

DOCUMENT RESUME

ED 066 587

VT 016 455

TITLE Career Choice and Career Preparation.
INSTITUTION Washington State Coordinating Council for Occupational Education, Olympia.
PUB DATE 72
NOTE 334p.
EDRS PRICE MF-\$0.65 HC-\$13.16
DESCRIPTORS *Autoinstructional Aids; *Career Choice; Career Opportunities; *Educational Opportunities; *Individualized Instruction; Occupational Guidance; Occupational Information; Resource Materials; Secondary Grades; *Study Guides; Visual Aids; Vocational Development; Vocational Education
IDENTIFIERS Career Awareness; Economic Awareness

ABSTRACT

This innovative study guide provides individualized occupational guidance for students in the secondary grades by means of autoinstructional reading materials covering career choice and career preparation. The student is asked to answer certain questions which narrow down his interests and qualifications, and on the basis of the answers he is instructed to turn to specific pages in the document. Jobs available to the high school graduate and dropout are described, including salaries, employment requirements, job locations, employment outlook, and sources of further information. Photographs illustrate the text, developed by a university educator and a training commander in the Air Force. Apprenticeship programs and federal employment programs are briefly discussed. Descriptions of community colleges and post-secondary vocational schools in Washington State include a chart alphabetically keying the institutes to specific vocational preparation programs which are offered. A map of school locations in Washington State is included. (AG)

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CAREER CHOICE AND CAREER PREPARATION



Coordinating Council for Occupational Education
1972

INTRODUCTION

This book is dedicated to the many individuals needing answers to questions concerning occupations and educational programs.

The Coordinating Council for Occupational Education wishes to thank the individuals who provided assistance in the preparation of the original and the revision of Career Choice and Career Preparation. Acknowledgments are made to authors William John Schill, University of Washington and Harold Edwin Nichols, U.S. Air Force Training Command.

The Council also acknowledges Mr. Floyd Cowan and students of the Commercial Photography class at Clover Park Education Center for the photographs included in the revised edition.

Do you plan to continue your education beyond high school?

YES -- Turn To Page 8

NO -- Make a Selection Below

You don't intend to continue your education, what are you going to do?

- JOIN THE MILITARY Turn To Page 3
- FIND A JOB Turn To Page 11
- JOIN THE JOB CORPS, VISTA, PEACE CORPS Turn To Page 4
- PUTTER AROUND. Turn To Page 6
- ENTER AN APPRENTICESHIP PROGRAM Turn To Page 7
- GET MARRIED AND LET MY HUSBAND SUPPORT ME Turn To Page 6

You intend to join the military service upon leaving high school. Considering the draft, that is probably a realistic choice. The military has many training programs from which you could benefit. But this book is not programmed to tell you about them. After completing your military obligation you will have to decide whether to continue your education or find a job.

- IF YOU DESIRE INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES Turn To Page 8**
- IF YOU DESIRE INFORMATION ABOUT JOBS Turn To Page 11**

The Job Corps is a national program to provide young men and women with the opportunity to acquire the skills needed to become useful and productive members of the community. Legally, anyone 16 through 21 who is a permanent resident of the United States and is out of school is eligible to join the Job Corps. The main qualification is that the applicant can gain from the experience. Those with the most to gain are those who have tried and failed in school, who have few other avenues of opportunity open to them.

The Job Corps assignment program is national in scope and is administered by the Job Corps Headquarters in Washington, D. C. Enrollees may not select the center to which they are assigned. All Corpsmen receive spending money of at least \$30 a month minus tax and social security deductions. When a Corpsman graduates, he receives a readjustment allowance of \$50 minus tax and social security for every month of satisfactory service in the Job Corps. In most cases, applicants are screened by the local office of the State Employment Service. If the local State Employment Service Office is not responsible for the screening of Job Corps applicants, it will be able to inform the interested young person about the nearest agency which does.

Turn To Page 5

VISTA "Volunteers in Service to America," is a national corps of workers concerned with eradication of poverty within the United States. VISTA volunteers may serve in any of the fifty states, The District of Columbia, Puerto Rico, or the Virgin Islands. You must be at least 18 years old. VISTA has no special education requirements. You will be expected to serve for one year after completion of training courses lasting approximately six weeks. As a volunteer you will receive a basic living allowance. In addition, a minimal allowance totaling approximately \$75 a month will be received, plus for every month of your service, VISTA will set aside \$50 for you. You may obtain a preliminary application by writing VISTA, Washington, D. C. 20506.

To be a PEACE CORPS volunteer you have to be at least 18 years old, do not have to have a college degree, even though a five year profile shows that 96 percent of the volunteers have attended college. Volunteers serve for 24-27 months, including the two or three month training period. For each month of training and overseas service, a volunteer accumulates \$75 which is set aside until his or her return to the United States. To apply for Peace Corps service, you must complete the standard application form available from most post offices and submit your application to the Peace Corps, Washington, D. C.

After completing one of these programs you will have to decide whether to find a job or continue your education.

- IF YOU DESIRE INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES Turn To Page 8**
- IF YOU DESIRE INFORMATION ABOUT JOBS Turn To Page 11**



You arrived here as the result of deciding either to "get married and let your husband support you," or "you intend to travel and/or putter around." Unfortunately, we have no information to give you as this booklet is not programmed for this. However, travel and/or puttering around means that you are postponing for a while the decision whether to continue your education or find a job. Getting married usually carries with it the necessity of working while you and your husband settle in a home.

IF YOU DESIRE INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES Turn To Page 8

IF YOU DESIRE INFORMATION ABOUT JOBS Turn To Page 11

You are interested in apprenticeship programs. Apprenticeship programs are jointly controlled by labor and management, however, the United States Employment Service participates in the selection.

**FOR INFORMATION ABOUT THE UNITED STATES
EMPLOYMENT SERVICE AND APPRENTICESHIP Turn To Page 214**

There are many opportunities for continuing your education. You may wish to pursue a four-year college degree which prepares you for a profession or graduate work. Many private schools and institutes offer training for specific jobs (e.g., barber schools, dental assistant schools, beauty schools, etc.). Community colleges and Vocational-Technical Institutes offer one and two year programs of job-related training, combined with general education courses designed to improve your effectiveness in working with people.

FOR INFORMATION ABOUT:

FOUR YEAR COLLEGE DEGREE PROGRAMS	Turn To Page 9
PRIVATE SCHOOLS AND INSTITUTES	Turn To Page 219
COMMUNITY COLLEGES AND VOCATIONAL-TECHNICAL INSTITUTES	Turn To Page 220

You intend to go to a four-year college. That's fine, now there are a number of considerations that you should be aware of.

If living on campus has some appeal you should recognize that living away from home increases the cost of education considerably. You should also be aware that private colleges and out-of-state public institutions have higher tuitions than in-state public institutions.

Before continuing in this book you should look at the references cited below to identify the locations of public and private colleges in your area so that you can better decide whether you want to commute or live on campus.

Webster's Collegiate Dictionary, Page 1703.

Gleazer, Edmund J., Jr., American Junior Colleges, Washington, D. C.: American Council on Education, 1967.

Singletary, Otis A., American Universities and Colleges, Washington, D. C.: American Council on Education, 1968.

Given the locations of colleges and universities you just identified would you like to consider attending a community college for the first two years?

YES Turn To Page 220

NO Turn To Page 10

You intend to select a four-year college. Fine, the locations you have identified should be of help especially if you intend to live at home and commute.

For further information about the college of your choice, you should write to the registrar for a catalog.

If you would like to investigate the rest of this book, return to Page 2 and select another track.

YOUR DECISION: I would like to get a job. _____

Very good! Let's find out what kinds of jobs you would like.

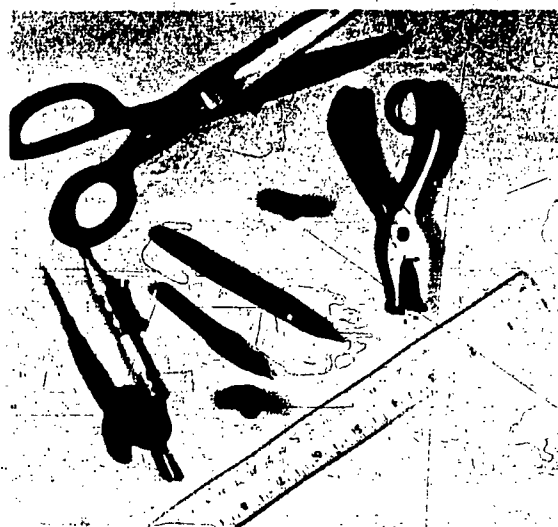
INTRODUCTION: The next few pages will provide you with information to help you identify the kinds of job you'll enjoy most. You will be asked a series of questions to find out the kind of work you would like. Then you will be given information on specific jobs that you would probably enjoy. Before we start, you must remember that there are many thousands of different jobs in this country. We will not be able to give information on each one. We will, however, tell you how to get information for the jobs that are not covered in this program.

SPECIAL INSTRUCTIONS: In the following pages you will be asked to choose between two different job characteristics. For example, "Would you rather work INDOORS or OUTDOORS?" You must consider the choices carefully and decide which one you would like to do most.

KINDS OF JOBS: Okay, let's go job hunting. The first decision you will make is, "Would you rather have a job in which you worked mostly with PEOPLE or THINGS?"



People



Things

DECISION TIME: Consider the two choices carefully and decide which you would rather do.

1. I would prefer working with THINGS Turn To Page 13
2. I would prefer working with PEOPLE Turn To Page 12

YOUR DECISION: I would prefer working with PEOPLE.

Many people, like yourself, prefer working at jobs in which they must deal with other people.

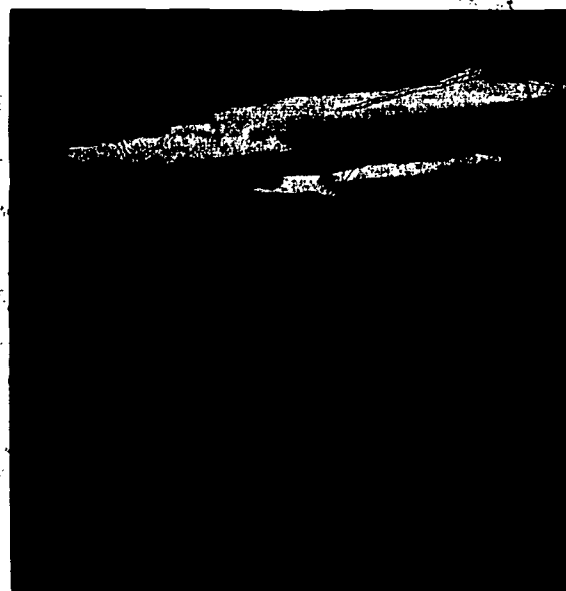
There are many kinds of jobs that will allow you to work with other people. Let's see if we can identify the job best suited for you.

So far you've decided you'd rather work with people; now consider this:

Would you rather work with PEOPLE at a job in which most of your time was spent INDOORS or OUTDOORS?



Indoors



Outdoors

DECISION TIME: Consider these two choices carefully and decide which you would rather do.

1. I would prefer working INDOORS Turn To Page 14
2. I would prefer working OUTDOORS Turn To Page 15

YOUR DECISION: I would prefer working with THINGS.

Okay. You'd rather not have a job that deals mostly with people.

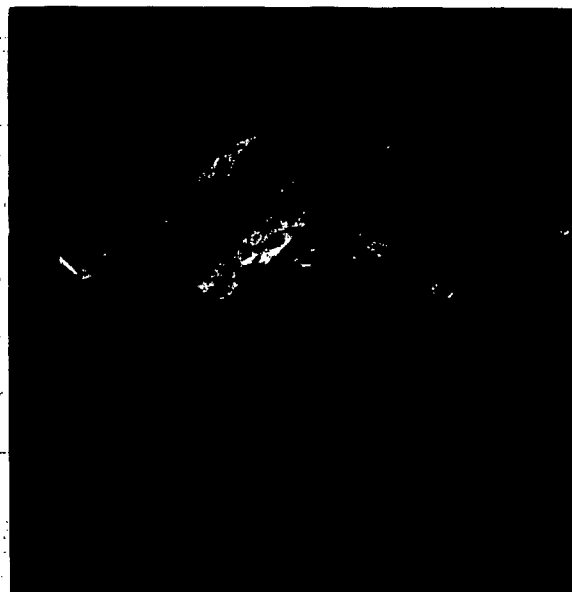
There are many jobs that will allow you to work with THINGS rather than people. Let's see if we can identify the job best suited for you.

Here's another point you should consider about the kind of job you would like to get.

Would you rather work with THINGS at a job in which most of your time was spent INDOORS or OUTDOORS?



Indoors



Outdoors

DECISION TIME: Consider these two choices carefully and decide which you would rather do.

1. I would prefer working INDOORS Turn To Page 16
2. I would prefer working OUTDOORS. Turn To Page 17

YOUR DECISION: I would prefer working INDOORS. (with people).

Okay, that decision will keep you out of the rain and snow.

Let's see where we stand. You've decided that you prefer a job where you can work mostly with other people and indoors. Now you should consider something else about the kind of job you would like. Would you prefer that your job required you to STAND UP most of the time or SIT DOWN most of the time?



Stand up



Sit Down

DECISION TIME: Consider each of these choices carefully and decide which you would rather do.

1. I would prefer a job that required me to STAND UP. Turn To Page 18
2. I would prefer a job that required me to SIT DOWN. Turn To Page 19

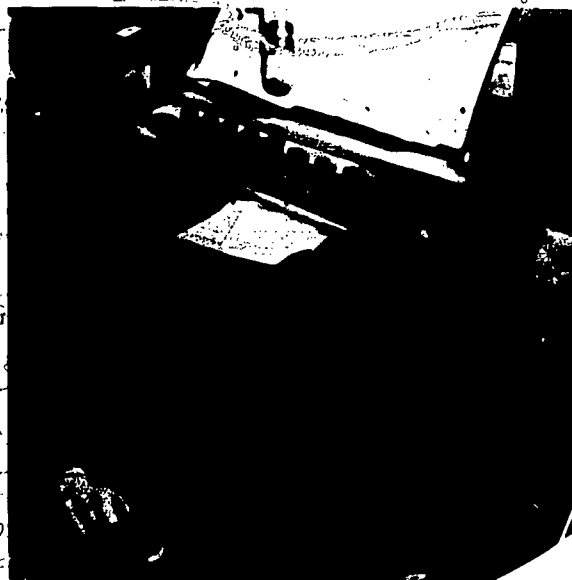
YOUR DECISION: I would prefer working OUTDOORS (with people).

Right. You'll be able to get a lot of sunshine.

Okay, you've decided to work at a job where you will deal mostly with people and be outdoors. Now you must consider something else about the kind of job you would like. Would you prefer that your job required you to STAND UP most of the time or SIT DOWN most of the time?



Stand Up



Sit Down

DECISION TIME: Consider each of these choices carefully and decide which you would rather do. Then turn to the proper page.

1. I would prefer a job that required me to STAND UP Turn To Page 27
2. I would prefer a job that required me to SIT DOWN Turn To Page 28

YOUR DECISION: I would prefer working INDOORS (with things).

Okay. There are many jobs in this category.

So far you have said that you prefer a job where you can work mostly with things, rather than with other people, and you would like the job to be indoors. Now consider this:

Would you prefer that your job required you to STAND UP most of the time or SIT DOWN most of the time?



Stand Up



Sit Down

DECISION TIME: Consider these two choices carefully and decide which you would rather do. Then turn to the proper page.

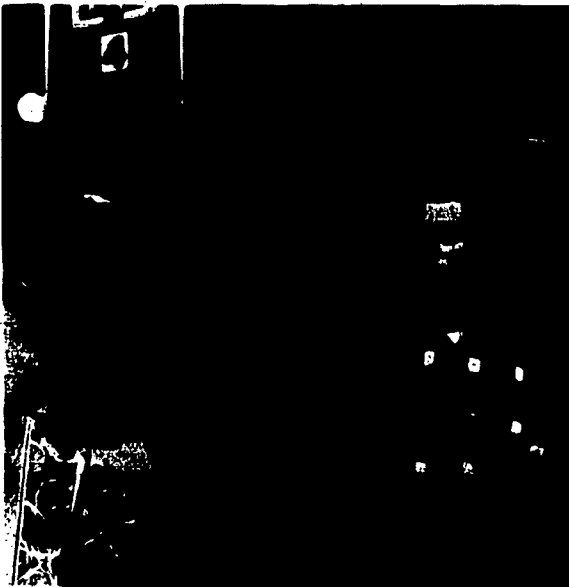
1. I would prefer a job that required me to STAND UP. Turn To Page 20
2. I would prefer a job that required me to SIT DOWN Turn To Page 21

YOUR DECISION: I would prefer working OUTDOORS (with things).

Okay, there are a number of jobs that will let you work outdoors.

So far you have said that you would prefer a job where you can work mostly with things, rather than people, and you would like the job to be outdoors. Now consider this:

Would you prefer that your job required you to STAND UP most of the time or SIT DOWN most of the time?



Stand Up



Sit Down

DECISION TIME: Consider these two choices carefully and decide which you would rather do. Then turn to the proper page.

1. I would prefer a job that required me to STAND UP Turn To Page 22
2. I would prefer a job that required me to SIT DOWN Turn To Page 35

YOUR DECISION: I would prefer a job indoors (with people) that required me to STAND UP.

Very good. Stand up it is.

We are almost ready to talk about some specific jobs that you will probably like. There is, however, one more decision you should make. There are jobs in which you must use your mental capabilities, or "head," most of the time. For the next decision, think about this:

Would you rather work mostly with your HEAD (mental) or with your HANDS (physical)?



Head



Hands

DECISION TIME: Consider these two choices carefully and decide which you would rather do. Then turn to the proper page.

1. I go for the HEAD or MENTAL jobs Turn To Page 23
2. I go for the HANDS or PHYSICAL jobs Turn To Page 24

YOUR DECISION: I would prefer a job indoors (with people) that permits me to SIT DOWN.

Right. Sit down it is.

We are almost ready to talk about some specific jobs you will probably like. There is, however, one more decision you should make. Some jobs require you to use your "head" most of the time and others require that you use your hands. For the next decision, think about this:

Would you rather work mostly with your HEAD (mental) or with your HANDS (physical)?



Head



Hands

DECISION TIME: Consider the choices carefully and select which you would rather do. Then turn to the proper page.

1. I like the HEAD or MENTAL type jobs Turn To Page 25
2. I like the HANDS or PHYSICAL type jobs. Turn To Page 26

YOUR DECISION: I would prefer a job indoors (with things) that required me to STAND UP.

Okay. Stand up it is.

Before we talk about some specific jobs, there is one more decision you should make. Some people enjoy work that requires a lot of physical effort. That is, they enjoy "HEAVY" work rather than "LIGHT" work. Consider this:

Would you rather have a job that involves HEAVY work or LIGHT work?



Heavy



Light

DECISION TIME: Think about these two choices and decide which you would rather do. Then turn to the proper page.

1. I prefer the HEAVY work Turn To Page 30
2. I prefer the LIGHT work Turn To Page 29

YOUR DECISION: I would prefer a job indoors (with things) that permits me to SIT DOWN.

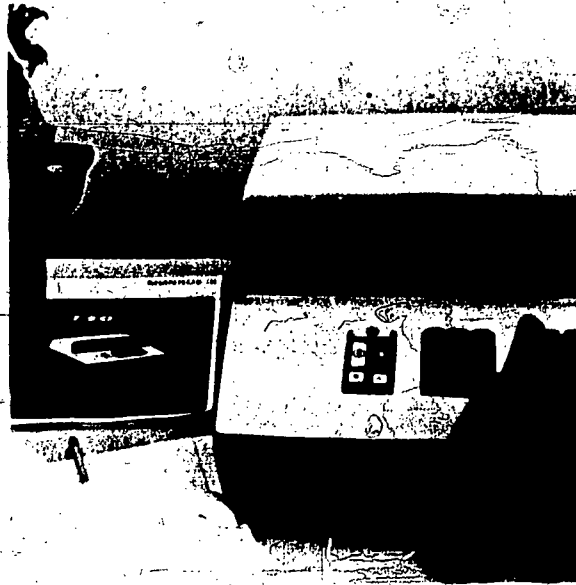
Okay. Sit down it is.

We are almost ready to talk about some specific jobs that you will probably like. There is, however, one more decision you should make. There are jobs in which you must use your mental capabilities, or "head," most of the time. For the next decision, think about this:

Would you rather work mostly with your HEAD (mental) or with your HANDS (physical)?



Head



Hands

DECISION TIME: Consider these two choices carefully and decide which you would rather do. Then turn to the proper page.

1. I like the HEAD or MENTAL type jobs Turn To Page 31
2. I like the HANDS or PHYSICAL type jobs Turn To Page 32

YOUR DECISION: I would prefer a job outdoors (with things) that permits me to STAND UP.

Okay. Stand up it is.

Before we talk about some specific jobs, there is one more decision you should make. Some people enjoy work that requires a lot of physical effort. That is, they enjoy "HEAVY" work rather than "LIGHT" work. Consider this decision:

Would you rather have a job that involves HEAVY or LIGHT work?



Heavy



Light

DECISION TIME: Think about these two choices and decide which you would rather do. Then turn to the proper page.

1. I prefer the HEAVY work Turn To Page 34
2. I prefer the LIGHT work Turn To Page 33

YOUR DECISION: I go for the indoor, with people, standing up **MENTAL** or **HEAD** jobs.

All right. Heads win.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **PEOPLE**
2. Requires you to be **INDOORS**
3. Requires you to **STAND UP**
4. Requires you to use your **HEAD**

DECISION TIME: Read each of the following statements carefully and select the one that is true. Then turn to the proper page.

1. The decisions listed above are **CORRECT**. I would prefer a job that deals with **PEOPLE, INDOORS, STANDING UP,** and involves using my **HEAD**.

Turn To Page 36

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I go for the **HANDS** or **PHYSICAL** jobs.

Very good. You want to keep your **HANDS** busy.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **PEOPLE**
2. Requires you to be **INDOORS**
3. Requires you to **STAND UP**
4. Requires you to use your **HANDS**

DECISION TIME: Read each of the following statements carefully and select the one that is true. Then turn to the proper page.

1. The decisions listed above are **CORRECT**, I would prefer a job that deals with **PEOPLE**, **INDOORS**, **STANDING UP**, and involves using my **HANDS**.

Turn To Page 37

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I go for the **HEAD** or **MENTAL** jobs.

All right. Heads win.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **PEOPLE**
2. Requires you to be **INDOORS**
3. Requires you to **SIT DOWN**
4. Requires you to use your **HEAD**

DECISION TIME: Read each of the following statements carefully and select the one that is true. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals with **PEOPLE**, **INDOORS**, **SITTING DOWN**, and involves using my **HEAD**.

Turn To Page 38

2. Something went wrong. I want to start over and change these decisions.

Turn to Page 11

YOUR DECISION: I like the **HANDS** or **PHYSICAL** type jobs.

Good. You like to keep your **HANDS** busy.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **PEOPLE**
2. Requires you to be **INDOORS**
3. Requires you to **SIT DOWN**
4. Requires you to use your **HANDS**

DECISION TIME: Read each of the following statements carefully and select the one that is true. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer jobs that deal with **PEOPLE**, **INDOORS**, **SITTING DOWN**, and involve using my **HANDS**.

Turn To Page 39

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I would prefer a job that required me to **STAND UP**.

Very good. Stand up it is.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **PEOPLE**
2. Requires you to be **OUTDOORS**
3. Requires you to **STAND UP**

DECISION TIME: Read each of the following statements carefully and select the one that is true. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals with **PEOPLE, OUTDOORS, and STANDING UP**.

Turn To Page **40**

2. Something went wrong. I want to start over and change these decisions.

Turn To Page **11**

YOUR DECISION: I would prefer a job that requires me to **SIT DOWN**.

Okay. Sit down it is.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **PEOPLE**
2. Requires you to be **OUTDOORS**
3. Requires you to **SIT DOWN**

DECISION TIME: Read each of the following statements carefully and select the one that is true. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals with **PEOPLE, OUTDOORS, and SITTING DOWN**.

Turn To Page 41

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I prefer the **LIGHT** work.

Right. Many other people do too.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **THINGS**
2. Requires you to be **INDOORS**
3. Requires you to **STAND UP**
4. Involves work that is **LIGHT**

DECISION TIME: Read each of the following statements carefully and select the one that is correct. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals mostly with **THINGS, INDOORS, STANDING UP,** and involves **LIGHT** work.

Turn To Page 42

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I prefer the **HEAVY** work.

Right. Many other people do too.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **THINGS**
2. Requires you to be **INDOORS**
3. Requires you to **STAND UP**
4. Involves work that is **HEAVY**

DECISION TIME: Read each of the following statements carefully and select the one that is correct. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals with **THINGS**, **INDOORS**, **STANDING UP**, and involves **HEAVY** work.

Turn To Page 43

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I like the **HEAD** or **MENTAL** type jobs.

Okay. Heads win.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with **THINGS**
2. Requires you to be **INDOORS**
3. Requires you to **SIT DOWN**
4. Requires you to use your **HEAD**

DECISION TIME: Read each of the following statements carefully and select the one that is correct. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals with **THINGS**, **INDOORS**, **SITTING DOWN**, and involves using my **HEAD**.

Turn To Page 44

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I like the **HANDS** or **PHYSICAL** type jobs.

Very good. This will keep your hands busy.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with. **THINGS**
2. Requires you to be **INDOORS**
3. Requires you to **SIT DOWN**
4. Requires you to use your **HANDS**

DECISION TIME: Read each of the following statements carefully and select the one that is correct. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals with **THINGS**, **INDOORS**, **SITTING DOWN**, and involves using my **HANDS**.

Turn To Page 45

2. Something went wrong. I want to **start over** and change these decisions.

Turn To Page 11

YOUR DECISION: I prefer the **LIGHT** work.

Okay. Many other people do too.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've said so far--you want a job that:

1. Deals mostly with **THINGS**
2. Requires you to be **OUTDOORS**
3. Requires you to **STAND UP**
4. Involves work that is **LIGHT**

DECISION TIME: Read each of the following statements carefully and select the one that is correct. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals mostly with **THINGS, OUTDOORS, STANDING UP,** and involves **LIGHT** work.

Turn To Page 46

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

DECISION TIME: I prefer the **HEAVY** work.

Very good. Many other people do too.

Let's make sure we've got all of your decisions right. You may want to reconsider some of them and now is the time to do it. Here's what you've decided so far--you want a job that:

1. Deals mostly with. **THINGS**
2. Requires you to be **OUTDOORS**
3. Requires you to **STAND UP**
4. Involves work that is **HEAVY**

YOUR DECISION: Read each of the following statements carefully and select the one that is correct. Then turn to the proper page.

1. The decisions above are **CORRECT**. I would prefer a job that deals mostly with **THINGS**, **OUTDOORS**, **STANDING UP**, and involves **HEAVY** work.

Turn To Page 47

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I would prefer a job that required me to **SIT DOWN**.

Right. Sit down it is.

So far you have said that you would prefer a job that deals mostly with **THINGS**, requires that you spend most of your time **OUTDOORS** and will also require you to **SIT DOWN** most of the time. Before we cover the specific information about the available jobs, let's have a final review of your decisions. You have decided that you would like a job that:

1. Deals mostly with **THINGS**
2. Requires you to be **INDOORS**
3. Requires you to **SIT DOWN**

DECISION TIME: Read the following statements and select the one that is correct. Then turn to the proper page.

1. The decisions above are **CORRECT**.

Turn To Page 48

2. Something went wrong. I want to start over and change these decisions.

Turn To Page 11

YOUR DECISION: I am totally satisfied and I want to see the jobs available to me.

LET'S TALK: To this point, we have dealt primarily with what you want to do; not what you are qualified to do. So, then, it becomes apparent that some jobs are suited for you and some aren't. If you have finished high school, or plan to, but do not plan on post-secondary schooling right now, then your problems are few. However, if you don't plan to finish high school, or if you have already dropped out, then your problems may be many. The majority of employers throughout the country desire high school graduates even though the education may not be absolutely essential in accomplishing the job. With these thoughts in mind, go ahead to the job titles for which you are qualified.

DECISION TIME: Turn to the appropriate page.

1. Yes, I will have a high school diploma when I seek employment.

Turn To Page 52

2. No, my plans are not to finish high school.

Turn To Page 44

YOUR DECISION: I want to see jobs available to me.

LET'S TALK: Okay, but don't expect miracles, especially if you don't plan to complete high school. You have indicated, through previous decisions, that you desire to do light, physical work. Jobs like postal clerks and cosmetologists are in the light, physical category and I must say that there aren't too many opportunities for non-high schoolers in this area. You must understand that most employers want to hire high school graduates even if the job to be done doesn't actually require or warrant it. Nevertheless, you have already made your decisions about whether or not to finish school. Turn to the page which will show you jobs for which you are best qualified.

DECISION TIME: Turn to the appropriate page.

1. I'm a high school graduate, or plan to be very shortly.

Turn To Page 62

2. I do not plan to graduate from high school.

Turn To Page 59

YOUR DECISION: I want to see job titles.

LET'S TALK: I'm sure that you are aware that all jobs are not for you. As a matter of fact, the decisions you have made that led you to this point in this program very much limit the job opportunities available to you. You will, of course, be further limited by the amount of formal schooling you have. High school graduates will have fewer limitations than non-high schoolers. For example, you decided you should work with people, indoors, sitting, doing light mental tasks. So you do! Within this category fall insurance salesmen, stenographers and secretaries. Now, honestly, how many high school dropouts do you know that take dictation in shorthand? Not many, eh?

DECISION TIME: Honestly, turn to the appropriate page.

1. I'm a high school graduate or plan to be shortly.

Turn To Page 70

2. I don't plan to finish high school.

Turn To Page 69

YOUR DECISION: I believe my decisions have been valid and now I want to see the jobs available to me.

LET'S TALK: This program is not just a course on how to get a job. It is a part of your actual job search. It is designed to help you decide what jobs to search for, where to search, and find out what jobs best suit your qualifications. You say that you want to do light, hands-on tasks? Okay, so you do! You may be somewhat limited in the things you can do if you haven't completed high school. If you have already finished high school, or plan to shortly, but do not plan any post-secondary schooling right now, you're in pretty good shape. Don't be too alarmed, though. Jobs are available to both graduates and non-graduates, the latter having more limitations than the former, of course.

DECISION TIME: Turn to the appropriate page.

1. I'll have a diploma when I interview for a job.

Turn To Page 78

2. I do not plan to finish high school.

Turn To Page 75

YOUR DECISION: I'm satisfied. I want to see job titles.

LET'S TALK: Do you meet the requirements for the type of job you are seeking? You say you want to work with people, outdoors, standing up, doing light, "hands-on" type tasks; okay--there's one thing. Would a prospective employer want you to do these things also? That's the important question. Employers will be looking for things like personal characteristics, education, skills, aptitudes and habits. If all these things are acceptable, then your problems should be few. If, on the other hand, a job requires a high school diploma and you do not have one, then it is reasonable to assume that you may encounter problems. The moral is: the job may suit you, but you may not suit the job.

DECISION TIME: Turn to the appropriate page.

1. I'll have a diploma for my new boss.

Turn To Page 85

2. I do not plan to finish high school.

Turn To Page 82

YOUR DECISION: I'd like to see jobs available to me.

LET'S TALK: Do yourself a favor. Orally take this test.

1. Do you like to handle money?
2. Do you like to work with machines?
3. Do you like to drive?
4. Do you like to be around lots of different people?
5. Do you have a high school diploma?
6. Do you like to do the same thing over and over?

A yes to all the above questions will allow you to fit very nicely into the category you selected to bring you to this point in this program. However, one or more no's could hinder your attempts at securing employment.

DECISION TIME: Honestly, make your decision below.

1. I will have a diploma with me when job hunting.
2. I do not plan to finish high school.

Turn To Page 92

Turn To Page 89

YOUR DECISION: I'm ready to see jobs available to me.

LET'S TALK: Your decisions have led you to a big cluster of jobs. There are many jobs that require one to work with things, indoors, standing, doing light, physical chores. You will be able to work in offices and stores, factories and shops; you may work for large companies or small companies, union or non-union; you may work long hours or short hours; you may wear business clothes or special clothes; you may have to stand for prolonged periods or sit for a time. Whatever your qualifications, there may be job opportunities in the category with which you wish to associate.

DECISION TIME: Make an honest decision.

1. A high school diploma is in my future plans.

Turn To Page 109

2. I do not plan to finish high school.

Turn To Page 96

YOUR DECISION: You want to see job titles.

LET'S TALK: You have selected an area that requires heavy physical tasks. The job opportunities that characterize the decisions you have made all have good upward mobility. That is, they have a good outlook for the next few years. These opportunities will include such jobs as plumbers, sheetmetal workers, and forge shop operators. Hard work, but good jobs nevertheless. If you have already finished high school, or plan to in the near future, then your problems will be few. On the other hand, if you plan to drop out of school--think twice--because your job opportunities will be very limited. Think about that, then, and make an honest decision.

DECISION TIME: Turn to the appropriate page.

1. A high school diploma is in my plans.

Turn To Page 140

2. I do not plan to finish high school.

Turn To Page 123

YOUR DECISION: I'm sure this is me. I want to see job titles.

LET'S TALK: At this point in time you have already decided whether or not you plan to finish high school. The type of decisions you have made indicate that you desire a technical job of some kind. The decision to do light, mental tasks includes such jobs as electronic computer operations, and bookkeeping. Most jobs in this category require you to have a high school diploma. There are, of course, exceptions. However, you must understand that without a high school diploma you will be somewhat limited in your job opportunities.

DECISION TIME: Select the appropriate page.

1. A high school education is in my plans.

Turn To Page 155

2. I do not plan to finish high school.

Turn To Page 152

YOUR DECISION: You want to see job titles.

LET'S TALK: Do you plan to finish high school? Have you already finished? Do you plan to drop out of high school? Do you know what your future will look like if you do not plan on a high school education?

So far, all we have dealt with in this program are those things which you want to do, not the things for which you may be qualified. The majority of employers throughout the country will require you to have a high school diploma, although the job may not specifically require one.

DECISION TIME: You must make an honest decision when you select a page below.

1. Yes, I'm a high schooler, all the way.

Turn To Page 165

2. No, I don't plan to finish high school.

Turn To Page 161

YOUR DECISION: I'm satisfied with my past decisions and now want to see job titles.

LET'S TALK: I suppose you have a general idea what kind of jobs are going to be offered to you as a result of the decisions you have made? If so, then I'm sure that you are equally aware of the fact that the more education you have, the more opportunities you have. In this day and time, young people are severely hampered in their quest for jobs by a lack of formal education. Most employers, even though the task may be menial, desire employees with high school diplomas. I'm sure that you have given your educational future a thorough evaluation and now are ready to face the consequences.

DECISION TIME: Select the proper page.

1. I'm aware of the advantages offered to high schoolers and a diploma is in my immediate future.

Turn To Page 175

2. I do not plan to finish high school.

Turn To Page 172

YOUR DECISION: I want to look at the jobs available to me.

LET'S TALK: It's important for you to know what your job opportunities are. This program hasn't been designed just as a course on how to get a job. It is a part of your actual job search. You must be made aware that the amount of education you have, or plan, will play a significant role in your job search. If you are a high school graduate, or plan to graduate shortly, then your problems will be few. On the other hand, if you plan to drop out of high school, certainly you cannot expect an abundance of "good" job opportunities.

DECISION TIME: Select the statement that best describes your plans for the immediate future.

1. A high school diploma is in my plans.

Turn To Page 190

2. A high school diploma IS NOT in my immediate plans.

Turn To Page 178

YOUR DECISION: I want to see what is available to me.

LET'S TALK: How would a prospective employer view you if you were interviewing for a job right now? Could he detect through your oral expressions whether or not you are suited for the job for which you are applying? Do you really meet the requirements for which the job calls? Employers will be looking for things like personal characteristics, education, skills, aptitudes and habits. If all these things are satisfactory, then your problems should be few. If one or more of these things are unsatisfactory in the eyes of the employers, then your opportunities could be severely reduced. I suppose the moral of this statement is: the job may suit you, but you may not suit the job.

DECISION TIME: Select the proper page.

1. A high school diploma is in my immediate plans.

Turn To Page 209

2. I do not plan to finish high school.

Turn To Page 205

YOUR DECISION: No, my plans are not to finish high school.

An example of your job opportunities:

SALESMAN OR SALESWOMAN IN RETAIL STORE

Turn To Page 50

SALESMEN AND SALESWOMEN IN RETAIL STORES

WHAT THEY DO: Create an interest in the merchandise the store has to offer. Salespersons may answer questions about the construction of an article, demonstrate its use, explain how it's cared for, show various models and colors, and otherwise help the customer make a choice. Special knowledge may be required of those who work as salespersons in a pet shop or music store. In addition to selling duties, salespersons usually accept money, make change, make out sales slips and give sales receipts. Some employers may require salespersons to assist in ordering merchandise, stocking shelves, taking inventory and marking prices.



WHAT THEY MUST KNOW: A high school diploma is not required by all employers; however, most prefer graduates. Good general health is required along with the ability to stand for prolonged periods.

WHERE THEY WORK: There are more than 100 different retail jobs that employ more than 1.5 million women. About 1.1 million men are also employed as salesmen. Places of employment range from small drug stores and grocery stores to giant department stores which employ hundreds of salespersons. The largest employers of salespersons are department and general merchandise, food, and apparel and accessories stores. Men predominate in furniture, appliance, hardware, shoe, lumber and farm equipment stores and automobile sales agencies.

EMPLOYMENT OUTLOOK: A moderate increase is expected in the number of salespersons hired through the 1965-75 decade. Annual openings are expected to total more than 135,000.

SALARIES: Generally, salaries for beginning salespersons are about the minimum wage level. Rural area salespersons can expect a lower salary than their metropolitan counterparts.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: Personnel offices of local stores or from merchants' associations.

Turn To Page 51

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 36

YOUR DECISION: PEOPLE--INDOORS--STANDING--"HEAD"--with high school diploma.

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another sequence if none of these jobs suit you.



Cashier
Turn To Page 53



Salesman or Saleswoman in Retail Store
Turn To Page 54



Bank Clerk
Turn To Page 55



Bank Teller
Turn To Page 56



Traffic Agent and Clerks (Airline)
Turn To Page 57



Desk Clerk (Hotel)
Turn To Page 58

CASHIERS

WHAT THEY DO: A cashier's job is primarily to receive payments made by customers for goods and services. Duties may vary considerably depending on place of employment. In a theater the cashier may be called "box office cashier" or "ticket seller"; in a supermarket he may be called "checkout clerk" or "grocery checker." In an electric light and power company he would be called a "teller" or "bill clerk"; and in a cafeteria, "cashier-checker." Additional duties may include wrapping or bagging merchandise, operating a ticket dispensing machine, using an adding machine and dispensing money with a change dispenser. Regardless of job title or employer, most cashiers accept money, make change, and issue receipts for payment.



WHAT THEY MUST KNOW: A high school diploma is required by most employers. A cashier is required to have an aptitude for working with figures, must have finger dexterity and a high degree of eye-hand coordination. If offered in high school, cash register and machine training should be taken.

WHERE THEY WORK: Cashiers work for business firms of all kinds, especially grocery, drug and other retail stores; other large groups are employed in theaters and restaurants.

EMPLOYMENT OUTLOOK: Competition among cashier applicants is likely to be keen although the employment outlook in this large occupation is expected to increase rapidly through 1975. It is estimated that well over 75,000 workers will be needed annually.

SALARIES: Generally, salaries hover around the minimum wage required by State and Federal laws. Many establishments, however, will start the inexperienced cashier below the minimum wage while some of the larger concerns start well above these standards.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: Wage and Related Benefits, Part I & II, Metropolitan Areas, United States and Regional Summaries, Superintendent of Documents, Washington, D. C. 20402.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 52

SALESMEN AND SALESWOMEN IN RETAIL STORES

WHAT THEY DO: Create an interest in the merchandise the store has to offer. Salespersons may answer questions about the construction of an article, demonstrate its use, explain how it's cared for, show various models and colors, and otherwise help the customer make a choice. Special knowledge may be required of those who work as salespersons in a pet shop or music store. In addition to selling duties, salespersons usually accept money, make change, make out sales slips and give sales receipts. Some employers may require salespersons to assist in ordering merchandise, stocking shelves, taking inventory and marking prices.



WHAT THEY MUST KNOW: A high school diploma is not required by all employers; however, most prefer graduates. Good general health is required along with the ability to stand for prolonged periods.

WHERE THEY WORK: There are more than 100 different retail jobs that employ more than 1.5 million women. About 1.1 million men are also employed as salesmen. Places of employment range from small drug stores and grocery stores to giant department stores which employ hundreds of salespersons. The largest employers of salespersons are department and general merchandise, food, and apparel and accessories stores. Men predominate in furniture, appliance, hardware, shoe, lumber, farm equipment stores and automobile sales agencies.

EMPLOYMENT OUTLOOK: A moderate increase is expected in the number of salespersons hired through the 1965-75 decade. Annual openings are expected to total more than 135,000.

SALARIES: Generally, salaries for beginning salespersons are about the minimum wage level. Rural area salespersons can expect a lower salary than their metropolitan counterparts.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: personnel offices of local stores or from merchants' associations.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 52

BANK CLERKS

WHAT THEY DO: Bank clerks handle the paperwork associated with depositor's checking and savings accounts, loans to individuals and business firms, and other bank business. In a small bank, one clerk may perform several different kinds of work; for example, sorting checks, totalling debit and credit slips, and preparing monthly statements for mailing to depositors. In a large bank, however, each clerk is usually assigned one kind of work and often has a special job title: sorter, proof machine operator, bookkeeping machine operator, and account clerks are among these.



WHAT THEY MUST KNOW: High school graduation is required and generally is sufficient for a beginning clerical position. Applicants can expect to be given an intelligence test and a clerical aptitude test--the latter to determine ability to work rapidly and accurately. For the majority of the clerical bank jobs, courses in bookkeeping, typing, business arithmetic and office machine operation are helpful.

WHERE THEY WORK: Although there are many jobs very closely related to tasks performed by the bank clerk, i.e., credit union clerks, loan company clerks, the only place that employs bank clerks is a bank.

EMPLOYMENT OUTLOOK: A rapid increase in employment of bank clerks is expected during the next ten years.

SALARIES: Beginning bank clerks can expect to earn between \$56.50 and \$89.50, depending on the size of the bank, location, and area of responsibility of the employee. Both men and women can expect about the same starting salary.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: American Bankers Association, Personnel Administration and Management Development Committee, 90 Park Avenue, New York, New York 10016.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 52

BANK TELLERS

WHAT THEY DO: Every bank, no matter how small, has at least one teller to receive and pay out money and record these transactions. In a very small bank, one teller--often known as an "all-around teller"--may handle transactions of all kinds, but in large banks, different kinds of transactions are usually taken care of by different tellers. For example, Christmas Club tellers accept and record deposits made to the Club Savings and Commercial. Tellers are mainly occupied with cashing customers' checks, and handling deposits and withdrawals. Bank tellers, in small or large banks, will most always handle large sums of money.



WHAT THEY MUST KNOW: Employers prefer high school graduates experienced in related clerical positions. Since tellers handle large sums of money, they must be able to meet the standards established by bonding companies. All new employees must undergo a period of on-the-job training with an experienced teller.

WHERE THEY WORK: Although many persons filling positions in loan companies and credit unions wear the title "teller," only banks utilize bank tellers.

EMPLOYMENT OUTLOOK: The number of bank tellers is expected to rise very rapidly throughout the early 1970's. More than 15,000 vacancies will be occurring yearly.

SALARIES: Salaries range between \$55.00 to \$98.00 weekly, depending on the type of job you are filling as a teller, and your experience.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: American Bankers Association, Personnel Administration and Management Development Committee, 90 Park Avenue, New York, New York 10016.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 52

TRAFFIC AGENTS AND CLERKS (AIRLINE)

WHAT THEY DO: Airline traffic agents and clerks sell flight tickets, reserve seats and cargo space, and take charge of the ground handling of planes. Ticket agents are responsible for filling out ticket forms, including such information as passenger's name, flight number and destination. He checks and weighs baggage, answers inquiries about flight schedules and keeps a record of tickets sold. Traffic agents supervise the loading and unloading of the airplane and sometimes do this job themselves. They are also responsible to see that the weight in the airplane is properly distributed, they compute gas or fuel load, prepare lists of cargo and passengers and may furnish weather forms to the flight crew.



WHAT THEY MUST KNOW: A high school education is required, along with very high standards of appearance, and personality. Experience with freight, passenger or express traffic is desirable. Both men and women are employed as ticket agents; however, men usually dominate the traffic agent scene.

WHERE THEY WORK: In the mid-1960's, about 38,500 men and women were employed by the scheduled airlines. A few thousand others were also employed by the supplemental airlines, and by foreign-flag airlines that operate between the United States and overseas points. The majority of all airline employees work in downtown offices or at airports.

EMPLOYMENT OUTLOOK: Job opportunities will be in the thousands annually for the next decade.

SALARIES: Average salaries of beginning workers should be between \$380.00 and \$475.00 monthly.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: Local airline employment offices, State Employment Office, or Federal Aviation Authority.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 52

DESK CLERKS (HOTEL)

WHAT THEY DO: Desk clerks, sometimes called "front office clerks," or "room clerks," greet guests, rent rooms, and do other work related to assigning rooms. In addition to these tasks, desk clerks may also sort mail, do bookkeeping, and act as cashier. Clerks are also charged with typing and filing advance rooms and service reservations, as well as general clerical work connected with the clerk's position. Generally, in smaller hotels, clerks receive payment, either by cash or credit card, for services rendered.



WHAT THEY MUST KNOW: High school graduates with some sort of clerical training will be hired to fill desk clerks' positions. Inexperienced employees enter into an on-the-job training program with an older employee to learn routine. Desk clerks usually start work as key or mail clerks and work themselves up to desk clerks.

WHERE THEY WORK: Desk clerks, although specifically defined under "hotel" above, can be found in virtually every type and size hotel, motel and rooming house. Rooming house clerks will usually be the owner of the establishment. In many instances, motel clerks are also the owner.

EMPLOYMENT OUTLOOK: A moderate increase yearly through the 1970's is expected.

SALARIES: Depending upon the type, size, and location of the establishment, desk clerks can generally expect to receive between \$1.21 and \$2.38 hourly.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: American Hotel and Motel Association, 221 West 57th Street, New York, New York 10019.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 52

YOUR DECISION: I do not plan to graduate from high school.

An example of your job opportunities:

BELLMAN AND BELL CAPTAIN

Turn To Page 60

BELLMEN AND BELL CAPTAINS

WHAT THEY DO: Bellmen, also called bellboys and bellhops, carry the baggage of incoming hotel guests while escorting them to their rooms. He also checks the lights, supply of towels and soap, and sees that everything in the room is in order. Occasionally, bellmen are asked to deliver packages to guest's rooms and perform various errands. In smaller hotels, bellmen may be required to relieve the elevator operator or to operate the telephone switchboard. Bell Captains, for the most part, especially in larger hotels, supervise a staff of bellmen. Captains, however, are not exempt from performing the same tasks as the bellmen.



WHAT THEY MUST KNOW: No specific educational requirements exist for bellman jobs; however, a high school education enhances your opportunities for advancement to other jobs in the hotel business. Applicants for bellman should be in good physical condition as the job requires handling heavy baggage and long hours of prolonged standing.

WHERE THEY WORK: Bellmen and their captain can be found in any hotel, regardless of size.

EMPLOYMENT OUTLOOK: Competition for employment is very keen, especially for bell captain. Approximately 1,000 jobs annually will be available for bellmen during the 1970's.

SALARIES: Latest figures indicate that bellmen can expect to receive from \$0.30 to \$1.16 hourly, plus tips. Bell Captains will be paid substantially higher wages.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: American Hotel and Motel Association, 221 West 57th Street, New York, New York 10019.

Turn To Page 61

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years.—It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 37

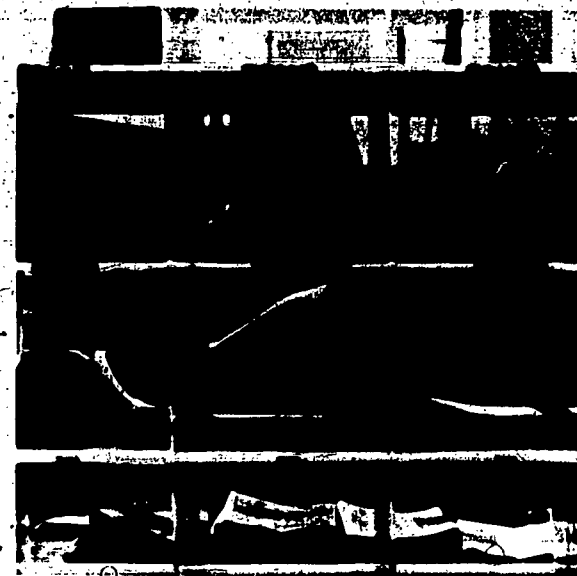
YOUR DECISION: PEOPLE--INDOORS--STANDING--"HANDS-ON"

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another section if none of these jobs suits you.



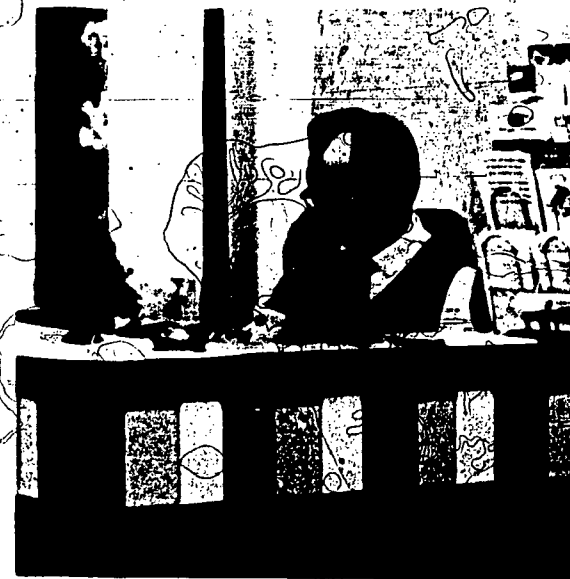
Cosmetologist

Turn To Page 63



Postal Clerk

Turn To Page 64



Bellman and Bell Captain

Turn To Page 65

COSMETOLOGISTS

WHAT THEY DO: Most of a cosmetologist's job is related to the care of hair. They give permanent waves, they shampoo, cut, set, style, straighten, bleach, and tint the hair. They also may give manicures, and scalp and facial treatments. They may provide makeup analysis, shape eyebrows, and clean and style wigs and chignons. Other duties may include making appointments for customers, cleaning their equipment, and sterilizing their instruments.



WHAT THEY MUST KNOW: Cosmetologists must be at least 16 years of age and have completed at least the 8th grade. In some states a 10th grade education, and in a few states, a 12th grade education is required. Passing a state examination in the theory and practice of cosmetology is required. Successful completion of a state-approved cosmetology course is recognized as sufficient preparation for these exams.

WHERE THEY WORK: Of the 400,000 employed cosmetologists, more than 10 percent are men. More cosmetologists are employed in shops and salons, which are operated as independent establishments. Some are located in conjunction with hotels, department stores, specialty shops, and more recently, an increasing number are being employed in apartment house complexes. Employment is usually concentrated in urban areas. Almost half of all beauticians are owner/operators of their shops.

EMPLOYMENT OUTLOOK: Employment in this field is expected to expand very rapidly, as it has for some years past. An average of 20,000 job opportunities will open up annually in the coming decade.

SALARIES: Beginning operators can expect to earn between \$50.00 and \$75.00 weekly, including tips, based on an average 40 hour week.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: National Association of Cosmetology Schools, Inc., 3839 White Plains Road, Bronx, New York 10467.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 62

POSTAL CLERKS

WHAT THEY DO: Postal clerks sort incoming and outgoing mail and prepare it for dispatching. Postal clerks also work at windows selling money orders and stamps, as well as processing packages for mailing and distribution. Clerks who sort mail must be familiar with every street in the city, and know the street and street numbers that are included in each postal (zip) zone. Clerks working behind the windows also handle large sums of cash as a result of postal sales, including post office box rental.



WHAT THEY MUST KNOW: A written civil service examination is the first requirement to be levied upon applicants. Good health and memory are also essential. The work requires much stretching and lifting, walking and standing, throwing packages of mail as well as handling heavy sacks of mail. You will also be required to memorize distribution schemes and many postal rules and regulations.

WHERE THEY WORK: All postal clerks will be found in main post office complexes or substations of the post office department.

EMPLOYMENT OUTLOOK: There will be many thousands of job openings for postal clerks through the mid-1970's.

SALARIES: Because this job is described by the Civil Service Commission, salaries are commensurate with GS grade. An example of 1968 pay scale is: GS-3, annual salary \$4,466.00.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: Civil Service Commission, Washington, D. C. or Local Post Office Department.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 62

BELLMEN AND BELL CAPTAINS

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I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 62

YOUR DECISION: I don't plan to finish high school.

Examples of your job opportunities:



Insurance Salesman

Turn To Page 67



Telephone Operator

Turn To Page 68

INSURANCE SALESMEN AND BROKERS

WHAT THEY DO: Sell policies or contracts which protect individuals or businesses against losses and financial pressures. An insurance agent may be either an insurance company employee or an independent businessman. A broker is somewhat different. He is not under contract to any particular company but places the policy with whatever company he feels best suits his client's needs. All types of insurance are handled by either the salesman or the broker. Usually, agents and brokers will specialize in either life insurance or property and liability (casualty) insurance.



WHAT THEY MUST KNOW: A high school diploma is required by the majority of employers. All insurance agents must obtain a license in the state(s) in which they plan to solicit. In most states, licenses are issued upon satisfactory completion of a written exam covering insurance fundamentals.

WHERE THEY WORK: Insurance agents and brokers are employed in all parts of the country, but the greatest number work in large cities. About 90 percent of all agents and brokers are men, the majority of which are directly engaged in selling.

EMPLOYMENT OUTLOOK: Insurance selling is a keenly competitive field. Despite the competition, more than 15,000 jobs are available annually with a moderate rise expected through the early 1970's.

SALARIES: Newcomers to this field can expect to be placed on a moderate guaranteed salary through his initial training period. Thereafter, the agent will be paid on a commission. After a few years, an agent's commission may range from \$5,000 to \$15,000 annually.

FOR MORE INFORMATION: Further information regarding this career may be obtained by contacting: Institute of Life Insurance, 277 Park Avenue, New York, New York 10017, or Insurance Information Institute, 110 William Street, New York, New York 10038.

I'm satisfied with this job Turn To Page 69

I would like to see what else is available Turn To Page 66

TELEPHONE OPERATORS

WHAT THEY DO: Millions of telephone calls are made each day without the assistance of a telephone operator. However, many times operators' assistance is needed. Telephone operators may place long distance calls, give information relating to address and telephone numbers of other parties, or render emergency assistance by calling firemen, policemen or doctors. Central Office Operators are usually contacted only when the caller needs assistance. PBX Operators operate switchboards which serve groups of telephones in business offices or other establishments.

WHAT THEY MUST KNOW: Most employers prefer young men and women who have graduated from high school. Courses in English and business arithmetic also provide good preparation for a job as a telephone operator. All inexperienced employees will undergo a period of on-the-job training with an experienced operator and usually under the watchful eye of a chief operator or central office supervisor.

WHERE THEY WORK: Central office operators in telephone companies slightly outnumber the number of operators employed as PBX operators in other types of establishments. PBX operators may be found in schools, hospitals, industrial manufacturing plants and department stores.

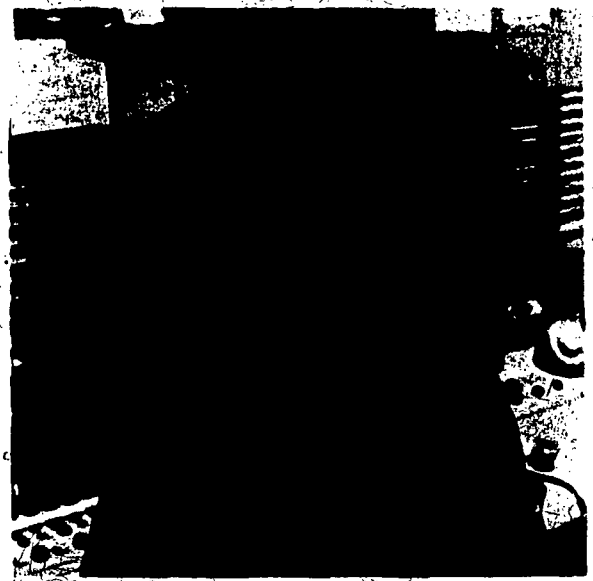
EMPLOYMENT OUTLOOK: Through the mid-1970's employment opportunities will rise slowly. Most openings, approximately 25,000 yearly, will be to replace PBX operators who retire or stop work for other reasons.

SALARIES: Earnings vary considerably depending on area and type of work. Generally, central office operators (beginners) can expect to receive approximately \$1.82 hourly. Salaries do range, however, from a low of \$61.50 to a high of more than \$107.50 weekly.

FURTHER INFORMATION: More detailed information concerning this job may be obtained from: Your State Employment Office.

I'm satisfied with this job Turn To Page 69

I would like to see what else is available Turn To Page 66



Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

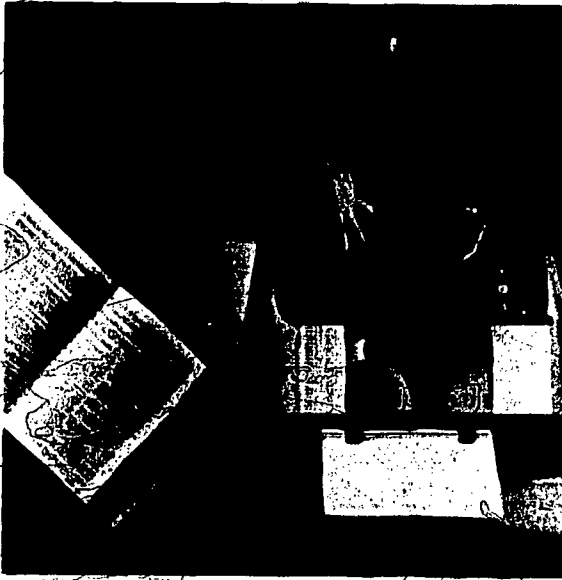
Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 38

YOUR DECISION: -- PEOPLE -- INDOORS -- SITTING -- "HEAD"

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another section if none of these jobs suits you.



Stenographer and Secretary

Turn To Page 71



Receptionist

Turn To Page 72



Insurance Salesman

Turn To Page 73



Telephone Operator

Turn To Page 74

STENOGRAPHERS AND SECRETARIES

WHAT THEY DO: They take dictation in shorthand, then transcribe notes on a typewriter, answer telephones, operate various types of office machines, and perform other clerical duties, schedule appointments for their employers, arrange for reservations, and handle private or confidential documents. Duties vary depending on the nature of the employer's business activities and also on the employee's own experience and capability.

WHAT THEY MUST KNOW: You will need to know shorthand and typing. Because of the nature of your job, good grammar and diction will be required. Some employers require some technical training to supplement background of academic high school subjects. Most employers require a high school diploma.

WHERE THEY WORK: Stenographers and secretaries are employed by public and private organizations of practically every size and type. Large numbers work for manufacturing firms, government agencies, schools and colleges, insurance companies, banks and hospitals. Many, including technical stenographers and secretaries, are employed in the offices of physicians, attorneys, and other professional people.

EMPLOYMENT OUTLOOK: Outlook is excellent during the remaining 1960's and the early 1970's. A very rapid increase in employment is anticipated; 200,000 jobs annually during the next 10 years.

SALARIES: Salaries paid to individuals vary considerably because of differences in experience and location of places of employment. In 1965, stenographers and secretaries earned between \$79.50 and \$150.00 weekly.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: United Business Schools Association, 1518 K Street, N.W., Washington, D. C. 20005 or National Shorthand Reporters Association, 25 West Main Street, Madison, Wisconsin 53703.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 70



RECEPTIONISTS

WHAT THEY DO: They receive and give information to the customers and other people who call, arrange appointments and refer callers to appropriate offices. In smaller offices, they may be expected to type, sort mail, file, maintain books or petty cash accounts, and operate a PBX switchboard. Duties vary depending on the nature of the employer's business activities and employee's own experience and capability.

WHAT THEY MUST KNOW: Most employers require a high school diploma. The ability to operate a PBX switchboard is also desirable. Some employers require the employee to type, and be knowledgeable in elementary bookkeeping.

WHERE THEY WORK: Receptionists are required in practically all kinds of establishments, especially offices of physicians, attorneys, beauty salons, hospitals, and educational institutions. Many others are employed in banks, insurance companies and real estate offices.

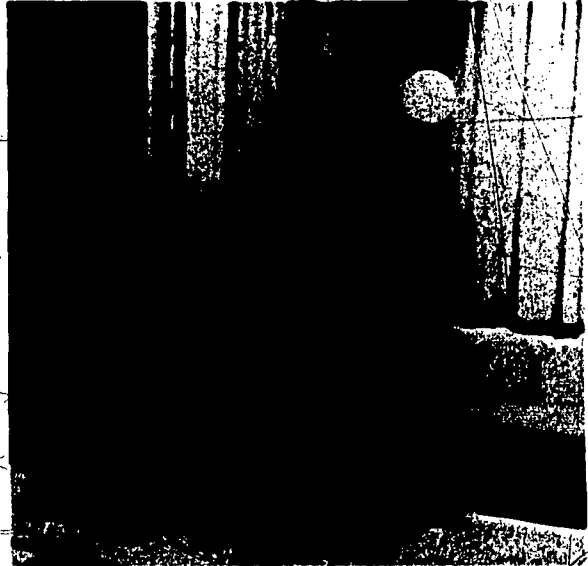
EMPLOYMENT OUTLOOK: The outlook is excellent through the mid-1970's. A very rapid increase is expected in the next 10 years; 40,000 to 50,000 annually. Competition will be very keen due to older and more experienced workers seeking employment.

SALARIES: Receptionists whose abilities include operation of the PBX switchboard earn between \$75.00 and \$100.00 weekly. In 1968, receptionists for the Federal Government earned between \$3,776 and \$4,108 annually.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: Clerical Occupations for Women, Today and Tomorrow, Women's Bureau Bulletin 289, Superintendent of Documents, Washington, D. C. 20402 (Price 35¢).

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 70



TELEPHONE OPERATORS

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I'm satisfied with this job Turn To Page 214

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INSURANCE SALESMEN AND BROKERS

WHAT THEY DO: Sell policies or contracts which protect individuals or businesses against losses and financial pressures. An insurance agent may be either an insurance company employee or an independent businessman. A broker is somewhat different. He is not under contract to any particular company but places the policy with whatever company he feels best suits his client's needs. All types of insurance are handled by either the salesman or the broker. Usually, agents and brokers will specialize in either life insurance or property and liability (casualty) insurance.



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I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 70

YOUR DECISION: I do not plan to finish high school.

An example of your job opportunities:

WAITER OR WAITRESS

Turn To Page 76

WAITERS AND WAITRESSES

WHAT THEY DO: All waiters' and waitresses' jobs are essentially the same; taking customer's order; serving food and beverages, making out customer's check, and in some instances receiving payment for services rendered. In small eating establishments that emphasize speed, waiters and waitresses may be required to assist the cashier, set up and clear tables, carry dishes to the kitchen, and occasionally assist with counter service. Restaurants that specialize in formal, leisurely dining usually require that waiters and waitresses only serve the meals.



WHAT THEY MUST KNOW: A high school education is not mandatory but most employers will prefer at least 3 years of high school. Often, state laws will require each waiter or waitress to pass a regular physical examination to acquire a health certificate. Knowledge of basic arithmetic is essential. Applicants should be able to stand for long periods.

WHERE THEY WORK: The majority of persons employed in this field are women. They work in restaurants, drug stores, and other retail establishments which serve food to the general public. Hotels and educational institutions also employ large numbers of waiters and waitresses. Waitresses work mostly in food serving establishments while waiters are generally employed in private clubs, hotel dining rooms, and other formal dining places.

EMPLOYMENT OUTLOOK: Job opportunities for both men and women will be good throughout the early 1970's.

SALARIES: Wages are generally lower than other occupations due to patron tipping. Tips often average between 10 and 15 percent of the total bill. Most waiters and waitresses can expect to receive less than \$1.00 per hour basic salary, plus tips.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: Education Director, National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

Turn To Page 77

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

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DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 39

YOUR DECISION: PEOPLE--INDOORS--SITTING -- HANDS-ON

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another sequence if none of these jobs suits you.



Waiter or Waitress

Turn To Page 79



Hospital Attendant

Turn To Page 80



Barber

Turn To Page 81

WAITERS AND WAITRESSES

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I'm satisfied with this job. Turn To Page 214

I would like to see what else is available Turn To Page 78

HOSPITAL ATTENDANTS

WHAT THEY DO: Hospital attendants are members of the nursing team that care for people who are physically or mentally ill. Duties include answering call bells, delivering messages, serving meals, feeding patients, making beds with fresh sheets and pillow slips, bathing patients, and arranging flowers. Other duties may include giving massages, taking temperatures, and assisting patients getting in or out of bed and walking. Women attendants are usually called nurses aids; men, orderlies.



WHAT THEY MUST KNOW: Attendants should be at least 17 years of age when applying. Employers in nursing homes and mental institutions usually require men and women in their mid-twenties. All applicants must be in good health. Most employers will hire applicants with less than a high-school education.

WHERE THEY WORK: About 3 out of 4 hospital attendants are women who work in hospitals, sanitariums, nursing homes, and other institutions providing facilities for care and recuperation.

EMPLOYMENT OUTLOOK: A very rapid rise in employment of hospital attendants is expected through 1975 with more than 30,000 job openings occurring annually. The majority of job opportunities during the next few years will be in hospitals.

SALARIES: You can expect to earn between \$55.00 and \$65.00 weekly depending on the part of the country in which you seek employment. Nurses aids can expect to receive about \$3.50 to \$8.00 less per week than orderlies.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: National League for Nursing, 10 Columbus Circle, New York, New York 10019.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 78

BARBERS

WHAT THEY DO: A barber's main task is to cut hair in accordance with the preference of each customer. They also give hair and scalp treatments, provide such services as shaves, facial massages, and shampoos, and fit hair pieces. Some barber shops, if self-owned, will require the barber to provide his own housekeeping; larger shops will usually have a porter hired for this purpose. Each barber is responsible for keeping his equipment in good condition and sterile. Related tasks may require the barber to order supplies, pay bills, keep records and occasionally hire employees.



WHAT THEY MUST KNOW: Practically all states require the licensing of all barbers. Licenses are obtained after graduation from a state-approved barber school. In addition, each barber must meet certain health requirements. The beginning barber is also likely to be required to apply for an apprentice license. Fees for these various licenses range from \$5.00 to \$20.00. A high school education is helpful but not required by all states.

WHERE THEY WORK: The great majority of barbers are men, more than half of which own their own barber shops. Small shops, in which the owner either works alone or with one other barber, provide employment for most workers in this occupation.

EMPLOYMENT OUTLOOK: More than 5,000 openings will occur annually during the next 10 years. Replacement needs in this occupation are relatively high because of the average age of barbers.

SALARIES: Barbers not in business for themselves usually work for a commission; 65 to 75 percent of the money they take in. Weekly earnings generally range between \$65.00 and \$150.00, including tips.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: National Association of Barbers Schools, 750 Third Avenue, Huntington, West Virginia 25701.

I'm satisfied with this job. Turn To Page 214

I would like to see what else is available Turn To Page 78

YOUR DECISION: I do not plan to finish high school.

An example of your job opportunities:

SERVICE STATION ATTENDANT

Turn To Page 83

SERVICE STATION ATTENDANTS

WHAT THEY DO: Service station attendants pump gasoline, clean windshields, check water level in the radiator and battery, check the oil level in crankcase, automatic transmissions and power equipment, and usually check tire pressure. These are the more routine duties. Some other duties normally performed by the attendant are selling and installing tires, batteries, fan belts, and windshield wiper equipment. His job also may include keeping the equipment, station, and restrooms in a clean orderly state. Attendants can expect to handle money and credit cards.



WHAT THEY MUST KNOW: A service station attendant applicant must have a driver's license, a general understanding of how an automobile works, and some sales ability. He must also have a working knowledge of simple arithmetic. Although a high school education is not essential, it would be important because to many employers it indicates that you can "finish a job." Each service station usually provides its employees with some sort of on-the-job training.

WHERE THEY WORK: Of the more than 350,000 full-time attendants, more than half work in service stations that employ from one to five men. Service station attendants can be found in virtually all parts of the world. About 40 percent of service station attendants are employed in the seven states that have the largest number of vehicles.

EMPLOYMENT OUTLOOK: Employment of service station attendants is expected to increase moderately through the mid-1970's, creating several thousand full-time and part-time job openings annually.

SALARIES: Average salaries are very hard to determine; however, attendants can expect to earn between \$1.00 to \$2.00 hourly, depending on the locality. Weekly salaries range about \$74.00, due to the number of hours usually worked.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: American Petroleum Institute, Marketing Division, 1271 Avenue of the Americas, New York, New York 10020.

Turn To Page 84

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like; based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 40

YOUR DECISION: PEOPLE - OUTDOORS - STANDING

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another section if none of these jobs suits you.



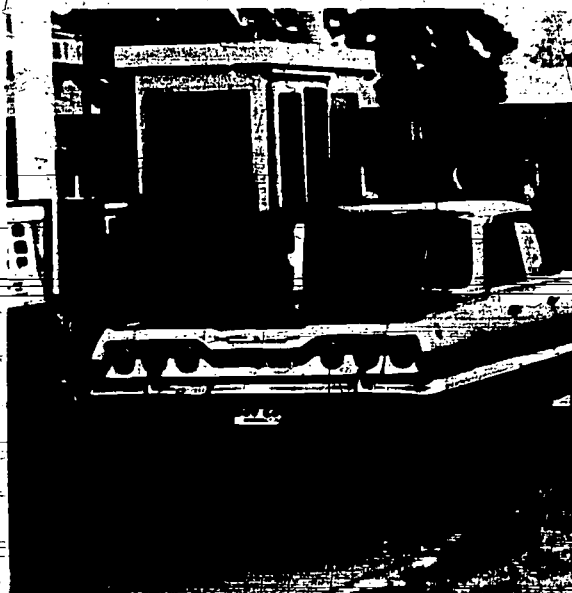
Policeman or Policewoman

Turn To Page 86



Routeman

Turn To Page 87



Service Station Attendant

Turn To Page 88

POLICEMEN AND POLICEWOMEN

WHAT THEY DO: Police officers, whether men or women, whether directing traffic or arresting criminals, are helping to preserve law and order. Primarily, the responsibility of police officers is to prevent criminal activities, investigate crimes, apprehend, and assist in the prosecution of offenders. In large cities, most policemen are assigned to a specific type of duty. Most policewomen are detailed to work with female offenders and juvenile delinquents. Policewomen are seldom assigned to patrol or traffic duty.



WHAT THEY MUST KNOW: Competition is very keen in this field. Applicants can expect a rugged physical and mental test which includes strength and agility, and an interview by a senior police officer whose responsibility it will be to determine if the applicant is honest, has good judgment and a sense of responsibility. Character traits and background may be investigated. Some cities accept applicants with less than a high school education, particularly if they have some police experience. Most police departments require the applicant to be 21 years of age.

WHERE THEY WORK: Approximately 95 percent of the 190,000 full-time police officers are men working in city and town police departments. Policewomen usually work in large cities.

EMPLOYMENT OUTLOOK: Police employment will rise very rapidly during the next 10 years. More than 10,000 opportunities for employment will occur each year during the next decade.

SALARIES: Salaries vary greatly depending on the size of the city, size of the police department, and the rank of the police officer. Entranee salaries for officers range from \$3,000 to \$7,000 annually.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: International Association of Chiefs of Police, 1319 18th Street, N.W., Washington, D. C. 20036 or International Association of Women Police, 100 North LaSalle, Chicago, Illinois 60602.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 85

ROUTEMEN

WHAT THEY DO: Routemen drive light or panel trucks over an assigned route, selling and delivering goods, or providing services, such as collecting and delivering laundry and dry cleaning, to retail establishments (wholesale routemen) or directly to the public (retail routemen). A retail routeman may make 5 to 10 stops a day more than the wholesale routeman. Routemen, in general, are as much salesmen as they are drivers. In fact, they are sometimes known as driver-salesmen or route-salesmen. They must, through their selling ability, increase sales to existing customers and obtain new or potential customers.



WHAT THEY MUST KNOW: A routeman applicant must be able to work without direct supervision. He must also be able to do simple arithmetic and write legibly. In most states, routemen are required to have a chauffeur's license. Most employers require their applicants to be 25 years of age or older, high school graduates, and make a high grade on a psychological test. High school courses in salesmanship, driver-training, public speaking, bookkeeping, and business arithmetic are also very helpful.

WHERE THEY WORK: The greatest concentration of routemen can be found in areas where dairying, baking, food and beverage distilling, and dry cleaning plants are thriving. Others may be found in wholesale distribution of goods and services to stores and other establishments.

EMPLOYMENT OUTLOOK: A slight increase in employment of routemen is expected through the mid-1970's.

SALARIES: Most routemen are paid a percentage of the sales or collections taken from his route. Therefore, it is impossible to determine the salary of an employee. Average incomes reported, however, range between \$78.00 and \$130.00 weekly.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers of America.

I'm satisfied with this job Turn To Page 214
I would like to see what else is available Turn To Page 85

SERVICE STATION ATTENDANTS

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WHERE THEY WORK: Of the more than 350,000 full-time attendants, more than half work in service stations that employ from one to five men. Service station attendants can be found in virtually all parts of the world. About 40 percent of service station attendants are employed in the seven states that have the largest number of vehicles.

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I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 85

YOUR DECISION: I do not plan to finish high school.

An example of your job opportunities:

TAXI DRIVER

Turn To Page 90

TAXI DRIVERS

WHAT THEY DO: Taxicabs are an essential part of transportation in practically every community of this nation. Taxi drivers provide services other than transporting passengers to and from their destination. Among these services are: handling luggage, picking up and delivering packages, assisting passengers in and out of the taxicab and in some instances transporting crippled children to and from school. In large metropolitan areas, a taxi driver may drive the streets and wait for a customer to "hail" him; others may be radio dispatched to pick up and deliver passengers.



WHAT THEY MUST KNOW: Most cities and states require each driver to have a valid state and chauffeur's license. He is also required to have a special taxicab operator's license issued by the local police, safety department, or public utilities department. Although licensing requirements vary considerably, in general, applicants must be over 21, in good health, have a good driving record, and have no criminal record. Most cities require each applicant to pass a written test on taxicab and traffic regulations. License fees usually range from 50¢ to \$5.00.

WHERE THEY WORK: In 1964, approximately 100,000 taxi drivers, including a small number of women, were employed full-time in the taxicab industry, which is made up both of privately-owned cabs and fleets of company-owned vehicles. In addition, perhaps as many were employed part-time. Although taxicabs are found in just about every city, the greatest concentration is in the large metropolitan areas.

EMPLOYMENT OUTLOOK: There will be many opportunities for employment in this field during the next decade.

SALARIES: No comprehensive data on taxi driver earnings is available; however, an experienced driver in a large metropolitan area might expect to receive more than \$125.00 weekly, including tips.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: The Union of Teamsters, Chauffeurs, Warehousemen, and Helpers of America.

Turn to Page 91

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 41

YOUR DECISION: PEOPLE-OUTDOORS -SITTING.

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another section if none of these jobs suits you.



Intercity Bus Driver

Turn To Page 93



Local Transit Bus Driver

Turn To Page 94



Taxi Driver

Turn To Page 95

INTERCITY BUS DRIVERS

WHAT THEY DO: Intercity bus drivers drive busses which travel between cities, hauling passengers and baggage. Before beginning an assigned trip, the bus driver will inspect his bus thoroughly. He checks fuel, oil, water and tires and makes certain that the bus is carrying proper safety equipment. He collects fares, usually in the form of tickets or tokens, assists the passengers in loading and unloading. The driver also supervises the loading and unloading of baggage.



WHAT THEY MUST KNOW: The Interstate Commerce Commission directs that each intercity bus driver meet minimum age, health and experience standards, be at least 21 years of age, have a high school education, have at least 20/40 eyesight with or without glasses, good hearing, able-bodied, and have a minimum of one year of driving experience through all four seasons. Many intercity bus companies, however, require much more rigid standards: 23 years of age, comprehensive examinations to determine driving skill, intelligence, temperament, and personality. Some companies do not accept applicants who wear glasses. All applicants should have good foot, hand, and eye coordination and be able to judge distances quickly and accurately.

WHERE THEY WORK: Most bus drivers are employed by the 1,450 bus companies throughout the nation.

EMPLOYMENT OUTLOOK: An upward trend in the employment of intercity bus drivers is expected to continue throughout the coming decade.

SALARIES: Earnings are usually based on mileage driven. An experienced driver can expect to receive between 7.5 and 13 cents per mile. Most regular drivers are guaranteed a salary based on these mileage figures.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: Intercity bus companies or local employment offices.

I'm satisfied with this job. Turn To Page 214

I would like to see what else is available Turn To Page 92

LOCAL TRANSIT BUS DRIVERS

WHAT THEY DO: Following definite time schedules and routes, these bus drivers transport millions of Americans to and from work, school and home every day. When a local transit bus driver reports to the terminal he is assigned a bus, and receives his change, tokens, transfers, passes and other items needed. On most runs this bus driver makes stops every block or two within the city. He collects fares, cash, tokens, tickets, and passes, and makes change to customers. Each local driver is required to complete a trip report at the end of each duty tour showing number of trips made, number of passengers hauled, and amount of money taken in.



WHAT THEY MUST KNOW: Applicants should be between 21 and 40 with good eyesight--with or without glasses--average height and weight, and in good physical condition. A chauffeur's license, and a safe driving record are also required. Many employers require a high school diploma.

WHERE THEY WORK: About one-half of all local transit drivers work in large metropolitan areas where transit lines are owned by the public. Many local drivers are employed as school bus drivers, charter bus drivers, sightseeing line and government agency drivers.

EMPLOYMENT OUTLOOK: There will be a small number of opportunities for applicants to enter into this field during the next 10 years.

SALARIES: Local transit bus drivers are usually paid by the hour, and earnings vary depending on locality. Length of service, size of company, and length and type of run. Nearly all companies pay the maximum salary after about 12 months service. Applicants can expect an hourly salary of about \$1.75 to \$2.75.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: local transit company or local employment office.

I'm satisfied with this job. Turn To Page 214

I would like to see what else is available Turn To Page 92

TAXI DRIVERS

WHAT THEY DO: Taxicabs are an essential part of transportation in practically every community of this nation. Taxi drivers provide services other than transporting passengers to and from their destination. Among these services are: handling luggage, picking up and delivering packages, assisting passenger in and out of the taxicab and in some instances transporting crippled children to and from school. In large metropolitan areas a taxi driver may drive the streets and wait for a customer to "hail" him; others may be radio dispatched to pick up and deliver passengers.



WHAT THEY MUST KNOW: Most cities and states require each driver to have a valid state and chauffeur's license. He is also required to have a special taxicab operator's license issued by the local police, safety department, or public utilities department. Although licensing requirements vary considerably, in general, applicants must be over 21, in good health, have a good driving record, and have no criminal record. Most cities require each applicant to pass a written test on taxicab and traffic regulations. License fees usually range from 50¢ to \$5.00.

WHERE THEY WORK: In 1964, approximately 100,000 taxi drivers, including a small number of women, were employed full-time in the taxicab industry, which is made up both of privately-owned cabs and fleets of company-owned vehicles. In addition, perhaps as many were employed part-time. Although taxicabs are found in just about every city, the greatest concentration is in the large metropolitan areas.

EMPLOYMENT OUTLOOK: There will be many opportunities for employment in this field during the next decade.

SALARIES: No comprehensive data on taxi driver earnings is available; however, an experienced driver in a large metropolitan area might expect to receive more than \$125.00 weekly, including tips.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: The Union of Teamsters, Chauffeurs, Warehousemen, and Helpers of America.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 92

YOUR DECISION: I do not plan to finish high school.

Examples of your job opportunities are:

Turn To Page 97 to see these jobs.

1. PRIVATE HOUSEHOLD WORKER
2. COOK
3. MACHINE TOOL OPERATOR
4. PAINTER (EXTERIOR AND INTERIOR)
5. AUTOMOBILE MECHANIC

Turn to Page 103 to see these jobs.

1. AUTOMOBILE PAINTER
2. AUTOMOBILE UPHOLSTERER
3. PRODUCTION PAINTER
4. HOUSEKEEPER AND ASSISTANT



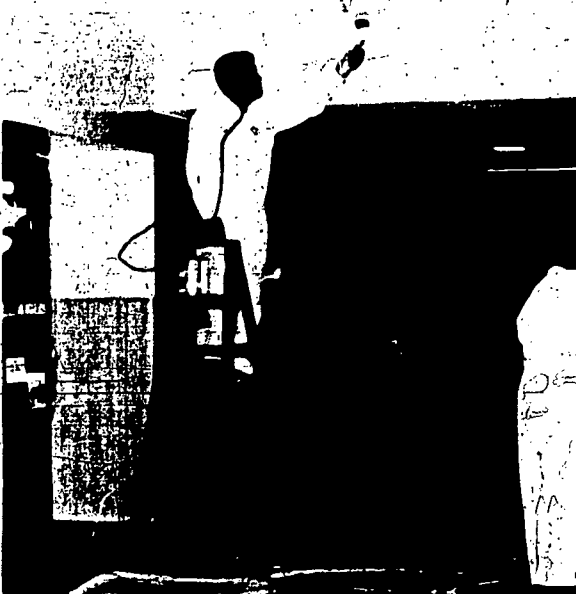
Private Household Worker Turn To Page 98



Cook Turn To Page 99



Machine Tool Operator Turn To Page 100



Painter (Exterior and Interior) Turn To Page 101



Automobile Mechanic Turn To Page 102

PRIVATE HOUSEHOLD WORKERS

WHAT THEY DO: The great majority of household workers are employed as maids and perform a variety of duties, such as cleaning household furnishings, floors, and lavatories; changing and making beds; attending children; washing dishes; buying, cooking, and serving food. Many maids work up to the position of housekeeper. Men employed in these positions are generally called caretakers. Their duties consist of washing windows, waxing and polishing floors, tending the furnace, repairing screens, painting fences, and caring for the yard. In small households, the caretaker may also serve as a chauffeur.



WHAT THEY MUST KNOW: There are no formal educational requirements for these jobs. Girls should have the ability to cook, sew, wash and iron, clean house, and care for children. Many employers require their household workers to have a state health certificate. Men (caretakers) should have a driver's license.

WHERE THEY WORK: Maids and caretakers work in and around their employer's residence. Some private household workers actually live in their employer's house.

EMPLOYMENT OUTLOOK: Well trained competent household workers (both to "live out" and to "live in") are expected to be in great demand during the next ten year period.

SALARIES: Wages for these jobs are very poor. Most private household workers earn between \$.90 and \$1.25 per hour. However, in many cases, meals and other extras are provided for these employees.

FURTHER INFORMATION: Contact your local office of the State Employment Service or write: National Committee on Household Employment, 136 Connecticut Avenue, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 108

I would like to see what else is available. Turn To Page 97

COOKS

WHAT THEY DO: The nature of a cook's work depends partly on the kind and size of establishment where he works. Generally speaking, cooks plan menus, prepare foods, arrange food attractively on plates and in some cases, purchase and account for food supplies. Cooks often hire and supervise dishwashers and other kitchen helpers.

WHAT THEY MUST KNOW: Hiring standards for cooks are higher in large restaurants and hotels than in small establishments. In any case, training in restaurant cooking is a distinct advantage for anyone seeking a cook's job. Cleanliness, the ability to work under pressure, physical stamina, and a keen sense of taste and smell are important qualifications needed for this occupation. Health certificates, indicating that cooks are free from communicable diseases, are required by law in most states.



WHERE THEY WORK: Most cooks are employed in restaurants. However, large numbers work in public and private schools and in hotels and hospitals. Railroad dining cars, ocean liners, government agencies, manufacturing plants, and other similar establishments also employ cooks. About fifty percent of restaurant cooks are women.

EMPLOYMENT OUTLOOK: Excellent. The rapidly growing food service industry is expected to continue its expansion, with no foreseeable slump in sight. Jobs should be plentiful during the next ten-year period.

SALARIES: Salaries vary greatly, depending upon the size, type, and locale of the establishment. Hourly wages average as follows: Asst. Cooks: \$1.16-\$2.94 (men), \$.80-\$2.58 (women); Short Order Cooks: \$1.08-\$2.69 (men), \$.68-\$2.54 (women); Head Cooks: \$1.32-\$3.50 (men), \$.95-\$2.48 (women).

FURTHER INFORMATION: General information about restaurant cooks is available from: Educational Director, National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

I'm satisfied with this job. Turn To Page 108

I would like to see what else is available Turn To Page 97

MACHINE TOOL OPERATORS

WHAT THEY DO: Machine tool operators shape metal to precise dimensions by the use of machine tools. Many operators are semiskilled machine tenders who perform simple repetitive operations that can be learned quickly. Other operators, however, are skilled workers who can perform complex and varied machining operations. Skilled operators plan and set up the correct sequence of machining operations, according to blueprints, layouts, or other instructions. They adjust speed, feed, and other controls, and select the proper cutting instruments or tools for each operation. Lathes, drill presses, boring machines, and milling machines are some of the machines used by machine operators.



WHAT THEY MUST KNOW: Most beginners in this trade start as helpers and are trained on the job. It usually takes 1 1/2 to 2 years of on-the-job training and experience to become a skilled operator. Although there are no special educational requirements of semiskilled operator jobs, young persons can improve their job opportunities by learning mathematics and blueprint reading.

WHERE THEY WORK: Machine tool operators work in factories that manufacture fabricated metal products, transportation equipment, and machinery in large quantities. Skilled operators work in production departments, maintenance departments, tool rooms and job shops.

EMPLOYMENT OUTLOOK: Tens of thousands of workers will be hired throughout the 1970's. 10,000 job openings annually should result from retirement and death.

SALARIES: Wages range from \$2.82 to \$3.80 per hour, depending upon which part of the country you work in. Wages are generally higher in the north and west sections of the nation.

FURTHER INFORMATION: More detailed information may be obtained from: The National Machine and Tool Builders Association, 2139 Wisconsin Avenue, N.W., Washington, D. C. 20007.

I'm satisfied with this job Turn To Page 108

I would like to see what else is available Turn To Page 97

PAINTERS (EXTERIOR AND INTERIOR)

WHAT THEY DO: Painters prepare the surfaces of buildings and other structures and then apply paint, varnish, enamel, lacquer, and similar materials to these surfaces. Painters use scrapers and blow-torches when preparing surfaces and use spray guns, rollers and brushes when applying paint to a surface. Painters are often required to erect the scaffolding from which they work.



WHAT THEY MUST KNOW: Painters must be skilled in handling brushes and other painting tools. They must know how to mix paints, match colors and must have a knowledge of paint composition and color harmony. Completion of the three-year formal apprenticeship program is the best way to become a painter. A high school education is preferred, although not essential, for entry into the national apprenticeship program.

WHERE THEY WORK: Most painters work for contractors engaged in new construction activity. Substantial numbers of painters are also employed to do repair, alteration, or modernization work. Hotels, office buildings, shipyards, manufacturing firms, schools, and other organizations also employ painters.

EMPLOYMENT OUTLOOK: Employment of painters is expected to increase moderately during the 1970's. Thousands of job openings will result from the need to replace painters who transfer, retire, or die.

SALARIES: The hourly rate for painters varies depending upon which section of the nation you live. The national average for 1966 was \$4.66 per hour.

FURTHER INFORMATION: More information about painters may be obtained from: Brotherhood of Painters, Decorators and Paperhangers of America, 1925 K Street, N.W., Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 108

I would like to see what else is available Turn To Page 97

AUTOMOBILE MECHANICS

WHAT THEY DO: Automobile mechanics keep the nation's automobiles and small trucks in good operating condition. They do preventive maintenance, diagnose breakdowns, and make repairs. When performing preventive maintenance, the mechanic follows a "check list" to make sure he examines all important parts of the car. He may, for example, look for and replace worn distributor points; clean, adjust, or replace spark plugs; adjust the carburetor, etc. Diagnosing and repairing breakdowns are probably the biggest part of a mechanic's job. In doing this, he will locate troubles and repair or replace defective equipment.



WHAT THEY MUST KNOW: The ability to make quick and accurate diagnoses is one of the most valuable skills of a mechanic. Therefore, the good automobile mechanic must have a thorough knowledge of automobiles plus good analytical abilities. Inexperienced employees usually start as mechanic's helpers and gradually acquire the skills needed to become a competent mechanic. Good mechanical ability and a driver's license are necessary requirements.

WHERE THEY WORK: Most automobile mechanics work in independent repair shops, in service departments of new and used car dealers, and in gasoline service stations. However, many are employed by federal, state, and local governments, and other organizations that maintain and repair their own vehicles.

EMPLOYMENT OUTLOOK: Several thousand annual openings, due to the growth of the industry, are anticipated during the next decade. In addition to this, an estimated 9,000 openings will occur due to the death or retirement of experienced mechanics.

SALARIES: Skilled automobile mechanics average around \$3.81 per hour. Semiskilled (helper) mechanics earn approximately \$1.82 per hour.

FURTHER INFORMATION: State Employment Services can provide much information about local working conditions and wages. General information about the trade can be obtained by writing: Automotive Service Industry Association, 168 North Michigan Avenue, Chicago, Illinois 60601.

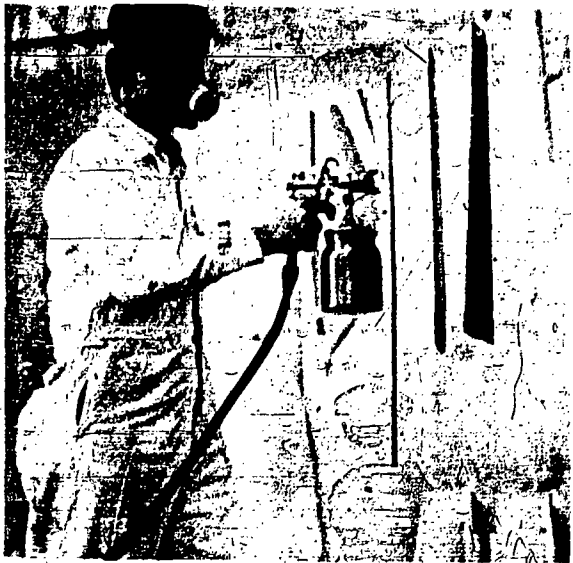
I'm satisfied with this job Turn To Page 108
I would like to see what else is available Turn To Page 97



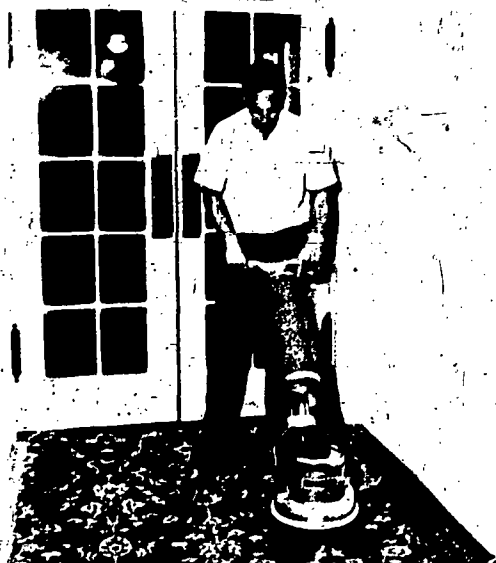
Automobile Painter
Turn To Page 104



Automobile Upholsterer
Turn To Page 105



Production Painter
Turn To Page 106



Housekeeper and Assistant
Turn To Page 107

AUTOMOBILE PAINTERS

WHAT THEY DO: The automobile painter's job is to make old or damaged motor vehicles "look like new." These skilled workers repaint vehicles that have lost the luster of their original paint, and the repaired portions of vehicles damaged in traffic accidents. In preparing an automobile for painting, the painter, or his helper, rough sands or removes the original paint. The painter then applies primer coats to the automobile surface with a spray gun and, after the primer dries, sands the surface by hand with a fine grade of sandpaper until it is smooth enough to be painted. Before painting repaired portions of an automobile, the painter may have to mix paints in order to match the existing color of the automobile.



WHAT THEY MUST KNOW: Most automobile painters start as helpers and acquire their skills informally by working for several years with experienced painters. It usually takes 3 to 4 years of informal on-the-job training to become a fully qualified automobile painter. Applicants should have good health, keen eyesight, a discerning color sense, and a steady hand. Courses in automobile body repair provide helpful experience.

WHERE THEY WORK: An estimated 25,000 automobile painters were employed in early 1965. Almost two-thirds of these workers were employed in repair shops specializing in automobile-body repairs and painting, and in shops that do general automobile repairs. Most of the others were employed in the service departments of automobile and truck dealers.

EMPLOYMENT OUTLOOK: Employment of automobile painters is expected to increase moderately during the 1970's. In addition to the few hundred job openings anticipated annually as a result of employment growth, an estimated 500 jobs are expected to result each year from the need to replace experienced painters who retire or die.

SALARIES: Experienced automobile painters employed by automobile dealers in 33 cities had average straight-time hourly earnings of \$3.53, based on a survey in late 1964.

FURTHER INFORMATION: General information about the work of automobile painters may be obtained from: Automotive Service Industry Association, 168 North Michigan Avenue, Chicago, Illinois 60601.

I'm satisfied with this job Turn To Page 108
I would like to see what else is available Turn To Page 103

AUTOMOBILE TRIMMERS AND INSTALLATION MEN

WHAT THEY DO: Automobile trimmers replace and repair upholstery and other automobile fabrics. Trimmers and installation men together are sometimes called "automobile upholsterers." Automobile trimmers are skilled upholsterers who custom make coverings for automobile seats, floors, and door panels; convertible tops; and other items. They repair upholstery that has been damaged. They may also repair power-windows, convertible top mechanisms, and cut and install automobile glass. They are often assisted by installation men, which makes it possible for trimmers to concentrate on making upholstery.



WHAT THEY MUST KNOW: Most trimmers and installation men learn their skills informally on the job. Beginners are usually hired as installation trainees. Applicants for entry jobs should be mechanically inclined and in good physical condition. A high school education is desirable but not essential. Courses in furniture upholstery provide valuable training. Courses in mathematics are useful because of the calculations involved in laying out and planning automobile upholstery work.

WHERE THEY WORK: Most automobile trimmers and installation men work in shops that specialize in the fabrication and replacement of automobile upholstery and convertible tops. Others work in automobile upholstery and convertible shops, automobile repair and accessories sections of department stores, automobile-body repair shops, and in automobile dealer shops.

EMPLOYMENT OUTLOOK: A few hundred job openings for automobile trimmers and installation men are expected annually during the 1970's.

SALARIES: Starting pay for installation men trainees generally ranges from \$50 to \$70 per week; experienced installation men generally earn \$80 to \$95 per week. Most trimmers earn between \$110 and \$175 per week although some highly skilled trimmers in large cities earn as much as \$200.

FURTHER INFORMATION: For further information inquiries should be directed to local automobile trim shops or the local office of the State Employment Service, or by writing: National Association of Auto Trim Shops, 129 Broadway, Lynbrook, Long Island, New York 11563.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 122

PRODUCTION PAINTERS

WHAT THEY DO: Almost every metal or wood product manufactured by American industry is given a coating of paint or other protective material. In mass-producing industries this painting is done by workers known as production painters. Most of these workers use spray guns to apply paint, lacquer, varnish, or other finishes to parts or finished manufactured products. Some production painters use brushes to apply paint and others operate semi-automatic paint spraying machines, dipping tanks, or tumbling barrels. The work done by production painters in factories is different from that performed by skilled painters who are employed in construction and maintenance work.



WHAT THEY MUST KNOW: Most production painters learn their jobs through on-the-job training. The length of training may vary from 2 weeks to several months. A person going into this work should be in good health, be able to stand for long periods of time, have a steady hand, and have good eyesight so that he can distinguish between colors and see whether the paint is applied evenly. High school graduation is not generally required of applicants for these jobs.

WHERE THEY WORK: About 100,000 production painters were employed in manufacturing industries early in 1965; about 85 percent of these were in industries making durable items such as automobiles, refrigerators, furniture, electrical measuring meters, and transformers. Approximately 15 percent of all production painters are women.

EMPLOYMENT OUTLOOK: Several thousand job opportunities for new production painters are expected during the 1970's to replace workers who die, retire, or transfer to other lines of work. Deaths and retirements alone will result in almost 2,000 openings each year.

SALARIES: An examination of selected 1964 labor-management contracts in the machinery industries indicates that production painters earned from about \$2.00 to \$3.00 an hour.

FURTHER INFORMATION: More detailed information about this trade may be obtained by visiting a local office of any State Employment Service.

I'm satisfied with this job Turn To Page 108
I would like to see what else is available Turn To Page 103

HOUSEKEEPERS AND ASSISTANTS

WHAT THEY DO: Hotel housekeepers are responsible for keeping the hotel clean and attractive. They account for furnishings and supplies; hire, train, and supervise the maids, linens, and laundry workers, housemen, seamstresses, and repairmen; keep employee records; and perform other duties which vary with the size and type of the hotel. Those employed in middle-size and small hotels not only supervise the cleaning staffs but may do some of the maids' work.

WHAT THEY MUST KNOW: Specialized training in hotel administration, including courses in housekeeping, is available at several colleges. In addition, the Educational Institute of the American Hotel and Motel Association also offers housekeeping oriented courses, for class or individual home study. The most helpful courses are those emphasizing housekeeping procedures, personnel management, budget preparation, interior decorating, and the purchase, use, and care of different types of equipment and fabrics.

WHERE THEY WORK: Housekeepers and assistants are employed in both large and small hotels and motels in every section of the country.

EMPLOYMENT OUTLOOK: Several hundred openings for hotel housekeepers and their assistants are expected annually through the mid-1970's. Most openings will result from the need to replace workers who retire or leave the occupation for other reasons.

SALARIES: Union wage scale for a 8 hour day is \$14.26 for maids and housemen.



I'm satisfied with this job Turn To Page 108

I would like to see what else is available Turn To Page 103

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 42

YOUR DECISION: I'm ready to see jobs available to me.

Turn To Page 110 to see these jobs.

1. MACHINE TOOL OPERATOR
2. PRIVATE HOUSEHOLD WORKER
3. COOK
4. ELECTRICIAN (CONSTRUCTION)
5. PAINTER (EXTERIOR AND INTERIOR)

Turn To Page 116 to see these jobs.

1. AIR CONDITIONING AND REFRIGERATION MECHANIC
2. AUTO MECHANIC
3. MAINTENANCE ELECTRICIAN
4. VENDING MACHINE MECHANIC
5. PHOTOENGRAVER

Turn To Page 122 to see these jobs.

1. PRINTING PRESSMAN AND ASSISTANT
2. AUTO PAINTER
3. AUTO UPHOLSTERER
4. ELECTROPLATER
5. PRODUCTION PAINTER

Turn To Page 128 to see these jobs.

1. STATIONARY ENGINEER (BOILERS)
2. POWERPLANT OCCUPATIONS (ELECTRICAL)
3. HOUSEKEEPER AND ASSISTANT
4. TELEPHONE EQUIPMENT INSTALLER

YOUR DECISION: THINGS - INDOORS - STANDING - LIGHT - " HANDS "

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another sequence if none of these jobs suits you.



Machine Tool Operator

Turn To Page 111



Private Household Worker

Turn To Page 112



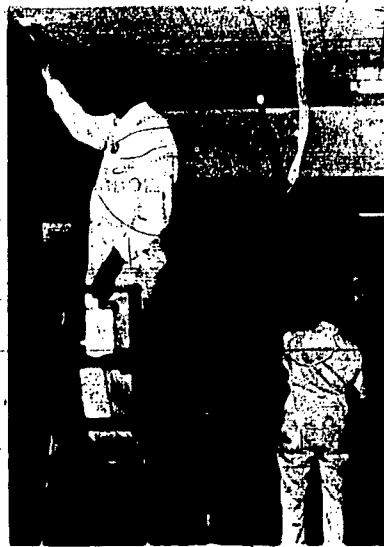
Cook

Turn To Page 113



Electrician (Construction)

Turn To Page 114



Painter (Exterior and Interior)

Turn To Page 115

MACHINE TOOL OPERATORS

WHAT THEY DO: Machine tool operators shape metal to precise dimensions by the use of machine tools. Many operators are semiskilled machine tenders who perform simple repetitive operations that can be learned quickly. Other operators, however, are skilled workers who can perform complex and varied machining operations. Skilled operators plan and set up the correct sequence of machining operations, according to blueprints, layouts, or other instructions. They adjust speed, feed, and other controls, and select the proper cutting instruments or tools for each operation. Lathes, drill presses, boring machines, and milling machines are some of the machines used by machine operators.



WHAT THEY MUST KNOW: Most beginners in this trade start as helpers and are trained on the job. It usually takes 1 1/2 to 2 years of on-the-job training and experience to become a skilled operator. Although there are no special educational requirements of semiskilled operator jobs, young persons can improve their job opportunities by learning mathematics and blueprint reading.

WHERE THEY WORK: Machine tool operators work in factories that manufacture fabricated metal products, transportation equipment, and machinery in large quantities. Skilled operators work in production departments, maintenance departments, tool rooms and job shops.

EMPLOYMENT OUTLOOK: Tens of thousands of workers will be hired throughout the 1970's. Ten thousand job openings annually should result from retirement and death.

SALARIES: Wages range from \$2.82 to \$3.80 per hour, depending upon which part of the country you work in. Wages are generally higher in the north and west sections of the nation.

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I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 110

PRIVATE HOUSEHOLD WORKERS

WHAT THEY DO: The great majority of household workers are employed as maids and perform a variety of duties, such as cleaning household furnishings, floors, and lavatories; changing and making beds; attending children; washing dishes; buying, cooking, and serving food. Many maids work up to the position of housekeeper. Men employed in these positions are generally called caretakers. Their duties consist of washing windows, waxing and polishing floors, tending the furnace, repairing screens, painting fences, and caring for the yard. In small households, the caretaker may also serve as a chauffeur.



WHAT THEY MUST KNOW: There are no formal educational requirements for these jobs. Girls should have the ability to cook, sew, wash and iron, clean house, and care for children. Many employers require their household workers to have a state health certificate. Men (caretakers) should have a driver's license.

WHERE THEY WORK: Maids and caretakers work in and around their employer's residence. Some private household workers actually live in their employer's house.

EMPLOYMENT OUTLOOK: Well trained competent household workers (both to "live out" and to "live in") are expected to be in great demand during the next ten year period.

SALARIES: Wages for these jobs are very poor. Most private household workers earn between \$.90 and \$1.25 per hour. However, in many cases, meals and other extras are provided for these employees.

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I'm satisfied with this job Turn To Page 214

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COOKS

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WHAT THEY MUST KNOW: Hiring standards for cooks are higher in large restaurants and hotels than in small establishments. In any case, training in restaurant cooking is a distinct advantage for anyone seeking a cook's job. Cleanliness, the ability to work under pressure, physical stamina, and a keen sense of taste and smell are important qualifications needed for this occupation. Health certificates, indicating that cooks are free from communicable diseases, are required by law in most states.

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EMPLOYMENT OUTLOOK: Excellent. The rapidly growing food service industry is expected to continue its expansion, with no foreseeable slump in sight. Jobs should be plentiful during the next ten years.

SALARIES: Salaries vary greatly, depending upon the size, type, and locale of the establishment. Hourly wages average as follows: Asst. Cooks: \$1.16-\$2.94 (men), \$.80-\$2.58 (women); Short Order Cooks: \$1.08-\$2.69 (men), \$.68-\$2.54 (women); Head Cooks: \$1.32-\$3.50 (men), \$.95-\$2.48 (women).

FURTHER INFORMATION: General information about restaurant cooks is available from: Educational Director, National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

I'm satisfied with this job Turn To Page 214

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ELECTRICIAN (CONSTRUCTION)

WHAT THEY DO: Construction electricians lay out, assemble, install and test electrical fixtures, apparatus, and wiring used in electrical systems. Construction electricians also install and connect electrical machinery, electronic equipment, controls, and signal and communications systems. The electrician must furnish his own hand tools, such as pliers, screwdrivers, brace and bits, knives, and hacksaws.

WHAT THEY MUST KNOW: Completion of the four-year apprenticeship program for construction electricians is the best way to learn all aspects of this trade. During the apprenticeship program you will learn subjects such as safety, electrical layout, blueprint reading, electrical theory, etc. A high school education is required for entry into the apprenticeship program.



WHERE THEY WORK: Most construction electricians work for electrical contractors in the construction of new homes or office buildings. Some work for homeowners or business firms making electrical repairs.

EMPLOYMENT OUTLOOK: Employment of construction electricians is expected to increase moderately over the next 10 year period. Several thousand jobs will result from the need to replace workers who retire or die during the 1970's.

SALARIES: Hourly wages of construction electricians are among the highest in the skilled building trades. Minimum hourly wage rates averaged \$4.98 during 1966.

FURTHER INFORMATION: General information may be obtained from: International Brotherhood of Electrical Workers, 1200 15th Street, N.W., Washington, D. C. 20025.

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PAINTERS (EXTERIOR AND INTERIOR)

WHAT THEY DO: Painters prepare the surfaces of buildings and other structures and then apply paint, varnish, enamel, lacquer, and similar materials to these surfaces. Painters use scrapers and blowtorches when preparing surfaces and use spray guns, rollers and brushes when applying paint to a surface. Painters are often required to erect the scaffolding from which they work.

WHAT THEY MUST KNOW: Painters must be skilled in handling brushes and other painting tools. They must know how to mix paints, match colors and must have a knowledge of paint composition and color harmony. Completion of the three-year formal apprenticeship program is the best way to become a painter. A high school education is preferred, although not essential, for entry into the national apprenticeship program.



WHERE THEY WORK: Most painters work for contractors engaged in new construction activity. Substantial numbers of painters are also employed to do repair, alteration, or modernization work. Hotels, office buildings, shipyards, manufacturing firms, schools, and other organizations also employ painters.

EMPLOYMENT OUTLOOK: Employment of painters is expected to increase moderately during the 1970's. Thousands of job openings will result from the need to replace painters who transfer, retire, or die.

SALARIES: The hourly rate for painters varies depending upon which section of the nation you live. The national average for 1966 was \$4.66 per hour.

FURTHER INFORMATION: More information about painters may be obtained from: Brotherhood of Painters, Decorators and Paperhangers of America, 1925 K Street, N.W., Washington, D. C. 20006.

I'm satisfied with this job. Turn To Page 214

I would like to see what else is available Turn To Page 110

YOUR DECISION: These are more job titles from the preceding pages.



Air Conditioning and Refrigeration Mechanic

Turn To Page 117



Automobile Mechanic

Turn To Page 118



Maintenance Electrician

Turn To Page 119



Vending Machine Mechanic

Turn To Page 120



Photoengraver

Turn To Page 121

AIR CONDITIONING AND REFRIGERATION MECHANICS

WHAT THEY DO: Air conditioning and refrigeration mechanics work on equipment ranging in size from small window air-conditioners to large central-plant type air conditioning or refrigeration systems. They install new equipment and repair old equipment. They diagnose the cause of malfunctions and make necessary repairs. Air conditioning and refrigeration mechanics use a variety of tools and equipment, including electric drills, pipe cutters, acetylene torches, and testing devices.



WHAT THEY MUST KNOW: Most employers prefer people to be high school graduates, who have had courses in mathematics, physics, and blueprint reading. Mechanical aptitude and an interest in electricity are important qualifications for these jobs. An applicant should also be in good physical condition.

WHERE THEY WORK: Air conditioning and refrigeration mechanics are employed in all parts of the country. Most of them work for dealers and contractors that specialize in selling and servicing cooling equipment; construction companies; and gas utility companies.

EMPLOYMENT OUTLOOK: The employment of air conditioning and refrigeration mechanics is expected to increase rapidly during the next 10 years. In addition, more than 1,200 job openings will arise annually due to the death or retirement of experienced workers.

SALARIES: Beginning wages for helpers range from \$1.50 to \$2.25 per hour, and the rates for fully qualified mechanics range from \$3.00 to \$5.00 per hour.

FURTHER INFORMATION: Further information about these jobs may be obtained by writing: Refrigeration Service Engineers Society, 433 Waller Avenue, Chicago, Illinois 60644.

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AUTOMOBILE MECHANICS

WHAT THEY DO: Automobile mechanics keep the nation's automobiles and small trucks in good operating condition. They do preventive maintenance, the mechanic follows a "check list" to make sure he examines all important parts of the car. He may, for example, look for and replace worn distributor points; clean adjust, or replace spark plugs; adjust the carburetor; etc. Diagnosing and repairing breakdowns are probably the biggest part of a mechanic's job. In doing this, he will locate troubles and repair or replace defective equipment.



WHAT THEY MUST KNOW: The ability to make quick and accurate diagnoses is one of the most valuable skills of a mechanic. Therefore, the good automobile mechanic must have a thorough knowledge of automobiles plus good analytical abilities. Inexperienced employees usually start as mechanic's helpers and gradually acquire the skills needed to become a competent mechanic. Good mechanical ability and a driver's license are necessary requirements.

WHERE THEY WORK: Most automobile mechanics work in independent repair shops, in service departments of new and used car dealers, and in gasoline service stations. However, many are employed in federal, state, and local governments, and other organizations that maintain and repair their own vehicles.

EMPLOYMENT OUTLOOK: Several thousand annual openings, due to the growth of the industry, are anticipated during the next decade. In addition to this, an estimated 9,000 openings will occur due to the death or retirement of experienced mechanics.

SALARIES: Skilled automobile mechanics average around \$3.81 per hour. Semiskilled (helper) mechanics earn approximately \$1.82 per hour.

FURTHER INFORMATION: State Employment Services can provide much information about local working conditions and wages. General information about the trade can be obtained by writing: Automotive Service Industry Association, 168 North Michigan Avenue, Chicago, Illinois 60601.

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MAINTENANCE ELECTRICIANS

WHAT THEY DO: The maintenance electrician does many different things. For example, he may make repairs by replacing units or parts such as wiring, fuses, circuit breakers, coils, or switches. While doing repair or installation work, the electrician may connect wires by splicing or by using mechanical connectors. He may measure, cut, bend, thread, and install conduits through which wires are run to outlets, panels, and boxes. He may also adjust instruments. The maintenance electrician uses such devices as test lamps, ammeters, volt-ohm meters, and oscilloscopes in testing electrical equipment and wiring.



WHAT THEY MUST KNOW: Maintenance electricians can learn the skill of their trade through a formal, four-year apprenticeship program or by accumulating experience through informal on-the-job training. People applying for these jobs should have a good background in mathematics and basic science. They also need to have manual dexterity and an interest in learning how electrical equipment functions. Good color vision, agility, and good health are also necessary.

WHERE THEY WORK: About half of the maintenance electricians work in servicing the equipment and machinery used in manufacturing plants. Large numbers are also employed by transportation, communications, and public utilities industries. Federal, state and local governments also employ many of these workers.

EMPLOYMENT OUTLOOK: About 4,000 openings will occur each year due to death and retirement of experienced workers. In addition, a few thousand openings will result from the expansion of the electrical/electronics industry.

SALARIES: Earnings for maintenance electricians average between \$2.94 and \$3.67 per hour, depending upon where you work.

FURTHER INFORMATION: Information on this trade is available from State Employment Offices or from the Bureau of Apprenticeship Training, U.S. Department of Labor, Washington, D. C.

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VENDING MACHINE MECHANICS

WHAT THEY DO: Vending machine mechanics repair complex vending machine components, such as water pumps, motors, and relays, and overhaul machines returned from locations by replacing worn or damaged parts. They also assemble new machines. These mechanics also service and repair vending machines on location. In doing this, the mechanic inspects the machine for obvious troubles. After locating the trouble, he may remove and repair, or replace the defective parts, either on location or back in the service shop.



WHAT THEY MUST KNOW: Most vending machine mechanics learn the skills of the trade through on-the-job training. Sometime trainees attend manufacturer sponsored training courses. Although employers do not generally require a high school diploma, they do like for applicants to have courses in electricity and machine repair. Mechanical aptitude, a commercial driver's license and a good driving record are essential for most vending machine repair jobs.

WHERE THEY WORK: Vending machine repairmen work mainly for operators who place machines in selected locations. These repairmen may perform their work in a service shop or on location.

EMPLOYMENT OUTLOOK: Employment of vending machine mechanics is expected to increase moderately throughout the 1970's. In addition, a few hundred job openings will result each year from the need to replace repairmen who die or retire.

SALARIES: The hourly wage for vending machine mechanics ranges from \$2.50 to \$3.00.

FURTHER INFORMATION: More information about this trade can be obtained from local offices of the State Employment Service.

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PHOTOENGRAVERS

WHAT THEY DO: Photoengravers make metal printing plates of illustrations and other copy that cannot be set up in type. In making a photoengraving plate for the letterpress process, the entire job may be done by one man or by a number of skilled workers, each specializing in a particular operation. Specialists include cameramen, printers, etchers, finishers, routers, blockers, and proofers. In large shops the work is always divided among a number of these specialists.



WHAT THEY MUST KNOW: The most common way to become a photoengraver is through a formal five-year apprenticeship program. Apprenticeship applicants must be 18 years of age and generally must have a high school education or its equivalent, preferably with courses in chemistry, physics, and art. Applicants must be in good physical condition and have excellent eyesight.

WHERE THEY WORK: The great majority of photoengravers are employed in commercial service shops where the main business is making photoengravings for use by others. Newspapers, book and periodical shops also employ large numbers of photoengravers.

EMPLOYMENT OUTLOOK: The employment outlook for photoengravers is poor. Only a few hundred openings are expected each year during the 1970's. Most of these openings will occur due to the death or retirement of experienced workers.

SALARIES: Union average minimum hourly rates range from \$3.21 an hour in the South to \$5.00 an hour in the North.

FURTHER INFORMATION: Detailed information concerning this trade may be obtained by writing: Lithographers and Photoengravers International Union, 233 West 49th Street, New York, New York 10019.

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I would like to see what else is available Turn To Page 116

YOUR DECISION: These are more job titles from the preceding pages.



Printing Pressman and Assistant

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Automobile Painter

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Automobile Upholsterer

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Electroplater

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Production Painter

Turn To Page 127

For more job titles Turn To Page 128

PRINTING PRESSMEN AND ASSISTANTS

WHAT THEY DO: Printing pressmen "make-ready" (prepare) type forms and press plates for final printing and tend the presses while they are in operation. The object of make-ready, which is one of the most delicate and difficult parts of the pressman's work, is to insure printing impressions that are distinct and uniform. In some shops, the pressmen are responsible not only for tending the presses but also for oiling and cleaning them and making some minor repairs.



WHAT THEY MUST KNOW: The most common way of learning this trade is through apprenticeship. The apprenticeship period in commercial shops is 2 years for assistants and 4 years for pressmen. Newspapers require an apprenticeship of 5 years. A high school education is generally required. The study of chemistry and physics is desired. Mechanical aptitude, physical strength and good color vision are also necessary for employment.

WHERE THEY WORK: Printing pressmen are employed by a variety of companies. Most work for large commercial printing shops and newspapers. The Government Printing Office employs a substantial number of these craftsmen.

EMPLOYMENT OUTLOOK: The total employment of pressmen is expected to increase moderately during the 1970's. In addition, about 1,000 openings a year will result from the need to replace experienced workers who die or retire.

SALARIES: A recent survey of 69 large cities revealed that pressmen average between \$3.12 and \$4.19 per hour. The higher wages are generally found in the North and in the West.

FURTHER INFORMATION: More information can be obtained by writing: International Printing Pressmen and Assistants, Union of North America Pressmen, Home, Tennessee 37850.

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AUTOMOBILE PAINTERS:

WHAT THEY DO: The automobile painter's job is to make old or damaged motor vehicles "look like new." These skilled workers repaint vehicles that have lost the luster of their original paint, and the repaired portions of vehicles damaged in traffic accidents. In preparing an automobile for painting, the painter, or his helper, rough sands or removes the original paint. The painter then applies primer coats to the automobile surface with a spray gun and, after the primer dries, sands the surface by hand with a fine grade of sandpaper until it is smooth enough to be painted. Before painting repaired portions of an automobile, the painter may have to mix paints in order to match the existing color of the automobile.



WHAT THEY MUST KNOW: Most automobile painters start as helpers and acquire their skills informally by working for several years with experienced painters. It usually takes 3 to 4 years of informal on-the-job training to become a fully qualified automobile painter. Applicants should have good health, keen eyesight, a discerning color sense, and a steady hand. Courses in automobile body repair provide helpful experience.

WHERE THEY WORK: An estimated 25,000 automobile painters were employed in early 1965. Almost two-thirds of these workers were employed in repair shops specializing in automobile-body repairs and painting, and in shops that do general automobile repairs. Most of the others were employed in the service departments of automobile and truck dealers.

EMPLOYMENT OUTLOOK: Employment of automobile painters is expected to increase moderately during the 1970's. In addition to the few hundred job openings anticipated annually as a result of employment growth, an estimated 500 jobs are expected to result each year from the need to replace experienced painters who retire or die.

SALARIES: Experienced automobile painters employed by automobile dealers in 33 cities had average straight-time hourly earnings of \$3.53, based on a survey in late 1964.

FURTHER INFORMATION: General information about the work of automobile painters may be obtained from: Automotive Service Industry Association, 168 North Michigan Avenue, Chicago, Illinois 60601.

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AUTOMOBILE TRIMMERS AND INSTALLATION MEN

WHAT THEY DO: Automobile trimmers replace and repair upholstery and other automobile fabrics. Trimmers and installation men together are sometimes called "automobile upholsterers." Automobile trimmers are skilled upholsterers who custom make coverings for automobile seats, floors, and door panels, convertible tops, and other items. They repair upholstery that has been damaged. They may also repair power-windows, convertible top mechanisms, and cut and install automobile glass. They are often assisted by installation men, which makes it possible for trimmers to concentrate on making upholstery.



WHAT THEY MUST KNOW: Most trimmers and installation men learn their skills informally on the job. Beginners are usually hired as installation trainees. Applicants for entry jobs should be mechanically inclined and in good physical condition. A high school education is desirable but not essential. Courses in furniture upholstery provide valuable training. Courses in mathematics are useful because of the calculations involved in laying out and planning automobile upholstery work.

WHERE THEY WORK: Most automobile trimmers and installation men work in shops that specialize in the fabrication and replacement of automobile upholstery and convertible tops. Others work in automobile upholstery and convertible shops, automobile repair and accessories sections of department stores, automobile-body repair shops, and in automobile dealer shops.

EMPLOYMENT OUTLOOK: A few hundred job openings for automobile trimmers and installation men are expected annually during the 1970's.

SALARIES: Starting pay for installation men trainees generally ranges from \$50 to \$70 per week; experienced installation men generally earn \$80 to \$95 per week. Most trimmers earn between \$110 and \$175 per week although some highly skilled trimmers in large cities earn as much as \$200.

FURTHER INFORMATION: For further information inquiries should be directed to local automobile trim shops or the local office of the State Employment Service, or by writing: National Association of Auto Trim Shops, 129 Broadway, Lynbrook, Long Island, New York 11563.

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ELECTROPLATERS

WHAT THEY DO: Electroplaters use plating solutions and electric current to coat metal articles with a layer of chromium, nickel, silver, gold or other metal to give them a protective surface, or a more attractive appearance. Metal products that are often electroplated include such items as automobile bumpers, cigarette lighters, silver-ware, etc. Platers' skills vary broadly among plating shops. All-round platers who work in job shops may mix and analyze plating solutions, calculate the time and electric current needed for various types of plating, and perform other duties.



WHAT THEY MUST KNOW Most electroplaters are hired as helpers and learn the trade on the job. High school and vocational school courses in chemistry, electricity, physics, mathematics, and blueprint reading will prove valuable to young persons interested in becoming electroplaters.

WHERE THEY WORK: Several thousand electroplaters were employed in early 1965. About 2 out of 3 worked in independent job shops specializing in metal plating and polishing. The remaining platers were employed in plants primarily engaged in the manufacture of plumbing fixtures, cooking utensils, lighting fixtures, wire products, electric control apparatus, electric appliances, radio and television products, motor vehicles and parts, mechanical measuring instruments, miscellaneous hardware items, and other metal products.

EMPLOYMENT OUTLOOK: A few hundred job opportunities for electroplaters are expected each year during the 1965-75 decade. A small number of job opportunities are expected to occur as a result of the anticipated slight occupational growth.

SALARIES: Wage rates for electroplaters ranged from about \$1.75 to \$3.40 an hour in late 1964.

FURTHER INFORMATION: For information on job opportunities, training, and other questions, write to: National Association of Metal Finishers, 11 Park Street, Montclair, New Jersey 07042.

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PRODUCTION PAINTERS

WHAT THEY DO: Almost every metal or wood product manufactured by American industry is given a coating of paint or other protective material. In mass-production industries this painting is done by workers known as production painters. Most of these workers use spray guns to apply paint, lacquer, varnish, or other finishes to parts of finished manufactured products. Some production painters use brushes to apply paint and others operate semi-automatic paint spraying machines, dipping tanks, or tumbling barrels. The work done by production painters in factories is different from that performed by skilled painters who are employed in construction and maintenance work.



WHAT THEY MUST KNOW: Most production painters learn their jobs through on-the-job training. The length of training may vary from 2 weeks to several months. A person going into this work should be in good health, be able to stand for long periods of time, have a steady hand, and have good eyesight so that he can distinguish between colors and see whether the paint is applied evenly. High school graduation is not generally required of applicants for these jobs.

WHERE THEY WORK: About 100,000 production painters were employed in manufacturing industries early in 1965; about 85 percent of these were in industries making durable items such as automobiles, refrigerators, furniture, electrical measuring meters, and transformers. Approximately 15 percent of all production painters are women.

EMPLOYMENT OUTLOOK: Several thousand job opportunities for new production painters are expected during the 1970's to replace workers who die, retire, or transfer to other lines of work. Deaths and retirements alone will result in almost 2,000 openings each year.

SALARIES: An examination of selected 1964 labor-management contracts in the machinery industries indicates that production painters earned from about \$2.00 to \$3.00 an hour.

FURTHER INFORMATION: More detailed information about this trade may be obtained by visiting a local office of any State Employment Service.

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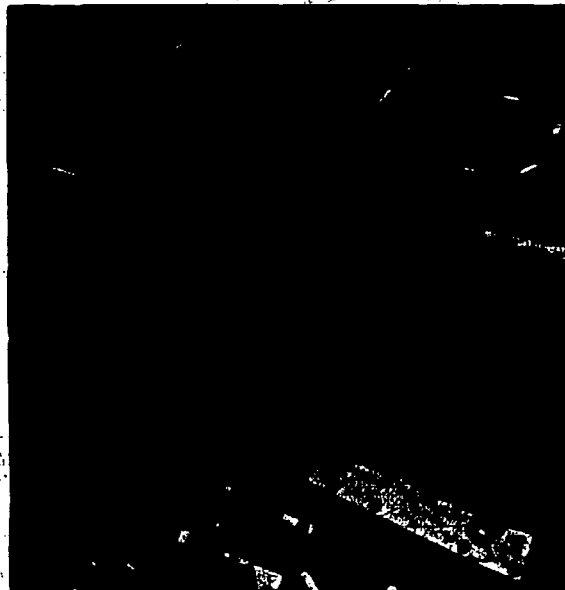
I would like to see what else is available. Turn To Page 122

YOUR DECISION: These are more job titles from the preceding pages.



Stationary Engineer (Boilers)

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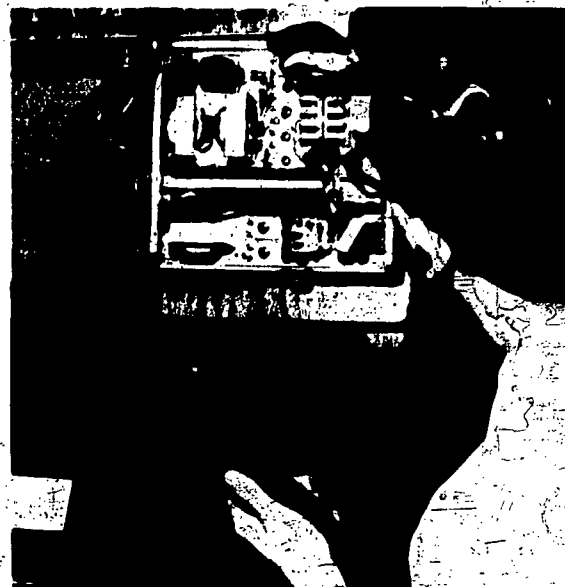
Powerplant Occupations (Electrical)

Turn To Page 130



Housekeeper and Assistant (Hotels)

Turn To Page 131



Telephone Equipment Installers

Turn To Page 132

STATIONARY ENGINEERS

WHAT THEY DO: Stationary engineers operate and maintain equipment in industrial plants and other buildings that is essential to power generation, heating, ventilation, humidity control, and air conditioning. These workers are needed wherever large boilers, diesel and steam engines, refrigeration and air conditioning machines, generators, motors, turbines, pumps, compressors, and similar equipment are used. They must operate and maintain the equipment in accordance with state and local laws since the safety of many people depends upon its proper functioning.



WHAT THEY MUST KNOW: Most training authorities recommend formal apprenticeship as the best way to learn this trade, because of the increasing complexity of the machinery and systems. In selecting apprentices, most joint labor-management apprenticeship committees prefer high school or trade school graduates between 18 and 25 years of age who have received instruction in such subjects as algebra, geometry, trigonometry, shop mathematics, mechanical drawing, machine shop practice, physics, and chemistry. Mechanical aptitude, manual dexterity, and good physical condition are also important qualifications.

WHERE THEY WORK: In early 1965, more than 260,000 stationary engineers were employed in a wide variety of establishments, such as power stations, factories, breweries, food-processing plants, steel mills, sewage and water-treatment plants, office and apartment buildings, hotels and hospitals. Federal, state and local governments also employed large numbers of these workers.

EMPLOYMENT OUTLOOK: Employment of stationary engineers is expected to increase by a few thousand each year through the mid-1970's. In addition, it is estimated that about 7,000 new workers will enter this large occupation each year during the next decade to replace workers who retire or die. Promotions and transfers to other fields of work also will create job openings.

SALARIES: Average straight-time hourly earnings of all classes of stationary engineers in 62 cities and areas ranged from \$2.19 in Greenville, S. C. to \$3.86 in New York City.

FURTHER INFORMATION: Information about training or work opportunities in this trade may be obtained from the local office of the State Employment Service and locals of the International Union of Operating Engineers.

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POWERPLANT OCCUPATIONS

WHAT THEY DO: Operators are key workers in a powerplant. They watch, check, control, and keep records of the operation of various kinds of equipment. They must instantly detect any trouble that arises. There are four basic classes of operators--boiler, turbine, auxiliary equipment, and switchboard operators. In many new steam plants, the duties of these operators are combined, and operators are known as steam operators, powerplant operators, or central control room operators. Of increasing importance in this highly mechanized industry are maintenance men and repairmen.



Other powerplant workers include helpers and cleaners, and custodial staff, including janitors and watchmen.

WHAT THEY MUST KNOW: New powerplant workers generally begin at the bottom of the ladder on cleanup jobs. Such work gives beginners an opportunity to become familiar with the equipment and the operations of a powerplant. They advance to the more responsible job of helper, as job openings occur. Formal apprenticeships in these jobs are rare. Applicants are generally required to have a high school education or its equivalent. Advancement on the job depends primarily on ability to master the skills required.

WHERE THEY WORK: People involved in powerplant occupations work in large and small power generating stations. There are employment opportunities in every section of the country.

EMPLOYMENT OUTLOOK: Several hundred job openings for new workers will occur each year during the 1970's because of the need to replace operators. However, the total number of jobs for powerplant operators is not expected to increase, and may even decrease somewhat.

SALARIES: The earnings of powerplant workers depend on the type of job they have and the part of the country in which they work. Average hourly earnings for selected powerplant occupations range from \$2.95 for an auxiliary equipment operator to \$4.20 for a watch engineer.

FURTHER INFORMATION: More information about jobs in the electrical power industry may be obtained by writing: International Brotherhood of Electrical Workers, 12000 15th Street, N.W., Washington, D. C. 20006.

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HOUSEKEEPERS AND ASSISTANTS

WHAT THEY DO: Hotel housekeepers are responsible for keeping the hotel clean and attractive. They account for furnishings and supplies; hire, train, and supervise the maids, linen room and laundry workers, housemen, seamstresses, and repairmen; keep employee records; and perform other duties which vary with the size and type of the hotel. Those employed in middle-size and small hotels not only supervise the cleaning staffs but may do some of the maids' work.



WHAT THEY MUST KNOW: Specialized training in hotel administration, including course in housekeeping, is available at several colleges. In addition, the Educational Institute of the American Hotel and Motel Association also offers housekeeping oriented courses, for class or individual home study. The most helpful courses are those emphasizing housekeeping procedures, personnel management, budget preparation, interior decorating, and the purchase, use, and care of different types of equipment and fabrics.

WHERE THEY WORK: Housekeepers and assistants are employed in both large and small hotels and motels in every section of the country.

EMPLOYMENT OUTLOOK: Several hundred openings for hotel housekeepers and their assistants are expected annually through the mid-1970's. Most openings will result from the need to replace workers who retire or leave the occupation for other reasons.

SALARIES: In the state of Washington hotel housekeepers can expect to earn over \$14.00 per day.

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CENTRAL OFFICE EQUIPMENT INSTALLERS

WHAT THEY DO: Central office equipment installers set up complex switching and dialing equipment in central offices of local telephone companies. They assemble, wire, adjust, and test this equipment, making sure that it conforms to the manufacturer's standards for efficient and dependable service. These jobs may involve installing a new central office, adding equipment in an expanding local office, or modifying or replacing outmoded equipment.



WHAT THEY MUST KNOW: Young men who wish to become installers must have a high school or vocational school education. Men with some college education, especially those with engineering training, are often hired for this job. Pre-employment tests are generally given to determine the applicant's mechanical aptitudes, and a physical examination is required. Applicants must be willing to travel.

WHERE THEY WORK: Unlike other craftsmen in the telephone industry, most installers work for manufacturers of central office equipment rather than for telephone companies. A few installers work for telephone companies and some are employees of private contractors.

EMPLOYMENT OUTLOOK: During the 1970's several hundred job openings a year are expected to become available for young men to replace central office equipment installers who transfer to other work, retire, or die.

SALARIES: The average hourly rate of pay for installers is \$3.15. According to a major union contract in effect for this occupation in late 1964, inexperienced installers start at \$1.81 to \$1.90 an hour, depending on locality. The contract provides for periodic increases and employees may reach rates of \$3.37 to \$3.49 an hour after 6 years of experience.

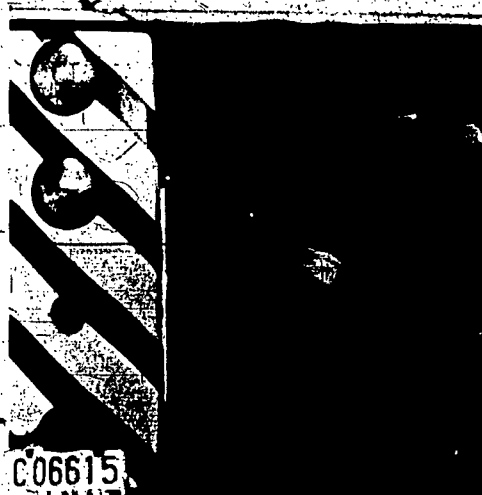
FURTHER INFORMATION: More information is available from: Communications Workers of America, 1925 K Street, N.W., Washington, D. C. 20006.

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YOUR DECISION: I do not plan to finish high school.

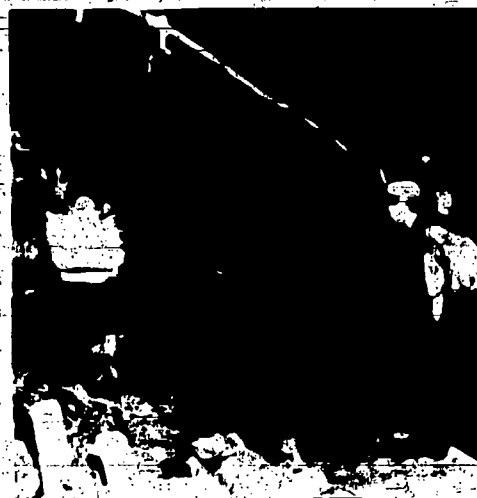
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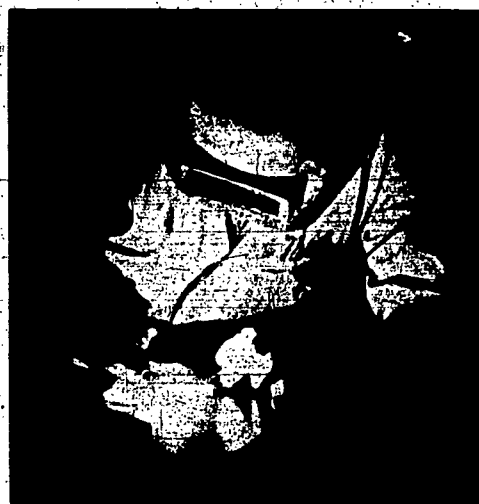
Truck and Bus Mechanic
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Automobile Body Repairman
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Forge Shop Occupations
Turn To Page 136



Welder
Turn To Page 137



Molder
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TRUCK MECHANICS AND BUS MECHANICS

WHAT THEY DO: Truck and bus mechanics keep trucks and buses in good running condition. Truck mechanics work on large intercity trucks as well as on medium and small trucks used for local hauling. They may repair heavy trucks used on construction and mining sites. Bus mechanics maintain a variety of buses, ranging from small ones used in local transit to large transcontinental buses. Although many of the mechanical parts of trucks and buses are basically the same as automobile parts, truck and bus mechanics repair large engines, complex transmissions and differentials, air-brakes and other components that are different from those in automobiles.



WHAT THEY MUST KNOW: Most workers who become truck or bus mechanics learn their skills informally on the job. For entry jobs, employers generally look for young men who have mechanical aptitudes and who are at least 18 years of age and in good physical condition. A high school diploma and courses in automobile repair, science and mathematics are helpful in getting these jobs.

WHERE THEY WORK: Truck and bus mechanics work for companies that own fleets of trucks. These include trucking companies, companies that have their own products and bus lines. In addition, large numbers are employed by truck dealers, truck manufacturers, independent truck repair shops and federal, state and local governments.

EMPLOYMENT OUTLOOK: Total employment of truck and bus mechanics is expected to increase by a few thousand each year through the 1970's. In addition, approximately 1,400 job openings will occur each year due to the death or retirement of experienced workers.

SALARIES: A 1966 survey of 84 cities showed that truck and bus mechanics earned an average hourly wage of \$3.21. This ranged from a low of \$2.46 to \$3.93 per hour.

FURTHER INFORMATION: General information about truck and bus mechanics and apprenticeship training may be obtained from: American Trucking Association, Inc., 1616 P Street, N.W., Washington, D. C. 20036.

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AUTOMOBILE BODY REPAIRMEN

WHAT THEY DO: Automobile body repairmen are skilled metal craftsmen who repair motor vehicles damaged in collisions and other accidents. Repair of damaged vehicles may involve such work as straightening bent frames, removing dents from fenders and body panels, welding torn metal, and replacing badly damaged parts. Body repairmen usually are qualified to repair all types of vehicles, although most work mainly on automobiles and small trucks. Some specialize in large trucks, buses, or truck trailers.



WHAT THEY MUST KNOW: Most body repairmen learn the trade through three to four years of on-the-job training. The applicant for body repairman should be in good physical condition and have excellent hand-eye coordination. Although completion of high school is not generally a requirement for getting an entry job, it is an advantage because many employers believe it indicates that a young man can "finish a job."

WHERE THEY WORK: Automobile body repairmen can find employment opportunities in every section of the country. Most body repairmen work in repair shops that specialize in body repairs and painting, and in service departments of automobile and truck dealers. Other employers of body repairmen include organizations that maintain their own fleet of motor vehicles.

EMPLOYMENT OUTLOOK: Employment of body repairmen is expected to increase throughout the 1970's. In addition, 1,500 openings are expected to result each year from the need to replace repairmen who retire or die.

SALARIES: Beginning pay for inexperienced helpers and trainees generally ranges from about \$1.00 to \$1.75 per hour. Experienced repairmen average about \$3.60 per hour.

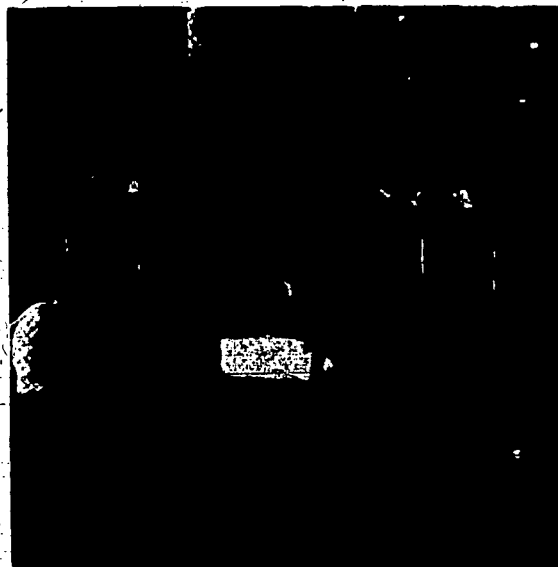
FURTHER INFORMATION: For more information write to: Automotive Service Industry Association, 168 North Michigan Avenue, Chicago, Illinois 60601.

I'm satisfied with this job Turn To Page 139

I would like to see what else is available Turn To Page 133

FORGE SHOP OCCUPATIONS

WHAT THEY DO: Before metal can be shaped by hammers and presses, workers known as heaters must first heat it in intensely hot furnaces. Then drop hammer setter operators, hammersmiths, press operators, upsetter operators, and other workers manipulate the glowing hot metal between a pair of metal forms, called dies, that are attached to power hammers or presses. The hammers or presses pound or squeeze this metal with tremendous but controlled force to form it into the shape desired. Finally, trimmers, chippers, grinders, and other workers remove rough edges, excess metal, and any imperfections from forgings, and perform other finishing operations.



WHAT THEY MUST KNOW: Most forge shop workers learn their skills through on-the-job training and work experience. Employers usually require no more than a grammar school education for helpers and heaters, but high school graduates are preferred. Young men interested in preparing themselves for the more skilled forge shop jobs and for supervisory positions should complete high school and include mathematics (especially geometry), drafting, and shopwork in their studies.

WHERE THEY WORK: More than three-fourths of these workers are employed in independent shops - those that produce forgings for sale. The remainder work in forging departments of plants that use forgings in their final products, such as automobiles, farm machinery, hand tools, and structural and ornamental metal products.

EMPLOYMENT OUTLOOK: Employment of production workers in forge shops is expected to increase moderately through the mid-1970's.

SALARIES: Average earnings of forge shops production workers are above those for all manufacturing production workers. In 1964, production workers in iron and steel forging plants earned an average of \$137.70 a week, or \$3.33 an hour.

FURTHER INFORMATION: For further information write to: International Brotherhood of Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers and Helpers, Eighth at State Avenue, Kansas City, Kansas 66101.

I'm satisfied with this job Turn To Page 139

I would like to see what else is available Turn To Page 133

WELDERS AND OXYGEN AND ARC CUTTERS

WHAT THEY DO: Many of the parts used in the manufacture of automobiles, spacecrafts, household appliances, and thousands of other products are welded. Structural metal used in bridges, buildings, and other structures is often welded. Welding is also widely used to repair broken metal parts. Welding is a method of joining pieces of metal by applying heat, pressure, or both, to produce a permanent bond. Although there are more than 40 different welding processes, most of the processes fall under three basic categories: arc, gas, and resistance welding. Arc and gas welding can be performed manually or by machine. Resistance welding is mainly a machine process.



WHAT THEY MUST KNOW: Generally, it takes several years of training to become a skilled manual arc or gas welder, and somewhat longer to become a combination welder. However, some manual jobs can be learned after a few months of on-the-job training.

WHERE THEY WORK: In early 1965, an estimated 400,000 welders and oxygen and arc cutters were employed throughout the country. About 300,000 of these workers were employed in manufacturing industries. Of the approximately 100,000 employed in non-manufacturing industries, almost two-thirds were employed by construction firms, and establishments performing miscellaneous repair services; the remainder were widely distributed among other non-manufacturing establishments.

EMPLOYMENT OUTLOOK: The number of welding jobs is expected to increase by several thousand each year through the mid-1970's as a result of the generally favorable long-range outlook for metal working industries and the wider use of the welding process. In addition, about 8,000 job openings will occur each year because of vacancies.

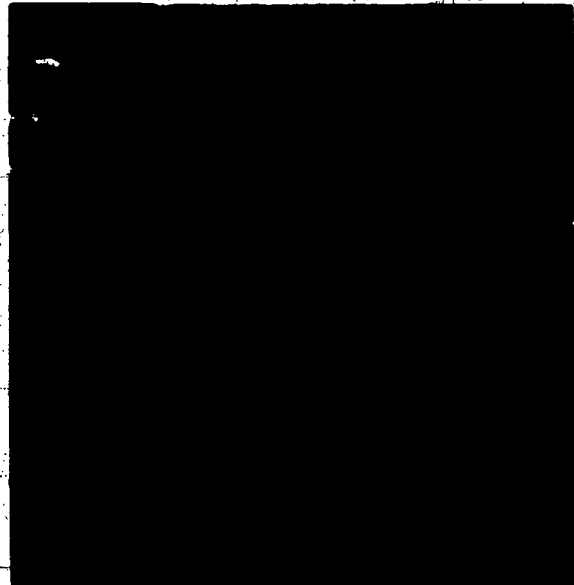
SALARIES: Average straight-time hourly earnings for skilled manual welders in machinery manufacturing industries in 21 cities and metropolitan areas in mid-1965 ranged from \$2.51 to \$3.51. Average hourly earnings of semiskilled manual welders in these 21 cities ranged from \$2.08 to \$3.21.

FURTHER INFORMATION: For further information regarding work opportunities for welders, inquiries should be directed to: International Association of Machinists and Aerospace Workers, 1300 Connecticut Avenue, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 139
I would like to see what else is available Turn To Page 133

MOLDERS

WHAT THEY DO: The molder prepares a mold, made of specially prepared sand, which contains a hollow space in the shape of the item to be made. The mold is made by packing and ramming prepared sand around a pattern--a model of the object to be duplicated--in a molding box called a flask. A flask is usually made in two parts which can be separated to allow removal of the pattern by the molder without damaging the mold cavity. Molten metal is poured into the cavity which, when solidified, forms the casting. A molder uses pneumatic-powered rammers and hand tools, such as trowels, shovels, and mallets, to handle, compact, and smooth the sand in molds made by hand.



WHAT THEY MUST KNOW: Completion of a 4-year apprentice training program, or the equivalent in experience, is needed to become a journeyman molder and thus qualify both for all-round hand molding and for the specialized skilled or supervisory jobs. Physical standards for molding jobs are fairly high. The molder stands at his work, moves about a great deal, and must do frequent lifting. The hand molder needs a high degree of manual dexterity and good vision.

WHERE THEY WORK: Most molders are employed in ferrous foundries--those that make castings of iron and steel. However, many are employed in foundries that make bronze, brass, aluminum, magnesium and zinc castings.

EMPLOYMENT OUTLOOK: The need to replace molders who transfer to other fields, retire, or die will provide most of the job openings for new workers in this trade during the 1970's. Retirements and deaths alone will provide more than 1,000 openings annually.

SALARIES: In January 1965, the average (median) straight-time hourly earnings of bench molders and squeezer machine molders was \$2.67; heavy machine molders, \$2.72; and floor molders, \$2.82.

FURTHER INFORMATION: Detailed information concerning this trade may be obtained from: Foundry Educational Foundation, 1138 Terminal Tower, Cleveland, Ohio 44113.

I'm satisfied with this job Turn To Page 139

I would like to see what else is available Turn To Page 133

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had a least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 43

YOUR DECISION: You want to see job titles.

Turn To Page 141 to see these jobs.

1. SHIPPING AND RECEIVING CLERK
2. PLUMBER AND PIPEFITTER
3. SHEETMETAL WORKER
4. FORGE SHOP OCCUPATIONS
5. AUTOMOBILE BODY REPAIRMAN

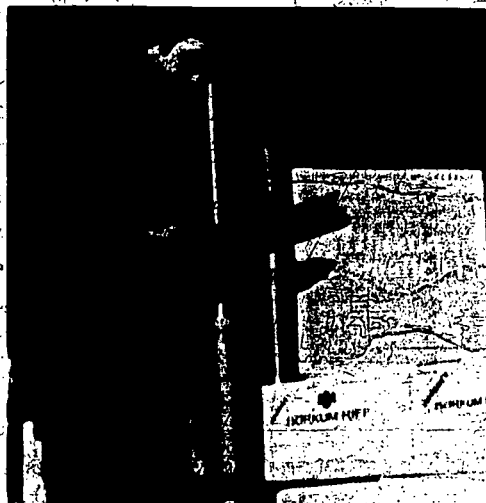
Turn To Page 147 to see these jobs.

1. TRUCK AND BUS MECHANIC
2. COMPOSING ROOM OCCUPATIONS (PRINTING)
3. WELDER AND OXYGEN AND ARC CUTTER
4. MOLDER (FOUNDRY)

YOUR DECISION: THINGS - INDOORS - STANDING - HEAVY - "HANDS-ON"

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another sequence if none of these jobs suits you.

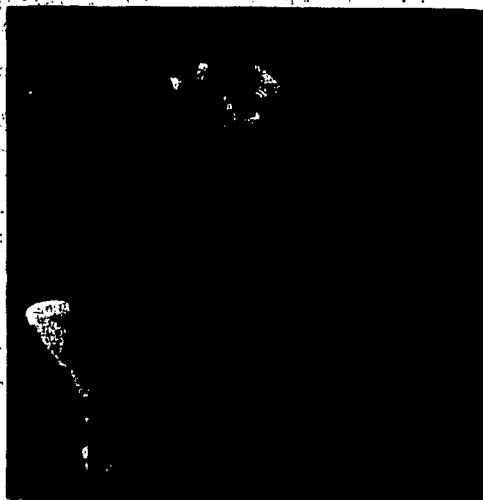
(More job titles may be found on the next pages.)



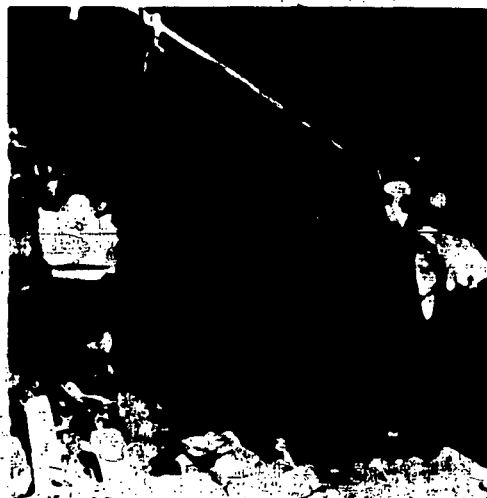
Shipping and Receiving Clerk
Turn To Page 142



Plumber and Pipefitter
Turn To Page 143



Sheetmetal Worker
Turn To Page 144



Forge Shop Occupations
Turn To Page 145



Automobile Body Repeiman
Turn To Page 146

For more job titles **144** Turn To Page 147

SHIPPING AND RECEIVING CLERKS

WHAT THEY DO: Shipping and receiving clerks do the clerical work that enables manufacturing companies, wholesalers and other business firms to keep track of goods transferred from one place to another. They keep records of all shipments sent out and received by their employer. To do this, they must check all outgoing shipments to make sure that the customer's order has been correctly filled and check all incoming shipments to make sure that everything has been received. They prepare invoices and other forms needed, look up freight and postal rates, record the weight and cost of each shipment, and check to see that each shipment is properly addressed.



WHAT THEY MUST KNOW: Most employers prefer high school graduates for these jobs. Business arithmetic, typing and other high school business subjects are frequently required. The ability to write legibly is very important.

WHERE THEY WORK: Most shipping and receiving clerks work for manufacturing firms, wholesale houses and retail stores. The remainder work for transportation and freight forwarding companies. About 90 percent of all shipping and receiving clerks are men.

EMPLOYMENT OUTLOOK: Only a moderate number of openings are expected during the next ten year period. Competition for these openings will be keen.

SALARIES: Wages average \$2.50 per hour. Average wages are generally lower in the South (\$2.25) and higher on the West Coast (\$2.75). Wages tend to be higher in public utilities companies and wholesale firms.

FURTHER INFORMATION: Information concerning this job may be obtained through your local State Employment Office.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 141

PLUMBERS AND PIPEFITTERS

WHAT THEY DO: Plumbers and pipefitters are craftsmen who install pipe systems that carry water, steam, air, or other liquids and gases needed for sanitation, industrial production, or other uses. They also alter and repair existing pipe systems and install plumbing fixtures, appliances, and heating and refrigerating units. Although plumbing and pipefitting are sometimes considered to be a single trade, journeymen in this field can specialize in either one craft or the other.



WHAT THEY MUST KNOW: Completion of a formal five-year apprenticeship program is the best way to learn all the aspects of these trades. A person should have a high degree of mechanical aptitude and manual dexterity for these trades. A high school education or its equivalent, including courses in mathematics, physics, and chemistry, is generally recommended, although not absolutely mandatory.

WHERE THEY WORK: Most plumbers and pipefitters work on projects involving new construction activity. However, a substantial number are employed doing repair, alteration, or modernization work. Pipefitters, in particular, are employed as maintenance men in the petroleum, chemical, and food processing industries.

EMPLOYMENT OUTLOOK: Employment of plumbers and pipefitters is expected to rise moderately during the 1970's. In addition, thousands of job openings will result from the need to replace workers who retire or die.

SALARIES: Union hourly wages averaged around \$5.08 and \$5.05 during 1966.

FURTHER INFORMATION: General information about the work of plumbers and pipefitters may be obtained by writing: National Association of Plumbing, Heating, Cooling Contractors, 1016 20th Street, N.W., Washington, D. C., 20036.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 141

SHEETMETAL WORKERS

WHAT THEY DO: Sheet metal workers make and install ducts that are used in ventilating, air conditioning, and heating systems. They also make and install a wide variety of other products made from thin metal sheets, such as roofing and siding, partitions, store fronts and metal framework for neon signs. Sheet metal workers cut metal with hand snips, power-driven shears and other cutting tools. They work the metal with machines, hammers, and anvils; then weld, bolt, rivet, solder, or cement the seams and joints.



WHAT THEY MUST KNOW: Completion of the national four-year apprenticeship program is the best way to learn this trade. You must have both good physical and mechanical aptitude for the job. A high school education or its equivalent is required.

WHERE THEY WORK: Sheet metal workers are employed mainly by firms that fabricate and install heating, refrigeration and air conditioning equipment. Thousands are employed by the railroad, aircraft, and shipbuilding industries. Some work in small shops manufacturing specialty products such as custom kitchen equipment.

EMPLOYMENT OUTLOOK: The employment outlook for sheet metal workers is good. Thousands of job openings will occur from the need to replace workers who transfer, retire, or die during the 1970's.

SALARIES: Union minimum wages averaged \$4.89 per hour during 1966.

FURTHER INFORMATION: More detailed information about this job may be obtained from: Sheet Metal Workers' International Association, 1000 Connecticut Avenue, N.W., Washington, D. C. 20036.

I'm satisfied with this job. Turn To Page 214

I would like to see what else is available Turn To Page 141

FORGE SHOP OCCUPATIONS

WHAT THEY DO: Before metal can be shaped by hammers and presses, workers known as heaters must first heat it in intensely hot furnaces. Then drop hammer setter operators, hammer-smiths, press operators, upsetter operators, and other workers manipulate the glowing hot metal between a pair of metal forms, called dies, that are attached to power hammers or presses. The hammers or presses pound or squeeze the metal with tremendous but controlled force to form it into the shape desired. Finally, trimmers, chippers, grinders, and other workers remove rough edges, excess metal, and any imperfections from forgings, and perform other finishing operations.



WHAT THEY MUST KNOW: Most forge shop workers learn their skills through on-the-job training and work experience. Employers usually require no more than a grammar school education for helpers and heaters, but high school graduates are preferred. Young men interested in preparing themselves for the more skilled forge shop jobs and for supervisory positions should complete high school and include mathematics (especially geometry), drafting, and shopwork in their studies.

WHERE THEY WORK: More than three-fourths of these workers are employed in independent shops--those that produce forgings for sale. The remainder work in forging departments of plants that use forgings in their final products, such as automobiles, farm machinery, hand tools, and structural and ornamental metal products.

EMPLOYMENT OUTLOOK: Employment of production workers in forge shops is expected to increase moderately through the mid-1970's.

SALARIES: Average earnings of forge shop production workers are above those for all manufacturing production workers. In 1964, production workers in iron and steel forging plants earned an average of \$137.70 a week, or \$3.33 an hour.

FURTHER INFORMATION: For further information write to: International Brotherhood of Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers and Helpers, Eighth at State Avenue, Kansas City, Kansas 66101.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 141

AUTOMOBILE BODY REPAIRMEN

WHAT THEY DO: Automobile body repairmen are skilled metal craftsmen who repair motor vehicles damaged in collisions and other accidents. Repair of damaged vehicles may involve such work as straightening bent frames, removing dents from fenders and body panels, welding torn metal, and replacing badly damaged parts. Body repairmen usually are qualified to repair all types of vehicles, although most work mainly on automobiles and small trucks. Some specialize in large trucks, buses, or truck trailers.



WHAT THEY MUST KNOW: Most body repairmen learn the trade through three to four years of on-the-job training. The applicant for body repairman should be in good physical condition and have excellent hand-eye coordination. Although completion of high school is not generally a requirement for getting an entry job, it is an advantage because many employers believe it indicates that a young man can "finish a job."

WHERE THEY WORK: Automobile body repairmen can find employment opportunities in every section of the country. Most body repairmen work in repair shops that specialize in body repairs and painting, and in service departments of automobile and truck dealers. Other employers of body repairmen include organizations that maintain their own fleet of motor vehicles.

EMPLOYMENT OUTLOOK: Employment of body repairmen is expected to increase throughout the 1970's. In addition, 1,500 openings are expected to result each year from the need to replace repairmen who retire or die.

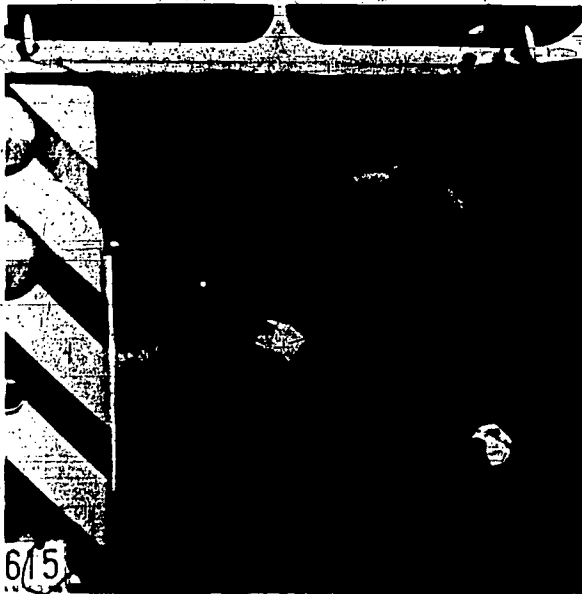
SALARIES: Beginning pay for inexperienced helpers and trainees generally ranges from about \$1.00 to \$1.75 per hour. Experienced repairmen average about \$3.60 per hour.

FURTHER INFORMATION: For more information write to: Automotive Service Industry Association, 168 North Michigan Avenue, Chicago, Illinois 60601.

I'm satisfied with this job. Turn To Page 214

I would like to see what else is available Turn To Page 141

YOUR DECISION: These are more job titles from the preceding pages.



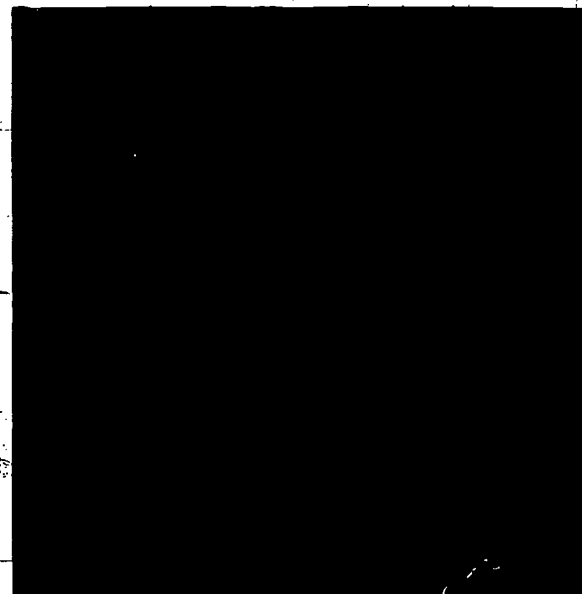
Truck and Bus Mechanic
Turn To Page 148



Composing Room Occupations (Printing)
Turn To Page 149



Welder and Oxygen and Arc Cutter
Turn To Page 150



Molder (Foundry)
Turn To Page 151

TRUCK MECHANICS AND BUS MECHANICS

WHAT THEY DO: Truck and bus mechanics keep trucks and buses in good running condition. Truck mechanics work on large intercity trucks as well as on medium and small trucks used for local hauling. They may repair heavy trucks used on construction and mining sites. Bus mechanics maintain a variety of buses, ranging from small ones used in local transit to large transcontinental buses. Although many of the mechanical parts of trucks and buses are basically the same as automobile parts, truck and bus mechanics repair large engines, complex transmissions and differentials, air-brakes and other components that are different from those in automobiles.



WHAT THEY MUST KNOW: Most workers who become truck or bus mechanics learn their skills informally on the job. For entry jobs, employers generally look for young men who have mechanical aptitudes and who are at least 18 years of age and in good physical condition. A high school diploma and courses in automobile repair, science and mathematics are helpful in getting these jobs.

WHERE THEY WORK: Truck and bus mechanics work for companies that own fleets of trucks. These include trucking companies, companies that have their own products and bus lines. In addition, large numbers are employed by truck dealers, truck manufacturers, independent truck repair shops and federal, state and local governments.

EMPLOYMENT OUTLOOK: Total employment of truck and bus mechanics is expected to increase by a few thousand each year through the 1970's. In addition, approximately 1,400 job openings will occur each year due to the death or retirement of experienced workers.

SALARIES: A 1966 survey of 84 cities showed that truck and bus mechanics earned an average hourly wage of \$3.21. This ranged from a low of \$2.46 to \$3.93 per hour.

FURTHER INFORMATION: General information about truck and bus mechanics and apprenticeship training may be obtained from: American Trucking Association, Inc., 1616 P Street, N.W., Washington, D.C. 20036.

I'm satisfied with this job Turn To Page 214
I would like to see what else is available Turn To Page 147

COMPOSING ROOM OCCUPATIONS (PRINTING)

WHAT THEY DO: Composing room workers include compositors who set type by hand; typesetting machine operators who operate semiautomatic typesetting machines; tape perforating machine operators who perforate tape used to operate some typesetting machines; bankmen who assemble type in shallow trays called "galleys" and make trial proofs of the type; proofreaders who check the galley proofs with the original copy for errors; make-up men who assemble type and photoengravings in page form; and stonehands, who arrange the pages in proper sequence.

WHAT THEY MUST KNOW: Most composing room workers acquire their skills through a formal apprenticeship program. Applicants for apprenticeship training should be high school graduates and in good physical condition. Other important qualifications include training in English, mathematics, and typing.



WHERE THEY WORK: Skilled composing room workers are employed in almost every community throughout the country, but they are concentrated in large metropolitan areas. They do their work in newspaper plants, commercial printing shops, in book and periodical printing plants and in typographic composition firms.

EMPLOYMENT OUTLOOK: Jobs involving composing room occupations are highly competitive. Only a few thousand annual openings will occur during the 1970's.

SALARIES: Wages in these occupations range from \$2.80 to \$4.50 per hour.

FURTHER INFORMATION: More information concerning this trade may be obtained by writing: Printing Industries of America, Inc., 20 Chevy Chase Circle, N. W., Washington, D. C. 20007.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 147

WELDERS AND OXYGEN AND ARC CUTTERS

WHAT THEY DO: Many of the parts used in the manufacture of automobiles, spacecrafts, household appliances, and thousands of other products are welded. Structural metal used in bridges, buildings, and other structures is often welded. Welding is also widely used to repair broken metal parts. Welding is a method of joining pieces of metal by applying heat, pressure, or both, to produce a permanent bond. Although there are more than 40 different welding processes, most of the processes fall under three basic categories; arc, gas, and resistance welding. Arc and gas welding can be performed manually or by machine. Resistance welding is mainly a machine process.



WHAT THEY MUST KNOW: Generally, it takes several years of training to become a combination welder. However, some manual jobs can be learned after a few months of on-the-job training.

WHERE THEY WORK: In early 1965, an estimated 400,000 welders and oxygen and arc cutters were employed throughout the country. About 300,000 of these workers were employed in manufacturing industries. Of the approximately 100,000 employed in non-manufacturing industries, almost two-thirds were employed by construction firms, and establishments performing miscellaneous repair service; the remainder were widely distributed among other non-manufacturing establishments.

EMPLOYMENT OUTLOOK: The number of welding jobs is expected to increase by several thousand each year through the mid-1970's as a result of the generally favorable long-range outlook for metal working industries and the wider use of the welding process. In addition, about 8,000 job openings will occur each year because of vacancies.

SALARIES: Average straight-time hourly earnings for skilled manual welders in machinery manufacturing industries in 21 cities and metropolitan areas in mid-1965 ranged from \$2.51 to \$3.51. Average hourly earning of semi-skilled manual welders in these 21 cities ranged from \$2.08 to \$3.21.

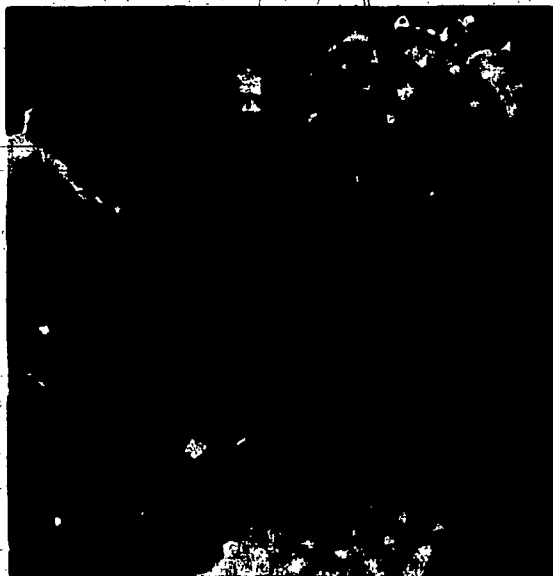
FURTHER INFORMATION: For further information regarding work opportunities for welders, inquiries should be directed to: International Association of Machinists and Aerospace Workers, 1300 Connecticut Avenue, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 147

MOLDERS

WHAT THEY DO: The molder prepares a mold, made of specially prepared sand, which contains a hollow space in the shape of the item to be made. The mold is made by packing and ramming prepared sand around a pattern-- a model of the object to be duplicated-- in a molding box called a flask. A flask is usually made in two parts which can be separated to allow removal of the pattern by the molder without damaging the mold cavity. Molten metal is poured into the cavity which, when solidified, forms the casting. A molder uses pneumatic-powered rammers and hand tools, such as trowels, shovels, and mallets, to handle, compact, and smooth the sand in molds made by hand.



WHAT THEY MUST KNOW: Completion of a 4-year apprentice training program, or the equivalent in experience, is needed to become a journeyman molder and thus qualify both for all-round hand molding and for the specialized skilled or supervisory jobs. Physical standards for molding jobs are fairly high. The molder stands at his work, moves about a great deal, and must do frequent lifting. The hand molder needs a high degree of manual dexterity and good vision.

WHERE THEY WORK: Most molders are employed in ferrous foundries--those that make castings of iron and steel. However, many are employed in foundries that make bronze, brass, aluminum, magnesium and zinc castings.

EMPLOYMENT OUTLOOK: The need to replace molders who transfer to other fields of work, retire, or die will provide most of the job openings for new workers in this trade during the 1970's. Retirements and deaths alone will provide more than 1,000 openings annually.

SALARIES: In January 1965, the average (median) straight-time hourly earnings of bench molders and squeezer-machine molders was \$2.67; heavy machine molders, \$2.72; and floor molders, \$2.82.

FURTHER INFORMATION: Detailed information concerning this trade may be obtained from: Foundry Educational Foundation, 1138 Terminal Tower, Cleveland, Ohio 44113.

I'm satisfied with this job Turn To Page 214
I would like to see what else is available Turn To Page 147

YOUR DECISION: I do not plan to finish high school.

An example of your job opportunities:

OFFICE MACHINE OPERATOR

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OFFICE MACHINE OPERATORS

WHAT THEY DO: The types of machines used to speed the paperwork in modern business offices are so varied that it would be almost impossible to list them all. However, the majority of the jobs fall into the following categories: billing machine operators, adding and calculating machine operators, mail preparing and mail handling machine operators, embossing machine operators, duplicating machine operators, and operators of tabulating machines and related equipment.

WHAT THEY MUST KNOW: Graduation from high school or business school is the minimum educational requirement for all but the most routine office machine operator jobs. For many beginning positions, however, a general knowledge of the equipment used is usually regarded as sufficient. Public and private school courses in the operation of office machines are helpful, and business arithmetic is valuable for the many jobs involving work with figures.

WHERE THEY WORK: About three-fourths of all office machine operators are women. Office machine operators are employed mainly in firms handling a large volume of record keeping and other paperwork. Consequently, a great many operators work in large cities where such firms are usually located.

EMPLOYMENT OUTLOOK: More than 40,000 job openings for office machine operators are expected to occur each year during the late 1960's and through the remainder of the 1970's.

SALARIES: Beginning office machine operators can expect to earn between \$77.50 and \$112.50, depending on size of firm, type of job, experience and education.

FURTHER INFORMATION: Additional information on careers in office machine operation may be obtained from: United Business Schools Association, 1101 17th Street, N.W., Washington, D. C. 20036.



Turn To Page 154

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

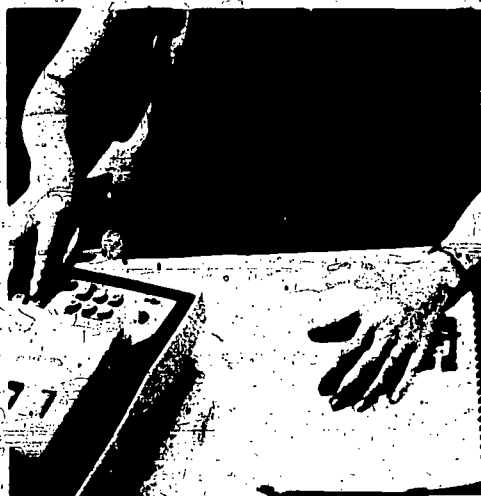
Turn To Page 44

YOUR DECISION: , THINGS - INDOORS - SITTING - LIGHT - HEAD

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another sequence if none of these jobs suits you.



Typist
Turn To Page 156



Office Machine Operotors
Turn To Page 158



Bookkeeper
Turn To Page 157



Electronic Computer Operations
Turn To Page 159



Television and Radio Serviceman
Turn To Page 160

TYPISTS

WHAT THEY DO: Typists operate the one machine found in practically every business office, the typewriter. Their main job assignment is to produce typed copies of printed and handwritten materials; in this respect, their work differs from that of many other office employees, who also do some typing but whose principal job assignment is altogether different. Practically all typewriters, including the electric machines being used in an increasing number of offices, have the same type keyboard and are operated in much the same way. Some typing jobs are considerably more difficult than others, however, beginners often address envelopes, type headings on form letters, copy directly from handwritten or typed drafts, and do other routine work.



WHAT THEY MUST KNOW: Most applicants for typing positions are required to meet certain standards of typing speed and accuracy. Usually, employers have applicants take tests which show how rapidly and accurately they are able to type. For most positions, typists must generally be able to type at least 40 or 50 words a minute. Typists should also have a good understanding of spelling, vocabulary, punctuation, and grammar.

WHERE THEY WORK: Typists are employed in private and public enterprises of practically every kind--particularly in manufacturing firms, banks and insurance companies, and national, state and local government agencies. More than two-thirds of all typists worked in such establishments in 1966. About 700,000 workers were employed as typists in 1967; 95 percent were women.

EMPLOYMENT OUTLOOK: Employment opportunities for typists are expected to be very good during the rest of the 1960's and through the 1970's. More than 50,000 openings yearly are expected through the 1970's. The turnover in this field is high because many young women work for only a few years and then leave to care for their families.

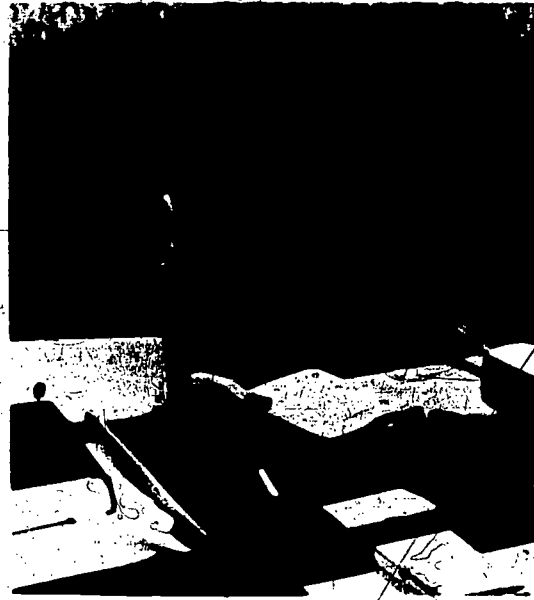
SALARIES: In 1965-66, the average weekly salary of people employed as typists was between \$70.50 and \$102.50.

FURTHER INFORMATION: More information concerning this job may be obtained from: United Business Schools Association, 1101 17th Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 214
I would like to see what else is available Turn To Page 155

BOOKKEEPERS

WHAT THEY DO: Every business concern must have systematic and up-to-date records of its financial affairs. Maintaining these records is the job of bookkeeping workers who record day-to-day business transactions in journals and ledgers and on other accounting forms. At regular intervals they also prepare summary statements showing, for example, the amount of money taken in and paid out by the firm, and from whom it came and to whom it went. In many small establishments one general bookkeeper does all of the analysis, recording, and other work necessary to keep a complete set of books. Although employees in positions of this kind may use simple office equipment such as adding machines, they do most of their work by hand. Often they also file, answer the telephone, prepare and mail out customers' bills, and perform other general office work.



WHAT THEY MUST KNOW: Most employers prefer high school graduates who have taken business arithmetic and bookkeeping. Some prefer applicants who have completed a post-high school business training program or junior college. Training which includes typewriting and the use of office machines is often very helpful, since many bookkeeping workers perform a variety of office duties. An increasing number of large companies offer some on-the-job training for newly hired accounting clerks and machine operators.

WHERE THEY WORK: The great majority of bookkeeping workers do general bookkeeping or are accounting clerks; some operate bookkeeping machines. Large numbers of bookkeeping workers are employed in retail stores, banks, insurance companies, and manufacturing firms of almost every kind.

EMPLOYMENT OUTLOOK: The number of bookkeeping workers is expected to increase moderately during the rest of the 1960's and through the 1970's. The number of openings to be filled is expected to exceed 75,000 each year as new jobs are created and replacements are needed for employees who retire or stop working for other reasons.

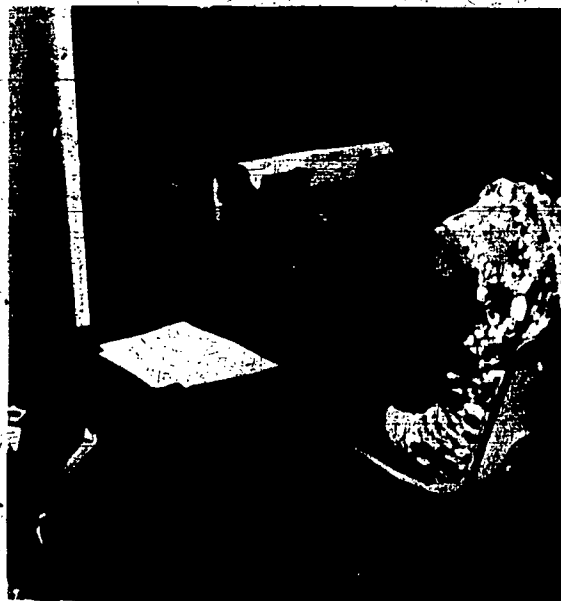
SALARIES: Bookkeepers' salaries range from a low of \$74.50 to a high of about \$97.00 weekly. Salaries vary, depending on type of job, experience and education.

FURTHER INFORMATION: More information concerning this job may be obtained from: United Business Schools Association, 1101 17th Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 214
I would like to see what else is available. Turn to Page 155

OFFICE MACHINE OPERATORS

WHAT THEY DO: The types of machines used to speed the paperwork in modern business offices are so varied that it would be almost impossible to list them all. However, the majority of the jobs fall into the following categories: billing machine operators, adding and calculating machine operators, mail preparing and mail handling machine operators, embossing machine operators, duplicating machine operators, and operators of tabulating machines and related equipment.



WHAT THEY MUST KNOW: Graduation from high school or business school is the minimum educational requirement, for all but the most routine office machine operator jobs. For many beginning positions, however, a general knowledge of the equipment used is usually regarded as sufficient. Public and private school courses in the operation of office machines are helpful, and business arithmetic is valuable for the many jobs involving work with figures.

WHERE THEY WORK: About three-fourths of all office machine operators are women. Office machine operators are employed mainly in firms handling a large volume of record keeping and other paperwork. Consequently, a great many operators work in large cities where such firms are usually located.

EMPLOYMENT OUTLOOK: More than 40,000 job openings for office machine operators are expected to occur each year during the late 1960's and through the remainder of the 1970's.

SALARIES: Beginning office machine operators can expect to earn between \$77.50 and \$112.50, depending on size of firm, type of job, experience and education.

FURTHER INFORMATION: Additional information on careers in office machine operation may be obtained from: United Business Schools Association, 1101 17th Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 155

ELECTRONIC COMPUTER OPERATIONS

WHAT THEY DO: Operators of several kinds of mechanical equipment may be required whenever an electronic computer is used to prepare a payroll or to "process" other data. First, the computer's "input" must be prepared in a special code--the "machine language" which will enable the computer to process the data--then, the computer console must be operated while the work is being done; and, finally, the computer's "output" must be translated back into words and numbers which can be read.



WHAT THEY MUST KNOW: In hiring new employees, private employers usually require at least high school graduation. For positions as console operator, some college training may be preferred. In the Federal Government, applicants for auxiliary equipment operator jobs must be high school graduates, unless they have had specialized training or previous experience in some related work.

WHERE THEY WORK: Jobs for operating personnel are found chiefly in government agencies and in insurance companies, banks, wholesale and retail businesses, transportation and public utility companies, and manufacturing firms.

EMPLOYMENT OUTLOOK: Thousands of electronic computer operators will be needed to fill new jobs, both in firms with their own computer installations and in service centers which rent computer time to businessmen. Many operators will also be needed to replace operators of computer systems who transfer to other kinds of work or stop working.

SALARIES: Beginning salaries for equipment operators range from \$4,269 to \$5,331 per year. Experienced operators earn as high as \$10,045 per year.

FURTHER INFORMATION: Information on careers in electronic data processing may be obtained from: Data Processing Management Association, 524 Busse Highway, Park Ridge, Illinois, 60068.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 155

TELEVISION AND RADIO SERVICEMEN

WHAT THEY DO: Skilled television and radio service technicians use their knowledge of electrical and electronic parts and circuits to install and repair a growing number of electronic products. Of these, television receivers are by far the most prominent; other major electronic products are radios (including home, automobile, and two-way mobile radios), phonographs, hi-fidelity and stereophonic sound equipment, intercommunication equipment, tape recorders, and public address systems.



WHAT THEY MUST KNOW: Training in electronics is required to become a highly skilled television and radio service technician capable of working on various types of electronic equipment. Technical, vocational, or high school training in electronic subjects, mathematics, and physics have helped men to qualify as expert television and radio service technicians. From 2 to 3 years combined training and on-the-job experience are required to become a qualified television and radio service technician.

WHERE THEY WORK: Most service technicians work in service shops or in stores that sell and service television receivers, radios, and other electronic products.

EMPLOYMENT OUTLOOK: Employment of television and radio service technicians is expected to increase rapidly throughout the 1970's.

SALARIES: In 1967, most service technicians in entry jobs had straight-time weekly earnings ranging from about \$70 to \$100.

FURTHER INFORMATION: Additional information about jobs in television servicing may be obtained from local service technicians, local dealers who sell and service television receivers and other electronic equipment, local television service associations, and manufacturers who operate their own service center.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 155

YOUR DECISION: No, I don't plan to finish high school.

An example of your job opportunities:



Floor Covering Installer
Turn To Page 162



Seamstress
Turn To Page 163

FLOOR COVERING INSTALLERS

WHAT THEY DO: Floor covering installers install, replace, and repair resilient tile, linoleum and vinyl sheet goods, and carpeting on the floors of residential, commercial, and industrial buildings. The craftsman installs these coverings over wood, concrete, metal, and other subfloors which may vary in size from a small kitchen or bathroom to a large super-market floor or hotel lobby.

WHAT THEY MUST KNOW: In considering applicants for floor covering installation jobs, employers are particularly interested in those with manual abilities. They prefer applicants between 17 and 30 years of age and with at least average physical strength. Training authorities generally recommend a 3 or 4 year apprenticeship program as the best way to learn the floor covering trade.

WHERE THEY WORK: Most floor covering installers are employed by flooring contractors who may specialize in commercial and industrial flooring work, in residential floor covering, or in specific types of installations, such as resilient tile. Many others work for retailers specializing in floor covering who provide installation service.

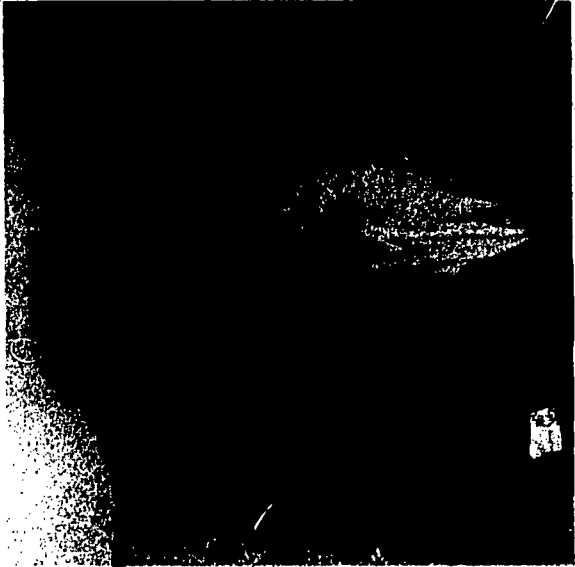
EMPLOYMENT OUTLOOK: Employment of floor covering installers is expected to increase moderately during the rest of the 1960's and over the next decade.

SALARIES: In early 1967, most experienced floor layers were paid between \$4 and \$5 per hour, although wage rates for skilled workers ranged from about \$3 an hour in some areas to as much as nearly \$6 an hour in others.

FURTHER INFORMATION: Publications providing detailed information about training for this trade are available from: American Carpet Institute, Empire State Building, New York, New York 10001.

I'm satisfied with this job Turn To Page 164

I would like to see what else is available Turn To Page 161



SEAMSTRESSES

WHAT THEY DO: Almost half of all clothing workers are sewers and stitchers. Most of the employees in these jobs are women. Sewers stitch garment cuttings together either by machine or by hand. The quality and style of the finished garment usually determine how much handwork is involved. Generally, higher priced clothing, such as suits and coats, require more handwork than do standardized garments. In the average plant, however, the work is broken down into a large number of machine operations, with some handwork when the garment nears completion.



WHAT THEY MUST KNOW: Training requirements for production (plant) jobs in the apparel industry range from a few days of on-the-job training to several years of training and experience. Physical requirements for most production jobs in the apparel industry are not high, but good eyesight and manual dexterity are essential.

WHERE THEY WORK: Seamstresses may be found in virtually every corner of the earth; in factories, in plants, and in the home. Garment factories are located in small communities as well as large cities.

EMPLOYMENT OUTLOOK: Total employment in the apparel industry during the remainder of the 1960's and throughout the 1970's is expected to increase moderately above the 1.4 million employed in early 1967.

SALARIES: In early 1967, average earnings of production workers in the apparel industry were \$68.80 a week or \$1.89 an hour.

FURTHER INFORMATION: Information of a general nature may be obtained from the following source: Amalgamated Clothing Workers of America, 15 Union Square, New York, New York 10003.

I'm satisfied with this job Turn To Page 164

I would like to see what else is available Turn To Page 161

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME!

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

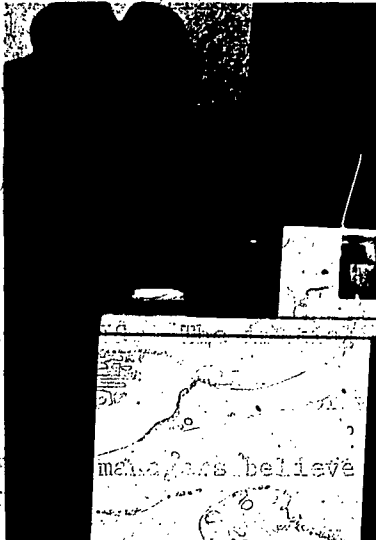
Turn To Page 45

YOUR DECISION: THINGS - INDOORS - SIT DOWN - "HANDS-ON"

Presented here is a sampling of jobs available to you. — "WHERE TO GO FOR MORE INFORMATION" will be presented in another sequence if none of these jobs suits you.



Floor Covering Installer
Turn To Page 166



Appliance Serviceman
Turn To Page 167



Business Machine Serviceman
Turn To Page 168



Instrument Repairman
Turn To Page 169



Seamstress
Turn To Page 170



Electronics Assembler
Turn To Page 171

FLOOR COVERING INSTALLERS

WHAT THEY DO: Floor covering installers install, replace, and repair resilient tile, linoleum and vinyl sheet goods, and carpeting on the floors of residential, commercial, and industrial buildings. The craftsman installs these coverings over wood, concrete, metal, and other subfloors which may vary in size from a small kitchen or bathroom to a large supermarket floor or hotel lobby.

WHAT THEY MUST KNOW: In considering applicants for floor covering installation jobs, employers are particularly interested in those with manual abilities. They prefer applicants between 17 and 30 years of age and with at least average physical strength. Training authorities generally recommend a 3 or 4 year apprenticeship program as the best way to learn the floor covering trade.

WHERE THEY WORK: Most floor covering installers are employed by flooring contractors who may specialize in commercial and industrial flooring work, in residential floor covering, or in specific types of installations, such as resilient tile. Many others work for retailers specializing in floor covering who provide installation service.

EMPLOYMENT OUTLOOK: Employment of floor covering installers is expected to increase moderately during the rest of the 1960's and over the next decade.

SALARIES: In early 1967, most experienced floor layers were paid between \$4 and \$5 per hour, although wage rates for skilled workers ranged from about \$3 an hour in some areas to as much as nearly \$6 an hour in others.

FURTHER INFORMATION: Publications providing detailed information about training for this trade are available from: American Carpet Institute, Empire State Building, New York, New York 10001.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 165



APPLIANCE SERVICEMEN

WHAT THEY DO: Electric and gas appliances that do not operate properly are repaired by appliance servicemen. These appliances range from small, relatively uncomplicated appliances, such as toasters and irons, to refrigerators and washing machines, which may have complex control systems. Basically, appliance repair work involves determining why appliances do not operate properly and then installing new parts, repairing parts, or making adjustments. Appliance servicemen usually specialize in the repair of electrical or gas appliances, or a particular type of appliance, such as washing machines, refrigerators, or clothes dryers.



WHAT THEY MUST KNOW: Appliance servicemen usually are hired as helpers and acquire their skills through on-the-job training and work experience. Employers look for applicants with mechanical aptitude, particularly those who are high school graduates and who have had high school or vocational school courses in electricity, mathematics, and physics.

WHERE THEY WORK: An estimated 200,000 appliance servicemen were employed throughout the country in early 1967. More than half of these servicemen owned or were employed by independent repair shops and firms that specialize in servicing coin-operated washing and dry cleaning machines. About a fourth were employed in service centers of retail establishments such as department and appliance stores.

EMPLOYMENT OUTLOOK: Employment of appliance servicemen is expected to grow rapidly through the 1970's. In addition to the many thousands of job opportunities resulting from employment growth, about 4,000 openings each year will stem from the need to replace experienced servicemen who die or retire.

SALARIES: In late 1966, straight-time average hourly earnings of appliance servicemen generally ranged between \$1.75 and \$4.00. Most experienced servicemen had earnings ranging between \$2.75 and \$3.50 an hour.

FURTHER INFORMATION: Information about training programs or work opportunities in this field may be obtained from: Association of Home Appliance Manufacturers, 20 North Wacker Drive, Chicago, Illinois 60606.

I'm satisfied with this job Turn To Page 214
I would like to see what else is available Turn To Page 165

BUSINESS MACHINE SERVICEMEN

WHAT THEY DO: Business machine servicemen maintain and repair the increasing numbers and types of office equipment used for correspondence, for recording and processing transactions, and for duplicating and mailing information. Equipment used for these purposes includes typewriters; adding and calculating machines; cash registers; electronic computers and other data-processing devices; dictating and transcribing machines; and mailing, duplicating and microfilm equipment. These machines are becoming increasingly complex as electric and electronic control components are incorporated in them.



WHAT THEY MUST KNOW: Employers prefer applicants for entrance jobs as business machine servicemen to be under 30 years of age. Trainees, usually are required to have at least a high school education. Applicants who have not completed high school, however, are accepted by some companies if they can demonstrate superior mechanical aptitude, or have had qualifying mechanical or electrical experience.

WHERE THEY WORK: Servicemen do much of their work in the offices where the machines are used. Servicemen may maintain this equipment on a regular basis, returning at frequent intervals to inspect the machines, to clean and oil them, and to make minor adjustments or repairs. They may also be called to an office to check or repair a defective machine.

EMPLOYMENT OUTLOOK: The rapidly growing business machine service field will provide several thousand job opportunities for young men each year during the remainder of the 1960's and throughout the 1970's.

SALARIES: Earnings of experienced servicemen generally range from \$95 to \$150 a week, depending on the type of machine they serviced, where they were employed, and their length of service with employers.

FURTHER INFORMATION: Additional information about employment in the field of business machines servicing may be obtained from local dealers who sell and service typewriters, adding, and dictating machines as well as from branch sales and service of equipment manufacturers.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 165

INSTRUMENT REPAIRMEN

WHAT THEY DO: Instrument repairmen install and service the complex industrial and scientific instruments that measure, record or control heat, electricity, pressure, flow of liquids, chemical composition, and other variables. Instruments serviced by these workers are used in refining oil, guiding airplanes and missiles, generating electricity, conducting laboratory experiments, manufacturing steel, and in hundreds of other activities.

WHAT THEY MUST KNOW: To become a fully qualified instrument repairman usually takes at least 4 years of on-the-job training and study. Men hired as trainees or apprentices generally must be high school graduates. Courses in algebra, trigonometry, physics, chemistry, electricity, electronics, machine shop practice, and blueprint reading are considered particularly useful.

WHERE THEY WORK: About 80,000 instrument repairmen were employed in early 1967, primarily by gas and electric utilities; by petroleum and chemical plants; by manufacturers of instruments, pulp, and paper, metals, rubber, missiles, and automobiles; and by airlines.

EMPLOYMENT OUTLOOK: The number of instrument repairmen is expected to increase very rapidly during the remainder of the 1960's and throughout the 1970's.

SALARIES: Most instrument repairmen in early 1967 had wage rates between \$3.25 and \$3.70 an hour. Those specializing in electronic instruments or engaged in research and development work may receive higher wages than other instrument repairmen. Some highly skilled instrument repairmen were paid rates of more than \$4 an hour.

FURTHER INFORMATION: Additional information about training, as well as employment opportunities in the field of instrumentation, may be obtained from: Instrument Society of America, 530 William Penn Place, Pittsburgh, Pennsylvania 15200.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 165



SEAMSTRESSES

WHAT THEY DO: Almost half of all clothing workers are sewers and stitchers. Most of the employees in these jobs are women. Sewers stitch garment cuttings together either by machine or by hand. The quality and style of the finished garment usually determine how much handwork is involved. Generally, higher priced clothing, such as suits and coats, require more handwork than do standardized garments. In the average plant, however, the work is broken down into a large number of machine operations, with some handwork when the garment nears completion.



WHAT THEY MUST KNOW: Training requirements for production (plant) jobs in the apparel industry range from a few days of on-the-job training to several years of training and experience. Physical requirements for most production jobs in the apparel industry are not high, but good eyesight and manual dexterity are essential.

WHERE THEY WORK: Seamstresses may be found in virtually every corner of the earth; in factories, in plants, and in the home. Garment factories are located in small communities as well as large cities.

EMPLOYMENT OUTLOOK: Total employment in the apparel industry during the remainder of the 1960's and throughout the 1970's is expected to increase moderately above the 1.4 million employed in early 1967.

SALARIES: In early 1967, average earnings of production workers in the apparel industry were \$68.80 a week or \$1.89 an hour.

FURTHER INFORMATION: Information of a general nature may be obtained from the following source: Amalgamated Clothing Workers of America, 15 Union Square, New York, New York 10003.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 165

ELECTRONICS ASSEMBLERS

WHAT THEY DO: Assemblers make up the largest group of electronics plant workers. Both end-product and component manufacturing firms employ assemblers with many different skills. However, most assemblers are semiskilled workers. Most end products are assembled mainly by hand, with small hand-tools, soldering irons, and light welding devices. Assemblers use diagrams, models, and color-coded parts and wires to help them in their work.

WHAT THEY MUST KNOW: Formal training in electronics is usually not necessary for workers entering plant jobs, but completion of high school is frequently required. Job applicants may have to pass aptitude tests and demonstrate skill for particular types of work. On-the-job training, usually for a short period, is generally provided for workers who have had no previous experience. Assemblers, testers, and inspectors need good vision, good color perception, manual dexterity, and patience.

WHERE THEY WORK: Electronics assemblers work exclusively in factories that manufacture electronic parts and components.

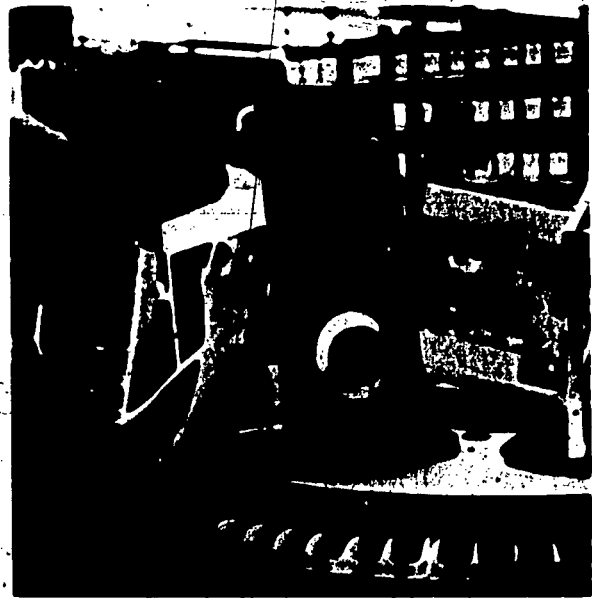
EMPLOYMENT OUTLOOK: Electronics manufacturing will provide tens of thousands of job opportunities annually during the late 1960's and, throughout the 1970's.

SALARIES: The beginning assembler can expect to earn between \$2.36 and \$3.03 hourly, depending on the nature of his work.

FURTHER INFORMATION: Further information concerning careers in electronics manufacturing can be obtained from the public relations department of individual electronics manufacturing companies and from: Electronic Industries Association, 2001 Eye Street, N.W., Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 165



YOUR DECISION: I do not plan to finish high school.

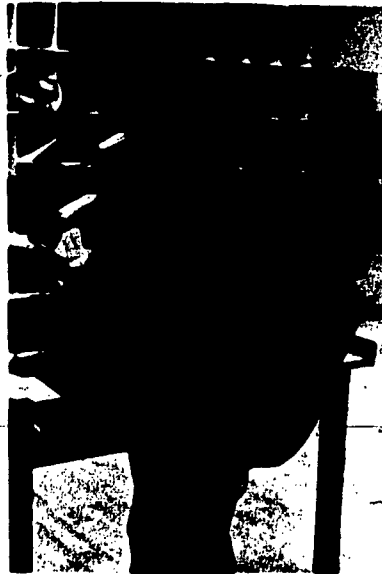
An example of your job opportunities:

MAIL CARRIER

Turn To Page 173

MAIL CARRIERS

WHAT THEY DO: Most carriers or mailmen, as they are commonly known, travel along predetermined routes delivering and collecting mail. Some city carriers, however, only collect mail from street letter boxes and from office mail chutes. Other carriers drive trucks and deliver parcel post; still others--called rural carriers--deliver and collect mail along routes usually located outside the city limits. In addition, they may sell stamps and money orders and accept parcel post, letters, and packages to be registered or insured.



WHAT THEY MUST KNOW: To be considered for a carrier position, an applicant must be a citizen, meet the minimum age requirements, and pass a civil service examination. To be eligible for employment, most post offices require carrier applicants to be at least 18 years of age and pass a road test.

WHERE THEY WORK: Mail carriers, for the most part, work in cities and smaller towns and communities. Rural mail carriers usually operate out of a larger city post office and deliver mail to rural residents.

EMPLOYMENT OUTLOOK: There will be many thousands of job openings for mail carriers during the remainder of the 1960's and throughout the 1970's.

SALARIES: Almost all city carriers begin as substitutes and receive \$2.64 an hour. Regular city carriers are paid on an annual basis, beginning at \$5,331 and increasing each year by \$176 for the first 6 years, and by \$176 every 3 years thereafter, up to a maximum of \$7,267 after 21 years of service.

FURTHER INFORMATION: Additional information may be obtained from: American Society for Public Administration, 1329 18th Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available... Turn To Page 174

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 46

YOUR DECISION: THINGS--OUTDOORS--STANDING--LIGHT--with a high school diploma.

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another sequence if none of these jobs suits you.



Airplane Mechanic
Turn To Page 176



Mail Carrier
Turn To Page 177

AIRCRAFT MECHANICS

WHAT THEY DO: Aircraft mechanics have the important job of keeping airplanes operating safely and efficiently. These mechanics may specialize in work on a particular part of the aircraft, such as propellers, landing gear, hydraulic equipment, airborne electronic communications and control equipment, instruments, or on sheet metal sections. They frequently take apart a complex airplane component, replace damaged or worn parts, put the component together, and test it to make sure that it is operating perfectly.

WHAT THEY MUST KNOW: For trainee or apprentice jobs, the airlines prefer men between the ages of 20 and 30 who are in good physical condition.

Applicants should have a high school or trade-school education, including courses in mathematics, physics, chemistry, and machine shop. Experience in automotive repairs or other mechanical work is also helpful. Other mechanics prepare for their trade by graduating from an FAA-approved mechanics school. Most of these schools have an 18 to 24 month program.

WHERE THEY WORK: Over 45,000 mechanics were employed by the scheduled airlines in late 1966. A few thousand mechanics also were employed by certificated supplemental airlines, aerial application and air-taxi firms, and businesses that use their own planes to transport their key employees or cargo.

EMPLOYMENT OUTLOOK: The number of aircraft mechanics employed by scheduled airlines is expected to increase rapidly through the 1970's, because of the substantial increase in the number of aircraft in operation.

SALARIES: Mechanics employed by the scheduled domestic and international airlines earned, on the average, \$665 a month in late 1966. Other aircraft mechanics generally had lower average earnings.

FURTHER INFORMATION: More information concerning this job may be had by contacting the personnel office of any airline company.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 175



MAIL CARRIERS

WHAT THEY DO: Most carriers or mailmen, as they are commonly known, travel along predetermined routes delivering and collecting mail. Some city carriers, however, only collect mail from street letter boxes and from office mail chutes. Other carriers drive trucks and deliver parcel post; still others--called rural carriers--deliver and collect mail along routes usually located outside the city limits. In addition, they may sell stamps and money orders and accept parcel post, letters, and packages to be registered or insured.

WHAT THEY MUST KNOW: To be considered for a carrier position, an applicant must be a citizen, meet the minimum age requirements, and pass a civil service examination. To be eligible for employment, most post offices require carrier applicants to be at least 18 years of age and pass a road test.

WHERE THEY WORK: Mail carriers, for the most part, work in cities and smaller towns and communities. Rural mail carriers usually operate out of a larger city post office and deliver mail to rural residents.

EMPLOYMENT OUTLOOK: There will be many thousands of job openings for mail carriers during the remainder of the 1960's and throughout the 1970's.

SALARIES: Almost all city carriers begin as substitutes and receive \$2.64 an hour. Regular city carriers are paid on an annual basis, beginning at \$5,331 and increasing each year by \$176 for the first 6 years, and by \$176 every 3 years thereafter, up to a maximum of \$7,267 after 21 years of service.

FURTHER INFORMATION: Additional information may be obtained from: American Society for Public Administration, 1329 18th Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 175

YOUR DECISION: A high school diploma is not in my immediate plans.

YOUR JOB OPPORTUNITIES ARE:

Turn To Page 179 to see these jobs.

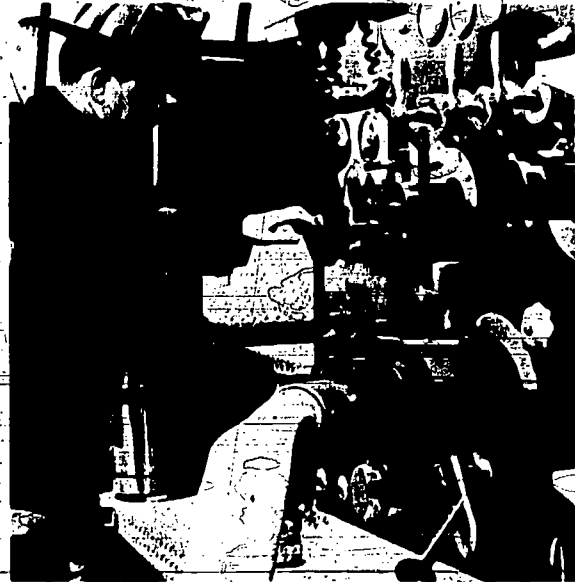
Turn To Page 184 to see these jobs.

1. **FORESTRY AID**
2. **FIREFIGHTER**
3. **RAILROAD TRACK WORKER**
4. **FARM WORKER**

1. **RAILROAD BRAKEMAN**
2. **DIESEL MECHANIC**
3. **CONSTRUCTION LABORER AND
HOD CARRIER**
4. **LINEMAN (ELECTRICAL)**



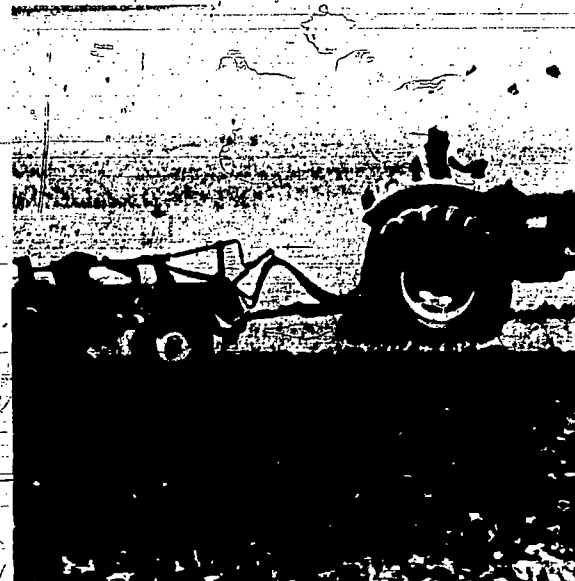
Forestry Aid
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Firefighter
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Railroad Track Worker
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Farm Worker
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FORESTRY AIDS

WHAT THEY DO: Forestry aids, called forestry technicians at higher career levels, assist foresters in managing and caring for forest lands and their resources. Their duties include scaling logs, marking trees, and collecting and recording such data as tree heights, diameters, and mortality. On simple watershed improvement projects, aids install, maintain, and collect records from rain gauges, streamflow recorders, and soil moisture measuring instruments. They may serve as rodmen, chainmen, or level instrument men on road survey crews.



WHAT THEY MUST KNOW: Young persons qualify for beginning positions as forestry aids either by completing a specialized 1 or 2 year post-secondary school curriculum or through work experience. Persons who have not had post-secondary school training must usually have had experience in forest work such as felling or planting trees and fighting fires, to qualify for beginning forestry aid jobs.

WHERE THEY WORK: Many forestry aid jobs require you to work in remote areas of the country. Forestry aids work in tree nurseries, and in forest station projects of mining, railroad, and oil companies. Many forestry aids are employed in the heavily forested states of Washington, California, Oregon, Idaho, Utah and Montana.

EMPLOYMENT OUTLOOK: Employment opportunities for forestry aids are expected to increase rapidly through the 1970's.

SALARIES: Annual earnings of forestry aids range from about \$4,000 to over \$7,500 a year. In the Federal Government, forestry aids and technicians earn between \$3,925 and \$5,331 yearly, depending on education and experience.

FURTHER INFORMATION: More information concerning this job may be had by contacting: Society of American Foresters, 1010 16th Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 189

I would like to see what else is available Turn To Page 179

FIREFIGHTERS

WHAT THEY DO: Because firefighting is dangerous and complicated, it must be well organized. At every fire, each firefighter performs a specific job assigned to him by a commanding officer; he may connect hose lines to hydrants, operate a pressure pump, position ladders or perform some other duty. Furthermore, depending on the judgment of the officer in charge, the assigned duties of a firefighter may be changed several times while his company is in action. Firefighters must therefore be proficient in many different kinds of firefighting activities, as well as capable of helping people to safety, administering first aid, and taking care of other emergencies as they arise.



WHAT THEY MUST KNOW: To become eligible for an appointment as a firefighter, an applicant must pass a written intelligence test, a medical examination, and tests of strength, physical stamina, and agility, as specified by local civil service regulations. In most communities, these examinations are open only to men who are at least 21 years of age, meet certain height and weight requirements, and have a high school education.

WHERE THEY WORK: Firefighters are employed in every city and town in the country. Many are covered under local, state and Federal Civil Service Codes.

EMPLOYMENT OUTLOOK: More than 10,000 openings for firefighters are expected to occur each year during the remainder of the sixties and through the 1970's. Many openings will arise from the need to replace men who retire, die, or otherwise leave the occupation.

SALARIES: In 1965, the average (median) annual entrance salaries for firefighters ranged from a low of \$4,713 in small cities 10,000 to 25,000 population to \$5,794 in cities with populations of 250,000 to 500,000.

FURTHER INFORMATION: General information on the occupation may be obtained from: International Association of Firefighters, 105 16th Street, N.W., Washington, D. C. 20006.

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RAILROAD TRACK WORKERS

WHAT THEY DO: Trackmen and portable equipment operators construct, maintain, and repair railroad tracks and roadways. Many of them work in section crews which patrol and maintain a limited section of the railroad's right-of-way. Some roads combine the section crews and highly mechanized crews to cover longer stretches of the right-of-way. Still other track workers are employed in "extra" crews. These men perform seasonal maintenance and repair work, such as replacing rails.



WHAT THEY MUST KNOW: Most track workers are trained on the job. To acquire the skills necessary to become an all-round trackman requires up to 2 years. Most roads prefer workers between the ages of 21 and 45 for their track work forces. Men seeking work as trackmen must be able to read and write and do heavy work.

WHERE THEY WORK: Railroad track workers are employed in train yards and cross-country rail lines. All the work is done outdoors.

EMPLOYMENT OUTLOOK: Several thousand new workers will be hired each year in track maintenance occupations during the 1970's, mostly for the seasonal rush during the summer months, particularly in northern sections of the country. Comparatively few openings will offer steady year-round employment.

SALARIES: Track workers are among the lowest paid groups in the railroad industry. Men employed in section and other kinds of crews on Class I line-haul railroads had straight-time average earnings of \$2.51 an hour in 1966.

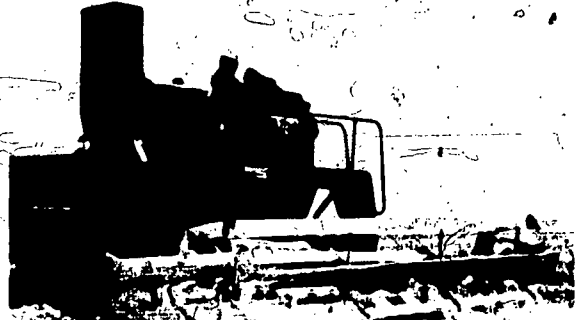
FURTHER INFORMATION: Further information may be obtained from: Association of American Railroads, Transportation Building, Washington, D. C. 20006.

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FARM WORKERS

WHAT THEY DO: The typical farm of today is much larger and more highly mechanized than the farm of 25 years ago, and consequently requires much more capital and many farming skills to own and operate. The standard of living of American farmers today is higher than ever before. Opportunities for the small farmer, however, have become very limited.



WHAT THEY MUST KNOW: The best initial training for farming is to grow up on a farm. The necessary experience also may be gained by working as a closely supervised tenant or hired worker on a successful farm. Several types of vocational training are available under the federally assisted program of vocational education, including the teaching of agriculture in high school.

WHERE THEY WORK: Many farms in the United States are too small to provide an adequate income. In 1964, about 69 percent of all farms were classified as commercial (those providing the farmer with his major source of income.) Fewer than 45 percent of all farms reported sales of \$5,000 or more. The trend toward fewer and larger farms means that more managerial skills, capital, and mechanical equipment are needed.

EMPLOYMENT OUTLOOK: Because of current trends on the farm, openings for new workers during the remainder of the 1960's and over the next decade will be fewer than the number of workers who die, retire, or leave the farm for other reasons. From 1954 to 1964, an estimated 1.2 million operators left commercial farms, and farmworkers declined by 1.8 million. This trend is likely to continue for some years.

SALARIES: Income is based solely on what is farmed, and how much.

FURTHER INFORMATION: Additional information may be obtained from: U.S. Department of Agriculture, Washington, D. C.

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Railroad Brakeman

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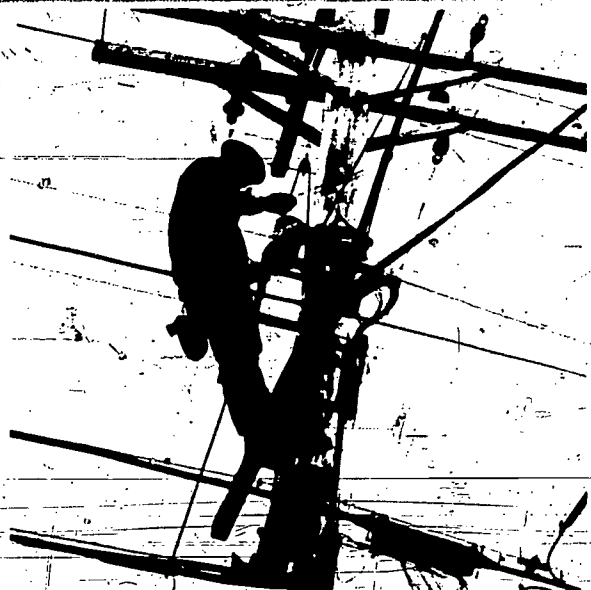
Diesel Mechanic

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Construction Laborer

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Lineman (Electrical)

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RAILROAD BRAKEMEN

WHAT THEY DO: Brakemen work with the conductors as members of the train crews on freight and passenger trains and in the railroad yards. One brakeman is generally stationed in the rear of each freight and passenger train; his duties include seeing that the proper flags, warning lights, and other signals are displayed at the rear of the train in order to protect it while it is in motion and at stops. Most freight and passenger trains carry at least one other brakeman stationed in the front end of the train whose duties include setting out signals to protect the front of the train at unexpected stops.



WHAT THEY MUST KNOW: For most jobs, particularly those on the trains, in the yards, and around the stations, training is received on the job. The new employee learns by working and receiving instructions from experienced men. For some office and maintenance jobs, training may be obtained in high schools and vocational schools. Home study courses on railroading are available also. In addition, universities and technical schools offer courses in railway engineering transportation, traffic management, and other subjects valuable to professional and technical workers.

WHERE THEY WORK: Brakemen are responsible for regulating the air conditioning, lighting, and heating equipment in passenger cars. Brakemen in passenger service (also known as "trainmen") sometimes assist the conductor by collecting tickets and generally looking after the needs of the passengers. Yard brakemen (frequently called "switchmen" or "helpers") assist in making up and breaking up trains by throwing switches, coupling and uncoupling freight and passenger cars, and applying or releasing handbrakes on cars to control car movement.

EMPLOYMENT OUTLOOK: Several thousand opportunities for new workers to obtain jobs as brakemen will develop through the 1970's almost entirely as a result of retirements and deaths of conductors and brakemen and because of promotions and transfers to other work.

SALARIES: The average monthly earnings of yard brakemen employed by Class I line-haul railroads were \$645 in 1966.

FURTHER INFORMATION: For further information contact: Association of American Railroads, Transportation Building, Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 189
I would like to see what else is available Turn To Page 184

DIESEL MECHANICS

WHAT THEY DO: Diesel mechanics repair and maintain diesel engines that power transportation equipment such as heavy trucks and buses, ships and boats, locomotives and other rail-road equipment; construction equipment, such as bulldozers, earthmovers, and cranes; and farm equipment such as tractors and irrigation pumps. In addition, they are responsible for the maintenance and repair of a variety of other diesel-powered equipment including generators, compressors, and pumps used in public utilities; and oil well drilling rigs.



WHAT THEY MUST KNOW: Most young men who become diesel mechanics first work as mechanics repairing gasoline-powered automobiles, trucks, and buses. Employers prefer to hire trainees and apprenticeship applicants who have a high school education as well as mechanical ability. Shop courses in automobile repair and machine-shop work, which are offered by many high schools and vocational schools, are helpful.

WHERE THEY WORK: Many diesel mechanics are employed in the service departments of distributors and dealers that sell diesel engines, farm and construction equipment, and trucks. Diesel mechanics are also employed by companies and government agencies that repair and maintain their own diesel-powered equipment.

EMPLOYMENT OUTLOOK: Employment of diesel mechanics is expected to increase very rapidly during the next decade.

SALARIES: National wage data are not available for diesel mechanics. Wage data collected from employers of workers who repair trucks, buses, construction equipment, and stationary engines, indicate that many diesel mechanics earn from about \$2.50 to \$4.00 an hour.

FURTHER INFORMATION: Further information about the work of diesel mechanics may be obtained from: International Association of Machinists and Aerospace Workers, 1300 Connecticut Avenue, N.W., Washington, D. C. 20036.

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I would like to see what else is available Turn To Page 184

CONSTRUCTION LABORERS AND HOD CARRIERS

WHAT THEY DO: Construction laborers work on all types of building construction and on other types of construction projects, such as highways, dams, pipelines, and water and sewer projects. Their work includes the loading and unloading of construction materials at the worksite and the shoveling and grading of earth. Laborers stack and carry materials, including small units of machinery and equipment, and do other work that aids building craftsmen.

WHAT THEY MUST KNOW: Little formal training is required to obtain a job as a building or construction laborer. Generally, to be employed in these jobs, a young man must be at least 16 years of age and in good physical condition.

WHERE THEY WORK: Laborers are employed by all types of construction contractors. A large number of these workers are also employed by state and municipal public works and highway departments and by public utility companies in road repairing and maintenance, and excavating.

EMPLOYMENT OUTLOOK: Employment of construction laborers and hod carriers--estimated at about 750,000 in early 1967--is expected to increase slowly through the 1970's. However, thousands of additional job openings will arise from the need to replace workers who transfer to other occupations, retire or die.

SALARIES: Union minimum hourly wage rates for bricklayers' tenders and building laborers averaged \$3.93 and \$3.56, respectively, as of July 1, 1966.

FURTHER INFORMATION: General information about the work of construction laborers may be obtained from: Laborers' International Union of North America, 905 16th Street, N.W., Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 189

I would like to see what else is available. Turn To Page 184



LINEMEN (ELECTRICAL)

WHAT THEY DO: Linemen construct and maintain the network of powerlines which carry electricity from generating plants to consumers. Their work consists of installations, equipment replacements, repairs, and routine maintenance work. Although in many companies the installation of new lines and equipment is important, in other companies this work is performed by outside contractors. When wires, cables, or poles break, it means an emergency call for a line crew. Linemen splice or replace broken insulators or other damaged equipment.



WHAT THEY MUST KNOW: Candidates for linework should be strong and in good physical condition, since climbing poles and lifting lines and equipment is strenuous work. They must also have steady nerves and good balance to work at the tops of the poles and to avoid the hazards of live wires and falls.

WHERE THEY WORK: Practically all of the lineman's work will be done outside. A major portion of line laying is done along highway right-of-ways and across rugged countryside.

EMPLOYMENT OUTLOOK: Several thousand job opportunities are expected to be available in transmission and distribution occupations during the 1970's.

SALARIES: The apprentice lineman can expect to earn about \$3.81 hourly after he completes his initial 6-month training period.

FURTHER INFORMATION: Further information may be obtained from: International Brotherhood of Electrical Workers, 1200 15th Street, N.W., Washington, D. C. 20005.

I'm satisfied with this job Turn To Page 189

I would like to see what else is available. Turn To Page 184

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 47

YOUR DECISION: I want to look at the jobs available to me.

Turn To Page 191 to see these jobs.

1. **FORESTRY AID**
2. **FIREFIGHTER**
3. **BRICKLAYER**
4. **CARPENTER**
5. **CEMENT MASON**
6. **CONSTRUCTION LABORER AND
HOD CARRIER**

Turn To Page 198 to see these jobs.

1. **STONEMASON**
2. **DIESEL MECHANIC**
3. **LINEMAN (ELECTRICAL)**
4. **RAILROAD BRAKEMAN**
5. **RAILROAD TRACK WORKER**
6. **FARM WORKER**

YOUR DECISION: THINGS - OUTDOORS - HEAVY - "HANDS-ON"

Presented here is a sampling of jobs available to you. "WHERE TO GO FOR MORE INFORMATION" will be presented in another sequence if none of these jobs suits you.



Forestry Aid.
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Firefighter
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Bricklayer
Turn To Page 194



Carpenter
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Cement Mason
Turn To Page 196



Construction Laborer
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For more job titles Turn To Page 198

FORESTRY AIDS

WHAT THEY DO: Forestry aids, called forestry technicians at higher career levels, assist foresters in managing and caring for forest lands and their resources. Their duties include scaling logs, marking trees, and collecting and recording such data as tree heights, diameters, and mortality. On simple watershed improvement projects, aids install, maintain, and collect records from rain gauges, streamflow recorders, and soil moisture measuring instruments. They may serve as rodmen, chainmen, or level instrument men on road survey crews.



WHAT THEY MUST KNOW: Young persons qualify for beginning positions as forestry aids either by completing a specialized 1 or 2 year post-secondary school curriculum or through work experience. Persons who have not had post-secondary school training must usually have had experience in forest work such as felling or planting trees and fighting fires, to qualify for beginning forestry aid jobs.

WHERE THEY WORK: Many forestry aid jobs require you to work in remote areas of the country. Forestry aids work in tree nurseries, and in forest station projects of mining, railroad, and oil companies. Many forestry aids are employed in the heavily forested states of Washington, California, Oregon, Idaho, Utah and Montana.

EMPLOYMENT OUTLOOK: Employment opportunities for forestry aids are expected to increase rapidly through the 1970's.

SALARIES: Annual earnings of forestry aids range from about \$4,000 to over \$7,500 a year. In the Federal Government, forestry aids and technicians earn between \$3,925 and \$5,331 yearly, depending on education and experience.

FURTHER INFORMATION: More information concerning this job may be had by contacting: Society of American Foresters, 1010-16th Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 191

FIREFIGHTERS

WHAT THEY DO: Because firefighting is dangerous and complicated, it must be well organized. At every fire, each firefighter performs a specific job assigned to him by a commanding officer; he may connect hose lines to hydrants, operate a pressure pump, position ladders or perform some other duty. Furthermore, depending on the judgment of the officer in charge, the assigned duties of a firefighter may be changed several times while his company is in action. Firefighters must therefore be proficient in many different kinds of firefighting activities, as well as capable of helping people to safety, administering first aid, and taking care of other emergencies as they arise.



WHAT THEY MUST KNOW: To become eligible for an appointment as a firefighter, an applicant must pass a written intelligence test, a medical examination, and tests of strength, physical stamina, and agility, as specified by local civil service regulations. In most communities, these examinations are open only to men who are at least 21 years of age, meet certain height and weight requirements, and have a high school education.

WHERE THEY WORK: Firefighters are employed in every city and town in the country. Many are covered under local, state and Federal Civil Service Codes.

EMPLOYMENT OUTLOOK: More than 10,000 openings for firefighters are expected to occur each year during the remainder of the sixties and through the 1970's. Many openings will arise from the need to replace men who retire, die, or otherwise leave the occupation.

SALARIES: In 1965, the average (median) annual entrance salaries for firefighters ranged from a low of \$4,713 in small cities 10,000 to 25,000 population to \$5,790 in cities with populations of 250,000 to 500,000.

FURTHER INFORMATION: General information on the occupation may be obtained from: International Association of Firefighters, 105 16th Street, N.W., Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 191

BRICKLAYERS

WHAT THEY DO: Bricklayers (or brick-masons) are craftsmen who construct walls, partitions, fireplaces, chimneys, and other structures from brick. They also work with various other masonry materials, such as concrete or cinder block; pre-cast panels made of concrete, stone, or marble; porcelain glazed tile; structural tile; and terra cotta (a hard baked clay material used for ornamental purposes). They also install the brick linings of industrial kilns and furnaces.

WHAT THEY MUST KNOW: Most training authorities, including the National Joint (labor-management) Bricklaying Apprenticeship and Training Committee, recommend the completion of a 3-year apprenticeship program as the best way to learn this trade. Apprenticeship applicants are generally required to be between the ages of 17 and 24, but this requirement may be waived for veterans. A high school education or its equivalent is desirable.

WHERE THEY WORK: The great majority of bricklayers work mainly on new building construction. Some are employed in sewer construction to build manholes and catch basins. Bricklayers do a considerable amount of alteration work.

EMPLOYMENT OUTLOOK: Employment of bricklayers--estimated at about 175,000 in early 1967--is expected to rise moderately during the rest of this decade and through the 1970's. In addition, thousands of job opportunities will result from the need to replace experienced workers who retire or die.

SALARIES: Hourly wage rates for bricklayers rank among the highest in the building trades. Union minimum hourly wage rates for bricklayers, as of July 1, 1966, averaged \$5.04.

FURTHER INFORMATION: General information about the work of bricklayers may be obtained from: Bricklayers, Masons and Plasterers' International Union of America, 815 15th Street, N.W., Washington, D. C. 20005.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 191



CARPENTERS

WHAT THEY DO: Carpenters are employed in almost every type of construction activity. They erect the wood framework in buildings, including subflooring, sheathing, partitions, floor joists, studding, and rafters. When the building is ready for trimming, they install molding, wood paneling, cabinets, window sash, doorframes, doors, and hardware, as well as build stairs and lay floors. Carpenters, when doing finishing work, must take proper care with the appearance as well as the structural accuracy of the work. Carpenters also install heavy timbers used in constructing docks, railroad trestles, and similar installations.



WHAT THEY MUST KNOW: Most training authorities, including the National Joint (labor-management) Carpentry Apprenticeship and Training Committee recommend the completion of a four-year apprenticeship program as the best way to learn carpentry. Apprenticeship applicants are generally required to be from 17 through 27 years of age; a high school education or its equivalent is desirable. Good physical condition, a good sense of balance, and lack of fear of working on structures high above the ground are important assets.

WHERE THEY WORK: Most carpenters work in the construction industry and are employed mainly by contractors and home-builders at the construction site. Carpenters are mostly employed in new construction. A large number, however, are employed in alteration or modernization work.

EMPLOYMENT OUTLOOK: Employment of carpenters is expected to increase slowly through the 1970's. In addition, tens of thousands of carpentry jobs will be available each year, because of the need to replace experienced carpenters who retire or die.

SALARIES: Union minimum hourly wage rates for carpenters average \$4.74.

FURTHER INFORMATION: General information on apprenticeship in this trade is available from: United Brotherhood of Carpenters and Joiners of America, 101 Constitution Avenue, N.W., Washington, D. C. 20001.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 191

CEMENT MASONS

WHAT THEY DO: The principal work of cement masons is finishing the exposed concrete surfaces on many types of construction projects. These projects range from small jobs, such as the finishing of patios, floors, and sidewalks, to work on huge dams, miles of concrete highways, foundations and walls of large buildings, airport runways, and missile launching sites. On small projects, a cement mason, assisted by one or two helpers, may do all the concrete work; on large projects, a crew of several cement masons and many helpers may be employed.



WHAT THEY MUST KNOW: Most training authorities, including the National Cement Masonry, Asphalt, and Composition Joint (labor-management) Apprenticeship and Training Committee, recommend the completion of a 3-year apprenticeship program as the best way to learn this trade. Apprenticeship applicants generally are required to be between the ages of 18 and 25. Good physical condition and manual dexterity are important assets.

WHERE THEY WORK: Cement masons work principally on large buildings, but many are employed on highway or other nonbuilding construction. Cement masons work directly for general contractors who are responsible for constructing entire projects such as highways, or large industrial, commercial, and residential buildings.

EMPLOYMENT OUTLOOK: Employment of cement masons is expected to increase moderately through the 1970's.

SALARIES: Union minimum hourly wage rates for cement masons average \$4.57. Cement masons usually receive premium pay for hours worked in excess of the regularly scheduled workday or workweek.

FURTHER INFORMATION: General information about the work of cement masons may be obtained from: Bricklayers, Masons and Plasterers' International Union of America, 815 15th Street, N.W., Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 191

CONSTRUCTION LABORERS AND HOD CARRIERS

WHAT THEY DO: Construction laborers work on all types of building construction and on other types of construction projects, such as highways, dams, pipelines, and water and sewer projects. Their work includes the loading and unloading of construction materials at the worksite and the shoveling and grading of earth. Laborers stack and carry materials, including small units of machinery and equipment, and do other work that aids building craftsmen.

WHAT THEY MUST KNOW: Little formal training is required to obtain a job as a building or construction laborer. Generally, to be employed in these jobs, a young man must be at least 16 years of age and in good physical condition.

WHERE THEY WORK: Laborers are employed by all types of construction contractors. A large number of these workers are also employed by state and municipal public works and highway departments and by public utility companies in road repairing and maintenance, and excavating.

EMPLOYMENT OUTLOOK: Employment of construction laborers and hod carriers--estimated at about 750,000 in early 1967--is expected to increase slowly through the 1970's. However, thousands of additional job openings will arise from the need to replace workers who transfer to other occupations, retire or die.

SALARIES: Union minimum hourly wage rates for bricklayers' tenders and building laborers averaged \$3.93 and \$3.56, respectively, as of July 1, 1966.

FURTHER INFORMATION: General information about the work of construction laborers may be obtained from: Laborers' International Union of North America, 905 16th Street, N.W., Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 191



YOUR DECISION:- These are more job titles from the preceding pages



Stonemason

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Diesel Mechanic

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Lineman (Electrical)



Railroad Brakeman

Turn To Page 202



Railroad Track Worker

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Farm Worker

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STONEMASONS

WHAT THEY DO: Stonemasons build the stone exteriors of structures. They work primarily with two types of stones--natural cut stone, or sandstone; and artificial stone, which is made to order from cement, marble chips, or other types of masonry materials. Much of the work of these craftsmen is the setting of cut stone for comparatively high-cost buildings, such as office buildings. The stonemason works from a set of drawings in which each stone has been numbered for identification.



WHAT THEY MUST KNOW: Most training authorities recommend the completion of a three-year apprenticeship program as the best way to learn the stonemason's trade. Apprenticeship applicants generally are required to be between the ages of 17 and 24; a high school education or its equivalent is desirable. Good physical condition is an important asset.

WHERE THEY WORK: Most stonemasons work on new building construction, particularly on the more expensive residential and commercial buildings. A few work for government agencies or business establishments that do their own construction and alteration work.

EMPLOYMENT OUTLOOK: Little increase in the employment of stonemasons is expected through the 1970's, despite the anticipated large expansion in new building construction.

SALARIES: Union minimum hourly wage rates for stonemasons average \$4.89.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 198

DIESEL MECHANICS

WHAT THEY DO: Diesel mechanics repair and maintain diesel engines that power transportation equipment such as heavy trucks and buses, ships and boats, locomotives and other railroad equipment; construction equipment, such as bulldozers, earthmovers, and cranes; and farm equipment such as tractors and irrigation pumps. In addition, they are responsible for the maintenance and repair of a variety of other diesel-powered equipment including generators, compressors, and pumps used in public utilities; and oil well drilling rigs.



WHAT THEY MUST KNOW: Most young men who become diesel mechanics first work as mechanics repairing gasoline-powered automobiles, trucks, and buses. Employers prefer to hire trainees and apprenticeship applicants who have a high school education as well as mechanical ability. Shop courses in automobile repair and machine shop work, which are offered by many high schools and vocational schools, are helpful.

WHERE THEY WORK: Many diesel mechanics are employed in the service departments of distributors and dealers that sell diesel engines, farm and construction equipment, and trucks. Diesel mechanics are also employed by companies and government agencies that repair and maintain their own diesel-powered equipment.

EMPLOYMENT OUTLOOK: Employment of diesel mechanics is expected to increase very rapidly during the next decade.

SALARIES: National wage data are not available for diesel mechanics. Wage data collected from employers of workers who repair trucks, buses, construction equipment, and stationary engines, indicate that many diesel mechanics earn from about \$2.50 to \$4.00 an hour.

FURTHER INFORMATION: Further information about the work of diesel mechanics may be obtained from: International Association of Machinists and Aerospace Workers, 1300 Connecticut Avenue, N.W., Washington, D.C. 20036.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 198

LINEMEN (ELECTRICAL)

WHAT THEY DO: Linemen construct and maintain the network of powerlines which carry electricity from generating plants to consumers. Their work consists of installations, equipment replacements, repairs, and routine maintenance work. Although in many companies the installation of new lines and equipment is important, in other companies this work is performed by outside contractors. When wires, cable, or poles break, it means an emergency call for a line crew. Linemen splice or replace broken insulators or other damaged equipment.

WHAT THEY MUST KNOW: Candidates for linework should be strong and in good physical condition, since climbing poles and lifting lines and equipment is strenuous work. They must also have steady nerves and good balance to work at the tops of the poles and to avoid the hazards of live wires and falls.

WHERE THEY WORK: Practically all of the lineman's work will be done outside. A major portion of line laying is done along highway right-of-ways and across rugged countryside.

EMPLOYMENT OUTLOOK: Several thousand job opportunities are expected to be available in transmission and distribution occupations during the 1970's.

SALARIES: The apprentice lineman can expect to earn about \$3.81 hourly after he completes his initial 6-month training period.

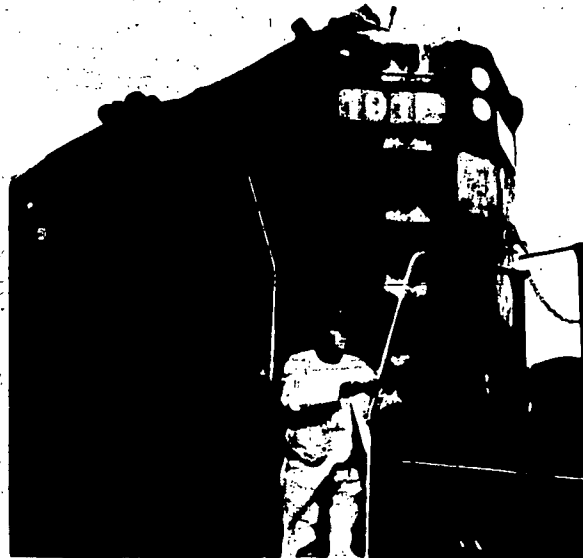
FURTHER INFORMATION: Further information may be obtained from: International Brotherhood of Electrical Workers, 1200 15th Street, N.W., Washington, D. C. 20005.



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I would like to see what else is available Turn To Page 198

RAILROAD BRAKEMEN

WHAT THEY DO: Brakemen work with the conductors as members of the train crews on freight and passenger trains and in the railroad yards. One brakeman is generally stationed in the rear of each freight and passenger train; his duties include seeing that the proper flags, warning lights, and other signals are displayed at the rear of the train in order to protect it while it is in motion and at stops. Most freight and passenger trains carry at least one other brakeman stationed in the front end of the train whose duties include setting out signals to protect the front of the train at unexpected stops.



WHAT THEY MUST KNOW: For most jobs, particularly those on the trains, in the yards, and around the stations, training is received on the job. For some office and maintenance jobs, training may be obtained in high schools and vocational schools. Home study courses on railroading are available also. In addition, universities and technical schools offer courses in railway engineering, transportation, traffic management, and other subjects valuable to professional and technical workers.

WHERE THEY WORK: Brakemen are responsible for regulating the air conditioning, lighting, and heating equipment in passenger cars. Brakemen in passenger service (also known as "trainmen") sometimes assist the conductor by collecting tickets and generally looking after the needs of the passengers. Yard brakemen (frequently called "switchmen" or "helpers") assist in making up and breaking up trains by throwing switches, coupling and uncoupling freight and passenger cars, and applying or releasing handbrakes on cars to control car movement.

EMPLOYMENT OUTLOOK: Several thousand opportunities for new workers to obtain jobs as brakemen will develop through the 1970's, almost entirely as a result of retirements and deaths of conductors and brakemen and because of promotions and transfers to other work.

SALARIES: The average monthly earnings of yard brakemen employed by Class I line-haul railroads were \$645 in 1966.

FURTHER INFORMATION: For further information contact: Association of American Railroads, Transportation Building, Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 214
I would like to see what else is available. Turn To Page 198

RAILROAD TRACK WORKERS

WHAT THEY DO: Trackmen and portable equipment operators construct, maintain, and repair railroad tracks and roadways. Many of them work in section crews which patrol and maintain a limited section of the railroad's right-of-way. Some roads combine the section crews and highly mechanized crews to cover longer stretches of the right-of-way. Still other track workers are employed in "extra" crews. These men perform seasonal maintenance and repair work, such as replacing rails.



WHAT THEY MUST KNOW: Most track workers are trained on the job. To acquire the skills necessary to become an all-round trackman requires up to two years experience. Most roads prefer workers between the ages of 21 and 45 for their track work forces. Men seeking work as trackmen must be able to read and write and do heavy work.

WHERE THEY WORK: Railroad track workers are employed in train yards and cross-country rail lines. All the work is done outdoors.

EMPLOYMENT OUTLOOK: Several thousand new workers will be hired each year in track maintenance occupations during the 1970's, mostly for the seasonal rush during the summer months, particularly in northern sections of the country. Comparatively few openings will offer steady year-round employment.

SALARIES: Track workers are among the lowest paid groups in the railroad industry. Men employed in section and other kinds of crews on Class I line-haul railroads had straight-time average earnings of \$2.51 an hour in 1966.

FURTHER INFORMATION: Further information may be obtained from: Association of American Railroads, Transportation Building, Washington, D. C. 20006.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 198

FARM WORKERS

WHAT THEY DO: The typical farm of today is much larger and more highly mechanized than the farm of 25 years ago, and consequently requires much more capital and many farming skills to own and operate. The standard of living of American farmers today is higher than ever before. Opportunities for the small farmer, however, have become very limited.

WHAT THEY MUST KNOW: The best initial training for farming is to grow up on a farm. The necessary experience also may be gained by working as a closely supervised tenant or hired worker on a successful farm. Several types of vocational training are available under the federally assisted program of vocational education, including the teaching of agriculture in high school.

WHERE THEY WORK: Many farms in the United States are too small to provide an adequate income. In 1964, about 69 percent of all farms were classified as commercial (those providing the farmer with his major source of income). Fewer than 45 percent of all farms reported sales of \$5,000 or more. The trend toward fewer and larger farms means that more managerial skills, capital, and mechanical equipment are needed.

EMPLOYMENT OUTLOOK: Because of current trends on the farm, openings for new workers during the remainder of the 1960's and over the next decade will be fewer than the number of workers who die, retire, or leave the farm for other reasons. From 1954 to 1964, an estimated 1.2 million operators left commercial farms, and farmworkers declined by 1.8 million. This trend is likely to continue for some years.

SALARIES: Income is based solely on what is farmed, and how much.

FURTHER INFORMATION: Additional information may be obtained from: U. S. Department of Agriculture, Washington, D. C.



I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 198

YOUR DECISION: I do not plan to finish high school.

EXAMPLES OF YOUR JOB OPPORTUNITIES ARE:



Over-the-Road Truck Driver
Turn To Page 206



Local Truck Driver
Turn To Page 207

OVER-THE-ROAD TRUCK DRIVERS

WHAT THEY DO: Over-the-road truck drivers are mostly engaged in long distance driving. Unlike the local truck driver, they seldom load and unload their own truck. It is not too unusual, however, to see an over-the-road truck driver handling his freight. The Interstate Commerce Commission requires each truck driver to maintain a log of his driving hours, and to perform periodic safety checks on the truck.

WHAT THEY MUST KNOW: The ICC has established minimum qualifications for over-the-road drivers. Among these qualifications are: good hearing, 20/20 vision, 21 years of age, able-bodied, read and speak English, one year of driving experience and a good driving record.

WHERE THEY WORK: Over-the-road drivers usually fall within one of two categories: long haul and short haul. Long haul operators usually have two drivers which operate four hours driving and four hours resting, either seated or lying in the sleeper cab or berth. Short haul drivers usually operate by themselves and will be within one day's driving range of home base, although this varies considerably. Long haul drivers may be away from home base for days, even weeks before returning.

EMPLOYMENT OUTLOOK: Employment for qualified operators will rise rapidly through the 1970's.

SALARIES: Earnings are based on type of freight hauled, distance hauled, and many other factors. Over-the-road drivers, with experience, can expect to earn between \$9,000 and \$12,000 annually.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: American Trucking Association, 1616 P Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job. Turn To Page 208

I would like to see what else is available Turn To Page 205



LOCAL TRUCK DRIVERS

WHAT THEY DO: Much of the food, clothing and other products required by consumers is transported by trucks. The men who move these goods from terminals, warehouses, mines and factories to wholesalers, retailers and consumers in the local area must be skilled drivers to avoid accidents on congested city streets. Local truck drivers will receive assignments at a warehouse or terminal for delivery pickups or both. His truck is generally loaded by platform men. Sometimes the driver will have to do his own loading, in which case he loads in a sequence that will lend itself to easy unloading. The driver secures signatures on bills of lading and sometimes receives cash payment for delivery of goods.



WHAT THEY MUST KNOW: Qualifications for local truck drivers vary considerably, depending upon factors such as the type of equipment to be operated and the nature of the employer's business. Some employers will hire men 21 years of age without a high school education. The applicant must be physically fit and able to lift heavy objects. A chauffeur's license and a commercial driving permit is required, along with a valid State driver's license.

WHERE THEY WORK: Most local truck drivers operate within the metropolitan areas. However, they can be found in all areas of the country, including small communities and rural areas. A large majority of these local drivers work for firms which deliver their own products.

EMPLOYMENT OUTLOOK: A rapid increase in the employment of local truck drivers is expected through the mid-1970's because of the expected increase in volume of freight.

SALARIES: Depending on the locality and nature of work, local truck drivers can expect to earn between \$2.79 and \$3.58 hourly, union scale. A majority of truck drivers belong to the union, therefore it is they who establish salaries.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: American Trucking Association, 1616 P Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 208

I would like to see what else is available. Turn To Page 205

Your decision to not finish high school means that the number of jobs that are open to you is very limited. You've just seen one or two examples of the jobs you might like, based on the other decisions you have made about preferring people or things, indoors or outdoors, etc. It should be very clear to you that the most important decision a young person can make concerns his educational plans. Almost every job in the United States has become more technical and more complicated in the last twenty years. It appears that these jobs will become even more complicated in the next ten years. Because of jobs becoming more and more complicated each year, employers want young employees and workers who have had a good high school education and have LEARNED HOW TO LEARN. Employers look at the high school diploma as an achievement that shows that the young person can apply himself and master new ideas, information, and knowledge. The employer feels that as the jobs in his company become more complicated, the workers who have had at least a high school education can learn the new jobs faster and more easily. So, when an employer looks for new workers, the advertisement in the "Help Wanted" section of the newspaper reads, "New company needs young workers. Good starting salary. We will provide training for the right young persons. High school graduates only." The really good jobs are usually available to those that have a good education.

Think about the information on this page for a few moments and then make the decision.

DECISION TIME:

1. I still do not plan to finish high school and I am satisfied with the jobs open to me.

Turn To Page 214

2. I think I would like to reconsider my decision of not finishing high school.

Turn To Page 48

YOUR DECISION: THINGS - OUTDOORS - SITTING

Presented here is a sampling of jobs available to you. **WHERE TO GO FOR MORE INFORMATION** will be presented in another sequence if none of these jobs suit you.



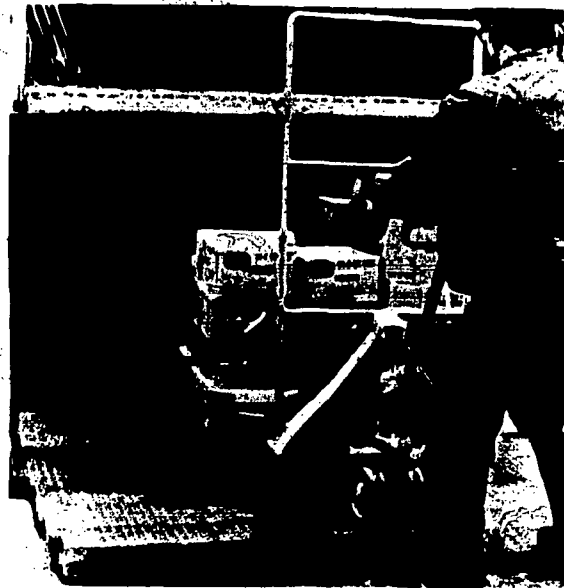
Operating Engineer (Heavy Equipment)
Turn To Page 210



Roofer
Turn To Page 211



Over-the-Road Truck Driver
Turn To Page 212



Local Truck Driver
Turn To Page 213

OPERATING ENGINEERS (CONSTRUCTION MACHINERY)

WHAT THEY DO: Operating engineers operate such equipment as: power shovels, cranes, derricks, hoists, pile drivers, concrete mixers, paving machines, trench excavators, bulldozers, tractors, and pumps. Operating engineers are often specialists on a particular piece of heavy equipment. Operating engineers are engaged in most phases of construction, light and heavy. Road building and office building construction are among the range of skills performed.



WHAT THEY MUST KNOW: A high school education is required to enter into the three-year apprenticeship program offered by the National Joint Apprenticeship and Training Committee for Operating Engineers. Applicants must be 18 to 25 years of age and must be physically able to perform the work of the trade. Many young men seeking employment in this field will not start as apprentice engineers but rather as oilers of equipment. From this job they will work themselves upward.

WHERE THEY WORK: The majority of operating engineers work on construction projects. Most of the construction machinery operators are employed by contractors engaged in highway, dam, airport, and other large-scale engineering projects. Building projects include excavating, grading and landscaping.

EMPLOYMENT OUTLOOK: A rapid rise in employment is expected through 1975.

SALARIES: Because of a very complicated wage rate structure, it is nearly impossible to state average salaries. Apprentices can expect to receive a percentage of the pay scale normally allotted to journeymen whose pay may range from \$3.45 to \$6.20 hourly.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: International Union of Operating Engineers, 1225 17th Street, N.W., Washington, D. C. 20036.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available. Turn To Page 209

ROOFERS

WHAT THEY DO: Roofers apply composition and other materials, such as tile and slate, to the roofs of buildings. They also waterproof walls and other building surfaces. Roofers apply liquid compounds with brushes.

WHAT THEY MUST KNOW: Completion of a three-year apprenticeship is recommended for all applicants. An apprentice must be 18 years of age, a high school graduate, and be in good physical condition. Most formal training for the apprenticeship program will be conducted in conjunction with the National Joint Labor-Management Apprenticeship and Training Committee for the roofing industry.



WHERE THEY WORK: Generally roofers work for contractors engaged in constructing new buildings. A smaller percentage of them are employed as maintenance and repairmen. A very small percentage of all roofers are self-employed and operate as roofers or maintenance men on a small scale.

EMPLOYMENT OUTLOOK: Employment of roofers through the mid-1970's is expected to rise moderately.

SALARIES: As an apprentice roofer you can expect to receive a percentage of the wage normally allotted to journeymen. This percentage is based on your ability and experience. Journeyman wages range from \$2.80 to \$5.47 hourly.

FURTHER INFORMATION: Further information regarding this career may be obtained by contacting: National Roofing Contractors Association, 300 West Washington Street, Chicago, Illinois 60606.

I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 209

OVER-THE-ROAD TRUCK DRIVERS

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I'm satisfied with this job Turn To Page 214

I would like to see what else is available Turn To Page 209



You have arrived here by indicating an interest in apprenticeship or as the result of reviewing jobs and indicating that you were satisfied with the job information presented.

Very good. As was stated earlier, the jobs that have been presented in this program are examples of the many jobs available. The United States Department of Labor has identified over 40,000 different jobs that people work at every day. So far in this program, you have made some important decisions about the kinds of work you would like, and you've been given specific information for jobs that you would probably enjoy.

There are over 2,000 local offices of State Employment Services in the United States that help young people find jobs. There is probably a local office of the State Employment Service in your town. If not, then certainly there is an office in a larger town near you. Each of the local offices of the State Employment Service can provide you with the following information and services:

Job information for thousands of jobs. The local office has a great deal of information about the job market in your local area and throughout the United States. By contacting your local office of the State Employment Service, you will be given the following kinds of information:

- A. What jobs are available;
- B. What kinds of qualifications are necessary to be hired in each of the available jobs;
- C. What the advancement opportunities are for each available job;
- D. What the starting wages are for each job.

For information on job placement or for employment counseling

Turn To Page 215

For information on referral to agencies that hire apprentices

Turn To Page 216

For information about referral to job training programs

Turn To Page 218

UNITED STATES EMPLOYMENT SERVICE

JOB PLACEMENT: The major purpose of the local offices of the State Employment Service is to place qualified workers in the jobs that employers have open. The local offices are in contact with employers and maintain a listing of the new jobs as they become available. They maintain a list of the available jobs, complete with the qualifications needed to be hired, the starting wages, and the advancement opportunities. With this information about all kinds of jobs, they can assist you in getting a job that you would enjoy.

EMPLOYMENT COUNSELING: This service includes many tests that you can take to help you better understand where your job interests lie, what your abilities are, and what your job preferences are. These services are free and can be very valuable in helping you better understand yourself and your job goals.

SPECIAL SERVICES FOR YOUTH: This program is specially designed to meet the needs of young people like yourself. This program or service, will prepare young people for, and help them to obtain jobs. By contacting your local office of the State Employment Service, you can find out what this program includes and how it can help you.

Turn To Page 216

APPRENTICESHIP PROGRAMS

You may be interested to know that apprenticeship programs, jointly controlled by labor and management, offer on the job learning experiences in a variety of skilled trades. Typically an apprentice has a few hours of formal instruction each week. In the State of Washington this instruction usually is conducted on the campuses of the community colleges and vocational-technical institutes. Although most apprenticeship programs have highly selective admissions policies, students may be referred to one of these programs by the United States Employment Service.

For a listing of apprenticeable trades:

Turn To Page 217

APPRENTICEABLE TRADES

The following is a partial list of apprenticeable trades.

ASBESTOS WORKER	MACHINIST
AUTO BODY-FENDER MECHANIC	MEATCUTTER
AUTOMOTIVE MECHANICS	MILLMEN WOODWORKING
AUTOMATIC SPRINKLER	PAINTING AND DECORATING
BAKER	PATTERNMAKER
BARBER	PIPE COVER INSULATION
BOILERMAKER	PILE DRIVER
BRIDGE (STRUCTURE AND REINFORCED IRON)	PIPEFITTER
CARPENTRY	POWERPLANT ELECTRIC
CEMENT-CONCRETE FINISH	PLUMBER
CEMENT MASON	REFRIGERATION
COPPERSMITH SHOP	RIGGER SHOP
DIESEL	SHEETMETAL
DRYWALL	SHIPFITTER
ELECTRICAL	SHIPWRIGHT
ELECTRONICS, MARINE SHOP	STEAMFITTER
FOUNDRY MOLDER	STONE MASONRY
GLASS WORKER	STRUCTURAL STEEL
IRONWORKER	TILE SETTING
LINOLEUM, CARPET AND SOFT TILE LAYERS	WELDING

Turn To Page 218

If through the testing program of the employment counseling service, you find that your abilities and job preferences indicate that you would be successful at a certain job, but training is required before you can be hired, the local office will give you information as to where you can get the training. The local office will suggest that training can be obtained from such training programs as:

1. Community Colleges and Vocational-Technical Schools
2. Youth Opportunity Centers (YOC)
3. The Job Corps
4. Neighborhood Youth Corps (NYC)

For information on occupational training programs in Community Colleges and Vocational-Technical Schools please. . .

Turn To Page 220

PRIVATE SCHOOLS AND INSTITUTES

Career Training Opportunities in the State of Washington 1971

Through Approved and Accredited Programs at Private Colleges, Institutes, and Schools is a booklet that describes specific training opportunities.

See your school counselor, employment security counselor or librarian for a copy.

A brief look at the yellow pages of the phone book under schools will show the range and scope of private schools that offer you job training.

Your choice of a private school may well depend upon the type of job in which you are interested. (For further information about the job opportunities. . .

Turn to Page 11

You should keep in mind that the Community Colleges and Vocational-Technical Institutes also offer a wide variety of job training programs. Typically the tuition costs are much less than the private schools. For additional information about Community Colleges or Vocational-Technical Institutes . . .

Turn to Page 220

COMMUNITY COLLEGES AND VOCATIONAL-TECHNICAL INSTITUTES

Entrance requirements for Community Colleges are fairly standard. You must have graduated from high school or be 18 years old.

Entrance requirements for the Vocational-Technical Institutes are more flexible.

Both groups of institutions typically provide for the completion of high school graduation requirements. The basic difference between Community Colleges and Vocational-Technical Institutes is that the Community Colleges offer college transfer courses and occupational preparation while the Vocational-Technical Institutes concentrate on programs of occupational preparation.

The decision you must make now is whether you will choose a school on the basis of location or programs offered.

If you are interested in **LOCATION** Turn To Page 293

If you are interested in **PROGRAMS** Turn To Page 221

PROGRAMS

Since you are more interested in programs than locations of schools you will be able to consider any of the programs described on the following pages. You may choose to explore any of the areas listed below, but keep in mind that this is a tentative choice and you can change your mind after reading the description.

TRANSFER COURSE	Turn To Page 222
AGRICULTURAL OCCUPATIONS	Turn To Page 223
HOME ECONOMICS OCCUPATIONS	Turn To Page 224
TECHNICAL OCCUPATIONS	Turn To Page 225
HEALTH RELATED OCCUPATIONS	Turn To Page 226
DISTRIBUTION OF GOODS OCCUPATIONS	Turn To Page 227
BUSINESS AND OFFICE OCCUPATIONS	Turn To Page 228
TRADES AND INDUSTRIAL OCCUPATIONS	Turn To Page 229
SOCIAL AND PERSONAL SERVICE OCCUPATIONS	Turn To Page 277

TRANSFER PROGRAMS

The transfer division of the community college offers courses equivalent to the first two years of a four-year college degree. Since there is little difference among community colleges in transfer programs you can just as well select your college by location.

Turn To Page 293

AGRICULTURAL EDUCATION

Vocational education in agriculture includes knowledge and skills in agricultural subjects for occupations which perform one or more of the agricultural functions of producing, processing, and distributing agricultural products, and related services. Competencies are emphasized in one of the primary areas of plant science, soil science, animal science, or farm management. An agricultural occupation may include one or any combination of these areas.

For information about specific programs please turn to the pages indicated below:

AGRICULTURE AVIATION	Turn To Page 276
AGRICULTURE BUSINESS	Turn To Page 231
AGRICULTURE DISTRIBUTION AND PRODUCTION	Turn To Page 232
AGRICULTURE EQUIPMENT MECHANICS AND MAINTENANCE MECHANICS	Turn To Page 233
HORTICULTURE (LANDSCAPE AND NURSERY)	Turn To Page 234
AGRI-CHEMICAL BUSINESS	Turn To Page 235
AGRICULTURE RELATED OCCUPATIONS	Turn To Page 236
ANIMAL TECHNICIAN	Turn To Page 268
IF NONE OF THESE INTEREST YOU	Turn To Page 221

HOME ECONOMICS EDUCATION

Vocational education in Home Economics includes training in the skills of homemaking and preparation for occupations requiring knowledge and skills in home economic subjects. Courses are also designed to help individuals develop personally and socially and to assume responsibility as useful community and family members.

Subject areas include child development, clothing and textiles, food and nutrition, home and institutional management, home furnishings and equipment.

For further information about specific programs please turn to the pages indicated below:

GENERAL STUDIES OF HOME ECONOMICS	Turn To Page 237
OCCUPATIONS INVOLVING DESIGN AND SEWING	Turn To Page 238
OCCUPATIONS INVOLVING PREPARATION AND SERVING OF FOOD	Turn To Page 239
OCCUPATIONS INVOLVING HOUSEKEEPING IN MOTELS-HOTELS ETC.	Turn To Page 240
OCCUPATIONS INVOLVING CHILD CARE AND/OR TEACHING	Turn To Page 241
IF NONE OF THESE INTEREST YOU	Turn To Page 221

TECHNICAL EDUCATION

Technical Education includes the study of the underlying sciences and supporting mathematics inherent in a technology; and of the methods, skills, materials, and processes commonly used and services performed in the technology. A planned sequence of study and extensive knowledge in a field of specialization is required in technical education, including competency in the basic communication skills and related general education. Technical education prepares for the occupational area between the skilled craftsman and the professional person such as the doctor, the engineer, and the scientist.

The technician frequently is employed in direct support of the professional employee. For example, the engineering technician will be capable of performing such duties as assisting in the following engineering functions: designing, developing, testing, modifying of products and processes, production planning, writing reports, and preparing estimates; analyzing and diagnosing technical problems that involve independent decisions; and solving a wide range of technical problems by applying his background in the technical specialties-- science, mathematics, and communicative and citizenship skills.

For information about specific programs please turn to the pages indicated below:

GRAPHIC REPRESENTATION (ILLUSTRATION AND DRAFTING)	Turn To Page 255
ELECTRICAL ELECTRONICS TECHNOLOGY	Turn To Page 256
FORESTRY TECHNOLOGY	Turn To Page 260
CIVIL ENGINEERING TECHNOLOGY	Turn To Page 260
OCEAN RESEARCHES TECHNOLOGY AND FISHERIES (FISH AND GAME MANAGEMENT)	Turn To Page 261
MECHANICAL ENGINEERING TECHNOLOGY	Turn To Page 262
GENERAL ENGINEERING TECHNOLOGY	Turn To Page 262
INDUSTRIAL ENGINEERING TECHNOLOGY	Turn To Page 262
POLLUTION CONTROL TECHNOLOGY	Turn To Page 287
PULP AND PAPER TECHNOLOGY	Turn To Page 287
VETERINARY TECHNOLOGY	Turn To Page 268
TOOL AND MACHINE DESIGN	Turn To Page 255
IF NONE OF THESE INTEREST YOU	Turn To Page 221

HEALTH EDUCATION

Education for health occupations includes related courses, and planned experiences designed to impart knowledge and develop understandings and skills required in the supportive services to the health professions. Instruction is organized for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventative, restorative and rehabilitative services to people including understanding and skills essential to care and health services to patients.

Instructional programs which prepare persons for occupations that render health services directly to patients (people) provide planned clinical instruction and experience in appropriate clinical situations. For those occupations that render health services which do not involve direct services to patients, planned instruction and experience in laboratories and/or appropriate work situations are provided as an integral part of the instructional program.

For information about specific programs please turn to the pages indicated below:

HEALTH CLERICAL	Turn To Page 242
NURSES AIDE	Turn To Page 243
LICENSED PRACTICAL NURSING	Turn To Page 243
ASSOCIATE DEGREE IN NURSING	Turn To Page 243
PHYSICAL AND OCCUPATIONAL THERAPY TECHNICIAN	Turn To Page 244
X-RAY AND MEDICAL TECHNOLOGY	Turn To Page 245
DENTAL ASSISTANT	Turn To Page 246
INHALATION THERAPY AND CARDIO-PULMONARY TECHNICIAN	Turn To Page 247
MENTAL HEALTH AND MENTAL RETARDATION TECHNOLOGY	Turn To Page 230
MEDICAL WARD CLERK	Turn To Page 268
BIOLOGICAL TECHNICIAN	Turn To Page 268

DISTRIBUTIVE EDUCATION

Distributive education is a program of occupational instruction in the field of distribution and marketing. It is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising and management. Distributive occupations are found in such businesses as retail and wholesale trades; finance, insurance and real estate; services and service trades; manufacturing; transportation and utilities; and communications.

For information about specific programs please turn to the pages indicated below:

MID-MANAGEMENT	Turn To Page 264
HOTEL-MOTEL MANAGEMENT	Turn To Page 264
CASHIERING AND BANK TELLER	Turn To Page 263
SALESMANSHIP AND MARKETING	Turn To Page 265
TRANSPORTATION MANAGEMENT	Turn To Page 289
IF NONE OF THESE INTEREST YOU	Turn To Page 221

BUSINESS AND OFFICE EDUCATION

Business and Office Occupations include those programs which relate to the facilitating function of the office and include such activities as recording and retrieval of data, supervision and coordination of office activities, internal and external communications and reporting of information. Training in specific skills includes: stenographic, typing, filing, and related courses; computing and accounting material and production, recording, message distribution, accounting, auditing, budget, personnel and training, clerical functions and data processing.

For information about specific programs please turn to the pages indicated below:

CLERK-TYPIST AND STENOGRAPHIC OCCUPATIONS	Turn To Page 248
BOOKKEEPING CLERK AND JUNIOR ACCOUNTANT	Turn To Page 250
REAL ESTATE	Turn To Page 251
MANAGEMENT AND BUSINESS SERVICE REPRESENTATIVE . . .	Turn To Page 252
DATA PROCESSING	Turn To Page 253
IF NONE OF THESE INTEREST YOU	Turn To Page 221

TRADE AND INDUSTRIAL EDUCATION

Trade and industrial education include training for occupations that are skilled or semiskilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided (1) in basic manipulative skills, safety judgment, and related occupational information in mathematics, drafting, and science required to perform successfully in the occupations, and (2) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentices in apprenticeable occupations or for journeymen already engaged in a trade or industrial occupation. Also included is training for service and certain semiprofessional occupations considered to be trade and industrial in nature.

For information about specific programs please turn to the pages indicated below:

MAINTENANCE MECHANIC	Turn To Page 233
AUTOMOTIVE TRADES AND DIESEL MECHANIC	Turn To Page 266
AUTOMOTIVE COUNTERMAN	Turn To Page 266
CARPENTRY, CABINET MAKING AND BOATBUILDING	Turn To Page 267
AIRFRAME AND POWERPLANT MECHANIC	Turn To Page 275
FLIGHT AND AIR TRAFFIC CONTROL	Turn To Page 276
METAL MACHINING TRADES	Turn To Page 269
SHEET METAL TRADES	Turn To Page 269
WELDING TRADES	Turn To Page 270
PHOTOGRAPHY	Turn To Page 271
PRINTING AND RELATED TRADES	Turn To Page 272
OTHER OCCUPATIONAL PROGRAMS NOT LISTED ABOVE.	Turn To Page 273
(SUCH AS COMMERCIAL ART, REFRIGERATION, STUDIO SKILLS AND WATCHMAKING)	
IF NONE OF THESE INTEREST YOU	Turn To Page 221

MENTAL HEALTH

Two relatively new occupational programs in the health field prepare students for employment in the mental health field.

MENTAL HEALTH TECHNICIAN program is a two year program combining studies in health, psychology, and general education. The Associate of Arts degree is awarded upon completion and the student is prepared for employment in mental hospitals where openings are always available.

MENTAL-RETARDATION TECHNICIAN program is a two year associate of arts degree program which combines studies in health, psychology, learning, general studies and internship in an institution for the retarded. The graduates of this program are prepared to work as assistants to teachers and psychologists in institutions for the mentally retarded.

To review other Health Occupations Turn To Page 226

For information about which schools offer this program please Turn To Page 294

AGRICULTURAL BUSINESS

The programs in Agri-Business are designed for students whose educational goals are a position in a business related to agriculture, such as the operation or management of a creamery, cooperative or feed company; selling farm land, equipment, or feeds. Other opportunities include services such as agricultural agents for railroad companies and equipment companies; service man or field man for a livestock breed association or a food processing company; and others.

The two year programs include courses in agriculture, business, science, mathematics, communications and electives. For more detailed information see the college catalog.

For information about which schools offer this program please Turn To Page 294

To review other Agricultural Occupations Turn To Page 223

AGRICULTURAL DISTRIBUTION AND PRODUCTION

This is a two year program of instruction intended to prepare students for entry positions at the middle management level in an agriculturally oriented enterprise or in related sales, service, processing, retail outlets, field positions, or as a manager or supervisor.

Classroom instruction may be combined with planning on-the-job training in which the student gains the kind of experience necessary for him to progress toward his career goal of specific employment in the Agricultural Industry.

Students may also enroll in the Agri-Distribution Seminar and On-The-Job Training Programs which are a part of this option. The student may enroll in these as an elective during any of the 4 college quarters, or he may concentrate his experience for additional credit during any of the 4 quarters. When he wishes to be employed full-time he can carry these programs on a part-time basis.

Courses are divided among (1) agriculture, (2) business, and (3) elective courses with the total program reflecting the student's interest in Distribution, Management, or Production.

For information about which schools offer this program please Turn To Page 294

To review other Agricultural Occupations Turn To Page 223

FARM EQUIPMENT MECHANICS

In addition to basic training in mechanics, which is generally applicable to automobiles, etc., emphasis will be placed on training needed now for the new specialized farm machinery and equipment. In addition to classroom work students will spend time in laboratories and in the field. In the summer between the first and second year the student may become acquainted with the sales aspect of the implement field.

The two years of study include engine mechanics, welding, fuel, electrical and hydraulic systems, with emphasis on agricultural machines plus business and management. Elective and general studies foster the development of mathematical, communication, and human relations skills.

MAINTENANCE MECHANICS

This program is similar to farm equipment mechanics in that the graduate will know how to repair a variety of machines rather than be a specialist. The length of the program may vary from one to two years.

- For information about which schools offer these programs please Turn To Page 294
- To review programs in Automotive and Diesel Mechanics Turn To Page 266
- To review other Agricultural Occupations Turn To Page 223

LANDSCAPING AND ORNAMENTAL HORTICULTURE

The landscaping and ornamental horticulture industry is rapidly growing in importance and stature--both locally and nationally. Industry has found that landscaped open spaces are desirable as a part of the industrial scene. Elaborate landscaping of modern home sites is becoming more and more common.

Jobs involving gardening, landscaping, garden maintenance, landscape construction, propagation of plants, nursery sales, turf management and pest and plant disease control are but a few of the employment opportunities that are a result of this increased emphasis on landscaping and ornamental horticulture.

The program which ranges from one-half year to 2 years provides experiences in working with plants, trees, shrubs, and the control of pests. Design of landscapes and the business aspect of managing a nursery or landscaping business are included. In addition, electives permit the study of general interest topics.

For information about which schools offer this program please Turn To Page 294

To review other Agricultural Occupations Turn To Page 223

AGRI-CHEMICAL BUSINESS

Agri-Chemical Business provides classroom training and extensive on-the-job experience to prepare the student for entry into the retail fertilizer, chemical and farm supply business.

The schedule of training calls for six quarters of classroom work during the fall and winter quarters and four quarters of on-the-job training with a retail fertilizer dealership during two spring and summer periods.

An extremely fast growing and rapidly changing technology, Agri-Chemical Business provides the up-to-date background information in the classroom and allows the students to learn the practical operations during the on-the-job training which is supervised both by the employer and periodic visits by C.B.C. personnel.

In addition to the courses listed below, the student will be required to complete the following: business mathematics calculating machines, college bookkeeping, credit management, economics, industrial marketing, industrial relations, management principles, oral communications, salesmanship, survey of business, written communications.

For information about which schools offer this program please. Turn To Page 294

To review other Agricultural Occupations Turn To Page 223

AGRICULTURE RELATED OCCUPATIONS

There are many occupations which are related to agriculture.

These have been classified under other headings for example:

Automotive Mechanic, Diesel Mechanic, Carpentry, Welding ...

are under **TRADE AND INDUSTRIAL**

Drafting, Electricity and Electronics are under ...

TECHNICAL

Sales is generally under ...

DISTRIBUTIVE EDUCATION

Accounting and Office Practices are under ...

BUSINESS AND OFFICE OCCUPATIONS

To review these and other occupational preparation programs please Turn To Page 221

GENERAL STUDIES OF HOME ECONOMICS

This program offers a variety of choices in career preparation and is designed for women who will live two lives--career woman and homemaker. After the first year of study in business, special general education, and home economics courses, the student may select one of a number of majors.

The integrated body of technical skills and economic and social understanding gained through this program will prepare graduates to enter employment in an occupation related to their major area of study and at the same time maintain successful family activities.

For information about which schools offer this program please Turn To Page 294

To review other Home Economics Occupations Turn To Page 224

DESIGN AND SEWING

Preparatory programs in this area range from one quarter in length for power sewing to two years in length for tailoring and apparel design and construction.

POWER SEWING (one quarter) The basic program of studies prepares the student for entry level employment as a power sewing machine operator.

APPAREL DESIGN (two years) Custom apparel design and construction is designed to prepare the student for employment in the fashion apparel field. Employment opportunities in new garment construction or alteration work, either in the home or in a ladies apparel shop, are available to the graduate of this two-year program of studies.

TAILORING (two years) Tailoring includes production and servicing of men's and mannish-tailored women's garments.

TRADE SEWING (two years) Includes power sewing and the basics of both apparel design and tailoring and is generally an adjunct to apparel design and tailoring.

For information about which schools offer these programs please Turn To Page 294

To review other Home Economics Occupations Turn To Page 224

FOODS

The two major divisions of the restaurant food service industry are preparation and service. Preparation includes cooking, baking, kitchen management, meal planning and budget control. Service programs cover principles of marketing, accounting, dining service and operation, cashiering, and human relations. Supervisors of food service programs must be familiar with all aspects of the business.

FOOD PREPARATION

Among the various two-year programs offered in food preparation are opportunities for specialization in commercial cooking, commercial baking, cake decorating, pantry and salad preparation, menu planning, meat cutting, budgeting, and food services management.

FOOD SERVICE

The food service programs provide an orientation to the restaurant industry and prepare students for employment as waiters, waitresses, hostesses, and cashiers. Students set up tables, wait on customers, work at the cash register, act as hostesses and dining room captains, and gain experience in the operation of a modern dining room.

The programs of various schools range in length from one quarter to one year.

FOOD SUPERVISION TECHNOLOGY

The associate of arts degree in food supervision technology prepares the student to supervise institutional restaurants in places such as hospitals, hotels, and industry. A large part of the program is transferable for those students who wish to pursue the bachelor's degree.

For information about which schools offer this program please Turn To Page 294

HOUSEKEEPING AIDE

These short term courses prepare students for employment as hotel, motel, or institutional housekeeping aides. A housekeeping aide works under supervision to maintain the cleanliness of rooms, offices, bathrooms, etc.

For information about which schools offer this program please Turn To Page 294

To review other Home Economic Occupations Turn To Page 224

For those persons who like to work with children the two programs below may be desirable.

EARLY CHILDHOOD EDUCATION The Early Childhood Education Program is designed for the student considering employment as a Preschool Leader, Teacher Aide, or Day Care Assistant. The classes will also consider the other jobs where a knowledge of child development is necessary.

The classes for the Early Childhood Education Program are arranged so the student will be involved in participation and observation from the first quarter to the last. Child Development, Principles of Early Childhood Education, Creative Experiences with children and a two quarter practicum are included to give the student continued awareness of the child from age 3 to 8.

INSTRUCTION AID The Associate of Arts degree for Instructional Aide combines general studies, psychology, and specialized courses in the use of instructional devices. At the end of two years the graduate will be prepared to assist teachers in a variety of fields by preparing and operating instructional media and devices.

For information about which schools offer this program please Turn To Page 294

To review other Home Economic Occupations Turn To Page 224

HEALTH CLERICAL OCCUPATIONS

Programs in the Health Clerical field include medical secretary, medical assisting and medical records technology. The programs described below range in length from 16 weeks to two years.

MEDICAL SECRETARY (2 years) is trained in medical terminology and office procedures.

MEDICAL ASSISTING (16 weeks to 2 years) The 16 week program includes medical terminology, laboratory procedures and clerical training for nursing units. The 1 and 2 year programs provide training for assistants in doctor's offices, medical clinics and hospitals. In addition to clerical skills it also includes training in the care and treatment of patients.

MEDICAL RECORDS TECHNOLOGY(1 year and 2 years) The one year program includes medical records science, typing, terminology and practical experience. The two year program includes the above plus courses in communications skills and general studies. Both programs qualify the student to take the National Accreditation Exam.

For information about which schools offer this program please Turn To Page 294

To review other Health Occupations Turn To Page 226

NURSES AIDE

The nurses aide programs are short term programs (approximately 12 weeks) designed to prepare students to serve on the nursing team in direct service to the patient. Aides help in maintaining cleanliness, moving patients, and providing a cheerful, healthful climate.

PRACTICAL NURSING

The practical nursing program prepares men and women for employment as bedside nurses in hospitals and other institutions. Numerous opportunities for employment are available in general hospitals, nursing homes, specialized hospitals, doctors' offices, clinics, and in private home care.

This certificate program includes two major divisions. The first is devoted to classroom and laboratory studies dealing with basic nursing skills, related information, and the development of attitudes necessary for employment in health-medical fields. The second phase of the program is devoted to supervised clinical practice in hospitals and other cooperating health care agencies.

Upon satisfactory completion of the program of studies, the student receives a certificate from the college and is eligible to write the State Board Licensing Examination for practical nurses.

ASSOCIATE DEGREE NURSING

The associate degree nursing programs are designed to prepare students to care for patients at staff level positions in hospitals and other health care institutions. Graduates are awarded the Associate of Arts or Applied Arts Degree and are eligible to write the State examination for licensing as a registered nurse.

The programs are two years in length and include, in addition to the essential nursing theory, clinical experience and general education courses.

For information about which schools offer this program please Turn To Page 294

To review other Health Occupations Turn To Page 226

OCCUPATIONAL THERAPY ASSISTANT

This program prepares a student to work under the supervision of a registered occupational therapist. The assistant may carry out the following procedures: select a suitable activity (or guide the patient to select it); motivate and instruct the patient; control the conditions under which the activity is performed; observe physical and behavioral changes and contribute reports for the other rehabilitation team members.

This program is two years in length. It includes supervised clinical experience in addition to the technical and general courses.

PHYSICAL THERAPY ASSISTANT

This is a two year program approved by the American Therapy Association to prepare students to work under supervision of a professional therapist. The duties include the use of the mechanical apparatus, massage, and the application of heat, light, water, or electricity in the treatment of patients with disabilities.

For information about which schools offer these programs please Turn To Page 294

To review other Health Occupations Turn To Page 226

X-RAY AND MEDICAL TECHNICIAN

MEDICAL LABORATORY TECHNOLOGY This two year program is designed to prepare the student to be an assistant to the Medical Technologists and the Pathologists in hospital and clinical laboratories. The first phase is preparatory whereby students take classes on campus. The second phase is spent working in a hospital laboratory under the direction of college and hospital staff.

X-RAY TECHNOLOGY Most x-ray technicians use x-ray equipment to diagnose and occasionally treat patients at the precise request of a doctor. This includes positioning and shielding the patient as well as determining the x-ray settings.

For information about which schools offer these programs please Turn To Page 294

To review other Health Occupations Turn To Page 226

DENTAL TECHNICIANS AND ASSISTANTS

The **DENTAL TECHNICIAN** program is designed to prepare men and women for work in dental laboratories or clinics where the denture, partials, crowns and bridges are produced to the dentist's specification.

In two year programs emphasis is placed on performance of laboratory skills and the study of oral anatomy and dental materials and techniques. Because many dental technicians operate their own businesses, allied courses in bookkeeping are also provided.

DENTAL ASSISTING is in most cases a one-year program which prepares students for employment as assistants to dentists to perform minor dental functions such as cleaning teeth. Upon completion students may take the National Certification Test of the American Dental Assistants Association.

For information about which schools offer these programs please Turn To Page 294

To review other Health Occupations Turn To Page 226

**INHALATION THERAPY
AND
CARDIO-PULMONARY TECHNOLOGY**

INHALATION THERAPY prepares the student for employment in a field that requires special skill in the handling of compressed gases, the proper use of devices that assist breathing, and the administration of medications. The program is two years in length and combines course work and clinical experience.

CARDIO-PULMONARY TECHNOLOGY is a relatively new area of medicine.

This program prepares the student to provide the following services:

1. take electrocardiograms;
2. assist in heart catheterization;
3. operate heart-lung machine during open heart surgery;
4. monitor hearts of surgery patients.

This two year program combines course work and clinical experience for which the degree of Associate of Science is awarded.

For information about which schools offer these programs please Turn To Page 294

To review other Health Occupations Turn To Page 226

CLERK-TYPIST AND STENOGRAPHIC OCCUPATIONS

Office responsibilities generally increase as workers move from file clerk up through typist, stenographer to secretary. Pay rates increase in the same fashion and the length of the training program increases too.

Training programs in this area of office occupations are presented in two categories. To review the program please turn to:

SECRETARIAL SCIENCE	Turn To Page 249
CLERK-TYPIST	Turn To Page 249
SECRETARIAL SPECIALTIES	Turn To Page 254
(FOREIGN, LEGAL AND MEDICAL)	

To review other Business and Office Occupations . . . Turn To Page 228

CLERK-TYPIST

These one-year programs concentrate primarily on office skill courses with some related work in communications. Typical courses are typewriting, office machines, filing, secretarial practice and in some cases bookkeeping.

SECRETARIAL SCIENCE

Successful completion of one of these programs provides the background and skills that prepare the student for office employment at an advanced level. The two year program is divided into three general areas of study: technical skills (typing, shorthand, office machines, etc.) typically make up half of the course work; supporting areas such as business, math, accounting and business law typically make up one fourth of the course work; the remainder is devoted to general studies.

For information about which schools offer these programs please Turn To Page 294

To review other Business and Office Occupations . . . Turn To Page 228

BOOKKEEPING AND ACCOUNTING OCCUPATIONS

The occupational fields of bookkeeping and accounting require workers to have varying degrees of skill and knowledge. The more routine skills such as accounting machine operation can be learned in a short time. Preparation for junior accountant positions generally requires business law, economics, and principles of accounting in addition to skill in the use of accounting machines. Junior accountant programs generally require two years of study.

For information about which schools offer these programs please Turn To Page 294

To review other Business and Office Occupations Turn To Page 228

REAL ESTATE

Real estate programs are designed to prepare students to meet the increasing demands of the real estate industry. Graduates may be employed in the sale, lease, management, exchange and appraisal of real estate. Upon completion of the one or two year programs students are eligible to take the State Real Estate License Examination. The two year programs, in addition to real estate courses, offer work in basic communications and computational skills.

For information about which schools offer these programs please Turn To Page 294

To review other Business and Office Occupations . . . Turn To Page 228

BUSINESS SERVICE REPRESENTATIVE

This is a one-year program, but with the addition of general education courses it can be expanded to two years and result in the associate of arts degree. The program prepares the student to work as a receptionist, customer service agent, and to serve the employer in resolving customer problems. Typical employers would include the telephone company, utility companies, as well as large retail stores.

For information about which schools offer this program Turn To Page 294
To review other programs Turn To Page 221

MANAGEMENT

There are a number of programs for business management. The most common two year program in Washington Community Colleges and Vocational-Technical Institutes is called mid-management.

Management programs have been classified under Distributive Education in this book.

To review these programs please Turn To Page 227

DATA PROCESSING

Data processing involves the gathering, sorting, measuring and reporting of information that can be counted or quantified. It is one of the more rapidly expanding occupational fields in business today.

Within data processing there are routine jobs that can be learned in a short time such as keypunching and card sorting, filing, and handling. Other jobs such as computer programming require more preparation.

The various training programs are categorized below.

KEY PUNCH OPERATOR

The heart of any data processing system is in its key punch staff. Key punch operators are the individuals who translate data into a form that may be fed into a computer. The efficiency of an entire data processing organization is often determined by the performance level of the people working in the key punch section. These programs provide training for entry employment as a key punch operator.

CLERICAL DATA PROCESSING OPERATIONS

This program prepares individuals to enter employment as a data processing clerk. The one quarter program includes introductory courses in computer logic and computer programming plus business English, the theory of systems analysis and the use of supporting equipment.

The supporting equipment that the students learn to use includes key punch, sorter, interpreter, collater, reproducing punch, and the accounting machine.

DATA PROCESSING TECHNICIAN

These programs are designed to prepare an individual for a position in business where he will be able to respond to the need for converting ever-increasing quantities of raw data into useful management information concerning the economy, markets, production, and inventory.

The courses that make up these two year programs are divided among computer programming (including systems, procedures and the rise of supporting equipment and the supporting equipment) and the supporting fields of math, business, accounting and statistics with general studies to enhance advancement.

For information about which schools offer these programs please

Turn To Page 294

To review other Business and Office Occupations

Turn To Page 228

SECRETARIAL SPECIALTIES

A few programs are offered which develop special skills that go beyond the typical secretarial skills.

A FOREIGN LANGUAGE SECRETARY performs the standard secretarial duties, but in addition is capable of translating from English to a foreign language or from a foreign language to English. Some businesses such as import-export companies have a need for this specialty.

A LEGAL SECRETARY performs the standard secretarial duties, but in addition, must be familiar with legal terminology and the formats of legal papers. Many businesses and most lawyers have need for this specialty.

For information about which schools offer these programs please Turn To Page 294

Medical Secretaries have been described under Health Occupations, for the schools that offer this program please Turn To Page 242

GRAPHIC REPRESENTATION ILLUSTRATION AND DRAFTING

Drafting has been defined as the language of industry. There are many levels of employment in drafting from detailing to designing, but all of them are intended to make clear to production workers what is to be made, modified, or assembled.

Illustration is somewhat allied to drafting in that it also presents pictorially the products of industry. The tools and techniques of production illustration and drafting overlap quite a bit. Illustration and drafting have many specialities and the training programs vary in length from one quarter to two years. Examples of specialities would include:

ARCHITECTURAL DRAFTING which prepares the students to work as draftsmen and structural detailers in the architectural and construction industry.

TOOL AND MACHINE DESIGN TECHNOLOGY includes drafting for industrial production and training in the special machine tool needs of highly automated industries.

For information about which schools offer these programs please Turn To Page 294

To review other Technical Occupations Turn To Page 225

ELECTRICAL-ELECTRONICS OCCUPATIONS

Occupations in the areas of electrical and electronic applications have some skills and knowledges in common. The basic theory is the same and so are many of the basic circuits. There is a difference between them in advanced study when the applications of electricity are generally to accomplish work and the applications of electronics are generally to transmit central signals.

Employment in the electrical trades generally requires an apprenticeship whereas electronics does not. Although the programs discussed below range from one year to three years in length the beginning classes are generally applicable to electrical occupations.

ELECTRONIC TECHNOLOGY offered by several schools?

ELECTRONICS COMMUNICATIONS is a specialized field dealing with commercial broadcast of radio and television plus microwave transmission and mobile units.

AVIATION ELECTRONICS has special applications to airborne electronics equipment and the ground based guidance system.

INDUSTRIAL ELECTRONICS is a rather mixed field with studies of a number of the applications of electronics and electricity in the fields of construction, production, and measurement.

ELECTRICAL-ELECTRONIC SERVICING is a constantly expanding field as more and more appliances are used in the home and in industry.

For more information on Electronic TechnologyTurn To Page 257

For more information on Electronics Communications . . .Turn To Page 257

For more information on Aviation ElectronicsTurn To Page 257

For more information on Industrial ElectronicsTurn To Page 258

For more information on Electrical-Electronic ServicingTurn To Page 259

If none of these occupational training programs interest you then review other Technical OccupationsTurn To Page 225

ELECTRONIC TECHNOLOGY (GENERAL)

These programs are two years in length with the exception of the one at Spokane Community College which has a third year of advanced study available. The courses studied are divided so that the student spends about half of his time in the study of electronic theory and application, about one fourth of his time in allied fields such as math and physics, and the remainder in general studies.

The programs are designed to lead to employment in the design, testing, calibration, modification, and production of electronic appliances and systems.

ELECTRONICS COMMUNICATIONS

These programs range in length from one to two years and are designed to prepare the student for entry employment in the communications industry in positions involving maintenance, operation, and service of electronic equipment related to AM-FM broadcasting, television broadcasting, microwave networks, and two way mobile communications systems.

On completion of the program the student is eligible to take the appropriate FCC (Federal Communications Commission) licensing tests.

AVIATION ELECTRONICS

The field of aviation electronics offers many challenging and lucrative employment opportunities. Because of the scope and complexity of modern aircraft systems and equipment, training prior to employment is essential.

Programs of study in this field include airborne and ground equipment used to guide aircraft and to operate the on-board systems. The areas of study include microwave, radar, synchros, servos, navigation systems, communications systems, and small airborne computers.

For information about which schools offer these programs please Turn To Page 294

To review other Technical Occupations Turn To Page 225

INDUSTRIAL ELECTRICITY AND ELECTRONICS

This is an arbitrary classification of a mixed group of offerings.

The programs are two years in length and prepare the student for a variety of jobs.

INDUSTRIAL ELECTRICITY covers the basic circuits for the distribution of electrical power in plants, and the maintenance and repair of motors and generators.

INDUSTRIAL ELECTRONICS covers the components and systems of electronics in the control of industrial production. This includes the installation, maintenance, and repair of electronic instruments that control power flow and monitor temperatures and fluids.

For information about which schools offer these programs please Turn To Page 294

To review other occupations in Technical Occupations Turn To Page 225

ELECTRICAL-ELECTRONIC SERVICING

As more and more electrically powered machines and appliances are used in the home and in business and industry there is more need for trained personnel to service them. The same is true for electronic devices such as radios and televisions.

For information about which schools offer these programs please Turn To Page 294

To review other Technical Occupations Turn To Page 225

FORESTRY TECHNOLOGY

The forests of the Pacific Northwest are one of its greatest resources. The protection of this resource, the efficient use of forest products and the continued development of new forests presents a continuing challenge. Programs in this area prepare students for employment with governmental agencies and private business. In addition to the study of forestry, forest products, fire control, and dendrology, these programs include study in supporting fields of engineering and physical sciences.

CIVIL ENGINEERING TECHNOLOGY

A technician in civil engineering has a choice of many jobs in drafting, field surveying, construction, contracting, testing and inspection, maintenance and highway construction. These programs require two years of study 75% of which is in engineering and the remainder in general studies.

In addition to the civil engineering technology programs there are a few closely related, but more specific programs such as Highway Engineering Technology and Surveying Technology.

For information on which schools offer these programs please Turn To Page 294

To review other Technical Occupations Turn To Page 225

New jobs are developing which focus on the study and use of the natural resources in the oceans of the world. Each of the programs listed below is unique in its own way and is two years long.

OCEANOGRAPHY TECHNICIAN helps in the compilation and tabulation of data gathered by research ships and shore stations about the shorelines, bottoms, and the sea itself.

A **MARINE BIOLOGY TECHNICIAN** works in a laboratory under the supervision of a scientist. He prepares tissues, slides, photographs and conducts analyses with various instruments.

An **UNDERSEAS TECHNICIAN** is a professional diver who is capable of welding, cutting, photographing underwater in the process of constructing, salvaging, or demolishing facilities. He also must know seamanship and other related topics. As a student he will be expected to have about \$300 worth of special equipment.

A **FISHERIES TECHNICIAN** works with governmental fish hatcheries and research laboratories. He assists in the propagation of fish, research on diets and water pollution.

A **FISHERIES AND GAME MANAGEMENT TECHNICIAN** prepares for occupations similar to Fisheries Technicians with the added responsibility of studying, protecting, and promoting the care of wildlife in their natural habitat.

For information about which schools offer these programs please Turn To Page 294

To review other Technical Occupations Turn To Page 225

GENERAL ENGINEERING TECHNOLOGY

The General Engineering Technology program is designed to train the student for a job in civil, mechanical, or architectural engineering. The program is two years in length; a portion of which may be transferable to a four year institution.

An engineering technician may work as a surveyor, estimator, draftsman, technical writer, computer-programmer or other duty which requires limited supervision so as to free the engineer from such work as research, designing or field work.

MECHANICAL ENGINEERING TECHNOLOGY

The first year of study in these two year programs is similar to the first year in other Engineering Technology programs. Many of the courses are transferable to four year institutions.

Upon completion of the program the student is prepared for entry employment in production planning, technical writing, time and motion study, drafting, to mention but a few.

The two years is typically divided into three areas of study with 50% being engineering, 25% supporting areas such as math, and 25% in communications and general studies.

INDUSTRIAL ENGINEERING TECHNOLOGY

The first year of study in these two year programs is similar to the first year in other Engineering Technology programs. Many of the courses are transferable to four year institutions.

Upon completion of the program the student is prepared for entry employment in production planning, technical writing, time and motion study, drafting, to mention but a few. The difference between Industrial and Mechanical Engineering Technology is that Industrial Technology has an emphasis on business and management. The two years is typically divided into four areas of study with 25% being engineering, 25% supporting areas such as math, 25% in communications and general studies, and 25% in business and management principles.

For information on which schools offer these programs please Turn To Page 294

To review other Technical Occupations Turn To Page 225

CASHIERING

Programs designed to train cashiers vary in length from one month to three months. Most of these programs include both classroom training and on the job experience. Course work emphasizes proficiency in the use of cash registers, scales, change making, refunds and exchanges. Related courses cover personal appearance, retailing procedures, and salesmanship.

BANK TELLER

For years banks have been doing the training^p of tellers on the job. Most of them still follow this procedure. These programs are designed to increase the efficiency of training. Tellers need many skills in addition to change making and pleasant personal appearance. Tellers are responsible for balancing their accounts everyday and for assisting in routine duties in the bank such as check filing and the mailing of statements. The length of the program (both on the job in a bank and in public schools) depends a great deal on the student's ability,

For information on which schools offer these programs Turn To Page 294

To review other Distributive Occupations Turn To Page 227

MID-MANAGEMENT

The mid-management program includes two years of college class-work combined with job experience which allows each student to work on a job related to his field of interest.

Future employment may be in stores, service stations, lumberyards, transportation, and in many other management level positions in retail, wholesale, or service-selling businesses. Students may be employed prior to completion of the two year program.

HOTEL-MOTEL MANAGEMENT

Hotel-Motel Management is designed to prepare students for entry or trainee positions in the organization and operation of the hotel, motel and restaurant industry. The two-year program includes courses which provide technical background, social understanding and awareness of the political and economic environment.

APPLIED BUSINESS ADMINISTRATION

This program is for the business oriented student who does not plan to transfer to a senior institution. Course work includes accounting, business administration and office training together with basic studies in communicative and computational skills. The two-year programs prepare a student for a position in small business or industry as an assistant to an accountant or office manager.

For information about which schools offer these programs please Turn To Page 294

To review other programs in Distributive Education . . Turn To Page 227

SALESMANSHIP

Programs in salesmanship vary in length from 4 months to 2 years. Some of them emphasize a specialized kind of selling such as insurance and some include on-the-job experience concurrent with course work. Related studies are offered in communications, human relations, public relations, advertising and sales promotion.

MARKETING

Marketing is a two year associate degree program which includes many of the aspects of salesmanship plus an introduction to market research, purchasing principles and the methods of merchandise display and advertising.

For information on which schools offer these programs please Turn To Page 294

To review other Distributive Occupations Turn To Page 227

AUTOMOTIVE TRADES AND DIESEL MECHANICS

AUTOMOTIVE MECHANICS are in great demand and receive good pay. After completing the training program and a few years on the job they can become foremen, service managers, or owners of their own business. The program (usually two years) includes instruction in hand and machine tools, engine rebuilding, engine tune, electrical and carburetion systems and accessories, differentials, automatic and manual transmissions.

AUTO BODY REBUILDING AND REFINISHING men are as much in demand as mechanics with equal opportunity for advancement after completing the two year program and gaining some on the job experience. The program of study includes metal repair, glass installation, fabric repair, refinishing, shop operation, estimating repair costs, and the fundamentals of business practice and customer relations.

AUTOMOTIVE COUNTERMAN The Replacement Parts business (automotive and industrial) is one of the largest and most important in the world. Competent personnel are needed to fill the many jobs that are required to keep automobiles, trucks, and industries operating.

The opportunities are vast and varied and range from being a partsman or counterman to a store manager or owner. The program is designed to develop skills, and an understanding of the total replacement parts business as an industry.

For information about which schools offer these programs please Turn To Page 294

To review Diesel Mechanics programs Turn To Page 274

To review other Trade and Industrial Occupations . . . Turn To Page 229

CABINET MAKING AND MILLWORKING

In addition to basic training in the use of tools and machines, programs in cabinet making include instruction in drawing and blueprint reading, finishing materials and processes, design and construction. Programs vary in length from one to two years.

CARPENTRY

The rapid growth of the building industry has created many job opportunities for skilled carpenters. With the exception of the one year program at Seattle Community College most of the training programs are two years in length. Course work includes classes and shop work in roofing, windows, drywall, building specifications, blue prints and estimating. Some of the programs offer related courses in communications and computational skills.

BOAT BUILDING

Interesting and well-paying jobs in the marine construction industry are available to qualified individuals on a year-round basis. The program provides related technical instruction and shop experience in a commercial boatshop atmosphere, involving work in the various phases of construction of new boats from layout to launching. The curriculum also covers marine repair. Completion of the program requires approximately two years.

For information about which schools offer these programs please Turn To Page 294

To review other Trade and Industrial Occupations . . . Turn To Page 229

ANIMAL TECHNICIAN (VETERINARIAN ASSISTANT)

This two year associate degree program is designed to prepare students to assist veterinarians in a broad range of duties essential to the proper care of animals. Duties include such activities as reception and record keeping, restraint of animals for examination and treatment, assisting in surgical procedures performing laboratory tests, medication, feeding, and maintaining proper sanitation.

BIOLOGICAL TECHNICIAN

During the course of two years of study the student earns the associate of arts degree and prepares himself to assist scientists in human and animal research. He prepares tissues, slides, photographs and conducts analyses with various instruments.

MEDICAL WARD CLERK

The medical ward clerk training program is a short term patient oriented program which prepares the student to play an important role in the allied health field. The course work includes patient care including moving and restraint of patients plus record keeping and knowledge of referral processes.

For information about which schools offer these programs please Turn To Page 294

To review other programs Turn To Page 221

METAL MACHINING TRADES

There are levels of skill in the metal machining trades from machine operator to tool and die maker. All of the skills are in demand and after on-the-job experience promotions are possible. The machine shop programs listed below prepare the student for entry employment to work on lathes, drills, planers, shapers, milling machines, grinders, and with bench jobs.

The programs vary in length from one year to two years depending upon how much skill the student wants to develop before employment and also dependent upon the number of related or general education courses he enrolls in.

SHEETMETAL TRADES

Sheetmetal workers are employed in the construction of homes, businesses, and industrial plants to fabricate and install heating and ventilation ducting. In manufacturing they layout and construct tanks, hoods, ornamental parts, and other pieces made from sheet steel.

The preparatory programs range from one year to two years and cover pattern development, locks, seams, fastenings, bend allowance, and drafting. The related studies include mathematics, customer service and production, plus general studies of value to advancement in the field.

For information about which schools offer these programs please Turn To Page 294

To review other Trade and Industrial Occupations . . . Turn To Page 229

WELDING

Metals and fabrication of metals is one of the fastest growing industries in the West due to heavy manufacturing developing in this area. The welder who possesses skill in the various welding processes and understands the related technical aspects of the occupation is assured of continuous and well-paid employment and opportunities for advancement.

One-year programs emphasize the techniques of welding, characteristics of metals and prepare the student for employment as a welder. Two-year programs in welding technology in addition to the above include related courses in communicative and computational skills. Welding technicians may be employed as welding inspectors and supervisors.

For information on which schools offer these programs please Turn To Page 294

To review other Trades and Industrial Occupations . . . Turn To Page 229

PHOTOGRAPHY

The commercial photography programs are designed to provide technical skills in the major branches of photographic work. The courses provide a background in technical skills, scientific knowledge, and economic understanding that will allow an individual to find entry employment in photographic areas such as:

Industrial Photography
Commercial Photography
Press Photography
Portrait Work
Illustration
Advertising

Motion Picture & Television
Photography
Photographic Sales
Photographic Trainee
Public Relations Photography
Photo Instrumentation

Course work covers lighting, camera techniques, darkroom techniques, portraits and other special photographs plus portfolio preparation. Communications skills and general studies round out the two-year program.

For information about which schools offer these programs please Turn To Page 294

To review other Trades and Industrial Occupations . . . Turn To Page 229

PRINTING AND RELATED TRADES

A full fledged printer serves six years of apprenticeship. Some of the time spent in the programs listed below might be applied to apprenticeship. However, there are many jobs related to printing or covering selected portions of printing that are available without apprenticeship.

These programs include course work in composition, camera operation of duplicating equipment, and bindery procedures. The two year programs also include related business and general studies.

For a related program see Journalism Technician Turn To Page 289

For information about which schools offer these programs please Turn To Page 294

OTHER OCCUPATIONS

The occupational programs included on this page are such that they do not permit grouping with programs previously listed.

For information on one of these unique occupational programs please turn to:

COMMERCIAL ART AND RELATED OCCUPATIONS	Turn To Page 285
OFFICE MACHINE REPAIR	Turn To Page 286
REFRIGERATION AND AIR CONDITIONING OCCUPATIONS	Turn To Page 288
JOURNALISM TECHNICIAN	Turn To Page 289
QUALITY CONTROL OCCUPATIONS	Turn To Page 290
RADIO AND TELEVISION PRODUCTION	Turn To Page 291
WATCHMAKING (HOROLOGY)	Turn To Page 292
TO REVIEW OTHER TRADE AND INDUSTRIAL OCCUPATIONS	Turn To Page 229

DIESEL AND HEAVY DUTY MECHANICS

The repair and maintenance of heavy duty equipment and trucks is one of the most interesting and challenging of all trades. New models and large size machines and vehicles offer a variety of different repair applications. Heavy duty mechanics receive excellent pay with many fringe benefits, and opportunities of becoming shop foremen, service managers or owners of their own businesses.

This two year program combines the study of construction, function, and service of heavy duty equipment with practical shop experience. Graduates are prepared for entry employment in the field of heavy duty mechanics.

For information about which schools offer these programs please . . . Turn To Page 294

To review other Trade and Industrial Occupations . . . Turn To Page 229

AIRFRAME AND POWERPLANT MECHANICS

Typically mechanics are prepared and licensed in both airframe repair and maintenance and in powerplant repair and maintenance. Each of the two areas requires a year of study and the license is issued by the Federal Aviation Agency. However, it is possible to study either area independently or to combine the study with flight lessons.

AIRFRAME MECHANICS handle the repair and maintenance of the hydraulic systems, electrical systems, metal covering and framing, fabric and wooden sections, plus the control rigging.

POWERPLANT MECHANICS handle the repair and maintenance of aircraft powerplants which requires knowledge about fuel injection, carburetion, ignition systems, electrical systems, propellers plus reciprocating engines, turboprops and turbo jets.

For information about which schools offer these programs please Turn To Page 294

To review other Aviation Occupations Turn To Page 229

AIR TRAFFIC CONTROL

The increases in commercial and private flights has opened opportunities for employment in air traffic control flight service stations, airport control towers, and air route traffic control centers. The program described here leads to entry employment where with further training by the Federal Aviation Agency many advanced jobs are available for young applicants.

The program is two years in length and results in an associate of arts degree. The course content includes flight principles, navigation, meteorology, aircraft instrument, broadcasting, plus air traffic rules and regulations.

FLIGHT TRAINING

The Federal Aviation Agency issues licenses to persons who demonstrate proficiency in flight. The programs start with a student license and lead to private and commercial licenses. Ground school includes the necessary instruction in navigation, flight theory, weather, and instrument use.

The fees for flight time make the program relatively expensive.

The student may enroll concurrently in other general education courses which may enhance employment. For example general education courses plus courses in agriculture could lead to employment as an aviation applicator (cropduster).

For information about which schools offer these programs please Turn To Page 294

To review other Aviation Occupations Turn To Page 229

SOCIAL AND PERSONAL SERVICE OCCUPATIONS

The occupational preparation programs included in this group are very different from one another, but employment is readily available in all of them. The names of the occupations are self explanatory.

For information on these occupations please turn to:

LAW ENFORCEMENT AND CORRECTIONS OFFICER	Turn To Page 278
FIRE SERVICE	Turn To Page 278
AIRLINE STEWARDESS	Turn To Page 279
RECREATION TECHNICIANS	Turn To Page 280
DRY CLEANING	Turn To Page 281
BARBERING	Turn To Page 282
LIBRARY ASSISTANT	Turn To Page 283
COSMETOLOGY (BEAUTY CULTURE)	Turn To Page 284
TO REVIEW OTHER OCCUPATIONAL GROUPINGS	Turn To Page 221

CORRECTIONS OFFICER

This program prepares students to serve as guards and security officers in penal and correctional institutions. The speciality courses can be combined with general education courses so the graduate will qualify for the associate of arts degree. Employment in this field is always available to qualified applicants.

LAW ENFORCEMENT

This program prepares students for employment in local, state, and national law enforcement agencies. Approximately half of the coursework in the two-year program emphasizes law enforcement techniques and procedures and the other half includes related work in human relations, communicative and computational skills, physical education and political science. The minimum age for employment ranges from 21 to 23 years.

FIRE SERVICE TRAINING

Fire service training is a four-unit course of one and one-half years duration consisting of three regular school semesters and one summer semester. Students may also enroll on a half-time basis, taking either a morning or afternoon class. Half-time students will require three years to complete the course. The students must be 21 to be eligible to work as a fireman.

The fireman's job includes much more than fighting fires. He inspects buildings for fire safety and helps to educate the public about fire safety.

For information about which schools offer these programs please Turn To Page 294

To review other Social and Personal Service Occupations Turn To Page 277

AIRLINE STEWARDESS

These programs are designed to train young, single women who are specifically interested in positions as flight stewardesses. The basic requirements for employment are 21 through 27 years of age, not less than five feet two inches nor more than five feet eight inches in height, weight in proportion to height but not more than 135 pounds, neat and well-groomed. Applicants with two years of business experience in public contact work in addition to training are given preference by the airlines in hiring. Course work includes orientation to aviation and flight, social grace, communications, geography, social science, and a foreign language. The total program requires two years of study.

For information about which schools offer these programs please Turn To Page 294

To review other Social and Personal Services Turn To Page 277

RECREATION TECHNICIAN

RECREATION TECHNICIAN is a new and challenging field offering many career opportunities in both public and private agencies. Opportunities are available in such areas as professional ski instruction, playground leadership, industrial and military services, hospitals, institutions, commercial and voluntary agencies.

The objectives of the two year program is to develop capable leaders with adequate understanding of the program of activities to meet individual needs. To develop leaders with the skills to assist people in becoming more proficient in activities, and who can help people acquire new or greater recreation skills.

For information about which schools offer these programs please

Turn To Page 294

To review other Personal and Social Service Occupations

Turn To Page 277

DRY CLEANING

Three programs--Dry Cleaning Counter Procedures, Silk and Wool Finishing, and Dry Cleaning--are offered. These programs of study combine practical shop experience with related technical instruction in the chemistry and science of dry cleaning to prepare individuals for entry employment in this personal service industry.

DRY CLEANING COUNTER PROCEDURES (2 quarters) This program of studies deals with the study of fabrics and the basic principles of dry cleaning. Successful completion of this program prepares the student for employment as a counter worker in a dry cleaning establishment.

SILK AND WOOL FINISHING (1 year) This program covers pressing of silk and wool garments. Emphasis is placed on developing the manual skills and speed necessary for employment as a presser. Instruction progresses from simple pressing to difficult assignments involving a wide variety of garments and fabrics.

DRY CLEANING (2 years) This program of studies deals with the science and procedures of dry cleaning. Emphasis is placed on the operation of a modern cleaning plant, spotting, and dealing with the normal problems encountered when handling customer garments.

For information on which schools offer these programs please Turn To Page 294

To review other Social and Personal Service Occupations Turn To Page 277

BARBERING

Barbers are licensed by the state as an apprentice barber after taking an exam. This program is designed to give the student the necessary knowledge, skill, and practice to qualify to take the exam.

The program requires 12 months of study and practice in barbering plus the related areas such as skin and scalp diseases.

For information about which schools offer this program please Turn To Page 294

To review other Social and Personal Service Occupations Turn To Page 277

LIBRARY ASSISTANTS

There is a constant increase in the amount of written material available in the libraries. There is an insufficient supply of librarians to handle the volume. The programs which are described here are designed to prepare assistants for librarians. These are two year programs that cover librarianship, data processing and retrieval and a cross-section of the physical and social sciences.

For information about which schools offer this program please Turn To Page 294
To review Social and Personal Service Occupations Turn To Page 277

COSMETOLOGY (BEAUTY CULTURE)

Cosmetology as a professional career offers young women and men excellent employment opportunities as trained beauticians, beauty care specialists, or general operators. The trained beautician, after successful on-the-job experience, may also become a shop owner, salon manager or cosmetology instructor in this interesting and exciting profession.

These programs are two years in length and cover the skills and knowledge needed on the job and needed to pass the state exam. The programs at each of the schools below are comparable.

State Board requirements for licensing upon graduation:

1. Age: minimum age 18
2. Education: high school graduate or equivalent
3. Health: health certificate from private physician
4. Transcript of high school credits
5. 2,000 hours of training
6. Pass state board examination

For information about which schools offer this program please Turn To Page 294

To review other Social and Personal Service Occupations Turn To Page 277

COMMERCIAL ART AND RELATED OCCUPATIONS

There are a number of programs offered in commercial art, graphic arts and related areas. All of these programs are two years in length, however, the emphasis from school to school varies greatly. Graduates may enter employment in advertising, graphic design, fashion design, window display, printing and other related occupations.

For information about which schools offer these programs please Turn To Page 294

To review other Trade and Industrial Occupations . . . Turn To Page 229

OFFICE MACHINE REPAIR

Office machine repair is a two-year program which prepares the graduate for employment as a technician in adjusting, cleaning and repairing all types of office machines, calculators, duplicators and other standard office machines. Practical laboratory projects provide experience in disassembly, repair, overhaul, assembly, and adjustment of many different types of machines. Students also receive instruction in operation and care of the machines.

For information about which schools offer this program please Turn To Page 294

To review other Trade and Industrial Occupations . . . Turn To Page 229

POLLUTION CONTROL TECHNICIAN

As the population increases there is an increased need to insure the purity of our water and air. This two year associate of arts degree program prepares the student to work with public and private agencies that process sewage and waste product and with agencies that monitor air pollution.

PULP AND PAPER TECHNICIAN

Paper and paper products manufactured from wood pulp are enjoying wider and wider use. As a result the companies that produce pulp and paper are in need of qualified technicians. This two year associate degree program is designed to prepare students to enter mid-management in pulp and paper companies either after two years or earlier if study is combined with work experience. The course work covers forestry, water sources, and mechanical and chemical pulping processes. The screening, drying, and shipping of pulp and paper products completes the study.

For information about which schools offer these programs please Turn To Page 294

To review other technology programs Turn To Page 225

REFRIGERATION AND AIR CONDITIONING OCCUPATIONS

The refrigeration program has a variety of applications for both residential and commercial use. Course work includes both classroom and laboratory experiences. Graduates are qualified to install, maintain and repair refrigeration and air cooling equipment. The two year program has classes in electrical theory, refrigeration design and application, temperature controls, air distribution and load problems.

For information about which schools offer these programs please Turn To Page 294

To review other Trade and Industrial Occupations . . . Turn To Page 229

JOURNALISM TECHNOLOGY

Journalism is often a four-year degree program, however, it is possible to study the specialized courses at a community college and prepare for employment in two years with an associate of arts degree. The two year program typically includes study of newswriting, editing, make up and press law. General education electives round out the program and part-time work experience during the second year provides practical experience in reporting, editing, and rewrite.

TRANSPORTATION MANAGEMENT

Transportation management concerns itself with the movement of goods by rail, truck and air freight. The course work includes portions of business and portions of distributive education. In addition, part-time work experience adds practical applications. The program can be from one to two years and with appropriate general education courses can result in an associate of arts degree.

For information on which schools offer
these programs please Turn To Page 294

To review other programs Turn To Page 221

QUALITY CONTROL AND PRODUCTION TECHNOLOGY

All production and manufacturing operations have procedures to insure that the product meets specified standards. The processes used to check on the accuracy of the product are the responsibility of the quality control personnel. Course work in these programs includes technical training in inspection principles, statistical techniques, and materials testing. Related work in computational procedures and communications round out the two years of study. Graduates are prepared for entry level employment in a wide variety of manufacturing concerns.

For information about which schools offer this program please Turn To Page 294

To review other Trade and Industrial Occupations . . . Turn To Page 229

RADIO AND TELEVISION PRODUCTION

Broadcast production training programs vary in length from one year to two years. These programs, sometimes called studio skills, prepare students for employment in the non-technical aspects of radio and television station operation.

For information about which schools offer this program please Turn To Page 294

To review other Trade and Industrial Occupations . . . Turn To Page 229

WATCHMAKING, MICROLOGY, AND MICRO-PRECISION TECHNOLOGY

Employment opportunities in the watch and micro-instrument repair industries are excellent. The aircraft, missile, and marine manufacturing industries require a continuous supply of well-trained instrument repair specialists.

These two year programs prepare students for employment as watchmakers and micro-instrument repairmen. Emphasis is placed on practical shop work and experience. Related technical instruction is integrated into the practical work.

For information about which schools offer this program please Turn To Page 294

To review other Trade and Industrial Occupations. Turn To Page 229

You have arrived at this page as the result of your decision that the location of the community colleges and vocational-technical institutes was more important to you than the kinds of programs offered.

A map has been prepared giving the names and showing the location of each community college and vocational-technical institute in your state. If you select a school with the location you want you can then find out what it offers in occupational preparation programs because that information is also available.

To view the map of your State with the locations of community colleges and vocational-technical institutes Turn To Page 295

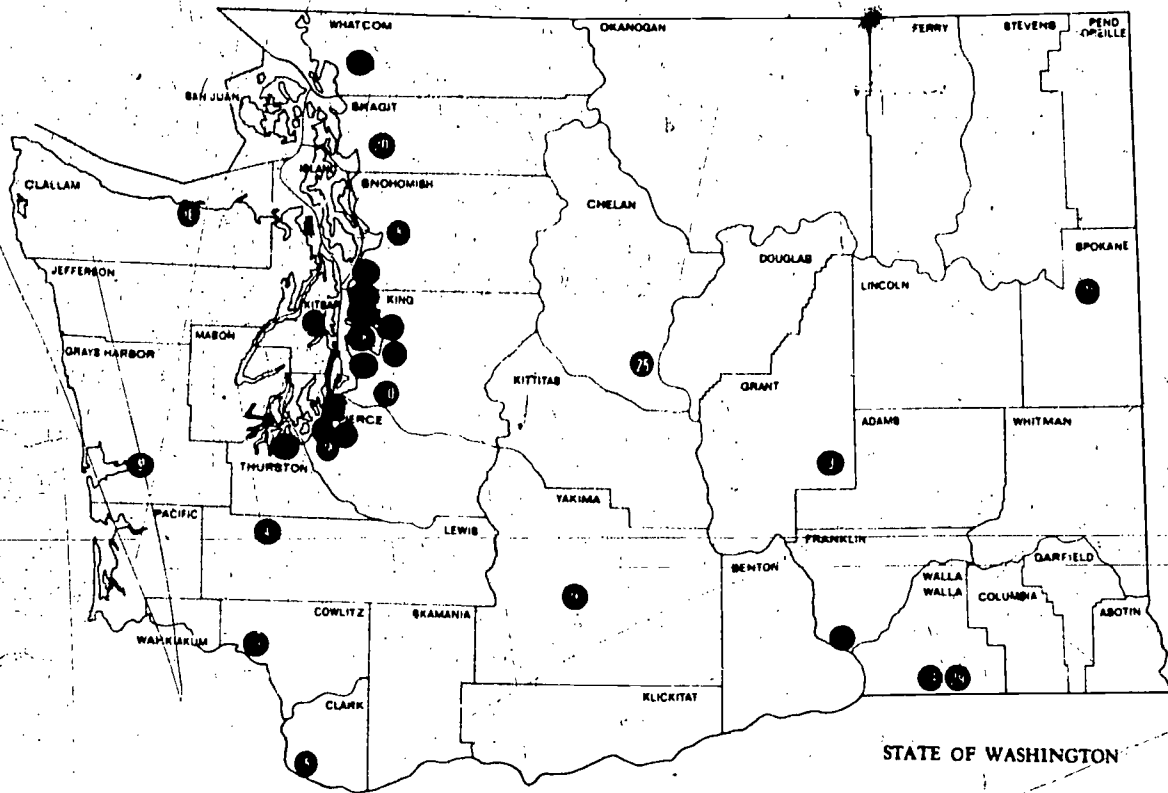
To find out the programs offered by a school you have already selected Turn To Page 294

You have arrived at this page as the result of your decision to find out which post-high school institution offers one of the programs that you have read about. Pages 296 through 300 contain alphabetic lists of both programs and schools. You can either identify a school and check to see which of the programs are offered or you can select the program and check which schools offer it.

LOCATION OF WASHINGTON'S

COMMUNITY COLLEGES AND VOCATIONAL-TECHNICAL INSTITUTES

- | | |
|---|--------------------|
| 23. Bates Vocational Technical Institute | (Turn to Page 304) |
| 1. Bellevue Community College | (Turn to Page 305) |
| 2. Bellingham Technical School | (Turn to Page 306) |
| 3. Big Bend Community College (Moses Lake) | (Turn to Page 307) |
| 4. Centralia College | (Turn to Page 308) |
| 5. Clark College (Vancouver) | (Turn to Page 309) |
| 6. Clover Park Vocational-Technical School | (Turn to Page 310) |
| 7. Columbia Basin College (Pasco) | (Turn to Page 311) |
| 27. Edmonds Community College | (Turn to Page 312) |
| 8. Everett Community College | (Turn to Page 313) |
| 28. Fort Steilacoom Community College | (Turn to Page 314) |
| 9. Grays Harbor College | (Turn to Page 315) |
| 10. Green River Community College (Auburn) | (Turn to Page 316) |
| 11. Highline College (South Seattle-Burien) | (Turn to Page 317) |
| 12. Lake Washington Vo-Tech School (Kirkland) | (Turn to Page 318) |
| 13. Lower Columbia College (Longview) | (Turn to Page 319) |
| 14. Olympia Vocational-Technical Institute | (Turn to Page 320) |
| 15. Olympic College (Bremerton) | (Turn to Page 321) |
| 16. Peninsula College (Port Angeles) | (Turn to Page 322) |
| 17. Renton Vocational-Technical Institute | (Turn to Page 323) |
| 18. Seattle Community College | (Turn to Page 324) |
| 19. Shoreline Community College (North Seattle) | (Turn to Page 325) |
| 20. Skagit Valley College (Mount Vernon) | (Turn to Page 326) |
| 21. Spokane Community College | (Turn to Page 327) |
| 22. Tacoma Community College | (Turn to Page 328) |
| 24. Walla Walla Community College | (Turn to Page 329) |
| 25. Wenatchee Valley College | (Turn to Page 330) |
| 26. Yakima Valley College | (Turn to Page 331) |



FOR DESCRIPTIVE INFORMATION ABOUT THE SCHOOL WHICH YOU ARE INTERVIEWING, YOU MAY BE INTERVIEWED IN TURN TO THE PAGE INDICATED

Occupation	Belleve Community College	Big Bend Community College	Centralia Community College	Clark College	Columbia Basin College	Edmonds Community College	Everett Community College	Fort Steilacoom Community College	Grays Harbor College	Green River Community College	Highline Community College	Lower Columbia College	Olympic College	Peninsula College	Seattle Central Community College	Seattle North Community College	Seattle South Community College	Shoreline Community College	Skagit Valley College	Spokey Community College	Spokey Falls Community College	Tacoma Community College	Malwa Walla Community College	Wenatchee Valley College	Yakima Valley College	L. H. Bates Voc-Tech Institute	Bellingham Technical School	Clover Park Voc-Tech School	Lake Washington Education Center	Olympia Voc-Tech Institute	Penton Voc-Tech Institute			
DIGITAL COMPUTER OPERATOR																																		
DISPATCHER, MOTOR VEHICLE DISPLAYMAN																																		
DIVER (SUBMARINE WORKER)																																		
DRAFTSMAN, ARCHITECTURAL																																		
DRAFTSMAN, MECHANICAL DESIGN																																		
DRY CLEANER																																		
DUPPLICATING MACHINE OPERATOR																																		
ELECTRICAL APPLIANCE SERVICEMAN																																		
ELECTRICAL EQUIPMENT INSTALLER																																		
ELECTRICAL ENGINEERING AIDE																																		
ELECTRICAL TECHNICIAN																																		
ELECTRICIAN APPRENTICE, POWERHOUSE																																		
ELECTRONIC MECHANIC																																		
ELECTRONIC TECHNICIAN																																		
ENGINEERING AIDE																																		
ENGINEERING MECHANIC																																		
ENGINEERING TECHNICIAN																																		
ESTIMATOR																																		
FARM EQUIPMENT MECHANIC																																		
FARMER, GENERAL																																		
FILE CLERK I																																		
FASHION MODEL																																		
FIRE FIGHTER																																		

	BELLEVEU COMMUNITY COLLEGE	BIG BEND COMMUNITY COLLEGE	CENTRALIA COMMUNITY COLLEGE	CLARK COLLEGE	COLUMBIA BASIN COLLEGE	EDMONDS COMMUNITY COLLEGE	EVERETT COMMUNITY COLLEGE	FORT STELLACOMA COMMUNITY COLLEGE	GRAYS HARBOR COLLEGE	GREEN RIVER COMMUNITY COLLEGE	HIGHLINE COMMUNITY COLLEGE	LOWER COLUMBIA COLLEGE	OLYMPIC COLLEGE	PENNSULA COLLEGE	SEATTLE CENTRAL COMMUNITY COLLEGE	SEATTLE NORTH COMMUNITY COLLEGE	SEATTLE SOUTH COMMUNITY COLLEGE	SHORELINE COMMUNITY COLLEGE	SKAGIT VALLEY COLLEGE	SPOKANE COMMUNITY COLLEGE	SPOKANE FALLS COMMUNITY COLLEGE	TACOMA COMMUNITY COLLEGE	WALLA WALLA COMMUNITY COLLEGE	WENATCHEE VALLEY COLLEGE	YAKIMA VALLEY COLLEGE	L. H. BATES VOC-TECH INSTITUTE	BELLINGHAM TECHNICAL SCHOOL	CLOVER PARK VOC-TECH SCHOOL	LAKE WASHINGTON EDUCATION CENTER	OLYMPIA VOC-TECH INSTITUTE	RENTON VOC-TECH INSTITUTE				
SALESMAN, FARM RETAIL																																			
SALESMAN, FARM WHOLESALE																																			
SALESPERSON, GENERAL																																			
SALESMAN, INSURANCE																																			
SALESMAN, RADIO & TV TIME																																			
SALESMAN, REAL ESTATE																																			
SALES REPRESENTATIVE, AIR FREIGHT																																			
SCIENTIFIC HELPER (OCEANOGRAPHIC TECHNICIAN ¹)																																			
SECRETARY																																			
SEWING MACHINE OPERATOR, REG. EQUIP. POWER																																			
SHEET METAL WORKER																																			
SHOP TAILOR																																			
SOCIAL SERVICE ASSISTANT																																			
SPECIAL-EVENTS MGR																																			
STATE HIGHWAY PATROLMAN																																			
STATION INSTALLER																																			
STENOGRAPHER																																			
STENOGRAPHER, LEGAL																																			
STENOGRAPHER, MEDICAL																																			
SUBMARINE WORKER (DIVER)																																			
SURGICAL TECHNICIAN																																			
SURVEYOR																																			
SYSTEMS ANALYST, BUSINESS ELECTRONIC/CP																																			
TEACHER AIDE																																			
TEACHER, NURSERY SCHOOL																																			
TECHNICAL ILLUSTRATOR																																			

FOR THE PURPOSE OF THE NATIONAL ACTIVITY INFORMATION REPORT, YOU ARE REQUESTED TO CHECK THE APPROPRIATE BOXES IN THIS COLUMN TO THE RIGHT OF THE PAGE NUMBER.

L.H. BATES VOCATIONAL TECHNICAL INSTITUTE

TACOMA, WASHINGTON

The L.H. Bates Vocational-Technical Institute had its early beginnings in the national defense training program during the years from 1940 to 1945. Constant expansion and development has taken place in each succeeding year. The Institute is operated under the administration of the Tacoma Public School District.

The Institute is designated as an area training facility, and enrollment is not limited to residents of the Tacoma School District.

Educational opportunities are offered to prepare students for entrance employment and extension training to broaden and improve the skills and technology of those already employed. All courses are operated in compliance with the Washington State plan for Vocational Education.

There are approximately 160 part-time and 115 full-time members of the faculty. The Institute's October 1971 enrollment data showed 1551 preparatory and 3,782 supplementary students.

BELLEVUE COMMUNITY COLLEGE
BELLEVUE, WASHINGTON

Bellevue Community College was officially established in January, 1966 to help meet the educational needs of the rapidly growing community east of Lake Washington. Temporarily housed in Newport High School, the college operated a late afternoon and evening schedule. Construction was completed in time for the college to move to its permanent ninety-five acre site north of the Sunset Highway and west of 148th Avenue Northeast for Fall 1969. Its ready access to major arterials makes this site an ideal location to service the east side population.

Bellevue Community College offers its students an opportunity to complete two years of credit-transferable courses before entering a four-year college or university. A program of technical, vocational and semiprofessional training is provided for students desiring to complete formal education in one or two years and enter employment. Non-transfer students may take a general education program of scientific and socio-economic development to better prepare them for intelligent citizenship. A continuing education program is available for adults of the community to improve themselves vocationally and culturally. Autumn quarter 1969 the equivalent of 2,675 full-time students enrolled for credit.

BELLINGHAM TECHNICAL SCHOOL

BELLINGHAM, WASHINGTON

D The first "Industrial School" was planned and constructed in Bellingham in 1912. This school evolved into a manual training section of the Whatcom High School. After the Smith-Hughes Act was passed by Congress in 1917, classes in auto mechanics and machine shop were organized. Later, machine shop classes were organized at Fairhaven High School. To meet increasing vocational-technical training needs, the Bellingham Technical School was established in 1947 as a part of the Bellingham School District. Its campus is located northwest of the downtown business area of Bellingham.

The School operates as an area vocational-technical school, not limiting its enrollment to those living in the Bellingham School District, and is designed to serve those students who are interested in terminal training in the vocational-technical occupations:

Educational opportunities are varied. Students may select a specialized training program to be completed in one or two years.

There are approximately four hundred full-time and part-time students enrolled for credit. Tuition and fees vary from \$20.00 to \$140.00 per year depending on the age, residence and number of hours for which the student is enrolled.

BIG BEND COMMUNITY COLLEGE

MOSES LAKE, WASHINGTON

Big Bend opened its doors, in September 1962 on the Moses Lake High School Campus and moved to its 114-acre campus for Fall quarter 1963. In September of 1966 classes were also started on the North Campus (a part of the area of the former Larson Air Force Base). This North Campus consists of approximately 200 acres and houses many of the vocational programs, and includes access to the flight line for the commercial pilots program.

Big Bend Community College considers its objectives to be five-fold: (1) to provide two-year programs of academic study for students planning to transfer to other institutions for upper division work leading to the baccalaureate degree; (2) to provide students with a broad, comprehensive, general education; (3) to provide such semiprofessional and technical curricula as will serve the needs of the community; (4) to conduct courses of study for those who wish to continue their education in evening courses; and (5) to serve the community as a cultural and activities center.

Fall quarter 1969 the equivalent of 1,125 full-time students enrolled for credit.

CENTRALIA COLLEGE

CENTRALIA, WASHINGTON

Centralia College, the first junior college in the state, was established in September 1925 under the sponsorship of the Board of Directors; it became a part of the public school system of the state in 1941. The college is housed in seven separate buildings on its own campus located in the heart of the city of Centralia.

Educational opportunities are offered to students to take exploratory courses and pre-professional training prior to continuing their formal education in senior institutions. For students who are not interested in earning a baccalaureate degree, Centralia College offers technical and vocational training of two years or less which leads to immediate employment. A program in general studies is available to students who wish to develop special interest but who do not necessarily wish to transfer to a four-year college or university. A variety of courses in general and specialized fields is available to adults in the community.

Autumn quarter 1969 the equivalent of 1,625 students enrolled.

CLARK COLLEGE
VANCOUVER, WASHINGTON

Clark College, located on a gently rolling 60-acre campus that was once part of the historic Fort Vancouver Military Reservation, has occupied six "campuses" since its founding in 1933. Today the college has a sixty-acre campus in the heart of Vancouver. Present programs are accommodated in thirteen buildings. Two new buildings and additions to four others were completed during the 1966-67 college year.

Clark College provides courses equivalent to those offered in the lower division by four-year colleges and universities. Vocational and technical curricula at the semiprofessional level are offered students who wish to complete their higher education and enter employment, or in some cases to transfer to upper division work. In a general education program, the college assists the non-transfer student in discovering and increasing his potential as a productive person, a citizen, and a well-rounded intelligent personality. A wide variety of courses in general and specialized fields is available to adults who seek to acquire new interests, new skills, and new appreciations.

The equivalent of 2,425 students were enrolled Autumn quarter 1969.

CLOVER PARK VOCATIONAL-TECHNICAL SCHOOL

LAKWOOD CENTER, WASHINGTON

The Clover Park Vocational-Technical School had its start as a training center for war production skills during World War II. Facilities were expanded in 1946 to serve the postwar era. With the growing needs of industry in the early 1950's, the school was moved from Clover Park High School to its present 125 acre site location east of Lakewood Center in suburban Tacoma. The vocational-technical programs comprise one division of a planned complex of educational services now known as "Clover Park Education Center."

An Adult Evening School is in operation at the Center, as well as the Adult High School division for completion of diploma requirements.

Training is available in a variety of vocational programs. All the programs, varying in length from twelve weeks to two years, are designed to prepare the student with skills and knowledge necessary to secure employment. All courses meet the standards and criteria as set forth by the Washington State Plan for Vocational Education.

Autumn quarter 1969 there were approximately 75 faculty and more than 1,000 students.

COLUMBIA BASIN COLLEGE

PASCO, WASHINGTON

Columbia Basin College was authorized by the State Board of Education in May 1955. The first classes began in September 1955, in temporary quarters at the Pasco Naval Base. The first permanent building, on a 158-acre campus immediately south of the Pasco Airport, was completed in September, 1957. The building program has been continuous since then, so that five major building complexes accommodate today's students.

Columbia Basin College provides the student opportunity to acquire specialized skills, systematized knowledge, values for responsible citizenship, intellectual insights, and broad cultural perspectives. Programs are offered in three categories: Lower-division college work leading toward a baccalaureate degree; technical and vocational courses leading to occupational competence; and community-service and general education courses for individual improvement, cultural development, and personal satisfaction. Columbia Basin operates on a calendar which includes three quarters and a six-week summer school session. Courses from each program are available in an evening school.

The equivalent of 2,350 students were enrolled Autumn quarter 1969.

EDMONDS COMMUNITY COLLEGE
LYNNWOOD, WASHINGTON

Edmonds Community College officially came into being July 1, 1967. The first classes began in a temporary location on the new Woodway High School campus. For fall term 1969 the administration building and portable classrooms will be ready for use on a 100-acre site near the center of Lynnwood. Conveniently located near freeway approaches, the new campus eventually will be expanded to accommodate 5,000 full-time students.

In the Division of Occupational Education more than fifty courses are classified as vocational. This number gradually will be increased as new training facilities become available. In addition to the occupational programs leading directly into employment, there is an extensive college-parallel program for students planning to transfer to four-year institutions. Also, the program of continuing studies offers more than a hundred evening courses meeting a wide range of needs, such as job upgrading, basic studies, and general education.

On the premise that participation in college activities contributes to the development of a well-rounded personality and to the growth of leadership ability, Edmonds Community College provides a variety of extracurricular activities. These serve also to foster college spirit, raise the cultural level and furnish outlets for the special interests and talents of students. A counseling office provides services in terms of guidance, testing, financial aids, job placement and assistance in finding housing accommodations. The equivalent of 1,125 students were enrolled Autumn quarter 1969.

EVERETT COMMUNITY COLLEGE

EVERETT, WASHINGTON

Although 1941 is recognized as the founding date of Everett Community College, its roots go back to 1915, when a one-year college program operated in the Everett High School facility. Ground was broken in February, 1957, for the first permanent building on a site in north Everett adjacent to the Municipal Golf Course. Several modern brick buildings, along with a physical education plant and swimming pool on a 15-acre plot serve students, staff, and patrons of the college.

Everett Community College provides educational opportunities for students with a variety of objectives: those who wish the first two years of college preparatory to advanced study at a four-year institution; those who want courses of general education; and adults in the community who want to broaden their abilities and interests or develop new ones. A full ten-week quarter is offered each summer.

The faculty includes approximately 100 part-time and 150 full-time personnel. The equivalent of 3,000 students were enrolled Autumn quarter 1969.

**FORT STEILACOOM COMMUNITY COLLEGE
LAKEWOOD CENTER, WASHINGTON**

Fort Steilacoom Community College is very new. During the 1969-70 school year the college will be operating in temporary facilities.

Most of the classes are taught in the late afternoon and evening from 4:00 p.m. to 10:00 p.m. with the major emphasis currently being in general education and transfer programs.

During the 1967-68 school year there were 12 full-time and 93 part-time members of the faculty, but this number will expand greatly in the future as will the student body and the programs offered. The equivalent of 1,075 students were enrolled Autumn quarter 1969.

GRAYS HARBOR COLLEGE

ABERDEEN, WASHINGTON

Grays Harbor College was established in 1930 under the administration of the Aberdeen Board of Education. The college occupied two temporary sites before settling on a permanent forty-acre tract overlooking Aberdeen, Hoquiam, and Grays Harbor. An additional forty acres of land were purchased in 1963, and forty more acres are on option from the State of Washington. Construction of a new college plant was begun in 1956, and classes opened in the completed buildings in January, 1958. Extensive additions were made to campus buildings in 1963-64. The newest facility, a library, was opened for use in the fall of 1966.

In its college role, Grays Harbor College has a four-fold objective: to provide students with a general education in order that they may be cognizant of the ideas, values, and creative works which have shaped the modern world; to offer those students who are transferring to four-year colleges academic prerequisites for specialization and professional study, to provide a program of vocational or semiprofessional or industry; and to offer classes for adults in academic, vocational, and avocational areas.

The equivalent of 1,375 students were enrolled Autumn quarter 1969.

GREEN RIVER COMMUNITY COLLEGE

AUBURN, WASHINGTON

The foundation of Green River Community College was based on an adult evening program in 1945. A day program was added in 1949, but discontinued in 1952 because of the Korean War. Authorization for the present college was granted in July of 1962. Green River Community College was officially opened in September of 1965 on a 240-acre site situated east of Auburn over-looking the Green River Valley. The college service area includes the Green River Valley area southwest of Seattle and northeast of Tacoma.

Green River has a diversified instructional program to provide educational opportunities for every citizen who desires and can profit by further study, including: Training in skills which will prepare students for employment in industry and business; instruction which will afford an increased awareness and appreciation of social, emotional, and cultural aspects of living in contemporary society; courses which will enable students to complete the first two-years of a baccalaureate degree program; and an adult education and community services program to meet specific interests.

The equivalent of 3,000 students were enrolled Autumn quarter 1969.

HIGHLINE COLLEGE
SEATTLE, WASHINGTON

Highline College, established in 1961, is located fifteen miles south of Seattle. The first building phase was completed in 1964 with sixteen buildings. An additional eleven structures were completed in the fall of 1967. The college is well established with experience in serving a variety of educational needs. It is fully accredited by the Northwest Association of Secondary and Higher Schools.

Courses are offered to meet educational objectives of the individual student. General education programs are suited to the student who has not yet selected a major area of interest or who desires to follow a liberal arts program. Technical and vocational programs which generally lead to employment are available in several areas. Pre-professional and university parallel programs are planned after careful study of the requirements outlined by the institution to which the student wishes to transfer. The college also offers evening courses in the Highline District's secondary schools.

There are approximately 115 faculty in the day program and 175 faculty in the evening program. Full-time and part-time enrollment totals approximately 3,300 students.

LAKE WASHINGTON VOCATIONAL-TECHNICAL SCHOOL

KIRKLAND, WASHINGTON

Lake Washington Schools' Adult Education and Vocational Program was organized in 1940, offering liberal arts and community service courses. In 1943 it was discontinued and all available facilities were given to the War Production Training Program to aid the war effort. By 1946, the public was fully aware of the need for continuing education and vocational training opportunities for adults, and requested reorganization of the adult program. School buildings were available for evening courses, and a vacant Navy barracks building, rented from the city, provided operation of a day program. In 1962, the program moved into permanent quarters in a vacated elementary school building which had been remodeled as an Adult Education Center. School buildings still provide additional space for evening classes.

Vocational programs provide adults the opportunity to gain new knowledge and skills for upgrading to enter the labor market. In addition to the vocational division, Lake Washington Schools operate a liberal arts program of Adult Education in courses for completion of high school graduation requirements.

There were more than 5,000 students enrolled on a part-time basis Autumn quarter 1969. Most of the classes are offered in the late afternoon and evening.

LOWER COLUMBIA COLLEGE

LONGVIEW, WASHINGTON

Lower Columbia College, established in 1934 as a private non-profit, non-sectarian junior college, became a part of the public school system in 1941. Approval by the State Board of Education to change to the status of a community college was granted in November of 1961. The twin cities of Kelso and Longview combine to form the heart of the college service area. The college has a campus of 25 acres in the heart of the city, adjacent to Longview's civic center. A building program, beginning with a classroom facility in 1950, has resulted in a ten-building complex, including an indoor swimming pool for joint use by the college and the local high school.

Educational opportunities at Lower Columbia College are varied. Students may select a two-year pre-professional or liberal arts program and transfer to one of the four-year institutions, or they may select either a one or two-year program of training or retraining for gainful employment in business and industry. General education, adult education, and community service courses are offered to meet the instructional needs of the community.

About one-third of the 60 faculty members are in the vocational division and two-thirds are in the liberal arts and pre-professional division. Autumn quarter 1969 the equivalent of 1,375 students enrolled.

OLYMPIA VOCATIONAL-TECHNICAL INSTITUTE

OLYMPIA, WASHINGTON

Olympia Vocational-Technical Institute was established in 1962. It remained under the control of the Olympia school system until the 1970-71 school year. Effective July 1, 1971, the Institute was transferred to the Community College District No. 12.

In its beginning, Olympia Vocational-Technical Institute's programs were housed in a building located in downtown Olympia. In 1970 the Institute moved to a new 54-acre campus where 11 new modular buildings had been erected to house the programs. With expansion of space and facilities also came an expansion of enrollment, doubling that of the previous year. Projected enrollment for the future indicates approximately 200 additional students annually. Also with the expanded facilities came expansion of new programs, all career-oriented to meet the needs of industry, government, business and the citizens of the community.

Olympia Vocational-Technical Institute, besides conducting its regular day schedule, offers many programs and classes in the evening as well as short-term courses to provide educational opportunities for persons wishing to upgrade or acquire new skills which will benefit their careers and provide new horizons and opportunities.

Olympia Vocational-Technical Institute employs 29 full-time and 8 part-time faculty in a day program currently serving 550 students.

The OVTI Adult Evening School has 60 part-time instructors serving a current registration of 1,200 students.

OLYMPIC COLLEGE
BREMERTON, WASHINGTON

The establishment of Olympic College was approved by the State Board of Education in June of 1946; it opened for students in September of the same year. The first college classes were housed in a converted grade school building. For several years, temporary war dormitories were used to accommodate the rapidly expanding student body. The campus, located within walking distance of the business district and transportation terminals, presently has over 20 classroom and service buildings.

Olympic College offers the standard transfer courses for students who intend to continue toward the baccalaureate degree at one of the four-year institutions. Increasing emphasis is given to employment-centered education, designed to help the student achieve occupational competence. Training programs and special courses are offered to upgrade employed persons and to meet augmented requirements of business, industry, and community agencies. In addition, Olympic College provides a general education program designed to improve social competence and to offer continuing education for adults who seek new interests, new skills, and new appreciations.

Enrollment for Autumn quarter 1969 totaled the equivalent of 2,250 full-time students.

PENINSULA COLLEGE

PORT ANGELES, WASHINGTON

Peninsula College opened its first facility on the Port Angeles High School campus in 1961. Peninsula soon found it had more students than it could handle--almost 300 in a facility designed for 250. In 1964, with state and local funds, a 1.4 million dollar campus began to rise from a wooded hill overlooking Port Angeles and the Strait of Juan de Fuca. The campus was completed in 1966. The new campus consists of ten buildings constructed on a 75-acre wooded tract.

Peninsula College offers the first two years of college education designed for those who plan to transfer to a four-year college or university to complete the upper division work for the baccalaureate degree. The college provides a general education program of courses and activities to prepare students for more effective participation in all aspects of personal and community living. A program of vocational and technical education courses is available to students who wish to prepare for entrance and advancement in the occupations associated with business and industry. Adult education and community service courses have been designed to meet the educational, vocational and cultural needs of the citizens of the community.

Autumn quarter 1969 enrollment was equivalent to 750 full-time students.

RENTON VOCATIONAL SCHOOL

RENTON, WASHINGTON

Renton Vocational School was established in 1945 as an outgrowth of the World War II industrial program and is part of the Renton Public School System. It is located in the heart of Renton, presently being housed in three temporary buildings for the day program. The evening program, which is also conducted during the day for shift workers, makes use of both the high school facilities and vocational school facilities.

Renton's program has been, mainly, its extension courses for employed workers. Future plans are to expand the present program to include a full-time two-year post-high school program aimed at preparing the student for employment in trade and industrial business and service occupations.

Autumn quarter 1969 there were 15 full-time and 78 part-time members of the faculty. There are approximately 200 full-time and 1,600 part-time students enrolled for regular classes.

SEATTLE COMMUNITY COLLEGE

SEATTLE, WASHINGTON

Seattle Community College, with a foundation of the well-established adult-vocational program of the Seattle Public Schools, was officially opened on July 1, 1966, to meet the growing needs of the Seattle metropolitan area. The college is temporarily housed in several vocational technical training centers and uses four high schools during the late afternoon and evening, operating on a year-round schedule. Plans call for two sixty-acre sites in the north (construction is well under way on the North Campus) and south areas of the city and a downtown campus, each with fully comprehensive instructional programs.

While the present offerings are predominately vocational-technical, the new campuses will accommodate students who want two rather than four years of higher education in the arts and sciences; students, eventually bound for a four-year college, who want to spend their freshman and sophomore years living at home; students who wish to prepare for employment, advancement on the job, change of employment, or expand their general education; and adults seeking to develop new interests in a wide variety of adult education courses.

Autumn quarter 1969 the equivalent of 6,500 full-time students enrolled.

SHORELINE COMMUNITY COLLEGE

SEATTLE, WASHINGTON

Shoreline Community College, located immediately north of Seattle on a 60-acre site overlooking Puget Sound, was authorized by the State Board of Education in June of 1963. It began operation in January, 1964, under the administration of the Shoreline School District. Sixteen buildings constituted the first two phases of campus development.

Programs of study include courses which allow students to transfer to senior institutions. These courses are designed so that students may obtain freshman and sophomore courses comparable to those in four-year institutions. Occupational courses of college-level character, primarily technical, are offered to students who seek early entry into the employment market. The college will expand its occupational programs as community needs and facilities dictate. General education courses are available to students who do not intend to transfer to four-year colleges and do not wish to enter occupational programs. Community service courses are offered on the basis of adult interest and need.

The equivalent of 4,050 students enrolled for Autumn quarter 1969.

SKAGIT VALLEY COLLEGE

MT. VERNON, WASHINGTON

Skagit Valley College, originally named Mount Vernon Junior College, was organized and opened in 1926 as an adjunct to Mount Vernon High School. In 1928, the name was changed to Skagit Valley Junior College, and in 1958, the present name was adopted. In 1955, a permanent site of 35 acres was purchased on the northeast edge of Mount Vernon, and a complex of six new buildings was completed in 1959.

The new Whidbey Branch of Skagit Valley College opened its doors to students in September, 1970.

In 1971, two new facilities were added to the campus, an Occupational Education Building and a media center addition to the library.

The prime objective of Skagit Valley College is to offer educational and cultural service to the community.

In accordance with stated purposes of educational services to the entire community, Skagit Valley Community College offers lower division senior college or university; training to prepare students to take their places in the vocational-technical fields or to upgrade themselves while pursuing their vocations; and general education courses for those desirous of personal improvement.

Off-campus courses are offered at 24 different locations.

In Autumn Quarter 1971, the equivalent of 1,997 full-time students were enrolled.

SPOKANE COMMUNITY COLLEGE

SPOKANE, WASHINGTON

Spokane Community College had two origins. The Technical and Vocational School had its inception in 1923. The State Board of Education authorized the establishment of a two-year community college in Spokane on July 19, 1963. A comprehensive educational program, with vocational-technical offerings and university-parallel classes, began on September 16, 1963, with 1,200 students. The two campuses at scenic Fort Wright and E. 3403 Mission, consisting of a total of 128 acres, provide ample space to accommodate the projected student population and to allow for continued building expansion, as well as curriculum development in both liberal and applied arts areas.

Spokane Community College is a comprehensive educational institution offering pre-professional and liberal arts courses designed for transfer to four-year colleges or universities, training in skills demanded by business and industry for those students who seek to enter or improve their positions in the labor market, and general education for those who wish two years of college but who do not plan to transfer to a four-year institution or to prepare themselves for a specific occupation. In addition, community service and adult education courses are offered on the basis of community needs.

The Autumn quarter 1969 enrollment was the equivalent of 5,625 full-time students.

TACOMA COMMUNITY COLLEGE

TACOMA, WASHINGTON

Tacoma Community College was officially authorized by the State Board of Education to open in September, 1965. The college, in cooperation with the Tacoma Vocational-Technical Institute, provides a comprehensive post-high school educational program for the Tacoma and Pierce County area. The campus is located on a site of nearly 150 acres on the west side of the city. The first phase of campus development includes nineteen buildings. Eleven buildings are now either completed or under construction. Permanent facilities to accommodate 2,500 students were completed during the first half of 1966.

The college is designed to provide two years of collegiate study: for the student who seeks a general education to assist him in assuming his place as an effective member of society; for the student who wishes courses in the transfer curriculum paralleling the first two years of university study; for the student who prefers a supplementary education while pursuing a vocational or technical program, and for the adult who seeks to continue his education by entering the regular curricula or engaging in intellectual and cultural activities appropriate to a community college.

Enrollment for Autumn quarter 1969 was equivalent to 3,250 full-time students.

WALLA WALLA COMMUNITY COLLEGE

WALLA WALLA, WASHINGTON

Walla Walla Community College was authorized by the Washington State Legislature to open in September of 1966 to fill educational needs of the people of Walla Walla, Columbia, Garfield, and Asotin Counties in Southeastern Washington. It occupies three buildings which formerly housed Walla Walla High School and an Applied Science Building in downtown Walla Walla. Walla Walla Community College is a comprehensive community college which subscribes to the "open-door" policy of accepting any person who can benefit from further education.

To provide appropriate education for each individual, work is offered in college transfer courses, vocational-technical courses, nursing education courses, and general education courses for adults, both credit and non-credit. The degree of Associate of Arts is granted in two-year transfer programs, the degree of Associate of General Studies in the general education program. Certificates of competency are awarded to those who satisfactorily complete programs which do not lead to degrees.

Autumn quarter 1969 the equivalent of 1,025 students were enrolled.

WENATCHEE VALLEY COLLEGE

WENATCHEE, WASHINGTON

Wenatchee Valley College was founded by the Wenatchee School District in 1939. With the passage of the Junior College Bill in 1941, the college became a part of the state's public education system. During the summer of 1951 the college moved to its present 49-acre campus, a gift of the A. Z. Wells' estate, in suburban Wenatchee. A complex of eight buildings provides the facilities to accommodate the program and personnel of the college.

Wenatchee Valley College provides freshman and sophomore courses which are equivalent to the first two years of university study for students planning to continue toward the bachelor's degree; specialized training courses to meet the vocational requirements of business and industry for those who wish to enter employment after two or three years of college training; programs of general education which better equip the individual to cope with the intensive challenges of today's world; continuing education for adults seeking new skills and new appreciations; in-service training programs for employee groups and management teams; and a dynamic civic resource upon which the community can depend for facilities, cultural and urban growth, technical advice, and personnel leadership.

Autumn quarter 1969 the equivalent of 1,425 full-time students were enrolled. Residence halls for men and women are located adjacent to the campus, and housing is available in private homes.

YAKIMA VALLEY COLLEGE

YAKIMA, WASHINGTON

Yakima Valley College in Yakima was organized in 1928 as a public non-profit institution under the direction of the Board of Directors of the Yakima School District. In 1941, the college became part of the state's system of higher education with a board of trustees appointed by the governor. The name of the institution was changed from Yakima Valley Junior College to Yakima Valley College under the 1961 Community College Law, and became part of the state system of community colleges, by action of the 39th Legislature. The college is housed in nine buildings on a 20-acre campus which adjoins a 20-acre park, thus making available to the college a total of 40 acres.

Yakima Valley College attempts to meet the educational need of the Yakima Valley by providing the first two years of college work for those who plan to transfer to a four-year college or university, general education courses which prepare students for more effective community life, vocational-technical training for those who expect to complete their formal education in one or two years, and community service courses to meet the needs of adults living in the community.

The equivalent of 2,650 full-time students enrolled Autumn quarter 1969. College-owned residence halls are available for 190 men and 190 women.