogs and bulletins
Appraisal of school ads in magazines and newspapers

A tentative High School program is made out by each pupil which becomes the basis for the conference in the 9A class to which parents are invited if they desire to come. This serves to dissipate unsound educational plans and prepares the pupil to make intelligent decisions during the individual conference.

THE SOCIOLOGY UNIT

Citizenship in the community
Peoples in the community
The Home and the pupil's part in it
Making the community attractive
Health and recreation in the community
Protection of life, property and rights

Culture

Character and its impact on the community

(This covers the first nine chapters of Hughes' BUILDING CITIZENSHIP and is supplemented by other textbooks such as Quillan's SOCIAL LIVING and library materials.)

Hughes' BUILDING CITIZENSHIP, Chapters 18-23. Additional material may be covered if time permits.

WORLD AFFAIRS

Each pupil subscribes to OUR TIMES, and American Education Press newspaper. Groups are responsible for the presentation and discussion of news articles one day each week throughout the semester.
OCCUPATIONS ON PARADE

Vocational Planning

for

8 B's

Home Room Guidance Programs
Junior High Schools

Prepared by Jane Bebb, Guidance Director
Junior High Schools
Mishawaka, Indiana
VOCATIONAL PLANNING

A program designed to give 8th graders a chance to become acquainted with occupational opportunities and their requirements so that they can be better prepared to select a career that coincides with their individual interests, and aptitudes.

OCCUPATIONS ON PARADE

During this year in 8th grade, many of you will be thinking more seriously about what courses you will include during the four years of high school that lie ahead. You will begin to realize that your high school plan will be determined somewhat by how you hope to earn your living when you finish school. Of course, the plan must be flexible so that you can change it if your interests shift, or if circumstances happen to change. The plan for high school will reflect what your past experiences have been, and what you and your parents already have thought about concerning your career.

Last year possibly you thought, "I'd like to be a policeman", or maybe you wanted to be an engineer, a singer, a nurse, or even a professional football player. There is no reason why, even next year, you can't change your mind and think you'd like to be something else. Our interests are always changing and developing. Perhaps you'll find out more about different jobs and the requirements for them, and as a result your plans will change.

During the next four years you will no doubt discover where your deepest interests lie. As time goes on, you'll discover more about how well your abilities agree with what you want to do. Wouldn't you like to get an idea of what your interests and abilities are before you make any definite plans?

Let's take a look:

WHAT ABOUT ME?

Suppose you should go to an office to get a job. Do you think the man who hires new workers can look at you and say, "That fellow will make a good salesman?" Your answer is probably no, because already you have an idea that everybody can't do the same things well. How can we find out what our special abilities will
enable us to do? First of all we can take tests. (You have already taken Primary Mental Ability Tests). We can answer questionnaires, we can take a look at our activities, our grades, our likes and dislikes. We call this SELF-AFPRAISAL.

I. HOW DO ABILITIES FIT US FOR A JOB?

As our first step in appraisal, let's discover how our abilities as shown by our recent test results determine what we can do. Perhaps you would like to work as a committee and make some lists of occupations and then write down certain abilities that would fit a particular position. Just to give you a start, here is an example:

receptionist -- good memory for names
cashier -- ability to use numbers
draftsman -- ability to analyze space relationships

You and your sponsor teacher can now plan how you'd like to arrange your lists and how you'd like to organize your committees. When you have finished, you could take a day or two to discuss the results of your investigations.

II. CAN INTERESTS INFLUENCE MY PLANS?

Ask yourself this question: Which do I like to do, work with people or with things?

Plan a survey similar to Unit 1. Example: Interest in committee work-people Interest in bricklaying -- things

Plan a discussion of your results.

III. WILL MY FAVORITE SUBJECTS INFLUENCE MY PLANS?

Ask yourself two questions: 1. Which subjects do I like best? 2. What type of work would best match the subject I like best?
Plan a survey similar to units I and II.
Example: History -- diplomatic service
        English -- journalism
        Mathematics -- bank teller.
Plan a discussion of your findings.

IV. MY SELF-APPRAISAL CHART

Perhaps each of you would now like to make a chart in which you can picture your own abilities in terms of the job for which they might qualify you. Such abilities as good memory, use of numbers, mechanical and musical ability, might be listed. Under the heading of each ability, compile the jobs for which it will fit you. You could include in your chart a similar form for your own interests, favorite subjects and part time job experience.

You must be sure to remember that this appraisal is for NOW. Later you may want to make another analysis. You may have some very different viewpoints during the next few years.

V. PERSONAL QUALITIES ARE IMPORTANT TOO.

In securing and holding a job, many aspects are just as important as special skill in the task you set out to do. At this point in our self-appraisal plan let's take a good look at ourselves as others might see us. Below are listed several points that employers will be interested in when hiring a person to work for them.

<table>
<thead>
<tr>
<th>voice quality</th>
<th>dependability</th>
</tr>
</thead>
<tbody>
<tr>
<td>grooming</td>
<td>cooperative spirit</td>
</tr>
<tr>
<td>honesty</td>
<td>persistence</td>
</tr>
<tr>
<td>initiative</td>
<td>willingness to take</td>
</tr>
<tr>
<td>getting along well with others</td>
<td>honest criticism</td>
</tr>
<tr>
<td>good health and physical condition</td>
<td>willingness to do more than expected</td>
</tr>
</tbody>
</table>

Perhaps you can think of some other qualities that would be important in holding a job. We might suggest that you spend a period or so discussing these qualities in terms of various occupations that you are interested in. How would they help you to get a job? Or how would a lack of these traits hinder you in an occupational situation?
WHAT LIES AHEAD?

In the units just completed you tried to fit your self-appraisal to specific occupations. Some of you may have thought about becoming a tool-and-die maker, a welder or a millwright. Others may have a vision of becoming a doctor, a lawyer, a bookkeeper or a dry cleaner. Possibly you know someone who has one of these jobs. But maybe it would be better to think of the tool-and die-maker, the welder and millwright each as just one occupation in the larger field of mechanical occupations. You might also discover if you think about it a bit, that there are many other occupations that will fall into that same general heading. Or perhaps you could classify doctors and lawyers as a part of a larger group of occupations called professional workers. Can you think of other jobs that would be considered as part of the professional field? What are some jobs that are related to bookkeeping? To dry cleaning? What conclusion can you reach about jobs from answering the preceding questions?

Do you know that there are almost 20,000 different occupations in existence today? Would you like to have to consider each one separately before you could decide upon the job for you?

There are books that show how jobs or careers are related, and fall into families or natural groups. One such book is the Dictionary of Occupational Titles. You will not have this book available probably so we will list a few of these families here.

1. Professional workers

dentists teachers
lawyers oculists
engineers doctors
librarians nurses
laboratory technicians advertising executives

2. Clerical and Sales People

bookkeepers dime store clerks
stenographers file clerks
bank tellers comptometer operators
grocery clerks stenographers
library assistants accountants
car hops auditors
3. Service Workers

- plumbers
- heating engineers
- gas station attendants
- laundry workers
- dry cleaners
- barbers
- beauticians
- armed guards
- policemen
- ticket takers

4. Agricultural workers

- tree pruners
- beekeepers
- sheep herders
- truck gardeners
- dairy farmers
- feed and milling
- fruit growers
- hog raisers
- peppermint growers
- berry pickers
- cattle feeders
- muck farmers

5. Production workers

- typographer
- trolley operators
- buttermakers
- cheesemakers
- ad compositors
- linotypists
- book binders
- bakers
- punch press operators
- sewing machine operators
- inspectors
- truck drivers
- bricklayers
- carpenters
- welders
- molders
- dragline operators
- surveyors
- draftsmen
- butter cutters
- bakers
- cobbler
- mechanics
- pipe fitters

6. Unskilled labor

- railroad section hands
- hod carriers
- wood cutters
- cement mixers
- stevedores
- dock hands
- farm hands
- ditch diggers

You could spend quite some time in attempting to add to the lists of the larger groups of occupations.

Many career opportunities await you, not just one or two. You will have to spend a lot of time finding out about yourself, and all sorts of occupations before you will feel ready to decide what you are going to do. Don't be afraid to take time in making your decisions.

You say, "Where can I find out about jobs?" "Almost anywhere", you could answer. At the movies, in newspapers, libraries, at home, on trips, in hobbies,
interviews, over the radio, in stores, almost anywhere you go and talk with people you will find interesting information concerning job possibilities.

We have said that you can have plenty of time to make a final decision as to the career for you, but by the end of this school year you should have a fairly definite idea about what courses you'll want to follow next year at high school. Later if you want to change your plans you can do so. Keep in mind your interests, abilities, your experiences, your ambitions. Talk it over with Mother and Dad. Discuss it with your teachers and guidance counselor. But don't forget it's your responsibility to think it through. The choice must be yours.

WHAT NEXT?

During the next few weeks, we suggest that you and your sponsor teacher plan some group or individual activities in which you are interested that will help you learn more and more about occupations. That is what you want isn't it, to learn or to view some of the prospects and angles in occupations so that when the time does come for you to make that all important decision you'll have a pretty good overview of the occupational world. When you go into the 8A, you will plan your four year course in high school. The following subjects and projects are suggestions of activities that will help get you ready for your Four Year Plan. You more than likely will not have time to do them all, but you will undoubtedly find several which will fit your needs and interests.

PROJECTS

1. Organize committees and give each one a general occupational field. Each could then investigate the information available concerning the field in our school library. Look for magazines, pamphlets, books, posters, monographs, films and booklets. Compile a list of these, giving title, author and where they can be found. Mimeographed copies of the list might be made by the office so each of you could have a copy. Perhaps your committee would like to plan a bulletin board or an exhibit of materials.

2. Reports on what school activities and subjects will give you tryouts experience for occupations could be prepared and given to the home room group.
3. From your ability test scores choose the three highest and list occupations that you might be able to do under each.

4. Select some jobs, or chores that you have already done and find three or four occupations that might be similar.

5. During one discussion period play a game such as the following: On a sheet of paper make several columns placing a letter of the alphabet at the top: for example, TA C D G. In ten minutes see who can list under each the most occupations beginning with the letter at the head of the column.

6. As a group project, make a chart which will list occupations related to an interest in people and an interest in things.

7. Make a class survey of hobbies, and activities. List them on the board and show which ones you could develop, learn or pursue in school.

8. Answer these questions for group discussion: 1. In thinking about my life work must I think in narrow specific terms or in more general areas? 2. What training is available in Mishawaka which will help me to learn ways of earning a living? 3. Can I do more than one thing to earn a living? 4. What are my ambitions? How can school help me?

9. Plan a trip to several places of business: Consider: What workers are doing. Is it routine or does it require skill? What advancement is possible? What training is needed? What are working conditions? Is the field overcrowded now? Is it likely to be?

BEFORE YOU GO ON THE TRIP SET UP SOME SUGGESTIONS TO FOLLOW REGARDING YOUR CONDUCT AND ATTITUDES WHILE YOU ARE MAKING YOUR VISIT

10. Play a game where you: Name four songs mentioning occupations Repeat four nursery rhymes mentioning occupations Mention titles of five books mentioning occupations Name three radio programs mentioning occupations Mention titles of three movies mentioning occupations
11. In committees tabulate in separate columns types of places where commercial students, college preparatory and trade students might find work.

12. Write a dramatic skit where you illustrate the point that many kinds of jobs may be available in the general field of clerical work.

13. Make a list of new careers that have opened up because of recent scientific developments.

14. Select committees. On three by five cards make a record of various occupations in the large fields such as agriculture, etc. Under each specific job heading record data such as:

- skills required
- education required
- working conditions
- usual compensation
- opportunities for women
- opportunities for men
- openings available locally
- number of workers in jobs
- health requirements
- chances for advancement

Perhaps you can think of some other interesting information to include on your card. This file could be placed in the library for use of other students later on.

15. By committees plan a program of suitable movies illustrating vocations. Your library will have some catalogues of films available. Make a list of questions that might be answered by such pictures. Plan a discussion centered around the answers found in the films.

16. Plan a career day where you invite several men and women from various occupations to come in to talk to students interested in that field as a future occupation. Suggestions:

- Supt. of Ball Band
- Supt. of Nurses, St. Joseph Hospital
- A construction worker, such as Mr. Shumaker
- A man engaged in retail sales, such as Mr. Winey or the manager of Addisons.
- Someone from dairy industry (Muldoons, or Farmers Dairy)
- A doctor
- A druggist, Mr. Childress perhaps
- A lawyer
- A dry cleaner, Mr. Ingraham perhaps.
Some of you may be able to think of several others who might be willing to come in to talk to you. Plan with your sponsors how you will invite the speakers, what you want them to tell you and when it can be done. You might make a list of things you'd like to have them tell you about the various fields.

17. Plan an assembly program based on occupational opportunities.

18. Listen to a radio program about occupations and report to the class.

19. Find some interesting magazine or newspaper article dealing with jobs, and report about it to the class.

20. Make a scrapbook using magazine articles, pictures, news stories, etc. illustrating occupations in six families of occupations. You might also include your self-appraisal chart, and any other personal material relating to you and your plans for the future.

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Following is a list of sources from which you might want to obtain information concerning occupations. If they are not available in the school library, you might try to find them at the public library, or an interesting project might be developed by writing for some of the material yourself.


So you're going to College. Clarence Lovejoy, Simon and Shuster, 1940.


College Catalogues. You might write to several colleges asking for their catalogues listing courses and expenses.

Vocational Films Inc., 2708 Beaver Ave., Des Moines, Iowa.

Dept. of Labor. U.S.E.S. Industry Series
Labor Market Information
Labor Market Trends
Washington, D. C.

Indiana State Department of Labor, Employment Service
Indianapolis, Indiana. Inquire concerning bulletins regarding occupations.

U. S. Department of Labor, Washington, D. C., ask for
Occupational Guide. Bureau of Labor Statistics,
Washington, D. C. Ask for bulletins.

Occupational Outlook Service. U. S. Dept. of Labor,
Washington, D. C.
APPENDIX E
Vocational Guidance Forum

CLASSICAL HIGH SCHOOL
Lynn, Massachusetts

FREDERICK A. BUCKLEY
Principal

and

THERESA J. MURPHY
Director of Guidance

THURSDAY, FEBRUARY 17, 1949
8:30 A.M. — 2:30 P.M.
PROGRAM

8:30 — 9:15 A.M.

ACCOUNTING ................................................. Lunch Room 2
MR. MAURICE M. LINDEY, C.P.A.
Vice President, Bentley School of Accounting and Finance

ART ............................................................... Room 304
MR. JULIEN S. ALEXANDER, Assistant Director of Training
New England School of Art

BANKING .......................................................... Room 106
MR. HERBERT C. MATSON, 1st Vice President
Boston Chapter, American Institute of Banking

CHEMISTRY ....................................................... Room 307
MR. ARTHUR A. VERNON, Chairman, Department of Chemistry
Northeastern University

CHOOSING A VOCATION ....................................... Lunch Room 1
DR. CHARLES M. SPARKE, Guidance Counselor
Boston University, School and College Relations

DENTAL HYGIENE ............................................... Room 104
MISS LOUISE W. HORD, Supervisor
The Forsyth Dental Infirmary for Children

FIREMAN ......................................................... Assembly Hall
MR. RALPH H. FIELD, District Chief, Lynn Fire Department

POLICEMAN ....................................................... Room 105
MR. JAMES F. CROWLEY, Patrolman, Lynn Police Department

POSTMAN .......................................................... Room 104
MR. ERNEST L. HAYES, Route Foreman
U. S. Post Office, Lynn

NURSING — REGISTERED .................................... Lecture Hall
DR. MURIEL L. THOMAS, Director, School of Nursing
Lynn Hospital

ADMINISTRATION OF A HOSPITAL .......................... Room 105
MR. DAN TEARER, Administrator, Lynn Hospital

PHARMACY .......................................................... Room 302
PROFESSOR ROBERT A. WALSH
Massachusetts College of Pharmacy

TELEVISION ......................................................... Room 105
MR. CHARLES A. KELLNER, Vice President
Massachusetts Radio & Telegraph, Inc.

9:20 — 10:05 A.M.

ARMED SERVICES ............................................... Assembly Hall
ARMY — PAUL E. ROVA, Captain, USAF, Recruiting Officer
NAVY — O. A. DE NING, Chief Personnel Man, U. S. Navy
MARINE CORPS — MAJOR S. W. PARRY, Recruiting Officer

AUTO MECHANICS ............................................... Room 105
MR. ARNOLD R. OKUBO
Franklin Technical Institute

CLERICAL WORK ................................................. Lunch Room 1
MISS GERALDINE RICKARD, Dean
The Chandler School

COMMERCIAL AND BUSINESS OPPORTUNITIES ............. Lunch Room 2
MR. SANFORD L. FISHER, President
The Fisher School

DIETETICS AND HOME ECONOMICS .......................... Room 104
MISS CATHARINE STARR
Associate Professor of Home Economics Education, Simmons College

DRAMATICS ....................................................... Room 304
MRS. JUNE HAMBLIN MITCHELL
Emerson College

HOW TO APPLY FOR A POSITION and HOW TO HOLD A JOB. Lecture Hall
MISS JENNY R. DUNN
Katharine Gibbs School

MEDICINE ......................................................... Room 307
THOMAS B. RAPPERTY, M.D.
RADIO MECHANICS .................................................. Room 103
MR. HAROLD A. DORSCHUG, Chief Engineer
Radio Station WEEI

REAL ESTATE AND INSURANCE .................................. Room 106
MR. THOMAS F. COLLINS

X-RAY TECHNICIAN ................................................. Room 302
MR. STANLEY C. WILSON
The Wilson School

10:10 — 10:55 A.M.

AIRLINE STEWARDESS ........................................... Assembly Hall
MISS MILDRED BADON, Chief Flight Stewardess
Eastern Air Lines

AIRPLANE PILOTING ................................................ Lecture Hall
MR. GEORGE TUDOR, Pilot
American Airlines

DENTISTRY .......................................................... Room 103
D. FRANK FAMULARI, D.M.D.

DRAFTING .......................................................... Lunch Room 2
MR. ERIC G. JOHNSON, Supervisor, Drafting Training School
General Electric Company

PLASTICS .......................................................... Room 304
MR. FRED G. KAISER, Sales Division
Chemical Department, General Electric Company

INTERIOR DECORATING AND DRESS DESIGNING ............... Room 304
MISS IRMA ALBERGHINI
Graduate Student, Vesper George School of Art

LIBRARY WORK ..................................................... Room 106
MR. KENNETH R. SHAFFER, Director
School of Library Science, Simmons College

SALES MASHANSHIP ................................................. Room 302
MISS LYDIA MARVIN, Training Coordinator
Wm. Filene’s Sons Company

SECRETARIAL WORK AND MEDICAL SECRETARY ............... Lunch Room 1
MR. GEORGE F. BRENNAN
Mary Brooks School

TEACHING (Kindergarten, Grades I-VI) ...................... Room 105
MR. V. JOHN RIKKOLA, Principal
Horace Mann Training School, State Teachers College, Salem

VALUE OF A LIBERAL ARTS EDUCATION for GIRLS and BOYS Room 307
MR. THOMAS VAN SLYKE, Guidance Counselor
Boston University, College of Liberal Arts

VETERINARIAN .................................................... Room 104
FRANK W. ZAK, D.V.M.

11:00 — 11:45 A.M.

AIRCRAFT MECHANICS ............................................ Lunch Room 2
MR. HERMAN O. TURCOTTE
New England Aircraft School

FORESTRY .......................................................... Room 302
MR. HAROLD O. COOK, Chief Forester
Massachusetts State Department of Conservation

LABORATORY TECHNICIAN ..................................... Room 105
MR. PHILIP J. McAULiffe
Treasurer, Hutchinson Drug Company, Inc.

LAW ............................................................... Room 304
MR. PHILIP L. BISK, Counsellor-at-Law

NEWSPAPER REPORTER ......................................... Lunch Room 1
MR. EDWARD O. PENNIMAN, Lynn Item

OFFICE MACHINES ................................................ Room 103
MISS HELEN J. KROEPFSCH, Supervisor of Employment
John Hancock Mutual Life Insurance Company

PHOTOGRAPHY .................................................... Lecture Hall
MR. WILLIAM KEEFE
Endicott Junior College
PUBLIC HEALTH WORK AS A CAREER
MRS. MARY CARR BAKER, Personnel Teaching Supervisor
Massachusetts State Department of Public Health

SHOE BUSINESS
MR. STEPHEN R. CALLAHAN, Director
Lynn Independent Industrial Shoemaking School

SOCIAL SERVICE
MRS. MARGARET BAILEY, Associate Professor of Social Economy
Simmons College, School of Social Work

TELEPHONE SERVICE — OPERATOR
MRS. FRANCES H. HUMPHRYS, Division Employment Supervisor
Central Division Traffic Department
New England Telephone and Telegraph Company

12:40 — 1:25 P. M.

BEAUTY CULTURE
MRS. OLADYS L. GAROFANO

CIVIL SERVICE
MR. JOHN P. McGRAIL, Supervisor in Education
Massachusetts State Department of Education

ELECTRICAL AND MECHANICAL ENGINEERING
MR. POWELL H. HUMPHRIES, Instructor
Franklin Technical Institute

JOURNALISM
MRS. LUCILE MYERS, Instructor in Literature and Journalism
The Fay School of Boston

MUSIC — VOICE AND INSTRUMENTAL
MISS DOROTHY RICHARDS, Faculty Member
New England Conservatory of Music

NURSING — PRACTICAL
MISS HELEN Z. GILL, Assistant Director
The Household Nursing Association, Inc

PHYSICAL EDUCATION — BOYS
MR. E. WILLIAM CHENEY, Director of Admissions
Springfield College

PHYSICAL EDUCATION — GIRLS
MISS ANNE SPRAGUE, Professor of Physical Education, Boston University
Sargent College of Physical Education for Women

RADIO — BROADCASTING
LOUISE MORGAN, Director, Women's Programs
The Yankee Network

TEACHING (Junior and Senior High School)
DR. DUGALD S. ARBUCKLE, Director of Student Personnel
Boston University, School of Education

TOOL AND DIE MAKING
MR. J. T. HESS, Superintendent of Apprentices
General Electric Company, Apparatus Department

1:30 — 2:30 P. M.

ASSEMBLY HALL

MR. FREDERICK A. BUCKLEY
Principal, Classical High School

MR. ALAN HIRLICK, President of Senior Class, Master of Ceremonies

MR. ROLAND R. DARLING, Director of Occupational Information
Bryant & Stratton Commercial School

Address: WHAT THE FORUM MEANT TO ME; WHAT IT GAVE TO ME; AND WHAT I AM SEEKING.

At the end of each lecture period, the usherettes will escort the speakers to the school library, where tea will be served.

Grateful acknowledgment is made to the speakers, members of the faculty, and students, for their splendid cooperation.
I. First Period
Immediately following the Home Room, all boys will
go to the Auditorium and all girls will go to the
study hall (201).

The speakers for the Girls' Group will be Miss
Olive Goodrich and Miss Margaret Huyck from Wayne
University. The topic will be "Careers and Course
of Study in the Field of Home Economics".

The boys will hear talks by the Marines, SeaBees,
Navy, and Coast Guard in the Auditorium.

II. Second Period - 9:43
Students will go to their first Career Conference.
Take your two blanks with you and present them to
the teacher or student in charge. The mimeo-
graphed schedule of the Careers and speakers has
been posted in your rooms.

III. Third Period - 10:42
Students will go to their second Career Conference.

IV. Fifth and Sixth Hours
Only 12B and 12A classes will go to Room 101. All
others go directly to classes.

The first speaker will be Professor John Kidd of
the Social Science Department of M.S.C. His topic
will be "Making a Success at College".

The second talk will be given by Mr. E. H. Jacob-
sen from the Michigan Employment Services on
"What to Consider in Choosing an Occupation".
COLLEGE DAY AT DENBY HIGH SCHOOL

November 9, 1949

8:30 A.M. - 9:00 A.M. Welcome of guests.

9:05 A.M. - 9:25 A.M. Briefing of college students and representatives. (Gymnasium and library)

9:30 A.M. - 3:40 P.M. College representatives and counselors will give presentations of requirements, conditions and advantages of their particular college at forty minute intervals. College students will work with small groups who wish to question further. Denby students will "shop around" to as many college groups as possible. (Gymnasium and library)

* * * *

PANEL DISCUSSIONS
- By College Students -

What it Takes to Succeed in College .. Room 202 . 1:25 P.M.

Why You Should Go to College .. Room 302 . 2:05 P.M.

The Large College vs Small College .. Room 202 . 3:00 P.M.

It Pays To Go To College .. Room 301 . 3:40 P.M.

How To Choose A College .. Room 102 . 3:40 P.M.

DINNER -- Compliments of Denby Student Council . 5:30 P.M.

SYMPOSIUM
Auditorium .. 7:00 P.M.

Development for Service (Requested by parents)

Speakers will be outstanding men and women in medicine, social work, teaching, the ministry and law.

Continuation of conference with parents . 8:30 P.M.
THE AMERICAN ASSOCIATION
OF
UNIVERSITY WOMEN
welcomes
YOU
to their
COLLEGE ADVISORY NIGHT
at
BERKLEY HIGH SCHOOL

October 28, 1948
7:30 P. M.
<table>
<thead>
<tr>
<th>College Name</th>
<th>Gender</th>
<th>Location</th>
<th>Zip Code</th>
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<tbody>
<tr>
<td>Adrian College</td>
<td>Co-ed</td>
<td>Adrian, Michigan</td>
<td>107</td>
</tr>
<tr>
<td>Albion College</td>
<td>Co-ed</td>
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<td>Alma College</td>
<td>Co-ed</td>
<td>Alma, Michigan</td>
<td>107</td>
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<tr>
<td>Antioch College</td>
<td>Co-ed</td>
<td>Yellow Springs, Ohio</td>
<td>209</td>
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<td>Co-ed</td>
<td>New York, N. Y.</td>
<td>12</td>
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<td>Bethany College</td>
<td>Co-ed</td>
<td>Bethany, W. Va.</td>
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<tr>
<td>Bryn Mawr College</td>
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<td>Co-ed</td>
<td>Ithaca, New York</td>
<td>210</td>
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<tr>
<td>Denison University</td>
<td>Co-ed</td>
<td>Granville, Ohio</td>
<td>212</td>
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<tr>
<td>Harvard University</td>
<td>Men</td>
<td>Cambridge, Massachusetts</td>
<td>109</td>
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<tr>
<td>Hillsdale College</td>
<td>Co-ed</td>
<td>Hillsdale, Michigan</td>
<td>212</td>
</tr>
<tr>
<td>Hope College</td>
<td>Co-ed</td>
<td>Holland, Michigan</td>
<td>209</td>
</tr>
<tr>
<td>Leland-Stanford University</td>
<td>Co-ed</td>
<td>Palo Alto, California</td>
<td>207</td>
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<tr>
<td>Marygrove College</td>
<td>Women</td>
<td>Detroit, Michigan</td>
<td>110</td>
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</tbody>
</table>
Michigan College of Mining and Technology . . . . . . Co-ed . . . . 206
Houghton, Michigan

Michigan State College . . . . . . Co-ed . . . . 203
East Lansing, Michigan

Milwaukee-Downer . . . . . . Women . . . . 111
Milwaukee, Wisconsin

Mount Holyoke College . . . . . . Women . . . . 12
South Hadley, Massachusetts

Muskingum College . . . . . . Co-ed . . . . 209
New Concord, Ohio

Northwestern University . . . . . . Co-ed . . . . 109
Evanston, Illinois

Nursing
Mercy College of Nursing
Wayne University School of Nurses
Hospital Schools . . . . . . Women . . . . 11

Ohio Wesleyan University . . . . . . Co-ed . . . . 210
Delaware, Ohio

Otterbein College . . . . . . Co-ed . . . . 111
Westerville, Ohio

Pennsylvania College for Women . Women . . . . 10
Pittsburgh, Pa.

Purdue University . . . . . . Co-ed . . . . 206
Lafayette, Indiana

Radcliffe College . . . . . . Women . . . . 12
Cambridge, Mass.

Ripon College . . . . . . Co-ed . . . . 111
Ripon, Wisconsin

Siena Heights . Women . . . . 110
Adrian, Michigan

Smith College . . . . . . Women . . . . 12
Northhampton, Mass.
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APPENDIX E
First Day
10:00 to 11:00  I. Make Her Welcome
(Recall your first day)

1. Be there to receive her - don't keep her waiting.

2. Be friendly - make new associates feel at home.

3. Repeat your name and get the new employee's name.

4. Show her the cafeteria and Employee's Lounges.

5. Show her her locker.
   a. Show her how to operate the locker.
   b. Tell the new employee how to take care of purse and money.

6. Locate the wash room for her.

7. Show her around the department and introduce her to:
   a. Floor manager
   b. Buyer
   c. Assistant Buyers
   d. Head of Stock
   e. Salespeople
   f. Style Advisor
   g. Sewing Center
   h. Inspectors

Note: These introductions made all at one time may embarrass and confuse. If you make a few introductions the first day, names will be more easily remembered.

8. Locate the telephones - department and public
Second Day

9:00 to 11:30

II. Introduction to Job

1. Explain early morning duties in detail

2. Explain why job is important

3. Explain relation to other departments
   a. Sewing Room
   b. Bridal Secretary
   c. Style Advisor
   d. Pattern Department
   e. Trimmings
   f. Notion Department
   g. Ribbons

4. Explain the following rules and regulations
   a. Signing in
   b. Lunch periods
   c. Hours
   d. Elevators for employees
   e. Smoking
   f. Dress regulations

5. Introduction to stock work
   a. Types of merchandise carried
   b. Location of the merchandise
   c. Price lines
   d. Measuregraph
   e. Loss of 25% on all cut goods returned.

6. Show the new employee
   a. Inspection Desk procedure
   b. Sewing Room procedure
   c. Fitting Room procedure for bridal veil only
   d. Stock Room Procedure

Explain long distance, outside calls and transferring calls

9. General layout of department and floor.
III. Introduction to Selling Supervisor

Note: Briefly describe Selling Supervisor's job

1. Repeat Selling Supervisor's name.
   Call the selling supervisor for an appointment.

5:00 to 5:35 IV. Explain the following rules and regulations

1. Tallies - how to total and where to place.

2. Salesbooks - where to keep.

3. Turning in tallies at close of business.

Third Day

9:00 to 11:30 V. Review Department Layout

1. Department boundaries

2. Give names of adjacent departments and merchandise carried

3. Review main divisions of stock within department

4. Point out necessity for good stock-keeping

5. Review measuregraph

VI. Explain the Inspection Desk and Tube System

1. Review the names of the Cashier and Inspector

2. Review the Take and Send sides of the desk

3. Locate tube outlets and review uses of four types of carriers
VII. Check to be sure the following procedures are thoroughly understood

1. Sales check writing
2. Charge rules
3. End pieces - twenty-five percent discount on cut yard goods
4. Practical salesmanship
5. General fitting room techniques for bridal veils

Fourth Day
9:00 to 10:00 VIII. Stock Work

1. Show the new employee how to mark merchandise
2. Show the new employee how to fill in stock shortages
3. Show the new employee how to use Want Slips

IX. Check to be sure that the following procedures are thoroughly understood

1. Charge rules
2. C.O.D. procedure
3. Will Call procedure
4. Pin tickets on merchandise
5. C.O.B. sales checks
6. Sponging procedure
7. Advance Payments
8. Special Orders
Fifth Day
9:00 to 10:00  X. Stock Work

1. Review stock information which has been previously covered.

2. Show the new employee how to report slow-selling or defective merchandise to Buyer, Assistant Buyer or Head of Stock.

3. Show the new employee how to report reserve stock shortages.

4. "Loss" book

Sixth Day
9:00 to 10:00  XI. Check to be sure that the following procedures are thoroughly understood.

1. Salescheck writing
2. Charge rules
3. C.O.D. procedure
4. Will Call procedure
5. Exchanges
6. Future Delivery
7. Bank Check rules
8. Tin tickets
9. C.O.B. saleschecks
10. Special Orders
11. Stock work
12. Gift wrapping

Training Department
July, 1949
ORGANIZATIONAL PLAN - PLACEMENT SERVICE

--- Line Relationship

--- Staff Relationship

Assistant Superintendent
Personnel-Curriculum

Director of Placement

Principal North High
Chairman Counselors
Students

Principal South High
Chairman Counselors
Students

Principal Technical High
Chairman Counselors Coordinators
Students