

force participation rates by sex and race. Reasons for these changes will be discussed in the next section.

As Table III indicates there was an increase in both sexes of the white labor force. Population growth was an important factor in both those increases although increased labor force participation is a more important causal factor in the case of females. The decrease in the nonwhite labor force is more difficult to explain. The number of nonwhite females in the labor force remained almost constant over the decade while the number of nonwhite males decreased by almost 24 percent. The decline in the nonwhite female labor force which should have been expected due to population decrease was offset by increased labor force participation of this group. The decrease in the nonwhite male labor force was substantially more than should have been expected as a result of the decrease in the nonwhite population. Outmigration of nonwhite males of prime labor force age (25-44) may account for part of this decline as well as the general downward shift in the age composition of the nonwhite labor force. However, much of the decline must be attributed to a significant decrease in the labor force participation rate of nonwhite males.

Since 1960 there has been a considerable urbanization of Mississippi's labor force. Both the rural nonfarm and urban labor forces increased during the decade, while the rural farm labor force fell by 50 percent. The rural farm labor force, which was 22.1 percent of the total labor force in 1960, had fallen to 10.5 percent of the total by 1970. This shift of the labor force away from the farm labor market was approximately evenly distributed among urban and rural nonfarm labor forces, with the former increasing from 43.6 percent of the total to 49.6 percent and the latter from 34.3 percent to 39.9 percent. The trend toward urbanization of the labor force was true for male, female, white and nonwhite and is what should

be expected in a State where the farm sector of the economy has declined in relative importance. Table IV shows the distribution of the labor force among the urban, rural nonfarm, and rural farm sectors in 1960 and 1970.

The urbanization of the population in Mississippi has some significant implications for the future of the State's economy. Labor force participation rates are usually higher in urban areas than in rural areas. This means that the economy must be able to furnish more and more jobs as the urbanization of the population continues. It also means that an increasing percentage of the State's population is contributing to the total output and economic growth in the State.

There is another important characteristic of the State's labor force which merits discussion. The labor force is becoming increasingly educated and skilled, an important factor if further industrialization is to occur. From 1960 to 1970 the median school years completed by the over 25 population increased from 8.9 to 10.7. At the same time the number of high school graduates increased from 184,331 to 266,121 and the number of college graduates from 59,273 to 89,563. In addition the number with 1 to 3 years of college increased by 16,411.⁴ This represents a substantial increase in human capital investment in Mississippi. However, there remains great disparity in educational attainment among various subgroups of the population and the State lags behind the nation as a whole in this respect.

Summary on Labor Force Composition and Characteristics

In 1970 the State of Mississippi possessed a labor force that was better

⁴Figures relating to educational attainment were derived from Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-C26, p. 146.

TABLE IV
COMPOSITION OF THE TOTAL LABOR FORCE BY RESIDENCE, RACE, AND SEX
IN MISSISSIPPI, 1960 and 1970

Residence and Race	1970 (16 and over)			1960 (14 and over)		
	Total	Male	Female	Total	Male	Female
	Urban	386,793	228,280	158,513	323,832	199,374
White	277,991	172,942	105,049	215,975	142,457	73,518
Nonwhite	108,802	55,338	53,464	107,857	56,917	50,940
Rural Farm	81,780	55,306	26,474	163,836	124,318	39,518
White	56,786	38,370	18,416	87,534	66,373	21,161
Nonwhite	24,994	16,936	8,058	76,302	57,945	18,357
Rural Nonfarm	310,922	196,912	114,010	254,936	173,953	80,983
White	217,773	141,003	76,770	167,132	117,447	49,685
Nonwhite	93,149	55,909	37,240	87,804	56,506	31,298
Total Labor Force	779,495	480,498	298,997	742,604	497,645	244,959

Source: U. S. Department of Commerce, Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-C26 (Washington: U. S. Government Printing Office, 1972), pp. 158-159, and U. S. Department of Commerce, Bureau of the Census, U. S. Census of Population, 1960, General Social and Economic Characteristics, Mississippi, PC(1)-26C (Washington: U. S. Government Printing Office, 1961), p. 122. Percentage computations are by the authors.



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educated and more urbanized than ever before. While these trends, particularly in educational attainment, will probably continue over the next decade, rapid economic growth which is desired by the State will require even greater efforts in the area of education and skill training. The increasing supply of trained and educated young workers will put considerable pressure on older workers and may accelerate the trend toward earlier retirement, and further compress the age range of the State's labor force.

The trend toward more females in the labor force should continue placing pressure on the State to provide more day care type facilities for mothers of young children who desire or need to work. There will also be an increasing demand for part-time employment by women who are prevented by home responsibilities from seeking full-time employment. This increase in female workers could have important implications for consumption patterns, particularly in the area of home service and labor saving household appliances.

It is difficult to anticipate the trend in racial composition of the labor force. Mississippi will probably continue to lose a substantial portion of its prime age, better prepared nonwhite labor force. Reversal of this trend may depend more upon changes in social attitudes than on economic factors and these changes are likely to be slow in coming.

CIVILIAN LABOR FORCE PARTICIPATION*

The changes observed in the composition of the Mississippi civilian labor force between 1960 and 1970, particularly with respect to race and sex, can be

* The discussion that follows is in terms of the civilian labor force (see page 3). However, because the number of military personnel in Mississippi is relatively small, less than 23,000, most of the conclusions reached will apply to the total labor force.

partially explained by changes in the composition of the total population. However, this is by no means a sufficient explanation of the total changes that have occurred. Much of the change resulted from shifts in the labor force participation rates of different labor groups.

Labor force participation rates tend to vary significantly by factors such as sex, race, and age. In addition, recent studies have shown that such factors as marital status, education, and attitudes toward work have effects on labor force participation.⁵ Table V shows the labor force participation rate for the civilian noninstitutionalized population 16 years old and over by race, sex and place of residence for 1960 and 1970. While the overall participation rate has experienced a relatively small increase, from 51.4 percent in 1960 to 53.1 percent in 1970, the table shows that there has been considerable change in the participation rates of the various subgroups.

Labor Force Participation - Males

The labor force participation rate for males declined slightly between 1960 and 1970, from 71.9 percent to 69.4 percent. Although there was a decline for both whites and nonwhites, the majority of the decline is accounted for by a rather dramatic decline in nonwhite male labor force participation. Much of this change must be attributed to changes in the age distribution of the population. For both white and nonwhite there has been a downward shift such that the 18 to 24 year olds made up a substantially larger percent of the total population in 1970 than in 1960. For nonwhites there was a numerical decline in every age category from 25 to 60 years of age. It is generally recognized that labor force

⁵H. S. Parnes, "Labor Force Participation and Labor Mobility," A Review of Industrial Relations Research, Volume 1 (Madison, Wisconsin: Industrial Relations Research Association, 1970), pp. 1-78.

TABLE V

CIVILIAN NONINSTITUTIONALIZED LABOR FORCE PARTICIPATION RATES
BY RACE, SEX, AND PLACE OF RESIDENCE,
IN MISSISSIPPI, 1960-1970

Race and Sex	1960				1970			
	Total	Urban	Rural Nonfarm	Rural Farm	Total	Urban	Rural Nonfarm	Rural Farm
White and Nonwhite	71.9	76.2	68.4	71.0	69.4	73.3	67.0	64.2
Male	33.0	41.8	29.9	22.8	39.0	44.5	35.5	30.0
Female	51.4	57.2	48.3	47.0	53.1	57.3	50.4	46.6
White	74.2	79.0	70.1	72.7	73.8	77.4	71.5	68.6
Male	31.9	38.0	29.3	24.1	39.4	43.2	36.8	32.8
Female	52.2	56.6	49.2	48.9	55.6	58.7	53.5	50.7
Nonwhite	68.2	70.6	65.1	69.2	59.9	63.4	58.0	56.0
Male	34.6	49.0	31.0	21.5	38.3	47.3	33.0	25.1
Female	50.2	58.4	46.7	45.1	48.0	54.2	44.5	40.1

Source: U. S. Department of Commerce, Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-C26 (Washington: U. S. Government Printing Office, 1972), pp. 158-159, and U. S. Department of Commerce, Bureau of the Census, U. S. Census of Population, 1960, General Social and Economic Characteristics, Mississippi, PC(1)-26C (Washington: U. S. Government Printing Office, 1961), pp. 122-123. Percentage computations are by the authors.

participation rates are lower for younger workers than for the 25 to 60 year olds. However, recent studies have shown that the national trend is toward greater labor force participation of the younger age groups, 16-24.⁶ This is not true for young nonwhites in the Nation or in Mississippi. In 1960, labor force participation rates in Mississippi for nonwhite 16-17, 18-19, and 20-24 year olds were 32.6, 56.2, and 80.3 percent, respectively. In 1970 these rates had fallen to 15.2, 39.7, and 69.7 percent.⁷ Some of this change may be explained by increased educational opportunities for nonwhites which have resulted in increased school enrollment in all age groups from 16 to 21. This is not a sufficient explanation, however. Much of this decreasing labor force participation must be attributed to the inability of young nonwhites to find employment.⁸ What is true for the nation as a whole is in all probability intensified for nonwhite youth in Mississippi.

The change in age distribution is only a partial explanation of declining labor force participation rates by males, for there has been a decline in labor force participation rates for all age groups, with the greatest declines again being found in nonwhite males. Outmigration is a partial explanation. Blacks, particularly males, continued to leave the State at a high rate between 1960 and 1970. Migration rates are usually highest among the best educated and among professional and technical workers.⁹ These are also the groups with the highest

⁶William G. Bowen and T. Aldrich Finegan, The Economics of Labor Force Participation (Princeton, New Jersey: Princeton University Press, 1969), pp. 380-416.

⁷Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-C26, p. 146.

⁸For a more complete discussion, see Bowen and Finegan, The Economics of Labor Force Participation, pp. 380-416.

⁹Parnes, "Labor Force Participation and Labor Mobility," p. 48.

labor force participation rates. In other words, those most likely to be in the labor force, and to be employed, are most likely to move out of the State. This means that when net outmigration occurs, as it has for blacks in Mississippi between 1960 and 1970, there is a high probability that the remaining population will contain a disproportionate number of those who are, for reasons of health, lack of education, or some other factor, less likely to be in the labor force. For Mississippi's nonwhite male population this factor, which is most likely to be true with respect to education and work skills, has had a noticeable effect on labor force participation.

It is an accepted fact that marital status is a primary factor determining labor force participation of women. Recent research has indicated that marital status is also an important factor in determining labor force participation rates for men of all age groups.¹⁰ Bowen and Finegan, in perhaps the most comprehensive research on labor force participation to date, have stated that marital status is the single most powerful predictor of labor force participation for prime age males.¹¹ This strong association between labor force participation and marital status has been attributed to several factors:

- (1) the greater need of men with family responsibilities for income;
- (2) the existence of a selective process such that men with problems which are likely to keep them out of the labor force are also less likely to be married;
- (3) welfare rules which encourage men who have difficulty supporting their families to desert--many of whom are likely to leave the labor force.

In 1960, 63.4 percent of Mississippi's over 14 male population was married with wife present. In 1970 this had fallen to 62.5 percent. For nonwhites the

¹⁰Parnes, "Labor Force Participation and Labor Mobility," p. 25.

¹¹Bowen and Finegan, The Economics of Labor Force Participation, pp. 41-49.

change was much more drastic, with a decline from 55.2 percent in 1960 to 49.9 percent in 1970. This decline is particularly significant for prime age males. Although the extent to which changes in marital status have affected male labor force participation rates cannot be accurately tested with the available data, the above figures indicate there is reason to believe it has been significant.

Labor force participation rates declined for males in every category except one during the ten year period from 1960 to 1970. (See Table V.) By far the most significant declines, for both white and nonwhite, have been in labor force participation of the rural farm populations. While this may in part reflect the effects of some or all of the factors previously discussed, it also reflects changes within the rural farm sector itself. Mississippi has experienced a decline in agricultural employment and job opportunities due to mechanization, something which has characterized the entire rural farm sector of the U. S. economy for many years. The great importance of agriculture to Mississippi's economy, and therefore its employment, has accentuated the effects. Between 1940 and 1960 agricultural employment in the State fell from 57.8 percent of total employment to 20.4 percent.¹² By 1970 this had fallen to 7.5 percent. The decline in employment opportunities in the farm sector forced many members of the labor force to move to urban areas in search of employment opportunities. However, jobs in urban areas often require more formal education or a higher level of skill than those previously found in farm areas. In addition, those jobs which did remain in farm areas in many cases required greater skill than previously, due to mechanization.

These facts create problems for a population which has traditionally been

¹²Ronald E. Carrier, "Mississippi's Economy in Transition," Mississippi's Business, Volume 20, No. 6 (June, 1962), p. 3.

and continues to be less educated and less skilled than the population in other areas of the State. Between 1960 and 1970, median school years completed for the urban male population 25 years old and over rose from 10.6 to 12.1. At the same time in the rural farm area median school years completed for the over 25 male population rose only from 8.1 to 8.8. In addition in 1970, 22.8 percent of the urban male population between 16 and 64 had received some vocational training while only 15.3 percent of the same group in the rural farm area had any vocational training. This indicates two facts. First, those with the most education and skill are able to leave the rural farm areas and find employment in other areas of the State. This means that those remaining are the least prepared occupationally. In addition, those remaining are probably becoming less rather than more prepared for the jobs available. Thus, the dramatic decline in labor force participation rates reflects not a voluntary movement out of the labor force but the movement of workers who have become discouraged in their efforts to find employment and are no longer actively seeking what they know from experience is not available. Nor has this effect been felt only in rural farm areas. Even though the best prepared are likely to leave, many find themselves unable to compete in urban areas. In fact then, the decline in labor force participation rates for males in urban areas may in part be the result of events which have taken place in the rural farm sector of the economy.

Labor Force Participation - Female

The decline in labor participation rates for males between 1960 and 1970 was consistent across categories and, in some cases, dramatic in its magnitude. With regard to the participation of women in the labor force the reverse is true. As Table V indicates, there was an increase in labor force participation in every category except one, nonwhite urban females, and some of the increases were quite

substantial. Increased labor force participation of women is a trend which has been continuing for many years, not only in Mississippi but in the nation as a whole, and is expected to continue through the decade of the 1970's.¹³ Many factors have contributed to the increase in the female labor force.

Marital and family status have as much to do with determining female labor force participation as any other factors. Married women living with their husbands have lower labor force participation rates than women who never married, are separated, widowed, or divorced. Between 1960 and 1970 the percentage of Mississippi's female population over 14 who were married and living with their husbands fell from 58.6 to 56.9. Most of this decrease is probably explained by the trend toward later marriage. The percent of women ever married between the ages of 15 and 24 fell from 41.6 in 1960 to 38.6 in 1970. For those between 25 and 34 it fell from 93.1 to 90.7. These are the age groups which show the largest increases in labor force participation rates in the ten year period and it is reasonable to assume that marital status was an influencing factor.

The single most important factor which influences labor force participation of married women is presence and age composition of children.¹⁴ The strongest deterrent to labor force participation is the presence of children under six years of age. Between 1960 and 1970 the percent of total population under five years of age fell from 12.8 percent to 9.5 percent.¹⁵ The number of children between

¹³"The U. S. Economy in 1980: A Review of BLS Projections," Monthly Labor Review, Volume 93, No. 4 (April, 1970), p. 30.

¹⁴Malcolm S. Cohon, "Married Women in the Labor Force: An Analysis of Participation Rates," Monthly Labor Review, Volume 92, No. 10 (October, 1969), p. 33.

¹⁵Bureau of the Census, 1970 Census of Population, Mississippi, Advance Report, General Population Characteristics, PC(V2)-26, p. 3, and Bureau of the Census, U. S. Census of Population, 1960, General Social and Economic Characteristics, Mississippi, PC(1)-26C, p. 112. Percentage computations are by the authors.

5 and 14 also declined, by 2.3 percent. For women of ages 15-24 and 25-34, the number of children per 1,000 women ever married fell from 1,574 to 1,176 and 3,036 to 2,792, respectively. These declines can be expected to make it possible for a larger percentage of women to work than previously due to the reduction in responsibilities at home.

The tremendous increase in employment in the service industries in the last few decades is a well established fact in the United States and is no less true in Mississippi. This type of employment has always been more accessible to female workers than most other types. In addition, the type of light industry which has been increasing in Mississippi during the last decade is traditionally a good source of employment for female workers. Because employment opportunities are an important factor in determining labor force participation, particularly for secondary family workers, these changes in the industrial structure of Mississippi's economy have added to an environment which is increasingly conducive to female labor force participation.¹⁶

The increasing urbanization of the population probably has influenced labor force participation of women by placing them in an area where employment opportunities are not only greater but more varied. However, this does not explain why the participation rates of women in rural farm areas has increased. Indeed, one might have expected rates for women in rural farm areas to decline for the same reasons participation rates for males in rural farm areas have declined. There are of course the reasons previously stated for increased female labor force participation which are applicable to rural farm areas. More significantly, the decline in the male labor force participation rates, particularly for nonwhites, may be responsible. Loss of a male wage earner, for whatever the reasons, may

¹⁶parnes, "Labor Force Participation and Labor Mobility," p. 21.

force women into the labor force, even in areas where job opportunities are not abundant. Additionally the average income per family is substantially lower for families in rural areas relative to other areas, and this puts additional pressure on females to find employment as an added source of family income.

No discussion of female labor force participation would be adequate without recognition of the effects which are attributable to changing attitudes, personal and social. One of the important determinants of whether or not married women work is the attitude which their husband has toward their participation in the labor force. Many factors, of course, determine such attitudes but it would surely be correct to state that there is increased acceptance, even encouragement, on the part of husbands with respect to employment for their wives, particularly in the absence of young children. For single women social attitudes are such that there is probably little influence left from this source which would prevent a single female from working. The slow but sure breakdown of barriers to female entry into certain occupations also has some effect by making the range of occupations much broader and therefore, in some cases, the prospect of employment more desirable.

There can be no doubt that the importance of women as a source of labor has increased in Mississippi and will continue to do so for the next decade. This is extremely important for a State which desires to continue to grow economically, since the characteristics of the labor force have a great influence on the type of industry which will locate here. Since Mississippi has the lowest per family income of any state, increased labor force participation by women also represents a way in which this income can be increased in the short run, if the economy is able to provide the necessary employment opportunities.

Nonwhite Labor Force Participation

Almost every study of labor force participation rates has found that there are substantial differences between the rates of whites and nonwhites and that the direction of difference varies between men and women.¹⁷ In general, the rates for nonwhite males are less than for white males while the opposite is true for females. In Mississippi, this was true in 1960, but in 1970, although it was true for males, the labor force participation rates of nonwhite females was less than that of white females. In Mississippi between 1960 and 1970 the difference between the rates of nonwhite males and white males increased even though the indications are that the opposite is true for the U. S. as a whole.¹⁸

It is difficult to accurately interpret the meaning of color differentiation in labor force participation rates and even more difficult to explain why the trends in Mississippi are different from those in the rest of the nation. Certainly much of the difference can be explained by such factors as lower educational preparation for nonwhites, poorer health standards, and lower potential earnings, all of which would reduce labor force participation. In a State where the average educational attainment of the population over 25 is 12.1 for white males and females and only 6.5 for nonwhite males and 8.1 for nonwhite females, education must account for much of the differential. With regard to the increased differential between white and nonwhite males, outmigration of prime age nonwhite males is with little doubt a contributing factor.

The usual explanations for the higher participation rates of nonwhite females include their concentration in service industries, particularly domestic service,

¹⁷Parnes, "Labor Force Participation and Labor Mobility," pp. 21-25.

¹⁸ibid., p. 36.

where they are better able to compete, the greater need due to overall family income position, and greater labor force ties due to family instability. Certainly, the tremendous decrease in private household workers which took place in Mississippi between 1960 and 1970, predominantly a nonwhite occupation, has had some effect. It is anticipated that more detailed data will, at a later date, allow a more thorough investigation into the reasons why Mississippi differs from the rest of the U. S. with respect to the above trends.

Finally, there is no doubt that some of the difference in labor force participation attributable to color reflects differences in labor market experiences of whites and nonwhites which takes the form of discrimination faced by nonwhites. This discrimination not only prevents employment, particularly in certain occupations, but eventually discourages labor force participation. This has important social and economic implications not only for the individual involved but for the entire State in its efforts to promote a healthily growing economy.

Summary

Changes in labor force participation rates for most subgroups of Mississippi's labor force have been similar to those occurring throughout the Nation. Prime age males have a slightly lower rate than in 1960. Overall, there has been a significant increase in the labor force participation rates of women. Also, the young, for various reasons, are entering the labor force at a later age causing a decline in the labor force participation rates of this worker group. The data reflect the effect that continuing urbanization of the State's population has had in increasing the overall labor force participation rate.

One of the more important findings from the standpoint of future social and economic effects and needs was the decline between 1960 and 1970 in the labor force participation rate for black males. The causes are at best difficult to

determine. Outmigration, education, discrimination and many others probably had an effect.

An additional factor of importance for the State is that its overall labor force participation rate in 1970 was 53.1 percent, as compared to 61.1 percent for the Nation as a whole. In other words a smaller portion of the work age population in Mississippi, relative to the Nation, contributes to the State's yearly output.

EMPLOYMENT AND OCCUPATION

The 1970 Census showed that 718,948 persons were employed in Mississippi, and an additional 37,539 persons were in the civilian labor force but were unable to find employment. While this represents a significant increase in total jobs over 1960 and to a lesser degree a decrease in the unemployed (4.9 percent unemployed in 1970 compared to 5.4 percent in 1960), it is somewhat meaningless to attempt to draw comparative conclusions from these data because of the significant differences in the economic conditions which existed in 1960 and 1970.

There continues to be a significant differential in unemployment among subgroups of the labor force. Racially, white males possess the lowest unemployment rate, 3.0 percent, while nonwhite females have the highest, 10.7 percent. Overall, women are more than 2 percentage points higher than males, and nonwhites over 4 percentage points higher than whites. Although the data available give limited direct information, there is reason to suspect that younger workers bear the highest unemployment burden.¹⁹

There were some important changes in the industrial composition of employ-

¹⁹The unemployment rate for 14 and 15 year olds exceeded 13 percent in 1970.

ment, with agriculture and personal services declining dramatically, and manufacturing and professional and related services increasing substantially. The investigation of occupational changes which follows gives an insight into how well the decreases in some areas matched the increases in others in terms of people available for work.

Occupational Shifts--The Entire Economy

Several important shifts occurred in the occupational structure of the State of Mississippi between 1960 and 1970. A study of these job distribution patterns helps to reveal certain significant changes in the economy of the State. The changing occupational structure of the employed Mississippi labor force is discussed in this section, and possible explanations for the direction and magnitude of the shifts are offered. Data relevant to the subject are shown in Table VI.

Mississippi experienced an increase in the number of workers in eight of twelve occupational categories in the 1960 to 1970 intercensal period. This is partially a result of the population growth in the State during the decade. The four occupational groups which suffered declines during the decade were farm-related, service, or laborer categories. These data suggest that there has been a trend in recent years in Mississippi toward the higher skill and better paying occupations and away from the lower skill and poorer paying jobs.

The largest percentage increase in the 1960's (61.4 percent) in any major occupational group occurred in the professional, technical, and kindred workers category. A total of 87,969 persons were employed in this category in 1970, or 12.2 percent of Mississippi's employed civilian labor force.

The professional, technical, and kindred workers group includes such high skill occupations as engineers, physicians, teachers, health workers, certain technicians, and other professional workers. Favorable adjustment in this cate-

TABLE VI

NUMBER IN AND PERCENTAGE DISTRIBUTION OF EMPLOYED CIVILIAN LABOR FORCE
BY MAJOR OCCUPATION IN MISSISSIPPI, 1970, AND PERCENTAGE CHANGE FROM 1960

Major Occupation	1970 Employed Civilian Labor Force		
	Number	Percentage of Total	Percentage Change from 1960
Professional, Technical and Kindred Workers	87,969	12.2	+61.4
Managers and Administrators, Except Farm	57,580	8.0	+12.4
Sales Workers	41,962	5.8	+14.0
Clerical and Kindred Workers	90,157	12.5	+58.8
Craftsmen, Foremen, and Kindred Workers	98,191	13.7	+38.9
Operatives, Except Transport	121,611	16.9	+33.2
Transport Equipment Operatives	33,425	4.6	+16.4
Laborers, Except Farm	41,796	5.8	- 1.1
Farmers and Farm Managers	20,697	2.9	-71.4
Farm Laborers and Farm Foremen	25,621	3.6	-60.4
Service Workers, Except Private Household	70,299	9.8	+46.8
Private Household Workers	29,640	4.1	-38.1
Total	718,948	100.0	+ 5.4

Source: U. S. Department of Commerce, Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)C26 (Washington: U. S. Government Printing Office, 1972), p. 160, and U. S. Department of Commerce, Bureau of the Census, Census of Population, 1960, General Social and Economic Characteristics Mississippi, PC(1)-26C (Washington: U. S. Government Printing Office, 1961), pp. 125-126. Percentage computations are by the authors. Changes in occupational classifications between 1960 and 1970 required adjustments in the following categories: managers and administrators, except farm; operatives, except transport; transport equipment operatives; and laborers, except farm.

gory reflects the increased application of science to industry in the State.

Growth in the professional, technical, and kindred workers category in Mississippi in the 1960's is attributable to several factors, the most important of which may be rising personal incomes,²⁰ increasing defense related expenditures,²¹ and increasing urbanization. The rising personal income level in recent years has been accompanied by a growth in the demand for health care, education, and other services and products provided by professionals. This resulted in a rise in the number of persons in this category in the State. Much of the employment increase in the upper skill level categories in Mississippi in the 1960's has also been due to the growth of defense related expenditures in the State. These types of industries tend to use large numbers of engineers, architects, technicians, and other high skill personnel. In addition, urbanization in Mississippi has probably created a greater demand for workers in the professional, technical, and kindred workers group, since urban residents tend to use the services of professionals to a greater degree than do their rural counterparts.²²

Expanded industrialization in Mississippi in the 1960's in all likelihood generated jobs for more professional, technical, and kindred workers in the business community. Businesses obviously need the services of several professionals in this category, such as accountants and lawyers, and to a lesser degree resi-

²⁰ The per capita personal income in Mississippi rose from \$1,203 in 1960 to \$2,575 in 1970. See U. S. Department of Commerce, Bureau of the Census, Survey of Current Business, Volume LI, Number 8 (August, 1971), p. 31.

²¹ For example, defense generated employment in Mississippi increased from 13,000 to 38,000 between 1963 and 1968. See Bureau of the Census, Statistical Abstract of the United States, 1965, p. 257, and Bureau of the Census, Statistical Abstract of the United States, 1971, p. 248.

²² C. Lowell Harriss, Handbook of State and Local Government Finance (New York: Committee for Economic Development, 1967), p. 11.

dent or consulting psychiatrists, physicians, professional nurses, dieticians, and librarians, among a variety of others.

The occupations in the professional, technical, and kindred workers group have been little affected by labor-saving devices, since many professional jobs tend to be labor intensive. Hence the number of persons employed in these occupations increased rapidly in Mississippi from 1960 to 1970, despite the widespread application of technology in many industries in the State.

A substantial gain of 58.8 percent was recorded in the clerical and kindred workers occupational group in Mississippi in the 1960's. Slightly over 90,000 workers held jobs in this category in 1970, or 12.5 percent of the State's employed civilian labor force.

The shift from goods producing industries to services producing industries in Mississippi in the 1960's created a need for many clerical workers, which may help explain why our era has been characterized as the "paper age." More clerical workers may also be a result of the increased complexity of occupations.²³ Computer and advanced office equipment technology has probably had uneven effects in this category in Mississippi. In some clerical occupations, such as those in the finance and insurance industries, technology has not been applied broadly. For example, banktellers, account collectors, and insurance adjusters, examiners, and investigators have not been replaced by automated equipment to a substantial degree; and, when computers are used in these industries, there is often an increased demand for clerks to process the data generated. On the other hand, computerization has been applied to a greater degree in manufacturing industries and occupations (payroll clerks, timekeepers, and stock clerks). However, even

²³Vera C. Perrella, "Women and the Labor Force," Monthly Labor Review, Volume 91, No. 2 (February, 1968), p. 8.

in these industries, clerks are needed to prepare programs and inputs when computers are used.²⁴

A significant enlargement (46.8 percent) was recorded in the service workers (except private household) category in Mississippi during the decade of the 1960's. A total of 70,299 persons were employed in occupations in this group in 1970, or 9.8 percent of the employed civilian labor force in the State. As the Mississippi economy has become weighted toward the services sector during the 1960's, and incomes have risen, there has been a greater than proportionate growth in the demand for low skill service personnel.

The large increase in this category during the 1960's means that Mississippians are purchasing many goods and services which they formerly did without or provided for themselves. The expanded police forces in Mississippi State and local governments, an enlarged number of eating establishments, more amusement and entertainment facilities, additional motels and hotels, and a larger number of barber shops and beauty salons in the State have expanded many service occupations.²⁵ Growth of these occupations in the 1960's indicates that Mississippi citizens are placing more economic value on their own time, and have become more inclined to hire others to perform many service tasks.

Slightly over 98,000 Mississippians were classified in the craftsmen, fore-

²⁴U. S. Department of Labor, "Employment Trends: Projections and Implications," in Richard L. Rowan (ed.) Readings in Labor Economics and Labor Relations (Homewood, Illinois: Richard Irwin, Inc., 1972), p. 32.

²⁵The amounts of these increases can be calculated from figures contained in Bureau of the Census, Statistical Abstract of the United States, 1962; Bureau of the Census, Statistical Abstract of the United States, 1971; Bureau of the Census, 1963 Census of Business, Retail Trade, Mississippi, Volume II, BC63-RA26; and Mississippi State University, Mississippi Statistical Abstract, 1971 (State College, Mississippi: Division of Research, Mississippi State University, in cooperation with the Mississippi Research and Development Center, 1972), p. 282.

men, and kindred workers occupational category in 1970, or 13.7 percent of the State's employed civilian labor force. This was the second largest occupational group, exceeded only by the operatives (except transport) category. The number of workers in this group expanded by 38.9 percent in the 1960 to 1970 intercensal period.

Growth in the craftsmen, foremen, and kindred workers category is an indication of the increased amount of production employment and emphasis on mechanization in Mississippi in the 1960's,²⁶ since metal craftsmen, die makers and setters, machinists, and other craftsmen are included in this group. The increase in this category also reveals the growth in the housing and construction industry in the State from 1960 to 1970,²⁷ since brickmasons, carpenters, electricians, excavators, painters, plumbers, and other construction craftsmen are a part of this group. Gains in the craftsmen, foremen and kindred workers group also reflect the increased use of home appliances and cars by Mississippians during the decade, as the repairers of air conditioners, heaters, television sets and radios, refrigeration equipment, and automobiles are classified as craftsmen.²⁸

Another occupational category which experienced a relatively large increase (33.2 percent) between 1960 and 1970 in Mississippi was the operatives (except

²⁶Employees in the manufacturing industry division in Mississippi amounted to 186,000 in 1970, up from 118,000 in 1960. See Bureau of the Census, Statistical Abstract of the United States, 1971, p. 219, and Bureau of the Census, Statistical Abstract of the United States, 1962, p. 223.

²⁷The number of occupied housing units in Mississippi rose from 568,070 in 1960 to 636,724 in 1970. See Bureau of the Census, United States Census of Housing, 1960, Mississippi, State and Small Areas, HC(1), No. 26, p. 5, and Bureau of the Census, General Housing Characteristics, Mississippi, 1970 Census of Housing, HC(1)-A26, p. 8.

²⁸The dramatic increases in the number of cars and appliances in use in the State and Nation are shown in Bureau of the Census, Statistical Abstract of the United States, 1971, pp. 535 and 677.

transport) group. More employees (121,611) were included in this category than in any other in 1970. The 1970 Census revealed that about one in every six Mississippians in the employed civilian labor force was in this group.

Growth in the operatives group is a reflection of increased manufacturing in Mississippi in the 1960's, particularly garment manufacturing.²⁹ Dressmakers, packers, sewers and stitchers, and knitters are included in the operatives group, and all are used in the garment industry. In addition, manufacturing industries of almost every type use some combination of the operative occupations listed below: furnacemen, metal heaters, oilers and greasers, graders and sorters, power station operators, or smeltermen. The expansion in the number of employees in these occupations is attributable to the growing industrialization in the State from 1960 to 1970.

In the transport equipment operatives category, a modest increase of 16.4 percent was recorded for Mississippi from 1960 to 1970. Only 33,425 persons, or 4.6 percent of total State employed civilian labor force, were in this group in 1970.

Gains in this category during the decade are due to the State's growing personal income level and heightened level of consumption of services. In particular, the growth in this group may be assigned to the rising number of businesses where the pick-up and delivery of a good or service is involved, and where a driver is obviously needed. Examples are cleaning, food, and other commercial establishments. Increases in the transport equipment operatives category in

²⁹The number of workers in the textile mill and other fabricated textile product subdivision amounted to 32,687 in 1960 and to 46,071 in 1970. See Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-C26, p. 162, and Bureau of the Census, U. S. Census of Population, 1960, General Social and Economic Characteristics, Mississippi, PC(1)-26C, p. 129.

Mississippi from 1960 to 1970 may also be a result of the rising use of motor truck transportation of manufactured goods, raw materials, agricultural products, and other goods.³⁰

There was a slight gain (14.0 percent) in the sales workers category in Mississippi from 1960 to 1970. Almost 42,000 persons, or 5.8 percent of the employed civilian labor force, were in this group in 1970. Included were such occupations as retail salespersons, insurance agents, real estate agents and brokers, bond salesmen, newsboys, and others.

A greater orientation to services, larger incomes, and a general elevation in the standard of living in Mississippi have given rise to increases in the numbers in several occupations in this group during the decade. The more affluent the populace, as a rule, the greater the probability that they will buy insurance, read newspapers, and purchase their own home. Also, on an a priori basis, the greater the level of income, the greater will be the amount and variety of retail purchases; and the larger the number of sales of a good or service, other things being equal, the larger will be the number of salespersons needed.

Changing techniques in merchandising may have retarded the growth in the number of persons employed as retail salesmen between 1960 and 1970. However, the importance of face-to-face contact in selling, particularly of high budget items like insurance and real estate, will probably prevent a decline in the number of salespersons needed in the predictable future.

The occupational category in which the smallest increase, 12.4 percent, was recorded for Mississippi between 1960 and 1970 was the managers and administrators

³⁰The number of private and commercial trucks and buses rose from 183,000 in 1960 to 282,000 in 1970. See Bureau of the Census, Statistical Abstract of the United States, 1971, p. 535, and Bureau of the Census, Statistical Abstract of the United States, 1962, p. 564.

(except farm) group. Census figures show that 57,580 Mississippians held occupations in this category in 1970, or about one in every twelve employed persons in the State. Occupations included in this category are buyers, building managers and superintendents, credit managers, postmasters, public administration inspectors and officials, purchasing agents and buyers, and many others.

Changes in the types of distribution patterns in Mississippi and other states in recent years have had offsetting effects upon this occupational group. In retailing, the growth of chain retail outlets has probably caused a reduction in the number of smaller retail stores, and hence in the number of proprietors, but it has tended to augment the number of branch managers and officials. (This is not to deny that substantial economies of scale may not accrue to the large chain retail outlets.) On the other hand, the number of quick-food stores and quick-food restaurants has probably multiplied in the last decade in Mississippi. This has caused an increase in the number of people classified as proprietors.

There are other explanations for the growth in the managers and administrators group. More Mississippians lived in multiple dwelling units during the 1960's than in previous decades,³¹ and this gave rise to the need for building managers and superintendents. Also, more credit was extended in the State during the decade than previously, thereby generating more jobs for credit managers.³²

³¹There were 71,871 structures with two or more living units in Mississippi in 1970, as compared to 53,582 in 1960. See Bureau of the Census, United States Census of Housing, 1960, Mississippi, State and Small Areas, HC(1), No. 26, p. 8, and Bureau of the Census, General Housing Characteristics, Mississippi, 1970 Census of Housing, HC1-A26, p. 8.

³²For example, loans and discounts in Mississippi state and national chartered commercial banks as of June 30, 1970 amounted to \$1,688,255,270, as compared to only \$540,868,354 on June 15, 1960. See Mississippi State University, Mississippi Statistical Abstract, 1971, p. 386.

In addition, as manufacturing concerns in Mississippi grew in size and complexity during the intercensal period under consideration, there was created a need for additional purchasing agents, buyers, and other managers or officials. Certain governmental occupations in Mississippi which are included in this category also grew in number from 1960 to 1970.

Decreases occurred in four occupational categories in Mississippi from 1960 to 1970: farmers and farm managers, farm laborers and farm foremen, laborers (except farm) and private household workers. The largest declines were in the (1) farmers and farm managers and (2) farm laborers and farm foremen categories, where decreases of 71.4 percent and 60.4 percent, respectively, were recorded. Both these groups have relatively small numbers in them. A total of 20,697 persons, or 2.9 percent of the employed civilian labor force in the State in 1970, were in the farmers and farm managers category, and 25,621 persons, or 3.6 percent of the employed civilian labor force, were farm laborers or farm foremen. These categories were numerically of lesser importance than any others in the State in 1970.

Declines in the farm categories in Mississippi in the 1960's are part of a continuing trend, as farmers and farm laborers have for several decades migrated to urban areas (within and without the State) to seek employment in industry.³³ The migration from farms has been both a cause and an effect of a decrease in the number of farms. There has also been a consolidation of farmlands into fewer holdings, and an increase in the average size of farms.³⁴ Both these phenomena are

³³As recently as 1950, 299,281 persons in Mississippi were in farm related categories, as compared to 20,697 persons in 1970. See Bureau of the Census, 1950 United States Census of Population, Mississippi, General Characteristics, p. 33, and Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-C26, p. 160.

³⁴The number of farms in Mississippi decreased from 138,098 in 1959 to 95,000 in 1970; and the amount of land in farms declined from 18,630,000 acres to 17,500,000 acres in the same period. The average size of farms obviously increased considerably during the decade. See Bureau of the Census, Statistical Abstract of the United States, 1964, pp. 611 and 616, and U. S. Department of Agriculture, Agricultural Statistics, 1971, p. 441.

basically a result of the broader application of technology to farming in Mississippi during the decade. Labor saving devices and techniques are readily applicable and have had a great impact in the farming industry. Farmers today use more efficient growing methods, better seeds and feeds, better fertilizers, improved selective breeding of grain and livestock, and more mechanization than ever before. All this enables the farmer to be more productive, and to use fewer employees.

At the same time as the production curve for agricultural products was shifting upward, the population was growing more slowly than in earlier periods of the State's history;³⁵ a natural labor market result was a decline in the demand for agricultural workers. Thus population growth, a demographic variable, also played a role in the displacement of farmers and farm workers in Mississippi during the 1960's.

A very small decrease of 1.1 percent occurred in the laborers (except farm) category from 1960 to 1970 in Mississippi. Workers in this group totaled 41,796 in 1970, or 5.8 percent of the total employed civilian labor force. Occupations in this category include car washers, fishermen, longshoremen, woodchoppers, and others. Jobs in this occupational group are particularly susceptible to automation.

A substantial decline (38.1 percent) was also recorded in the private household workers group in Mississippi during the 1960's. Private household workers constituted 4.1 percent of the State's total employed civilian labor force in 1970, amounting to 29,640 persons.

Several factors may help to explain the contraction in the private household workers category in Mississippi in the 1960 to 1970 decennial period. First, workers in this group may have found better job opportunities elsewhere. Almost

³⁵ See Hollman and Rungeling, Mississippi's Population (1960-1970): General Characteristics, pp. 11-14.

any position in either of the other eleven occupational categories would pay more attractive wages and probably provide considerably better fringe benefits (such as workmen's compensation) than jobs in the household category. Blacks, who tend to predominate in this area, were better educated and trained during the 1960's, possessed a greater self-identity, and probably became more aware of openings in other categories. All this helped to reduce the reservoir from which workers in this category have traditionally been drawn. Also, it appears that older blacks are seeking to avoid menial and servile tasks in this group and young blacks are understandably reluctant upon initial entry into the labor force to choose jobs in the private household workers category.³⁶

Second, during the 1960's women in Mississippi and the Nation were marrying later, postponing the birth of the first child to a later time, and having fewer children. Implications of these phenomena for private household workers were numerous. Fewer babysitters and laundresses were needed; and, with a diminished number of individuals in the family, there was a tendency for families to live in smaller houses, or in mobile homes or apartments.³⁷ With less living space, less cleaning was required, and this may have lessened the need for domestics.

Third, automation in the home enabled the more affluent middle class housewife to perform more household chores. In the 1960's more Mississippi women than ever before used such labor saving devices as the vacuum cleaner, microwave oven, automatic dishwasher, automatic washers and dryers, and many small electrical appliances. These devices have reduced the drudgery and toil of many

³⁶Susan Holland, "The Employment Situation for Negroes," Employment and Earnings and Monthly Report of the Labor Force, Volume 14, No. 3 (September, 1967), p. 11.

³⁷Kenneth W. Hollman and Brian S. Rungeling, "Recent Shifts in Mississippi's Housing Patterns," Mississippi's Business, Volume 30, No. 5 (April, 1972), pp. 1-7.

time-consuming household tasks. Also, synthetic fabrics with the wash and wear quality have further reduced household chores; and the appearance of automatic laundries and quick-order delivery groceries and restaurants further helped to eliminate or minimize household tasks. In addition, food preparation has been simplified, with more emphasis being placed on speed and convenience, and less on taste. In short, homes, home appliances, and home accessories tended to become more functional during the decade, thereby eliminating or lessening the strain of many housekeeping chores, and also reducing many of the tasks which were formerly performed by private household workers in Mississippi and other states. This trend is expected to continue into the future.³⁸

Summary. It has been shown in this section that there is a close relationship between the occupational distribution of the employed civilian labor force in Mississippi and the level of technological development. The application of scientific findings to industry, agriculture, and in the home has been an important factor in occupational shifts in the 1960's. This application has expanded some occupations and contracted others, created some jobs and destroyed others, and changed the skill requirements of still others. It would be difficult to overestimate the impact of increasing mechanization upon the occupational configuration of the labor force in the Mississippi economy in the 1960's.

Among the most notable of the changes in the occupational composition of the employed Mississippi civilian labor force in the past decade was a significant decrease in the number of people employed in the farm related categories. This

³⁸See William Lazer, John E. Smallwood and others, "Consumer Environments and Life Styles of the Seventies," MSU Business Topics, Volume 20, Number 2 (Spring, 1972), pp. 1-17.

decline was primarily a result of the increased mechanization of farms. Lesser but substantial decreases occurred in the private household workers groups. This was a result of the expanded application of technology to the home. Only one occupational category, laborers (except farm), experienced practically no change during the decade. Every other category showed an increase with the greatest growth occurring in the professional, technical and kindred workers; clerical and kindred workers; and managers and administrators (except farm) groups. These increases are attributable to the recent orientation of the Mississippi economy toward the services sector, expanded industrialization, the growing complexity of occupations, and general rises in the level of consumer incomes and standards of living.

Occupational Distribution by Sex

In any study of the occupational distribution patterns of a state some attention must be devoted to the ratio of males to females in the several job categories. Changes in this ratio may be of greater effect and magnitude than any other. Examination of the changes in this ratio over time yields additional insights into shifts in employment trends.

In this section, attention will be focused upon the occupational distribution between men and women in Mississippi from 1960 to 1970. Emphasis will be placed on the rapidity with which women have moved up in the occupational hierarchy, since this is a subject of prime importance and of considerable discussion in the literature. Table VII presents selected data on this topic.

Increases for women were recorded in eight of eleven occupational categories in Mississippi from 1960 to 1970, and for men in eight of twelve categories.³⁹

³⁹The 1960 Census did not list a "Transport Equipment Operatives" category or similar group for females.

TABLE VII

COMPOSITION OF THE EMPLOYED CIVILIAN LABOR FORCE BY MAJOR OCCUPATION AND SEX IN MISSISSIPPI, 1970

Major Occupation	Women				Men			
	Number	Percentage Change from 1960	Percentage of Total Female Labor Force	Women as a Percentage of Total Labor Force in this Occupation	Number	Percentage Change from 1960	Percentage of Total Male Labor Force	Men as a Percentage of Total Labor Force in this Occupation
Professional, Technical and Kindred Workers	43,578	+69.9	15.6	49.5	44,391	+53.8	10.1	50.5
Managers and Administrators, Except Farm	10,517	+24.1	3.8	18.3	47,063	+10.0	10.7	81.7
Sales Workers	16,339	+15.0	5.8	38.9	25,623	+13.4	5.8	61.1
Clerical and Kindred Workers	66,398	+72.5	23.8	73.6	23,759	+30.0	5.4	26.4
Craftsmen, Foremen, and Kindred Workers	5,316	+156.2	1.9	5.4	92,875	+35.3	21.1	94.6
Operatives, Except Transport	55,262	+44.6	19.8	45.4	66,349	+24.9	15.1	54.6
Transport Equipment Operatives	2,308	*	.8	6.9	31,117	+ 8.4	7.1	93.1
Laborers, Except Farm	3,030	+175.0	1.1	7.2	38,766	- 5.8	8.8	92.8
Farmers and Farm Managers	1,006	-82.2	.4	4.9	19,691	-70.5	4.5	95.1
Farm Laborers and Farm Foremen	1,969	-83.9	.7	7.7	23,652	-54.9	5.4	92.3
Service Workers, Except Private Household	44,821	+54.4	16.0	63.8	25,478	+35.2	5.8	36.2
Private Household Workers	28,866	-38.6	10.3	97.4	774	-14.8	.2	2.6
Total	279,410		100.0		439,538		100.0	

Source: U. S. Department of Commerce, Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-C26 (Washington: U. S. Government Printing Office, 1972), p. 160, and U. S. Department of Commerce, Bureau of the Census, U. S. Census of Population, 1960, General Social and Economic Characteristics, Mississippi, PC(1)-26C (Washington: U. S. Government Printing Office, 1961), p. 126. Percentage computations are by the authors.

*There was no "Transport Equipment Operatives" category for females in 1960.

These changes are partially a result of the increased number of both men and women in the State. In every group where expansions were recorded for both males and females during the decade, the relative increase was greater for women than for men. Also, in every category where both sexes experienced declines, the relative decrease was greater for women than for men. This accounted for ten of the eleven categories. However, in one category women experienced an increase while a decrease was recorded for men.

The largest relative increase for women in Mississippi in the 1960's, 175.0 percent, occurred in the laborers (except farm) category. However, only 3,030 women, or 1.1 percent of the employed female labor force, were in this group in 1970. In contrast, 38,766 men, or 8.8 percent of the males employed in the State, were classified as laborers. The number of men in this area decreased by 5.8 percent from 1960 to 1970.

Female workers comprised only 7.2 percent of the total number of employees in the laborers (except farm) category in Mississippi in 1970. This underrepresentation may be a result of the conventional belief that some jobs are "women's jobs," while other are "men's jobs." This kind of prejudice, based on erroneous assumptions about the capabilities of females, tends to discourage the entry of women into many occupations. Such attitudes form very effective discriminatory sexual barriers, and have probably been more restrictive of equal female participation in certain occupations than any real differences in the abilities of men and women to perform these activities.⁴⁰

Almost every job in this occupational group requires lifting or other physical exertion and/or fatigue, or in some other way is considered to be an unattractive

⁴⁰Janice Neipert Hedges, "Women Workers and Manpower Demands in the 1970's," in Richard L. Rowan (ed.), Readings in Labor Economics and Labor Relations (Homewood, Illinois: Richard Irwin, Inc., 1972), p. 52.

and unpleasant job. This helps to explain why there has traditionally been a concentration of males in this area. The relatively large (albeit small absolute) entry of women into this category in Mississippi in the intercensal period under study indicates that, contrary to past popular opinion, women possess the basic physical strength and agility requirements to perform many jobs from which they were formerly excluded.

In the craftsmen, foremen, and kindred workers group, women experienced a very sizeable gain, 156.2 percent, during the decade in Mississippi. This was also an area where women were not as heavily represented as men; only 5,316 females, or 1.9 percent of the State's female employees, were in this group in 1970. On the other hand, there was a growth of 35.3 percent in the number of males employed in this group; 92,875 men, or 21.1 percent of the employed males in the State, were classified as craftsmen, foremen, or kindred workers in 1970.

Significant gains were also scored by women in Mississippi in the clerical and kindred workers category, where an increase of 72.5 percent was recorded for the 1960 to 1970 decennial period. More women were in this area than in any other in Mississippi in 1970; a total of 66,398, or 23.8 percent of the female labor force were so employed. Males employed in this group expanded by 30.0 percent in the same period, up to 23,759 by 1970; this number constituted approximately 5 percent of all male employees. About 30 percent of the workers in the clerical group were male in 1970.

Jobs in the clerical category are traditional "female occupations." As the economy has shifted from the production of goods to the production of services, more clerical positions have been created. Importantly, women have tended to gravitate even more to these positions as their numbers in the labor force have increased. As a result, females have solidified their dominant position in this

category in Mississippi in recent years.⁴¹

The concentration of women in the clerical and kindred workers category has been further reinforced by the educational system of the State of Mississippi and the country. Much of the curriculum in secondary schools is designed to prepare women for entry into occupations in the clerical and kindred workers group. Examples are the courses in typing, shorthand, and bookkeeping, which have traditionally been more popular with women than with men.⁴²

The number of women in the professional, technical, and kindred workers group also expanded by a substantial degree in Mississippi in the 1960 to 1970 intercensal period. Females in this category rose from 25,649 to 43,578 during the decade, an upward adjustment of 69.9 percent; over 15 percent of the employed females in Mississippi in 1970 were in this area. On the other hand, 44,391 males were classified as professional, technical, or kindred workers in 1970, over 50 percent more than in 1960. The 1970 Census showed that approximately 10 percent of the employed males in the labor force held jobs in this category.

Women accounted for almost half of the total number of persons employed in this group in 1970. This sizeable representation may be explained by the fact that several professions in this category, such as dieticians, registered nurses, dental hygienists, and elementary and secondary school teachers are dominated by females. Women logically have tended to be drawn to these professions, since each involves work which is an extension of tasks performed in the home. Furthermore, in this category as well as others, women have continued to concentrate in occupations where sexual discrimination barriers were broken initially. Women

⁴¹Perrella, "Women and the Labor Force," p. 4.

⁴²ibid.

have traditionally entered several of the occupations in the professional, technical, and kindred workers category, and as the Mississippi economy has expanded in the 1960's and become further weighted toward the services sector, the growth rate has naturally been greatest in these occupations.

Females in the service workers (except private household) category showed an increase of 54.4 percent during the decade of the 1960's. Almost 45,000 women, or about one in every six employed females in the State, were in this group in 1970. Women constituted almost 64 percent of the total persons in this category. Male workers in the service workers group totaled 25,478 in Mississippi in 1970, an enlargement of 35.2 percent from 1960; 5.8 percent of the employed males in the State were in this area in 1970.

The increase for women in this category in Mississippi in the decade under consideration is easily explained. Many of the extremely diverse occupations in this group are performed almost exclusively by women, such as chambermaids, maids, cleaners, charwomen, nursing aides, practical nurses, midwives, airline stewardesses, hairdressers, cosmetologists, and housekeepers. The number of workers in most of these occupations rose during the 1960's, but men seem to have entered them only on a limited scale. On the other hand, women have made substantial progress in entering occupations in this category which are dominated by men, such as the protection service occupations. The net result was an increase of women in occupations in this category in Mississippi during the 1960's.

The significant growth in the number of women, particularly unskilled women, in this area may partially be a function of the decline in employment in the agricultural sector. This decline released many women with minimum skills for employment elsewhere.

There were 44.6 percent more women in the operatives (except transport) category in 1970 than in 1960 in Mississippi. Over 55,000 women, or 19.8 percent of

the employed female labor force in 1970, were employed in this group. More men, 66,349, or 15.1 percent of the employed males in 1970, were employed in this area than in any other except the craftsmen group. Almost 25 percent more men were working in this category in 1970 than in 1960. The increase of women in the operatives (except transport) group is a reflection of the concentration of women in the garment and other low-value-added and nondurable goods industries in the State in 1970. These industries tend to be labor intensive, and this may explain their presence in Mississippi.

Over 16,000 women in Mississippi were employed as salesworkers in 1970, an expansion of 15.0 percent over 1960. Just under 6 percent of the employed females in the State in 1970 were in this category. More than 25,000 men were classified as salespersons in 1970, or 5.8 percent of the State's employed male labor force. About 13 percent more males were employed in this group in 1970 than in 1960.

Census figures show that the number of female employees diminished in three categories from 1960 to 1970 in Mississippi. The largest decreases, 82.2 percent and 83.9 percent, were recorded in the farmers and farm managers, and farm laborers and farm foremen categories, respectively. Female farmers and farm managers, and farm laborers and farm foremen are practically nonexistent in Mississippi; there were only 1,006 of the former and 1,969 of the latter in the State in 1970. The same general trends were recorded for men, though the decline was less in each case. Male farmers and farm managers totaled 19,691 in 1970, or 70.5 percent fewer than in 1960; and male farm laborers and farm foremen amounted to 23,652, a decrease of 54.9 percent from the figure recorded in 1960. Together, the farm related categories accounted for about 1 percent of the employed females in Mississippi in 1970, and about 10 percent of the employed males.

A decrease was also recorded for women in the private household workers category. A total of 28,866 females were in this group in 1970 in Mississippi, 38.6

percent fewer than in 1960. Over 10 percent of the total employed females were in this group in 1970. Males in this category numbered 774 (2.6 percent of the total) in 1970, a decline of 14.8 percent during the ten year period. This number accounted for less than 1 percent of the employed men in Mississippi in 1970.

Many of the employees in this category worked part-time, particularly black women, so the figure cited here may conceal the true numbers. Many are also probably young, such as those who are classified as babysitters. The number of women in this category will probably continue to decline as more attractive jobs become available and women become better trained.⁴³

Several reasons have been cited to explain why women entered the labor force and moved up the occupational hierarchy in Mississippi during the 1960 to 1970 decennial period. One cause that has not been discussed is that many discriminatory barriers have been broken. Women have insisted on entering occupations and receiving pay commensurate with their abilities. The feminist movement, which is basically a reflection of the increasing self-awareness of women, gathered momentum in the 1960's, and women came to view themselves as equals of men not only in social and political affairs, but also in employment. Females today are better educated, and consider themselves to be more valuable to employers; they are therefore demanding equal pay, promotion, and working conditions in their employment. Women no longer see themselves as servants of their families and husbands, but instead as family members with the same status, rights, and responsibilities as other members.⁴⁴

⁴³Claire C. Hodge, "The Negro Job Situation: Has it Improved?" Monthly Labor Review, Volume 92, No. 1 (January, 1969), p. 24.

⁴⁴Lazer, Smallwood, and others, "Consumer Environments and Life Styles of the Seventies," pp. 1-17.

Summary. Both the female and male labor forces in Mississippi changed greatly from 1960 to 1970. This section has focused upon the transformation in the female sector of the labor force.

Women experienced decreases in the farm related and private household workers groups in the State during the decade. These declines are attributable to the increased application of scientific findings on the farm and in the home. Women showed the largest gains in the laborers (except farm), and craftsmen, foremen, and kindred workers groups. These were categories where the demand for laborers was particularly great, which probably induced employers in these areas to hire more women and other minority groups. Substantial growth in employment was recorded for women in the clerical and kindred workers group also. Women have traditionally concentrated in this occupational category, and as their participation rate has risen, the overrepresentation has continued. Women experienced positive but lesser gains in the remaining groups.

Women have not only participated in the labor force to a greater degree in the 1960's in Mississippi, but they have moved up in the occupational hierarchy. Possible reasons are the increased educational attainment of females, shifts in industry which have created more high-skill jobs for both sexes, technological improvements in industry which have permitted women to enter more occupations, and the elimination of barriers to female entry in many occupations. Possibly more important than either of these is a new and increased awareness by females of their capabilities and rights, and their insistence that they be treated equally with males in all endeavors.

Occupational Distribution by Race

Data regarding the racial composition and trends of State populations are

meaningful in several respects. Such data are often used to determine the progression or retrogression which nonwhites are making in achieving equality with whites in economic, political, social, or other areas. One of the most frequently used indicators of the status of nonwhites in the economic area is their occupational configuration--the distribution of their means of livelihood between less desirable and more desirable positions--and the changes in this structure over time.

Significant improvements were made in the number and kinds of jobs held by nonwhites in Mississippi in the 1960 to 1970 intercensal period. However, nonwhites still occupy a disproportionate number of jobs at the lower rungs of the occupational ladder, while whites tend to predominate at the upper extremes, where better pay and working conditions exist. This section is an evaluation of the degree of occupational progress of Negroes which took place in Mississippi during the decade of the 1960's. Table VIII presents the tabular data for each of the occupational categories.

Whites in Mississippi experienced decreases in three of the twelve occupational groups from 1960 to 1970. Nonwhites, on the other hand, experienced declines in four groups. Both races lost employees in the agricultural and private household workers occupations, and gained in the professional, technical, and kindred workers; clerical and kindred workers; craftsmen, foremen, and kindred workers; and other categories during the decade.

The greatest percentage increase for nonwhites in Mississippi in the decade of the 1960's occurred in the clerical and kindred workers group. Over 8,000 nonwhites were in this group in 1970, an expansion of 245.9 percent over 1960. However, less than 4 percent of the nonwhite laborers in the State were classified as clerical or kindred workers in 1970, as compared to 16 percent of the white workers. Fewer than one in ten persons employed in this category in 1970 was black. The 1970 Census figures show that whites in this group totaled 82,031.

TABLE VIII
COMPOSITION OF THE EMPLOYED CIVILIAN LABOR FORCE BY
MAJOR OCCUPATION AND RACE IN MISSISSIPPI, 1970

Major Occupation	Nonwhites				Whites			
	Number	Percentage Change from 1960	Percentage of Total Nonwhite Labor Force	Nonwhites as a Percentage of Total Labor Force in this Occupation	Number	Percentage Change from 1960	Percentage of Total White Labor Force	Whites as a Percentage of Total Labor Force in this Occupation
Professional, Technical and Kindred Workers	17,792	+75.5	8.6	20.2	70,177	+58.1	13.7	79.8
Managers and Administrators, Except Farm	3,841	+33.4	1.9	6.7	53,739	+11.1	10.5	93.3
Sales Workers	2,428	+35.0	1.2	5.8	39,534	+12.9	7.7	94.2
Clerical and Kindred Workers	8,126	+245.9	3.9	9.0	82,031	+50.8	16.0	91.0
Craftsmen, Foremen, and Kindred Workers	17,281	+45.8	8.4	17.6	80,910	+37.5	15.8	82.4
Operatives, Except Transport	36,584	+64.1	17.8	30.1	85,027	+23.2	16.6	69.9
Transport Equipment Operatives	13,119	+15.0	6.4	39.2	20,306	+17.3	4.0	60.8
Laborers, Except Farm	23,761	-14.9	11.5	56.8	18,035	+26.0	3.5	43.2
Farmers and Farm Managers	4,692	-85.7	2.3	22.7	16,005	-59.5	3.1	77.3
Farm Laborers and Farm Foremen	17,783	-66.0	8.6	69.4	7,838	-37.0	1.5	30.6
Service Workers, Except Private Household	33,003	+29.1	16.0	46.9	37,296	+67.1	7.3	53.1
Private Household Workers	27,392	-38.5	13.3	92.4	2,248	-32.3	.4	7.6
Total	205,802		100.0*		513,156		100.0*	

Source: U. S. Department of Commerce, Bureau of Economic Analysis, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)C26 (Washington: U. S. Government Printing Office, 1972), p. 160, and U. S. Department of Commerce, Bureau of Economic Analysis, 1960 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-26C (Washington: U. S. Government Printing Office, 1961), p. 126. Percentage computations are by the authors.

*Totals do not add to 100.0 due to rounding.

about 50 percent more than in 1960.

Increases by nonwhites in the clerical category may be explained by the fact that educational requirements in this category are modest, usually a high-school diploma. Low income families, where most nonwhites in Mississippi are found,⁴⁵ are often financially able to support a child through high school; but they usually find the expenses of higher education prohibitive. Thus many nonwhites in the State have the educational prerequisites for clerical positions, but not for professional, technical, management, and other higher paying occupations.⁴⁶

In this category as well as the four or five which immediately follow, employment opportunities for nonwhites as well as whites grew very fast during the decade in Mississippi. However, the number of clerical jobs increased faster than proportionately, due to the growing complexity of the economy and the tendency toward more record keeping in all industries. This worked to the advantage of nonwhites because, as a rule, the most rapid occupational advances of minority races have historically occurred in the rapidly growing fields, where opportunities for minorities are plentiful, hiring needs by employers are greater, turnovers higher, and upgrading more prevalent. Nonwhites have gained access very slowly into occupations and industries which are stable or growing slowly.⁴⁷

The next largest growth for nonwhites in Mississippi in the 1960's was in the professional, technical, and kindred workers group, where an increase of 75.5 percent was recorded. This group contained 17,792 nonwhite workers in 1970, or

⁴⁵The median income of nonwhite families in Mississippi in 1970 was \$3,202, but it was \$7,578 for whites. See Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, Mississippi, PC(1)-C26, p. 166.

⁴⁶U. S. Department of Labor, "Employment Trends: Projections and Implications," p. 39.

⁴⁷Hodge, "The Negro Job Situation: Has it Improved?" pp. 24 and 28.

8.6 percent of the total nonwhites employed; about 20 percent of the total number of workers in the category were black in 1970. Whites experienced a smaller percentage increase, 58.1 percent, than did nonwhites during the decade. Almost 14 percent of the employed whites in Mississippi in 1970 were in this category.

Upgrading in the professional, technical, and kindred workers category for nonwhites is especially significant, since the pay scales, working conditions, security, probability of advancement, and prestige of occupation are greater for jobs in this group than in most other groups. The relatively large movement of nonwhites into this area has caused a marked improvement in the occupational configuration of blacks in Mississippi in the last decade. Nonwhites have made substantial progress in a short period of time in this category.

The increases of blacks in the professional, technical, and kindred workers group may be a reflection of higher education levels among nonwhites in the State. Upward occupational mobility is obviously partially dependent upon job qualification and training, and nonwhite educational attainment has risen in recent years. A natural and expected result is a favorable occupational adjustment for nonwhites in the upper skill level categories, such as the professional, technical, and kindred workers group.

Nonwhites in Mississippi in the operatives (except transport) category also advanced significantly on a relative basis (64.1 percent) during the 1960 to 1970 intercensal period. This category was numerically of greater importance than any other in Mississippi in 1970, with 36,584 persons, or 17.8 percent of the total employed nonwhite labor force. This category also contained a larger number of whites than any other (85,027, or one out of every six white workers). This number represented an increase of about 23 percent during the decade, and amounted to almost 70 percent of the total number of employees in Mississippi in this group.

Workers in the operatives category are semi-skilled, and the pay in some of

these occupations is often quite good. The movement into this area by nonwhites in Mississippi during the 1960's is therefore an encouraging aspect for minority race occupational upgrading; importantly, many of these workers probably came from the agricultural sector, where the skills and pay are lower. Limited educational attainment has not proven to be a significant barrier to nonwhite entry into this group.

Nevertheless, the large number of nonwhites in the operatives category indicates that minority races are still overrepresented in the more dangerous, physically demanding, and most disagreeable occupations. Jobs in these groups often pay less, are less secure, and have less prestige associated with them than jobs in the professional, managerial, clerical, and other white collar or blue collar jobs.

Nonwhites in the craftsmen, foremen, and kindred workers group increased by 45.8 percent in Mississippi from 1960 to 1970, up to 17,281. This number accounted for 8.4 percent of the total nonwhite workers in the labor force and 17.6 percent of the total number of persons in this category in 1970. A total of 80,910, or 15.8 percent of the employed whites in the State, were classified as craftsmen, foremen, or kindred workers in Mississippi in 1970, a rise of 37.5 percent from 1960.

The significant upgrading in this category by nonwhites in Mississippi during the decade may be explained by their relatively high concentration in this category in 1960. As noted above, nonwhites and other minority groups tend to gravitate to those areas where discriminatory racial barriers were first broken. Entry into the more desirable openings in this category have helped to raise the income levels of nonwhites in the State, since jobs in this group are at the upper end of the occupational hierarchy, where higher skills and better pay scales exist.

Nonwhites enjoyed substantial success in integrating the sales workers category in Mississippi in the ten year period from 1960 to 1970, but less than in any of

the above mentioned categories. The relative enlargement was 35.0 percent, up to 2,428 in 1970. On the other hand, a total of 39,534 whites were employed in this group in 1970, an increase of 12.9 percent from 1960. There was far more specialization by whites than nonwhites in sales occupations in 1970; almost 8 percent of the total whites employed in the State were in this category, as compared to 1.2 percent of the nonwhites.

Nonwhites are far underrepresented in the sales workers category; Census figures show that only 5.8 percent of those holding selling positions in Mississippi in 1970 were nonwhite. This was the lowest participation by nonwhites, on a relative basis, in any of the twelve occupational groups. An explanation for this lack of acceptance is that the social aspects of selling, including the belief that whites might be reticent about buying from nonwhites, have restricted the options of sales employers in their hiring practices. There may be a tendency for white employers, out of self interest and not necessarily prejudice, to selectively hire and promote in such a way that nonwhites are deprived of equal employment and advancement opportunities. Such discriminatory practices tend to widen the disparity which presently exists between nonwhite workers and their white counterparts of equal education, ability, and motivation.⁴⁸ This is not to imply that the relative increase by nonwhites in this category was not encouraging in the 1960 to 1970 decennial period.

In the managers and administrators (except farm) category, nonwhites also made notable progress in the State in the 1960 to 1970 decennial period. A total of 3,841 nonwhites, or 1.9 percent of the total nonwhite employed labor force in

⁴⁸Staff of the Harvard Law Review, "Title VII, Seniority Discrimination, and the Incumbent Negro," in Richard L. Rowan (ed.), Readings in Labor Economics and Labor Relations (Homewood, Illinois: Richard D. Irwin, Inc., 1972), pp. 603-604.

Mississippi, were classified as managers or administrators in 1970; this amounts to a comparatively favorable 33.4 percent increase during the decade. By way of comparison, whites in this category numbered approximately 54,000 in 1970, an increase of over 10 percent from 1960.

Only 6.7 percent of the total number of workers classified as managers or administrators were nonwhite in Mississippi in 1970. This racial imbalance exists because jobs in this category generally require considerable education, training, and experience, and in the case of owner-operated businesses, adequate capital, all of which are probably more readily available to whites than blacks. Possible reasons for the limited entry of nonwhites into this group during the 1960's are: generally low educational attainment, lack of training for upgrading, inexperience, restriction of minority businesses to undesirable geographic locations, and limited financial resources.⁴⁹

The lack of opportunity for education and training may be the heaviest burden which the nonwhite businessman bears. Most nonwhite businesses, like most white businesses, fail because of bad management. Nonwhite entrepreneurs in Mississippi and other states have little opportunity to learn management skills. Discrimination exists in many industries so that the minority worker cannot learn the skills on the job in many cases. Also, not many nonwhites are descended from businessmen, so that the skills cannot be passed from generation to generation. In addition, nonwhites in many instances do not have access to university training in the management arts, due to entrance requirements, limited financial resources, and other reasons. Therefore, nonwhites have little chance to acquire the skills necessary to operate a business.

⁴⁹ Don H. Alexander, "What Do You Want, Mr. Black Businessman?" Economic Leaflets (University of Florida, Bureau of Economic and Business Research), Volume XXX, No. 1 (January, 1971), pp. 1-4.

Another disadvantage faced by the nonwhite businessman in Mississippi and elsewhere is that he usually has to locate in the nonwhite community, where unemployment is often high and more people are on welfare. Also, crime rates are usually higher in such disadvantaged areas, so he must charge more for his product or service to cover insurance costs.⁵⁰ In addition to these problems, the nonwhite businessman may experience more difficulty in securing bank credit than his white counterpart. Furthermore, adequate insurance coverage is difficult for him to purchase, particularly at reasonable prices. Such discriminatory financial barriers often prove insurmountable to nonwhite businessmen in Mississippi and other states.

These factors have in combination made nonwhite entry into the managers and administrators (except farm) category in the State a process of Herculean proportions. However, despite the painfully slow progress made by the State's minority races in recent years, there are several reasons for optimism. Nonwhites in Mississippi and other states developed, in addition to a new self-awareness of their race and culture, a new economic pride during the 1960's. One manifestation of this pride is "black capitalism" which is basically an effort by nonwhites to be producers and distributors of goods, and not merely consumers; it implies an independence and self sufficiency necessary for success in business. Also, the federal government has developed programs to educate and train nonwhites to enter certain occupations, and it has made massive efforts to break down discriminatory practices in hiring, promotion, and dismissal policies. Another reason for optimism is that many white owned private businesses have accepted large numbers of nonwhites in their training program; and more financial institutions are investing money in the nonwhite community. Additionally, more nonwhites are majoring in

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ibid., and Neil W. Chamberlain and Donald E. Cullen, The Labor Sector (2nd ed.; New York: McGraw-Hill Book Company, 1971), p. 33.

business and more are receiving MBA degrees than previously. All these factors give rise to guarded optimism that nonwhites will be better represented in the managers and administrators category in the future in Mississippi and the rest of the country.⁵¹

In contrast to their decided underrepresentation in the managers and administrators category, nonwhite workers in Mississippi were overrepresented in the service workers (except private household) group in 1970. This group contained 33,003 nonwhites in 1970, an increase of 29.1 percent over 1960, and was the second most important category in numerical terms in the State. About one nonwhite employee in every six was a service worker in 1970. The number of whites in this category in the State rose by 67.1 percent during the decade, so that one in every fourteen white workers was in the services group in 1970. About 53 percent of the total number of persons in the category were white.

Whites also outnumbered nonwhites in the transport equipment operatives category in Mississippi in 1970. Nonwhite transport operatives amounted to 13,119 in 1970, an enlargement of 15.0 percent over 1960, while whites classified as transport operatives totaled 20,306, a relative growth of 17.3 percent during the decade. Over 6 percent of the nonwhites employed in Mississippi in 1970 were in this group, as compared to about 4 percent of the whites.

Losses were experienced by nonwhites in four occupational categories in the ten year period from 1960 to 1970 in Mississippi. The largest relative losses were sustained by the farmers and farm managers, and farm laborers and farm foremen categories. Lesser declines occurred in the private household workers and laborers (except farm) groups.

There were 4,692 nonwhite farmers and farm managers in Mississippi in 1970,

⁵¹ ibid., and Hodge, "The Negro Job Situation: Has it Improved?" p. 24.

a dramatic 85.7 percent decrease from 1960. Only about 2 percent of the nonwhite workers in the State were farmers or farm managers in 1970. On the other hand, whites in the farmer and farm managers group diminished by 59.5 percent during the decade, down to 16,005 in 1970. While only 3 percent of the white workers in Mississippi in 1970 were in this category, slightly more than three-fourths of the farmers and farm managers in Mississippi in 1970 were white.

General sociological changes in living patterns during the 1960-1970 decennial period caused a very large decrease, 66.0 percent, in Mississippi in the nonwhite farm laborers and farm foremen category. By 1970, the number had declined to 17,783, which constituted 8.6 percent of the State's total employed nonwhite laborers. Whites also experienced a sizeable decline, 37.0 percent, in the farm laborers and farm foremen group. A total of 7,838 whites, or 1.5 percent of the total number of white laborers in Mississippi in 1970, were in this category. About 70 percent of the total farm laborers and farm foremen in the State were nonwhite in 1970.

The farmers and farm managers, and farm laborers and farm foremen categories, showed greater decreases for nonwhites than for the labor force as a whole from 1960 to 1970 in Mississippi. This is partially a result of mechanization in farming and the concentration of farm holdings. Since about 70 percent of the farm laborers and farm foremen in the State were nonwhite in 1960, the impact of mechanization has naturally been greater on nonwhites in this category than on their white counterparts.

With regard to farmers, the greater decline for nonwhites may be explained by the fact that since nonwhite farmers have lower incomes than white farmers, they are more likely to fail when adverse economic conditions prevail. In any economic endeavor, the marginal producer is the first to succumb. Those farmers who fail, and some of those who decide for other reasons to leave farming, are often

absorbed by the larger farms which are usually owned by whites. The net result is a greater relative decline for nonwhites than whites in the two farm related occupational categories.

In the private household worker category, the relative decline for nonwhites (38.5 percent) was approximately equal to the decrease for whites (32.3 percent), though far more nonwhites held positions in this group than whites (27,392 to 2,248). About 13 percent of the total nonwhite labor force in Mississippi was in this category in 1970, as compared to less than 1 percent of the employed whites.

Nonwhite women have tended to dominate in this area; they are often forced into the job market because of economic pressures to augment generally low family incomes, and they may perform more than one type of job. However, as houses and families have become smaller, there has been less need for domestics. This trend has been accentuated in recent years, as the home has felt the impact of mechanization, so that less help is needed for many domestic chores. As a result, the demand for private household workers has decreased and the number has dwindled. More attractive pay and better working conditions have encouraged nonwhite women to enter other categories, as has government efforts to force employers to hire and promote women on an equal basis with men.⁵²

There was only one occupational category in Mississippi in which the number of nonwhites and whites diverged during the decade of the 1960's. Blacks in the laborers (except farm) group decreased by 14.9 percent, down to 23,761 in 1970, while the number of whites in the group increased by 26.0 percent, up to 18,035. About 12 percent of the total employed nonwhite labor force in the State was in this group in 1970, as compared to 3.5 percent for whites. Over 43 percent of the

⁵²U. S. Department of Labor, "Employment Trends: Projections and Implications," p. 28.

total number of workers in this category were white in Mississippi in 1970.

Summary. The preceding analysis sheds light on the occupational patterns by race in Mississippi in 1970, and the changes which occurred in this configuration during the decade. The simultaneous comparison of nonwhites and whites helps to reveal the occupations in which nonwhites made the most progress; and the study of the changes in occupational patterns helps to show state manpower trends in the 1960 to 1970 intercensal period.

Nonwhites in Mississippi were concentrated in four occupational categories in 1970: operatives (except transport), service workers (except private household), private household workers, and laborers (except farm). These groups accounted for almost 60 percent of all nonwhites employed in the State in 1970. In contrast, only the operatives category among these four groups contained a relatively large number of whites in 1970. In addition to the operatives category, substantial numbers of whites were also employed in the clerical and kindred workers; craftsmen, foremen, and kindred workers; and professional, technical, and kindred workers groups. These four groups contained slightly over 60 percent of the total employed white Mississippians in 1970. Nonwhites in these categories, by way of comparison, comprised less than 40 percent of the total number of nonwhite employees in Mississippi in the same year.

It is clear that the largest relative increase in the number of nonwhites employed in the State occurred in the "white-collar" occupational categories--professional, technical, and kindred workers, and clerical categories--while the largest decreases for nonwhites occurred in the farm related and private household workers groups. Gains and losses for whites tended to follow the same pattern for these occupations, though the increases and decreases were less in most cases. Overall, significant occupational upgrading and diversification occurred among

the nonwhite population in Mississippi from 1960 to 1970. Nonwhites, however, are still overrepresented in the low wage occupations.

SUMMARY

This study has shown that the labor force in Mississippi has undergone considerable change in recent years. Fluctuations have occurred with regard to size, participation, sexual and racial composition, and occupational patterns. In 1970, Mississippi's labor force contained 779,495 people, or 53.1 percent of the State's over 16 population. Of this total, 38.6 percent were female and 29.1 percent were nonwhite. The majority of the labor force, 88.9 percent, was between 20 and 65 years of age, with 42.3 percent falling between 25 and 44 years of age.

The 480,498 males in the labor force in 1970 represented a labor force participation rate for this group of 69.4 percent. The rate for white males was 73.8 percent while that for nonwhite males was 59.9 percent. For white and nonwhite females the labor force participation rates were quite similar, 39.4 percent and 38.3 percent, respectively. There was a significant difference in the overall labor force participation rates in urban and farm areas, with the urban rate being 57.3 percent and the rural farm rate only 46.6 percent.

There was a small increase during the decade in the percentage of population who actively participated in the labor force. This is accounted for largely by a substantial increase in the number of women in the labor force; the male labor force actually declined slightly during the decade. Not only were more women in the labor force in 1970, but there was a marked increase in labor force participation rates by females during the 1960's; on the other hand, there was a decline in the labor force participation rates for males.

Nonwhites as a percentage of the total labor force declined substantially from 1960 to 1970. This decrease is due to a significant decline in the State's

nonwhite population during the decade and to a reduction in the labor force participation rate by nonwhite males. Reduced labor force participation by nonwhite males has placed greater family responsibilities on nonwhite females, and this is reflected in their increased labor force participation rates.

Shifts in the age distribution and in place of residence have had offsetting effects on labor force participation rates in Mississippi in the 1960's. There was a downward shift such that the number of people in the 18-24 age category increased significantly during the decade. However, there was a slight decline in the number between 16 and 20. Of this group, many who are available for work have limited education and job skills, and hence experience difficulty finding employment. This decline and the decline in workers over 65 had a moderating influence on the overall labor force participation rate. In contrast, the continued urbanization of the State during the decade for several reasons had a stimulative effect on labor force participation.

From an occupational viewpoint, important changes occurred during the decade. There was a significant increase in the higher skill level categories, such as professional, technical, and kindred workers; clerical and kindred workers; and managers and administrators, except farm, groups. Decreases were recorded in the farm related and private household workers groups. Causes of these changes are numerous and have not worked in isolation. Among the more important causes were rising incomes, expanded industrialization, and a greater inclination toward the services sector.

Four major occupational categories accounted for over 50 percent of the total employed civilian labor force in 1970. These categories were professional, technical and kindred workers, 12.2 percent; clerical and kindred workers, 12.5 percent; craftsmen, foremen, and kindred workers, 13.7 percent; and the largest single category, operatives, except transport, which accounted for 16.9 percent of the

employed labor force. Four occupational categories had less than 5 percent of the employed civilian labor force each. These were the transport equipment operatives; farmers and farm managers; farm laborers and farm foremen; and private household workers categories. The remaining four major categories each contained between 5 and 10 percent of the employed civilian labor force with the largest of the four, service workers, except private household, containing 9.8 percent of the total.

The largest labor force minority groups in the State, nonwhites and women, experienced significant occupational upgrading in the 1960's. For both groups there were increases in the 'white-collar' occupations, and decreases in the lower skill categories. Movement into the higher skill level and higher paying categories for these groups was caused basically by the same factors, although some were more important for one group than the other; these factors were: an increased awareness of abilities and rights; elimination of employment and promotion barriers by governmental pressures and by a more generally tolerant attitude by the public; increased educational attainment; increased economic pressure on employers in certain rapidly growing industries to hire employees to meet severe manpower needs (particularly in high skill jobs); movement from farm to city, which increased the physical proximity of workers to industrial jobs; and general increases in the need for high skilled workers.

The implications of the above mentioned changes on the State and its people are numerous. If the trends noted in recent decades continue into the future, there will be a further movement from rural to urban areas, with a simultaneous change from farm-related occupations to industrial occupations. A continued strong effort by the State to expand the economy, through the auspices of the "Balance Agriculture with Industry" program and similar programs, would probably accentuate this transformation of the State from a rural, agricultural society to an urban,

industrialized society. Activities in this direction tend to bring the industrial-agricultural mix and the occupational structure of Mississippi in greater conformity with that in the rest of the nation.

The number of women in the labor force will in all probability continue to increase in the future. Numerous reasons for the trend have been offered and the major reasons are discussed at various points in the study. An increased female labor force holds several important implications for the State. First, it can be expected that there will be an increased demand for government services, such as day care centers, to allow more female labor participation. Second, there will be increased pressure to break barriers of sexual discrimination in many occupations. Third, the occupational structure and industrial development of the State can be expected to reflect the increased number of female workers. In addition, increased female labor force participation, particularly by married women, may be significant in bringing about a higher level of income for many Mississippi families.

Underutilization of the nonwhite population in the productive sector of the State's economy is an increasing problem for Mississippi. Nonwhite occupational upgrading and increased labor force participation in the future depends to a large degree upon expanded educational and job training opportunities. Ample evidence exists of the direct contribution of education to employment and productivity. The greater the education, generally speaking, the greater the chance of developing the full potential of the individual and the greater the probability that the individual will be able to accept increased responsibilities. The expanded education and training of nonwhite Mississippians in the professions, managerial arts, crafts, and other skilled jobs would provide them with the necessary tools for employment and promotion in this State, and reduce their economic incentives for leaving the State for other parts of the country. The problem cannot be solved,

however, by education and training alone. Local employment opportunities for non-whites must be improved and such improvement may be as much a function of changing social conditions as it is of changing economic conditions.

It is widely recognized that economic growth of a State is dependent upon the development and use of its natural resources, capital equipment, technology and human talents. An underutilization of any of these resources means that economic progress and industrial growth are retarded. There is an underutilization of manpower in Mississippi as evidenced by the labor force participation rate of 53 percent in the State as compared to 61 percent for the Nation. However, Mississippi public authorities could make a significant contribution to a greater utilization of human resources and thereby encourage economic and industrial growth in the State with properly designed education and training programs to meet future manpower requirements. Mississippi's future economic development will require continuing and expanded effort in the areas of general and vocational education, job market information, and non-discriminatory job opportunities. Failure to place adequate emphasis on these important factors could result in a low growth rate and high unemployment problems. Mississippi's economic and governmental leaders must become more aware of the importance of human capital development to Mississippi's future and formulate policies accordingly.

VT 017 447

EAST BATON ROUGE PARISH COOPERATIVE CAREER
EDUCATION PROJECT. RESEARCH AND DEVELOPMENT
PROJECT IN CAREER EDUCATION. FINAL REPORT.

LOUISIANA STATE DEPT. OF EDUCATION, BATON
ROUGE.

BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL
EDUCATION (CFE/W/OE), WASHINGTON, D.C.

MF AVAILABLE IN VI-ERIC SET.

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*EDUCATIONAL OBJECTIVES; *PROGRAM DEVELOPMENT
IDENTIFIERS - *PUBLIC LAW 90 576

ABSTRACT - THIS 2-MONTH RESEARCH AND
DEVELOPMENT PROJECT IN CAREER EDUCATION FOR
KINDERGARTEN THROUGH THE POST-SECONDARY
GRADES, FUNDED UNDER PART C OF PUBLIC LAW 90-
576, WAS INTENDED TO MEET THE FOLLOWING GOALS
AND OBJECTIVES: (1) IMMEDIATE, SPECIFIC
MANPOWER NEEDS OF EAST BATON ROUGE PARISH,
(2) THE VOCATIONAL-TECHNICAL CURRICULUM IN
TERMS OF COURSES OFFERED AND PLACES WHERE
OFFERED, (3) A BRIEF SURVEY OF AVAILABLE
RESOURCES, (4) PROPOSED ROLES FOR EACH
EDUCATIONAL GROUP, (5) AN INVESTIGATION OF
THE DEVELOPMENT OF A COOPERATIVE CAREER
EDUCATION MODEL FOR THE EAST BATON ROUGE
PARISH AREA, AND (6) IDENTIFICATION AND
PRODUCTION OF COOPERATION BETWEEN THE
BUSINESS, INDUSTRIAL, AND EDUCATIONAL
RESOURCES IN THE GREATER BATON ROUGE AREA. A
SERIES OF EIGHT MEETINGS WERE HELD BY MEMBERS
OF THE EAST BATON ROUGE COOPERATIVE CAREER
EDUCATION COMMITTEE TO STUDY THE FEASIBILITY
OF DEVELOPING A STATE MODEL IN CAREER
EDUCATION. BASED ON AVAILABLE DATA,
REPRESENTATIVES OF THE VARIOUS PLANNING
AGENCIES AND VOCATIONAL EDUCATION
ADMINISTRATORS RECOMMENDED CONTINUATION OF
THE STUDY, TOGETHER WITH EIGHT IDEAS FOR
PROGRAM IMPLEMENTATION NO LATER THAN
SEPTEMBER 1973. CAREER DEVELOPMENT SHOULD
FOCUS ON THE NEEDS OF THE LEARNER IN
RELATIONSHIP TO THE MANPOWER NEEDS OF THE
COMMUNITY. (AG)

VT 017 447

FINAL REPORT

Research and Development Project
in Career Education

Conducted Under
Part C of Public Law 90-576

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FINAL REPORT

**EAST BATON ROUGE PARISH
COOPERATIVE CAREER EDUCATION PROJECT**

**Research and Development Project
in Career Education**

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Capitol Station
Baton Rouge, Louisiana 70804

August 31, 1972

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Time period covered: From July 1, 1972, to August 31, 1972.

Goals and objectives:

1. Immediate, specific manpower needs of East Baton Rouge Parish
2. The vocational-technical curriculum in terms of courses offered and places where offered
3. A brief survey of resources available: facilities, equipment, faculty and existing programs
4. Proposed roles for each educational group
5. To investigate the development of a Cooperative Career Education Model for the East Baton Rouge Parish Area
6. To identify and produce cooperation between the business, industrial, and educational resources in the Greater Baton Rouge Area

Statement of the Problem:

The State Department of Education, Louisiana State University, Southern University, Capitol Area Vocational School, Baton Rouge Vocational-Technical School, the East Baton Rouge Parish School Board, and various community agencies and individuals have cooperated in developing a design for a Career Education Program designed to meet the educational needs of students from kindergarten through the university level. The program is in keeping with the philosophy being espoused by the U. S. Commissioner of Education and the Louisiana State Superintendent of Education.

Career Education in East Baton Rouge Parish will begin when the child has his first contact with a school and continue to the point when the student is employed--and actually beyond that point in that follow-up studies, upgrading of skills, etc., will be done after employment. Career Education has two principal focuses: First to develop desirable attitudes about work; and second, to develop proficiency in performing work. These two objectives are long range in nature and may be accomplished only as a result of considerable planning and much diligent work. Attitude formation is the principal focus at the elementary school level; prevocational-exploratory experiences are stressed at the junior high school and early high school levels; and vocational proficiency is the objective at the high school and post-secondary levels. The entire program is based on a sound vocational guidance program and current manpower needs data. Each facet of the program will be located where the particular need can best be met--some at the universities; some at the vocational-technical schools; some in various businesses, industries, and institutions in the area; and some in the public elementary and secondary schools.

Procedures followed:

A series of eight meetings were held by the members of the East Baton Rouge Cooperative Career Education Committee to study the feasibility of developing a State Model in Career Education. These members are:

Mr. John E. O'Dowd, Jr., Assistant Superintendent
Louisiana State Department of Education

Mr. Robert J. Aertker, Superintendent
East Baton Rouge Parish School Board

Dr. Gil Browning, Assistant Superintendent
Louisiana State Department of Education

Mr. W. D. Garrett, Director
Baton Rouge Vocational-Technical School

Mr. Eugene Harris, Director
Capitol Area Vocational School

Dr. Lamar Jones, Chairman, Economics Department
Louisiana State University

Mr. Howard W. Kidd, Coordinator
East Baton Rouge Parish School Board

Miss Ruth Letten, Acting Bureau Head
Research and Data Collection
Louisiana State Department of Education

Dr. Leon Netterville, President
Southern University

Honorable Kevin P. Reilly, State Representative
68th Congressional District

Mr. Winston W. Riddick, Executive Assistant Superintendent
Louisiana State Department of Education

Mr. Tom Miller, Coordinator
Career Education

Dr. Roosevelt Steptoe, Economic Research Professor
Southern University

Chancellor Cecil Taylor
Louisiana State University

The principal investigator provided periodic reports as requested by the objectives listed in this project. See the appendix for data relating to the reports.

Much of the research time was spent organizing data that had already been initiated and filed within the State Department of Education. The information relating to job entry opportunities, labor demands, and student needs were accomplished in such a short time by the utilization of survey information originally generated by project VITAL which is a program to develop relevant vocational information. A survey form was developed to secure occupational information in addition to that from local and regional sources. Over 300 organizations furnished occupational resource materials and information out of a total of 686 sent these forms. Also over 180 establishments furnished local and regional occupational information on a survey form prepared for this purpose. A total of over 496 entry positions, including 296 in private firms and 200 classes of positions or 431 occupations under Civil Service, or a grand total of 727 entry positions in nine area parishes, were reported by establishments hiring a total of over 42,501 employees in the region surveyed.

Results; Accomplishments:

Based on available data and after much study by representatives of the various planning agencies involved during the month of July and August, it was decided to implement the following recommendations in September, 1972, and to continue the study with a view to the implementation of a more complete Career Education Program no later than September, 1973:

1. Continue development of a Kindergarten-Adult Career Education Model
2. A parish coordinator for Career Education in East Baton Rouge be appointed
3. The assignment of a liaison coordinator with the State Department of Education
4. A permanent representative committee on Career Education be established in East Baton Rouge under the leadership of a parish coordinator
5. In-service education relating to Career Education will begin with administrators, counselors, teachers, and parents
6. A Model Career Education Program in Health Services should be established
7. Respond to manpower and student needs in the occupational clusters listed: (a) Business Education and Office Occupations, and (b) Trade and Industrial Education
8. An expansion of cooperative programs for students directed toward career, guidance, placement, and follow-through

The above activities can be successful under a double concept of career development. First we should focus on the needs of the learner in relationship

to the manpower needs of the community (local, state, and national). If one considers the learner first at all grade and educational levels, step two is a natural outcome. Identification and utilization of resources is a must to promote the maximum development of human resources, facilities, and equipment.

Evaluation:

There was no third-party evaluation on this small grant; however, process evaluation will continue as the project moves from exploratory to an established ongoing program.

APPENDIXCOOPERATIVE CAREER EDUCATION COMMITTEE MEETINGS

1. Steering Committee - June 28, 1972 - 12 participants 7:30 A.M. to 10:00 A.M.	Man Hours <u>30.00</u>
2. Ad Hoc Committee - July 5, 1972 - 6 participants 7:45 A.M. to 9:15 A.M.	Man Hours <u>9.00</u>
3. Ad Hoc Committee - July 12, 1972 - 7 participants 7:45 A.M. to 9:15 A.M.	Man Hours <u>10.50</u>
4. Ad Hoc Committee - July 28, 1972 - 6 participants 7:40 A.M. to 9:00 A.M.	Man Hours <u>7.20</u>
5. Steering and Ad Hoc Committees - August 1, 1972 - 12 participants 7:30 A.M. to 10:15 A.M.	Man Hours <u>33.00</u>
6. Steering and Ad Hoc Committees - August 9, 1972 - 9 participants 7:30 A.M. to 10:15 A.M.	Man Hours <u>24.25</u>
7. Ad Hoc Committee - August 16, 1972 - 7 participants 7:30 A.M. to 9:30 A.M.	Man Hours <u>14.00</u>
8. Steering and Ad Hoc Committees - August 29, 1972 - 13 participants 1:30 P.M. to 3:30 P.M.	Man Hours <u>26.00</u>
TOTAL MAN HOURS	<u><u>153.95</u></u>

TOTAL MAN HOURS	<u>153.95</u>	
TOTAL WORKING DAYS	<u>19.24</u>	(8 hours)

CONTRIBUTING ROLES OF MEMBERS
OF
EAST BATON ROUGE COOPERATIVE CAREER EDUCATION PROGRAM

UNIVERSITIES

To provide and interpret existing occupational research data related to the region and State
Curriculum assessment and materials
Resource inventory of university personnel
Review of curriculum requirements for program planning
Review present counselor and teacher education programs, and make recommendations for improvement
Recommend and furnish facilities, equipment, and instructional personnel
Supply consultants

VOCATIONAL-TECHNICAL SCHOOLS

Cooperation in planning and implementing expansion of guidance, instructional programs
Coordination of placement in suitable training and employment situations
Recommend and provide facilities, equipment, curriculum materials and instructional personnel
Supply consultants
Curriculum Assessment
Assistance in enrollee selection

STATE DEPARTMENT OF EDUCATION

Consultant Services
Conceptual framework for curriculum development
General leadership in development, implementation, and operation of career education and guidance programs
Publicity, communication, and public relations
Assistance in proposing, preparing, submitting, and getting budgets approved for programs
Recommend and provide facilities, equipment and instructional personnel
Provide personnel training and personnel relations
Supply consultants
Coordination of programs
Planning, coordinating, and implementation of occupational information surveys--collection, analysis and dissemination of data for career guidance and education on a State-wide basis

Contributing Roles of Members of
East Baton Rouge Cooperative
Career Education Program

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EAST BATON ROUGE PARISH SCHOOL BOARD

Provide facilities, equipment, and instructional personnel
for the Greater Baton Rouge Area
In-service training programs in career education and
guidance
Transportation
Course offerings
Coordination of programs
Diagnostic and follow-up studies
Community relations
Coordinates placement in training programs
Presentation of a health oriented curriculum
Development of new systems for enrollee selection
Implements local and regional occupational information
surveys--coordinated by State Department

MAN AND VEH...
 COOPERATIVE ...
 EAST BAYCO. BOUC. PARK...

Courses	In-collect, demand						Manpower needs						Manpower supply			
	Writing	Food	Food	Food	Food	Food	Employment	Recruitment	On hand/Demand	Manpower	Recruitment	Food supply	Food supply	Food supply	Food supply	Food supply
							Admin. of Voc. Ed. 1972	Final Career Information Report, June 30, 1972								
																585



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MANPOWER NEEDS
OPERATIVE COURSE PROGRAM
EAST BAY AREA JOINT PACT

Courses	Enrolled Demand:			Manpower Used:						Manpower Supply		
	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled
VOELTICHTM-TECHNICAL												
Auto-Mechanics	72	71	3	70	X	79	84	X	53			90
Electronics	7	7		70	X	71		X	32			195
Horticulture									33			165
Masonry				100	X							
Power Mechanics				100	X		97	X				200
Airconditioning - Refrigeration	102	102						X	55			215
Welding (2000 status)		04		71	X	78		X	43			162

State figures for welder
indicate a large demand
in the area of 402
in the area of 402
in the area of 402

WANTED: INFORMATION FROM FORMER STUDENTS
REWARD: BETTER HIGH SCHOOLS

Total No. of Sheets sent out- 3500
Total No. of Sheets answered- 1313
Percent -- 38

EAST BATON ROUGE PARISH HIGH SCHOOLS

POST SCHOOL SURVEY

14 Senior High Schools

Name: Mr. _____ Permanent Mailing Address _____
Mrs.* _____
Miss _____

*Married Women _____
(Write maiden name here) City State Zip Code

Phone _____ (If no phone, write "none") Date _____ (Date this is filled in)

Present marital status: 1 Single 2 Engaged 3 Married 4 Other (Explain)
57% 10% 30% 3%

DIRECTIONS: Please answer the following questions carefully. Most of the questions can be answered by placing a check "X" in the appropriate square. On some the answers will have to be written. These questions can be answered in one or two words or a few short sentences. Please write plainly. Please try to answer each question.

1. What is your **EMPLOYMENT** status?
(Check "X" one)
- 36% Employed full-time (30 or more hours per week)
 - 23% Employed part-time (less than 30 hours per week)
 - 8% Doing housework at home, not otherwise employed, and not seeking outside employment
 - 7% Unemployed, and seeking work
 - 14% Unemployed, and not seeking work
 - 1% Taking compulsory military training (Under Selective Service Act)
 - 4% Serving a regular enlistment in the armed forces of the U.S.
 - 7% Other (Explain) _____
- Years Employed :
- One Year 39%
 - Two Years 33%
 - Three Years 28%

2. What is your **EDUCATIONAL** status?
(Check "X" one)
- 14% Receiving training on the job, but not going to school otherwise
 - 5% Receiving training in the armed services but not going to school otherwise
 - 20% Not going to school or receiving training
 - 48% Going to college full-time
 - 7% Going to college part-time
 - 1% Taking a home-study (correspondence) course
 - 1% Going to Vocational-Technical School full-time
 - 2% Going to Vocational-Technical School part-time
 - 2% Other
- Level of training currently enrolled in:
- 19% 1st year
 - 35% 2nd year
 - 31% 3rd year
 - 15% 4th year

3. What is your grade average in this educational or training program?
- Above Average 49%
 - Average 49%
 - Below Average 2%

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4. What did you plan to do when you completed high school? (First and second choice)
1. 62% Same (Compare with Items #1 and #2)
2. 38% Different
5. Did your present employer
- Require previous training? (Describe)
226
- Provide on-the-job training? (Describe)
305
- Other (Describe) 211
6. What are your present average earnings before deductions? \$ 432.21
- Weekly Monthly Yearly
7. Are you employed by a member of your family, or by a family friend?
11% Yes 89% No
8. Through what source did you learn about the "opening" that led to your present job? (Check "x" one)
- 38% Member of your family, or a friend
- 12% School authorities
- 6% Private employment agency (to whom you paid a fee)
- 6% Public employment agency (such as State Employment Service)
- 22% Personal application while looking for a job
- 4% Classified advertisement in paper
- 12% Other (Explain)
9. How do you feel about your present type of work?
- 40% Very satisfied with it
- 34% Fairly satisfied with it
- 17% Neither satisfied nor dissatisfied
- 5% Rather dissatisfied with it
- 4% Very dissatisfied with it
10. Do you plan to remain on this job for at least another year?
- 64% Yes
- 8% No. I would like to change jobs, but continue to do the same type of work
- 10% No. I would like to get a job in the same field, but at a more advanced level
- 18% No. I would like to get a job in a different field.

11. To what degree is your present job related to your studies in HIGH SCHOOL?
- 17% Closely related
- 30% Somewhat related
- 35% No relationship
- 17% Can't rate this
12. To what degree is your present job related to your studies in a SCHOOL AFTER HIGH SCHOOL?
- 21% Closely related
- 21% Somewhat related
- 32% No relationship
- 26% Can't rate this
13. List the training programs, vocational-technical schools, colleges, etc., in which you have been enrolled since you completed high school.
- | | |
|---------------------------|----|
| I. College & Universities | 37 |
| II. Voc.-Tech. Schools | 16 |
| III. Business Colleges | 9 |
| IV. Beauty Schools | 7 |
| V. Health Training | 6 |
| VI Other | 14 |
14. What extra-curricular activities and/or clubs would you suggest for high school students today?
- | | |
|-------------------|----|
| I. Activity Club | 25 |
| II. Career Club | 15 |
| III. Service Club | 9 |
| IV. Honor Club | 4 |
| V. Social Club | 4 |
15. Have any of your hobbies (past-times) had a relation to your vocational choice?
- Yes (Explain) 39%
- No 61%

16. What REGULAR jobs have you held since you left high school, including your present job, if any?

NOTE: By regular, we mean jobs which were half-time or more, and which were not just temporary such as mowing grass, etc. Omit jobs held while still in high school.

Fill in the following information for each regular job you have held since you left high school. Be sure to include your first job held after leaving high school. If you have held more than six jobs, note those at which you worked the longest time. Be as complete as possible. Include service in the armed forces.

START WITH YOUR PRESENT JOB AND WORK BACK.

Name and Address of Employer	Kind of Business	Name of job or kind of work	Dates (How long)	Full- or Part-time	Reason(s) for Leaving
Example: Glover Stores Co. 333 S. Main St. Newton, Mass.	Retail Grocery	Sales Clerk	From: Mar. 1963 To: Sept. 1964	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	Offered Better Job
1. No. of students with jobs		72%	From:	<input type="checkbox"/> Full-time	
2. No. of students without jobs		28%	To:	<input type="checkbox"/> Part-time	
3. Average total of jobs held by working students only		1.91%	From:	<input type="checkbox"/> Full-time	
			To:	<input type="checkbox"/> Part-time	
			From:	<input type="checkbox"/> Full-time	
			To:	<input type="checkbox"/> Part-time	
			From:	<input type="checkbox"/> Full-time	
			To:	<input type="checkbox"/> Part-time	
			From:	<input type="checkbox"/> Full-time	
			To:	<input type="checkbox"/> Part-time	

NOTE: For questions 17 through 20. By "Occupational Life" is meant everything to do with getting jobs, doing the work required on those jobs, deciding and planning for a life's work, and actually carrying out the plans for life's work.

17. From what sources chiefly did you seek advice about your occupational life before leaving school? (Check "X" those which have been MOST helpful to you)
- 3% No one
 3% School teacher
 5% School counselor
 6% A school attended since leaving high school
 - YMCA, YWCA, and similar sources
 1% Public employment agency
 1% Private employment agency
 5% Parents, relatives, or adult friends of the family
 1% Workers on jobs you are interested in
 4% Employer or supervisor
 8% Immediate personal friend
 3% Other
18. Which subject that you took in high school has been of most value to you in your occupational life since you left high school? (1) English--14 schools; (2) Math--12 schools; (3) Typing--11 schools
 (If no subject has been of value to you, write "none" here.)
19. What subjects or kinds of education which you DID NOT HAVE do you now think would have helped you in your occupational life since leaving school?
- I. Business
- II. Mathematics
- III. Vocational Training
- IV. Psychology -- Human Relations
20. If there are any suggestions you care to make which might help the school be of greater service to you or the young people now in the school, please write them here.

I. Vocational Courses

II. Guidance

III. Better Teachers

IV. Meeting Student Needs (Personal)

V. More Courses

VI. Better Libraries

VII. Teacher Visitation

VIII. Teaching How to Study

NOTE: Will you kindly check over the questions to make sure that you have indicated or written an answer for each question. Be sure that your name, address, phone number, and the date this blank was filled in are written clearly on the top of the first page.

**PLEASE RETURN THIS INVENTORY FORM IN THE ENCLOSED ENVELOPE AT ONCE.
 THANK YOU FOR HELPING US TO HELP OTHERS.**

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EAST BATON ROUGE PARISH HIGH SCHOOLS
POST SCHOOL SURVEY

Question Number 16

<u>OCCUPATIONS</u>	<u>PERCENTAGES</u>
Professional, Technical & Managerial	
Job I	9.44
Job II	3.55
Total	12.99
Clerical and Sales	
Job I	32.02
Job II	22.57
Total	54.59
Service Occupations	
Job I	10.84
Job II	8.24
Total	19.08
Agricultural	
Job I	.32
Job II	.12
Total	.44
Processing	
Job I	.63
Job II	.76
Total	1.39
Machine Trades	
Job I	1.14
Job II	.50
Total	1.64
Bench Work	
Job I	1.14
Job II	.63
Total.	1.77
Structural Work	
Job I	1.77
Job II	1.46
Total	3.23
Miscellaneous	
Job I	2.28
Job II	2.53
Total	4.81

EAST BATON ROUGE PARISH JUNIOR HIGH SCHOOLS
POST SCHOOL SURVEY

Question Numbers 1 & 2

<u>OCCUPATIONS</u>	<u>PERCENTAGES</u>
Professional, Technical & Managerial	
Father	21.04
Mother	8.23
Total	29.27
Clerical and Sales	
Father	7.52
Mother	14.40
Total	21.92
Service Occupations	
Father	8.96
Mother	11.02
Total	19.98
Agricultural	
Father	.
Mother	.38
Total	.02
	.40
Processing	
Father	
Mother	3.67
Total	.10
	3.77
Machine Trades	
Father	
Mother	3.52
Total	-
	3.52
Bench Work	
Father	
Mother	2.29
Total	-
	2.29
Structural Work	
Father	
Mother	11.25
Total	-
	11.25
Miscellaneous	
Father	
Mother	6.27
Total	1.28
	7.55

Number sheets sent out	3,964
Number sheets answered	2,876
Percentage	72.55%

EAST BATON ROUGE PARISH JUNIOR HIGH SCHOOLS
POST SCHOOL SURVEY

FAMILY INFORMATION

3. List your father's highest grade completed 10.51 average
4. List your mother's highest grade completed 10.79 average
5. With whom do you live?
- | | |
|---------------|---------------|
| 49% Mother | 2% Stepfather |
| 40% Father | 2% Guardian |
| 1% Stepmother | 6% Spouse |

EDUCATION INFORMATION

6. What is your EDUCATIONAL status?
- 78% Going to high school full-time
11% Going to high school part-time
4% Going to college full-time
1% Going to college part-time
1% Receiving training on the job, but not going to school otherwise
1% Receiving training in the armed services but not going to school otherwise
1% Not going to school or receiving training
2% Other
7. What is or was your grade average in high school?
- | | | |
|-------------------|-------------|------------------|
| 33% above average | 60% average | 7% below average |
|-------------------|-------------|------------------|
- Since leaving junior high school your grades have:
- | | | |
|--------------|---------------------|------------|
| 39% improved | 45% stayed the same | 16% fallen |
|--------------|---------------------|------------|
8. How do you feel about your preparation for senior high school?
- 29% very satisfied with it
43% fairly satisfied with it
18% neither satisfied nor dissatisfied
7% rather dissatisfied with it
3% very dissatisfied with it
9. What subjects or kinds of education which you DID NOT HAVE do you now think would have helped " in your life since leaving junior high school?

<u>Top 5 subjects by priority</u>	<u>Frequency Totals</u>
I. Business Courses 10	I Business Courses 19
II. Business Courses 5	II Math Courses 17
III. Math Courses 5	III Voc.-Tech. Classes 20
IV. Voc.-Tech. Courses 4	IV Foreign Languages 6
V. Voc.-Tech. Courses 4	V Science 7

10. If there are any suggestions you care to make which might help the school be of greater service to you or the young people now in the school, please write them here.

Top 5 suggestions by priority

I. Teacher Improvement	7
II. Teacher Improvement	4
III. Course Offerings	9
IV. Course Offerings	7
V. Course Offerings	7

Frequency Totals

I. Offer More Courses	
II. Teacher Improvement	
III. Better Principal-Teacher- Student relationships	
IV. More guidance--counseling	
V. Smaller Classes	

11. Which two junior high school courses were most helpful in preparing you for high school?

Top 5 courses by priority

I. English	10
II. Math	10
III. Science	12
IV. Social Studies	11
V. Social Studies	8

Frequency Totals

I. Math & Algebra	23
II. Social Studies	21
III. English	19
IV. Science	18
V. Physical Ed.	6

12. Were there enough electives on the junior high level?
53% Yes 47% No

13. What electives would you like to see added at the junior high level?

Top 5 electives by priority

I. Business Courses	9
II. Voc.-Tech. Courses	11
III. Business Courses	6
IV. Voc.-Tech. Courses	8
V. Voc.-Tech. Courses	5

Frequency Totals

I. Voc.-Tech. Courses	33
II. Business Courses	19
III. Foreign Languages	13
IV. Art	7
V. Social Studies	7

14. Did the counselor assist you at any time during your junior high years?
43% Yes 57% No

15. When did you see the counselor or use the guidance services?
10% regularly 49% seldom 41% never

16. Now that you're in high school, what kind of assistance could the counselors have given you that would have made the transition from junior high to senior high easier (better)?

Top 5 by priority

I. Subject selection	11
II. Subject selection	8
III. Subject selection	7
IV. Study Guidance	7
V. Subject selection	5

Frequency Totals

I. Subject selection	34
II. Social-Personal Guidance	16
III. Study Guidance	9
IV. High School Orientation	9
V. Vocational Guidance	5

17. Were efforts made by the school to assist you with any special (individual) problems you had?
40% Yes 60% No
18. Were enough provisions made for social activities (clubs, activities, organizations)?
63% Yes 37% No

What activities were missing?

<u>Top 5 activities by priority</u>		<u>Frequency Totals</u>	
I. Clubs	10	I. Athletics	21
II. Athletics	6	II. Clubs	20
III. Clubs	8	III. Socials	13
IV. Athletics	6	IV. Cheerleaders	5
V. Athletics	5	V. None	5

19. What one quality in junior high teachers did you like most?

<u>Top 5 qualities by priority</u>		<u>Frequency Totals</u>	
I. Understanding	8	I. Personality	18
II. Helpful	6	II. Understanding	14
III. Teaching Ability	6	III. Teaching Ability & Methods	9
IV. Teaching Ability	7	IV. Personal Interest	20
V. Personality	8	V. Fairness	5

Least?

<u>Top 5 by priority</u>		<u>Frequency Totals</u>	
I. No Teaching Ability	6	I. No Personal Interest	10
II. No Personality	6	II. No Personality	8
III. No Teaching Ability 6 & No respect for students 6	6	III. Too Strict	7
IV. No Teaching Ability	7	IV. Unfair	7
V. No Personality	4	V. No respect for students	7

20. What is your EMPLOYMENT status?

- 15% Regular employment full-time (30 or more hours per week)
24% Regular employment part-time (less than 20 hours per week)
36% Unemployed, and seeking work
12% Unemployed and NOT seeking work
1% Taking ROTC
1% Serving a regular enlistment in the armed forces of the U. S.
3% Serving in a voluntary program such as the Job Corps
6% Irregular employment (babysitting, mowing lawns, etc.)
2% Other

21. What do you plan to do when you graduate from high school?

<u>Top 5 by priority</u>		<u>Frequency Totals</u>	
I. College	16	I. Job	20
II. Job	15	II. College	19
III. Voc. School	10	III. Voc. School	19
IV. Voc. School	5	IV. Armed Forces	11
V. Marriage	5	V. Marriage	10
Armed Forces	5		

22. If you are employed, what are your present average earnings before deductions?

161.71 Monthly - Average

23. Are you employed by a member of your family or by a friend of your family?

20% Yes 80% No

24. Through what source did you learn about the "opening" that led to your present job?

57% Member of your family, or a friend
 15% School
 - Private employment agency (to whom you paid a fee)
 1% Public employment agency (such as State Employment Service)
 16% Personal application while looking for a job
 4% Classified advertisement in paper
 7% Other

25. To what degree is your present job related to your studies in SCHOOL?

14% Closely related
 17% Somewhat related
 46% No relationship
 23% Can't rate this

26. What do you expect is going to be your regular occupation?

<u>Top 5 by priority</u>		<u>Frequency Totals</u>	
I. Undecided	14	I. Secretarial	20
II. Secretary	8	II. Undecided	18
III. Teacher	6	III. Teacher	14
IV. Secretary	4	IV. Doctor	8
V. Lawyer	3	V. Nursing	7
Medical	3		

Compare with Item #21
 Number Same 65%
 Number Different 35%

27. When did you decide definitely on what you now expect is going to be your regular occupation?
- 39% Still undecided
 - 11% Before entering senior high school
 - 42% During senior high school
 - 2% Since leaving high school and prior to present job
 - 3% While on present job
 - 1% While attending post high school educational institute
 - 3% Other
28. Have any of your hobbies had a relation to your vocational choice?
- 33% Yes
 - 67% No
29. From what sources chiefly have you sought advice about your career plans?
- 11% No one
 - 2% Principal
 - 18% Counselor
 - 13% Teacher
 - 1% A school attended since leaving high school
 - 3% Clubs and organizations
 - 1% Public employment agency
 - Private employment agency
 - 27% Parents, relatives, or adult friends of the family
 - 9% Workers on jobs you are interested in
 - 3% Employer or supervisor
 - 9% Immediate personal friend
 - 1% Religious Counselor
 - 2% Other
30. What REGULAR jobs have you held since you left junior high school, including present job, if any?
1. Total number of students working 54%
 2. Total number of students not working 46%
 3. Average number of jobs of students working only 1.5%
 4. Top 4 or 5 jobs

<u>Top 5 jobs by priority</u>		<u>Frequency Totals</u>	
I. Sales Clerk	13	I. Sales Clerk	18
II. Office Work	7	II. Office Work	15
III. Sales Clerk	3	III. Service Station Attendant	11
Office Work	3	IV. Grocery Store	11
Service Station Attendant	3	V. Restaurant	8
IV. Grocery Store	5		
V. Service Station Attendant	6		

POST-HIGH SCHOOL EDUCATIONAL SURVEY SHEET

East Baton Rouge Parish School Board will offer vocational and technical courses at the post-high school level. Would you please check the courses that would interest you either in day school or night school.

PRESENT PROJECTED COURSES

336 Air-Conditioning & Refrigeration	504. Welding
309 Auto Body	780 Typewriting
571 Auto Mechanics	567 Bookkeeping
386 Commercial Art	476 Shorthand
373 Drafting	588 Office Machines
452 Electricity-Electronics	828 Key punch Operations
264 Power Mechanics	279 Printing

FUTURE PROJECTED COURSES

665 Data Processing	150 Alterations
484 Practical Nursing	359 Masonry & Brick Laying
280 Cosmetology	467 Dental Assistant
442 Child Care Management	638 Medical Assistant
270 Food Service	

Do you know of others (adults) who be interested in any of the above courses?

976 Yes

No 1327

Administered May, 1972

1711

BUDGET SUMMARYSALARY

Principal Investigator	\$ 2,913.17	
Part-time Help	800.00	
		3,713.37

TRAVEL EXPENSES

Monroe, Louisiana (La. Principal's Association) Tom Miller, Principal Investigator	58.00	
Dallas, Texas (Skyline Career Center) Tom Miller, Principal Investigator Howard Kidd, Sr. High School Coordinator Dr. Lorin Smiley, Assistant Superintendent	393.87	
Atlanta, Georgia (Cobb County) Tom Miller, Principal Investigator A. B. Sibley, Guidance Supervisor Howard Kidd, Sr. High School Coordinator	292.40	
New Orleans, Louisiana (Allied Health Careers) Tom Miller, Principal Investigator	20.65	
Travel Expenses for July and August (EBR Parish) Tom Miller, Principal Investigator	46.46	
		811.38

MATERIALS

	24.25	
		24.25

TOTAL PROJECT EXPENSES

\$4,549.00

Proposed EBR Program to Coordinate Vocational Training

By ART ADAMS
Advocate Educator
Reporter

An effort is underway in East Baton Rouge Parish to coordinate the vocational training offerings of several state and local educational institutions.

If successful, the cooperative program could point the way for career education in Louisiana for years to come.

The program in "cooperative career education," as it is known at this point in the planning, involves the State Department of Education, the East Baton Rouge Parish school system, LSU, Southern University, the Baton Rouge Vocational-Technical School and the Capital Area Vocational School.

As explained by Winston Riddick, executive assistant to state Education Supt. Louis Michot, the program ignores the skill-a-cquired

debate on the issue of state versus local jurisdiction over projected increases in spending for vocational-technical training.

"We're not interested in that," Riddick said. "We just want to make sure that we provide the best possible training in vocational-technical areas as soon as possible and with a minimum of duplication."

Riddick said the concept is in line with the educational objectives outlined by Michot before the Louisiana School Boards Association this year.

Efforts Peaked
Representatives of the various educational agencies and institutions in the parish met shortly after Michot took office and were persuaded to cooperate in pooling their resources.

Among those persuaded was Howard W. Kidd, high school coordinator for East Baton Rouge Parish.

schools, who was instrumental two years ago in getting the parish school board to spend money from its construction fund for vocational-technical shops in the high schools.

East Baton Rouge school officials have also been trying for some time to get state approval for 13th and 14th grades for vocational-technical training. Kidd and other officials were lobbying for it in the Legislature this year, in fact, when they were approached about the cooperative program.

"I was skeptical at first," Kidd admits, "but Mr. Riddick convinced me and Supt. (Robert) Aerker gave us the authority to cooperate."

Thomas Miller, guidance supervisor for the parish schools, was "loaned" to the State Department of Education to direct the pilot program. Miller has extensive experience in gathering occupational statistics, having initiated the VITAL Career Information Center, which surveys employers in the nine-parish Greater Baton Rouge area and informs students of occupational opportunities.

A subcommittee of the original agency representatives was organized to make recommendations for proposed role of the coop

erating agencies. The membership of the committee, in addition to Kidd and Miller, includes John O'Dowd, assistant state superintendent for career education who serves as chairman; Dr. Lamar Jones, head of the LSU economics department; Dr. Roosevelt Stepio, professor of economic research at Southern University; Eugene Harris, director of the Capital Area

Trade School; Miss Ruth A. Letten, acting director of the Bureau of Research and Data Collection in the State Department of Education; and state Rep. Kevin P. Reilly of Baton Rouge.

For the past several weeks, Miller has been compiling what amounts to an inventory of present vocational-technical courses, facilities, equipment and instructors in the cooperating institutions.

This information will be compared with manpower needs as stated by business and industry through the VITAL Center and other manpower surveys.

The preferences of prospective students as expressed in various surveys and questionnaires will also be taken into account.

Hopefully, the resulting information will help the committee make rational decisions having some relationship to the real occupational needs of both students and employers.

Needs Considered
For example, if the figures indicate a need for welders that cannot be met by the two state-operated vocational-technical schools in Baton Rouge, the East Baton Rouge Parish school might offer additional courses in the afternoon and evening for high school graduates.

Kidd said the program offers an opportunity for fuller utilization of the parish school system's vocational-technical shops, which now are used only during the regular school hours.

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VT 017 448

DUGARD, WILLIAM T.

A STUDY TO DETERMINE THE EMPLOYMENT
OPPORTUNITIES OF ASSOCIATE DEGREE MECHANICAL
ENGINEERING TECHNICIANS IN THE MEMPHIS AND
MID-SOUTH AREA.

MF AVAILABLE IN VT-ERIC SET.

PUB DATE - AUG72 45P. M.S. THESIS,
MEMPHIS STATE UNIVERSITY

DESCRIPTORS - INFORMATION NEEDS; TABLES
(DATA); *MASTERS THESES; *ENGINEERING
TECHNICIANS; MECHANICAL DESIGN TECHNICIANS;
*EMPLOYMENT OPPORTUNITIES; *SOUTHERN STATES;
MANPOWER NEEDS; OCCUPATIONAL INFORMATION;
MANPOWER DEVELOPMENT; EMPLOYMENT PROJECTIONS;
*ASSOCIATE DEGREES; TECHNICAL EDUCATION;
VOCATIONAL EDUCATION; VOCATIONAL DEVELOPMENT
IDENTIFIERS - *MEMPHIS

ABSTRACT - AS PART OF A MASTER'S DEGREE
PROGRAM, A 15-QUESTION SURVEY INSTRUMENT WAS
DEVELOPED AND UTILIZED IN ORDER TO ANSWER
FOUR BASIC QUESTIONS CONCERNING: (1)
EMPLOYMENT OPPORTUNITIES OF ASSOCIATE DEGREE
MECHANICAL ENGINEERING TECHNICIANS IN THE
MEMPHIS AND MID-SOUTH AREA, (2) EXPECTED JOB
QUALIFICATIONS, (3) SALARY RANGES, AND (4)
OBSTACLES TO EMPLOYMENT SUCH AS UNION
MEMBERSHIP AND APPRENTICESHIP REQUIREMENTS.
APPROXIMATELY 45 OPENINGS EXIST NOW AND THE
5-YEAR PROJECTED NEED IS FOR 450 TECHNICIANS
IN MECHANICAL ENGINEERING, INDICATING THAT
EMPLOYMENT OPPORTUNITIES ARE EXCELLENT.
SALARIES RANGED FROM \$400 TO \$2,000 PER
MONTH, AVERAGING FROM \$577 TO \$851 PER MONTH.
MINIMAL OBSTACLES TO EMPLOYMENT ARE FORESEEN.
IT WAS RECOMMENDED THAT: (1) THE STATE
TECHNICAL INSTITUTE AT MEMPHIS CONTINUE TO
OFFER ITS MECHANICAL ENGINEERING TECHNOLOGY
CURRICULUM, AND (2) THE STATE TECHNICAL
INSTITUTE EXPAND ITS CURRICULUM OFFERINGS TO
INCLUDE A "PRODUCTION OPTION" IN MECHANICAL
ENGINEERING OR AN INDUSTRIAL ENGINEERING
TECHNOLOGY CURRICULUM. A LITERATURE REVIEW, A
PILOT STUDY, AND RESPONSES FROM 57 OF THE 100
INDUSTRIES WHICH WERE MAILED THE SURVEY
QUESTIONNAIRE WERE USED TO COLLECT DATA,
WHICH ARE PRESENTED BY MEANS OF VARIOUS
TABLES. (AG)

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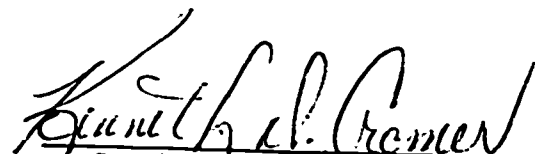
A STUDY TO DETERMINE THE EMPLOYMENT OPPORTUNITIES
OF ASSOCIATE DEGREE MECHANICAL ENGINEERING TECHNICIANS
IN THE MEMPHIS AND MID-SOUTH AREA

BY


WILLIAM T. DUGARD

A Research Report Submitted in Partial
Fulfillment of the Requirements for the Degree
of
Master of Science
in Technical Education

Approved:


Committee Chairman


Committee Member


Committee Member

Memphis State University
Memphis, Tennessee

August 1972

VT017448

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INTRODUCTION

During the last thirty years the advances made in the field of technology have been tremendous. These extremely rapid advances have created a need for technicians as engineers concentrated their efforts on more theoretical aspects of technology. This need for technicians is pointed out in the Department of Labor's book, Criteria For Technical Education:

The explosion of new scientific knowledge has caused changes in education so that the recently graduated scientist or engineer often has had limited laboratory experience and functions more as a theoretical, diagnostic, interpretive, creative or administrative professional than in the past. He must delegate much of his scientific work to other skilled members of the scientific team. Thus, a serious shortage in trained manpower capable of giving the technical laboratory or clinical service formerly performed by the engineer or medical professional has developed. The number of new technicians of all kinds needed each year is estimated to be at least 200,000, and the needs for new kinds of technicians and for upgrading or updating employed technicians of all kinds will evidently continue to increase. (Criteria for Technical Education, 1968:2)

In order to meet the demand for technicians, federal, state and local governments have funded the establishment of vocational schools and technical institutes. These vocational schools and technical institutes were established and their curricula designed to satisfy the needs as projected by national, regional and local forecasts. Unfortunately, these forecasts have several shortcomings as stated by the Department of Labor:

Several data gaps become apparent in analyzing technician manpower requirements and supply. These gaps or problem areas can be grouped in the following subject areas:

The identification of the reasons for specific utilization patterns by industry.

The need for greater occupation detail.

The relationship between training and entry jobs.

Identification of all methods of qualifying for entry jobs.
The need for statistics on occupational transfers. (Technical
Manpower, 1966-80, 1970:4)

In view of the fact that the curricula of technical institutes were founded on data with shortcomings and that the technological field has continued to grow and change, it may be that technicians are being produced with skills not required and lacking skills required by industry in the area of the producing school. For the reasons stated, periodic reviews of area skill requirements are appropriate.

The State Technical Institute at Memphis is now in its fourth year and an in depth survey of the occupational opportunities in the Memphis and Mid-South area is needed to reaffirm the validity of the institute's curricula and to point out areas requiring adjustment. This survey is especially needed for the Mechanical Engineering Technology as it is a broad and rapidly changing field encompassing energy conversion, machine and tool design, and production.

Problem Statement

The problems of this investigation were to determine (1) the employment opportunities of associate degree mechanical engineering technicians in the Memphis and Mid-South area, (2) the qualifications expected of these associate degree mechanical engineering technicians, (3) the salary range that can be expected, and (4) obstacles to employment such as union requirements.

Objectives

The specific objectives of this study were as follows:

1. Conduction of a review of literature concerning the occupational opportunities for mechanical engineering technicians.
2. Construction of a questionnaire to be used as the data

collection instrument in this investigation.

3. To analyze the collected data reporting totals, means, and percentages where applicable.

4. To make recommendations as to the curriculum that should be offered by Mid-South educational institutions to the students in Mechanical Engineering Technology.

Limitations

The specific limits of this investigation were as follows:

1. The industries used in this study were located no more than eighty miles from Memphis, Tennessee.

2. The broad classification Mechanical Engineering will be restricted to the three primary types of Mechanical Technology which are Energy Conversion Technology, Machine and Tool Design Technology, and Production Technology as defined in the Technical Education Yearbook 1967-68, (Prakken, 1967:108).

Procedure

A thorough review of literature was made in order to utilize the efforts of other individuals and groups in obtaining the objectives of this investigation.

The questionnaire was utilized to determine:

1. The occupational opportunities of mechanical engineering technicians in the Memphis and Mid-South area.

2. The particular types of mechanical engineering technicians in demand in the Memphis and Mid-South area.

3. The salary range offered mechanical engineering technicians.

4. The obstacles to employment for mechanical engineering technicians such as labor union requirements for apprenticeship.

A pilot study was conducted using three members of the State Technical Institute at Memphis' Mechanical Engineering Technology faculty and the members of the State Technical Institute at Memphis' Mechanical Engineering Technology Advisory Committee.

The questionnaire along with a cover letter (Appendix C) and a return addressed, stamped envelope was mailed to one hundred (100) mechanical technology oriented industries selected at random from Memphis/Mid-South Manufacturers.

The returned questionnaires were analyzed in the following manner:

1. The number of mechanical engineering technicians employed by the polled industries is reported.
2. The percentage employed in the various categories of Mechanical Engineering Technology is tabulated.
3. The number of job opportunities available immediately is tabulated.
4. The projected mechanical engineering technician need by local industry is tabulated.
5. The percentage of companies polled wherein union or company rules require service at the apprentice level before an employee can be classified and paid at the technician level is reported.
6. The recruiting policies of the companies polled are reported.
7. The above listed items were used to recommend that the Mechanical Engineering Technology at the State Technical Institute not be changed at this time and that an Industrial Engineering Technology curriculum be offered. (Appendix E) The Industrial Engineering Technology was proposed in lieu of a production option Mechanical Engineering Technology as requested by the institute's administration.

ANALYSIS OF DATA

Description of Industries led

Table 1 indicates sizes of the industries polled. This table was used to break the companies into size groups and the size group code used in Memphis/ South Manufacturers assigned.

Table 1 reveals that companies of all sizes were polled in this investigation and that there was no significant response pattern as related to size. One item of note is the high percentage of industries having 1000 or more employees that responded. This high percentage of the larger industries created a condition wherein the returned questionnaires covered an estimated 63.4% of the employee positions of the industries polled.

Table 1

SIZES OF POLLED INDUSTRIES

Size Code	Size Description	No. Polled	No. Responders	%
A	Fewer than 10 employees	1	1	100%
B	10 to 24 employees	5	4	80%
C	25 to 49 employees	6	5	83%
D	50 to 99 employees	26	12	46%
E	100 to 249 employees	25	17	65%
F	250 to 499 employees	18	10	56%
G	500 to 999 employees	11	7	63%
H	1000 or more employees	7	5	71%

Table 2 indicates the estimated size of the responding industries and the actual number of employees reported by the individual responding industries. It should be noted that the total size of responding industries which was estimated from Memphis/Mid-South Manufacturers published in 1970 is 23,896 while the responding industries reported 26,522 in March and April 1972 which is an increase of 2,626. This 11% increase could possibly be an indication of the growth of the industries polled.

Table 2

NUMBER OF EMPLOYEES OF RESPONDING INDUSTRIES
ESTIMATED AND REPORTED

Responder No.*	Estimated No. Employees	Reported No. Employees
1	175	175
2	175	135
4	375	320
5	17	8
6	175	225
7	2000	2000
8	175	155
9	175	91
10	75	90
11	175	100
12	75	40
14	750	900
15	17	19
16	17	16
17	375	300

Table 2 (continued)

Responder No.*	Estimated No. Employees	Reported No. Employees
18	37	33
19	75	75**
20	750	832
21	75	75**
22	75	102
23	175	175**
24	75	56
25	750	510
26	375	330
27	375	156
28	75	55
29	750	1015
30	750	550
31	375	210
32	2000	5000
33	175	75
34	375	426
35	375	375**
36	375	300
37	75	70
38	17	51
39	2000	1278
40	75	76
41	175	487



Table 2 (continued)

Responder No.*	Estimated No. Employees	Reported No. Employees
42	175	230
43	37	30
44	175	125
45	375	300
46	175	250
48	175	27
49	2000	1400
50	350	350
51	75	10
52	375	370
53	37	37**
54	37	35
55	175	150
56	75	72
57	5	4
58	2000	2976
59	375	280
60	2000	2600
61	175	400
Totals	23,896	26,522

* Responder number randomly selected

** Responder did not answer question -- estimate used

Table 3 indicates the size of the polled industries whose questionnaires were returned by the Post Office with markings indicating that the company no longer existed. These companies had an estimated 587 employees which represented only 1.5% of the estimated 37,737 employees of the industries polled.

Table 3

INDUSTRIES POLLED, QUESTIONNAIRE RETURNED
COMPANY NO LONGER IN BUSINESS

Responder No.	Estimated No. Employees
3	37
13	175
47	375
Total	587

Table 4 reflects the estimated size of the industries polled that did not respond to either mailing of the questionnaire. The non-responding industries had an estimated 13,254 employees or 35.1% of the total of the polled industries.

Table 4

INDUSTRIES POLLED, NO RESPONSE

Responder No.	Estimated No. Employees
62	375
63	175

DOCUMENT RESUME

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*Program Evaluation; Secondary Grades; Vocational
Counseling; *Vocational Development; Work Experience
Programs

ABSTRACT

An assessment of the Exemplary Program for Occupational Preparation (EPOP), this report addresses itself to an identification of the project's present status, and outlines goals and objectives toward which project efforts should be directed during the final operational year. Comprehensive in scope, the program involved students at the elementary, middle, and secondary levels in the New Orleans public schools. Programmatic efforts requiring comments and recommendations included: (1) inadequacies apparent in the administrative structure, (2) features of the EPOP system which could be improved to provide maximum use of professional time, and (3) inadequacies existent in the instructional program such as instructional objectives, in-service training efforts, program coordination, and instructional materials. (SN)

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FINAL REPORT
for
An Exemplary Program for
Occupational Preparation

Project No. 0-361-0125
Contract No. OEC-0-70-4783(361)
New Orleans Public Schools

August 31, 1972

Submitted
by the
EVALUATION TEAM
of

DRS. F. J. VOGEL, E. F. STUMPF, JR., AND W. LISTON

F. J. Vogel
E. F. Stumpf, Jr.
Walter Liston

VT020061

INTRODUCTION

This Final Report was prepared by members of the team employed by the Orleans Parish School System for the purpose of evaluating the Exemplary Program for Occupational Preparation (EPOP). The report will address itself to an identification of the present status of the project based on the observations and contacts with the EPOP staff since December, 1971, and a consideration of suggestions for the final contract year of the project.

The evaluation team, as a part of management, seeks to influence decisions, from an external, independent reference point, relative to the management of the program. Inherent in this approach is the necessity of determining the degree to which identifiable, measurable objectives are being realized. This goal has given rise to an immediate concern of the evaluation team, that of not having the specific behavioral process and performance objectives of the program delineated in appropriate, measurable terms.

As indicated in the Interim Report¹, dated April 24, 1972, the EPOP staff was, in September, 1971, endeavoring to continue its operation without the services of an evaluator. The present evaluation team assumed its responsibilities in December, 1971. It is felt, therefore, that maximum value to the project will be realized if this report addresses itself to:

- (I) A review of the General and Specific objectives of each of the grade level divisions of the program;
- (II) An account of the activities and accomplishments of each division during the last half of the second year of operation as they relate to these objectives;
- (III) Recommendations believed to be pertinent to a successful final year of the program.

I. OBJECTIVES OF EACH GRADE LEVEL DIVISION

A. Elementary School

1. Provide students with information about a variety of occupations and vocational options.
2. Create a desirable attitude with regard to the dignity of work.
3. Guide the students toward development of sound occupational aspirations.

¹Interim Report, Project No. 0-361-0125, Contract No. OEC-0-70-4783(361), An Exemplary Program for Occupational Preparation, William G. Young, New Orleans Public Schools.

B. Middle School

1. Provide the overaged student and potential dropout with semi-skilled training in order to:
 - a. give him a practical interest in remaining in school
 - b. provide him with a means of earning economic supplements while he is in school
 - c. provide him with salable skills if he must terminate his schooling.
2. Help this student see the relationship between core academic subjects and his chosen occupation field.
3. Help the student to develop a desirable attitude with regard to the dignity of work through skill training and vocational guidance.

C. Senior High School

General Objectives

1. Through on-the-job training provide the student with experience in the latest methods and machinery of industry.
2. Provide job-entry skills and employability for students in areas of industrial arts, health occupations, and clerical occupations.

Specific Objectives of the Clerical Training Phase

1. Pre-Cooperative Clerical Block for Eleventh Grade Students:
 - a. To acquaint students through in-school, classroom experience with the make-up and routine of some fifteen different clerical jobs.
 - b. To give students an opportunity to decide those clerical jobs which they like and those for which they are qualified.
 - c. To remedy those deficiencies which would prevent a student from qualifying for the job he would like to obtain.
 - d. To prepare students for participation in the cooperative office education program during the twelfth grade.

2. Vocational Office Block, Including Simulated Office Environment:

- a. To provide a vocational office block at Carver Senior High School to give senior business education students an opportunity to identify themselves as potential office workers through a simulated office experience.
- b. To develop new office skills and knowledges, to refine and strengthen previously acquired office skills and knowledges, and then to integrate and apply these skills and knowledges in a simulated office.
- c. To give students an opportunity to develop and practice in an office setting those intangible qualities; such as, promptness, neatness, dependability, initiative, etc., which have such a direct bearing on job success.

3. Programmed Instructional Teaching of Typewriting and Shorthand:

- a. To develop the learner's skill in manipulating the operative parts of the typewriter.
- b. To reinforce initial learnings through smaller packets of instruction.
- c. To allow disadvantaged students many opportunities to experience success by providing individualized programmed instruction which allows each student to progress at a rate consistent with his own ability.
- d. To improve the student's skill in reading and carrying out instructions.
- e. To expand the student's problem-solving ability.
- f. To develop the learner's ability to type by touch at a minimum skill of thirty gross words a minute with no more than five errors in a five minute timed writing.
- g. To develop a program in Typewriting I, which eliminates the lock-step approach, a program which will not be hindered by the erratic attendance which is so frequently a characteristic of the disadvantaged student, a program which is more student-directed than classroom directed.
- h. To build upon existing research to further determine through a controlled program whether disadvantaged students can become better typists when taught with the individualized programmed approach rather than the traditional approach.

- i. To develop an employable skill in typewriting so that the learner will be qualified to enter the cooperative office education program at the twelfth grade level and/or the labor market upon high school graduation.

D. Out-of-School Youth

Through night courses train youth who have left school through graduation or dropout in the marketable trades of auto-mechanics and mechanical drawing so that they can earn a living wage. (See Bibliography, #1, pages 12 and 13.)

II. ACTIVITIES AND ACCOMPLISHMENTS OF EACH DIVISION

A. Elementary School

The objectives of the Elementary Component of the Exemplary Program for Occupational Preparation are to (a) provide students with information about a variety of occupational and vocational options, (b) create a desirable attitude with regard to the dignity of work, and (c) guide the students toward development of sound occupational aspirations.

Four elementary schools (Dunn, Edwards, Moton, housing grades 1-5, and St. Philip the Apostle, grades 1-8) participated in this project. These four schools collectively represent an enrollment of approximately 3,500 students from the Desire area. The elementary advisor is responsible for this component of the program which involves working with teachers and pupils in 125 classrooms. He spends one day per week in each school, and visits each classroom at least once each month.

During each school visit an effort is made to visit as many classes as possible. From eight to ten informal teacher conferences are held each day, and large and small group meetings with teachers are held on a regular basis. In addition, he meets with teachers at regularly established faculty meetings of each school as well as with individuals or small groups on demand to discuss specific problems such as advantageous utilization of World of Work materials, scheduling of special demonstration lessons² for a particular social studies unit and planning for suitable field trips for various class groups. (See Appendix A, Exhibit IV.)

Since the conception of the program, the elementary advisor has prepared and distributed information concerning occupations. He has also developed a twenty-eight page mimeographed booklet, Suggested Activities and Information on Career Development at the Elementary Level (see Appendix A, Exhibit XIII), which was distributed to all elementary teachers in the program

²Dunn, C.J. and Payne, B.F., World of Work: Occupational-Vocational Guidance in the Elementary Grades, A Handbook for Elementary School Teachers and Counselors.

as well as to their principals, district superintendents and key administrative personnel in the central office. In addition, the elementary advisor has prepared two Suggested Unit Outlines on Career Development, one for the primary level (grades 1-3) and one for the intermediate level (grades 4-6). (See Appendix A, Exhibits XIV-A and XIV-B.)

Essentially, at the primary level, the Unit Outline (see Appendix A, Exhibit XIV-A) deals in depth with the basic concepts of the value of work. The unit is tied in with the social studies area at the first, second and third grade levels respectively and addresses itself to an identification of workers in the home, community, and city. In addition, specific jobs (nurse and postman) are introduced as a means of developing awareness of their roles in the world of work and their importance in society.

The Unit Outline at the intermediate level (see Appendix A, Exhibit XIV-B) builds upon the basic concepts established and adds vocational-occupational goals to the program. Starting with the kinds of jobs performed by the family, the unit moves to relating them to the variety and levels of jobs found in the community. The unit then focuses realistically on the kinds of abilities and skills required by various occupations. With this in mind, provisions are made for self-examination of interest, abilities, strengths and weakness by each child to help him explore various pathways toward a vocational goal. These units have been distributed to all teachers and principals of the schools involved. In addition, they serve as a basis for the demonstration lessons and discussions relative to the utilization of World of Work materials. (See Appendix A, Exhibit IV.)

Demonstration lessons referred to above are conducted by the elementary advisor in all elementary classrooms involved in the project. In addition to the materials already described, he also utilizes filmstrips, tape recorders, and other non-book materials.

This contact with teachers has provided a vehicle for the exchange of ideas and the development of concepts for specific lessons or units. A tangible result of these meetings is the Suggested Unit Outlines for primary and intermediate levels already discussed.

Early in the planning, the decision was made to administer an opinion survey (Vocational Information Questionnaire) of the use of vocational information in schools to determine the change of attitudes, if any, in administrators, counselors, and teachers involved in the program. (See Appendix A, Exhibits V, VI and VII.)

As indicated in Exhibits VI (Pre-test) and VII (post-test), there was a definite change, positive in nature, relative to the attitudes of administrators, counselors, and teachers involved in the project. Responses to each question indicate this shift in attitude towards a more positive awareness of the values inherent in the program. This change in attitude also revealed the need for additional information and materials, vocational in nature, for teachers, counselors, and administrators. As a result, Vocational Centers were established in each of the four elementary schools involved. These centers have filmstrips, films, tapes, records, and books related to social studies units and occupational preparation. (See Appendix A, Exhibits III and IV for inventory of materials.) In addition, each staff member has been furnished a copy of the World of Work, A Handbook on Occupational-Vocational Guidance in the Elementary Grades, by C.J. Dunn and B.F. Payne.

A revised instrument designed to measure students' attitudes toward work was administered in September, 1971, and again in May, 1972. Revision of the original instrument included: (a) Deletion of confusing or ambiguous items, (b) reduction of the number of test items from 25 to 20, (c) re-ordering of test items according to a random method, (d) testing only of evenly numbered grades for two consecutive years, and (e) deletion of the aspirational test instrument. (See Appendix A, Exhibits I and II.)

The revised Attitude Towards Work scale was, in terms of the revision, administered only to grades two and four in the participating schools: (1) St. Philip the Apostle, (2) Henderson H. Dunn, (3) Helen S. Edwards, and (4) Robert R. Moton. The statistical pre-test and post-test data are presented in Appendix A, Exhibit XII.

The tables compare pre-test and post-test measures of the attitude variable. It should be noted that a negative (-) mean difference indicates a negative attitude towards work as revealed in the differences between the pre-test and post-test scores.

Since the test was administered only to the second and fourth grade classes in each school and since all except one of these grades enrolled less than thirty students each, it was decided to use "students" t distribution for determining the significance, if any, of attitudinal change.

Tables in Exhibit XII indicate, for each of the four schools: (a) The number of students in each grade tested, (b) mean of the differences between the pre-test and post-test scores for each grade, (c) the standard deviation for each

grade's scores, and (d) the t-statistic or the deviation of change in attitude as indicated by the paired dependent variables.

It should be noted that, in addition to the significant positive gain in attitude toward work within each school realized during the first year of the program, each school again showed additional gain in attitude towards work during the second year of the program. It is true that the gain was not as great, but eleven of the thirty-one classes tested showed a gain in attitude towards work at the .05 level of significance. Three of the classes showed gains at the .025 level of significance.

Fifty field trips were planned, scheduled, and completed by the elementary advisor and teachers in their respective schools. Seven new places were added as field trip sites for the current year. Guidelines for scheduling and suggestions for follow-up procedures were prepared and discussed with teachers and staff. (See Appendix A, Exhibits VIII, IX, X, and XI.)

During the year "Career Days" were held on April 5, 6, and 7 for all students of the participating schools in grades 5 through 8. The job areas explored by the students were:

- April 5 Firefighter, Telephone Operator, Health Occupations
- April 6 Telephone Installer, Auto Mechanic, Social Worker
- April 7 Cashier, Sales (Auto), Clerical Worker

Three representatives from the business community were present each day to discuss the characteristics of their occupations and to answer questions raised by students.

At the end of the presentations and question-and-answer period each day, students were conducted on a tour of the vocational shop areas of Carver Middle and Senior Schools.

Invitations to "Career Day" activities were also extended to the parents of the students served by the program. Approximately 675 students and parents were in attendance.

B. Middle School

The objectives of the Middle School Program, as defined in the original proposal³(#1, page 12) are to provide the

³An Exemplary Program for Occupational Preparation

overaged student and potential dropout with semi-skilled training in order to supply him with (a) a practical interest in remaining in school, (b) a means of earning economic supplements while he is in school and during summer recesses, and (c) salable skills if he must terminate his schooling. In addition, the middle school program seeks to provide the student with an understanding of the relationship of core academic subjects to his chosen career field, as well as to help him develop a desirable attitude toward work and semi-skilled training.

During this reporting period, staff meetings were held in which planning for implementation of classes in child care, food handling and carpentry were undertaken. These meetings included the EPOP advisor and the middle school administrative personnel. Further, steps were also taken to involve potential dropouts in the above-mentioned semi-skilled areas. The first step consisted of encouraging students to be available for interviews that would place them in the program. There were seventy-four such interviews. Of the seventy-four, twenty were rejected for a variety of reasons, the most common of which involved "college-bound" students who were merely curious or wanted something different to do. (See Appendix B, Exhibit V.) Secondly, classroom teachers and counselors were asked to utilize their knowledge of the students for the purpose of referring those children who would most benefit from participation in the training classes. Screening of potential students involved the consideration of age, grade, records of academic performance and student behavior, school attendance, and economic needs of students.

Concurrent with the semi-skilled training classes, field trips (see Appendix B, Exhibit II) were planned to expose students to relevant work situations. In the case of child care classes, trips were made to day care centers and nurseries for the purpose of helping the students understand the operation and personnel requirements for these kinds of occupations. Students enrolled in food handling likewise received practical experience by working in the school cafeteria and participating in visits to neighboring restaurants and food factories.

In providing practical experience for students enrolled in the semi-skilled carpentry classes, arrangements were made for the students to plan and construct two complete houses with finished interiors and exteriors.

The houses were constructed according to previously developed plans. Each had a total area of 64 square feet. Twenty-eight students of the seventh and eighth grade carpentry classes participated in the construction of the houses. The classroom instructor judged the students' work according to the following criteria: Could the student properly make measurements? Could the student read and implement blueprints?

Could the student follow directions? Could the student properly use available materials? The houses, when completed, were inspected by the instructor and then dismantled for reassembly by future participants in the program.

As further practical experience, the carpentry students assisted in partitioning a section of the school building for use as a curriculum planning area.

The middle school advisor served as liaison between the carpentry instructor and the program coordinator, communicating the progress of the project. He also ordered the materials for construction. The materials ordered are itemized in Appendix B, Exhibit VII. They were paid for with EPOP funds and used for the exclusive purpose of training students in the skills of carpentry.

In keeping with the defined objectives of EPOP, consideration is being given to introducing more vocationally oriented courses into the middle school curriculum in an effort to realize more continuity in the curriculum. Specifically, plans are underway to introduce the Industrial Arts Curriculum Project (IACP) Construction Course for Career Opportunities beginning with the Fall semester of the next academic year, 1972-1973. Serious consideration is also being given to determining the need to shift emphasis within established core courses toward developing salable skills.

At the middle school level, instructional efforts continue to broaden the basic concepts of the World of Work (see Appendix A, Exhibit IV) introduced at the elementary school level. This is being done through weekly Career Day activities in the Environmental Arts Department, through increased use of community resources (human and material), through increased use of career oriented instructional materials (films, printed matter, slides, etc.) in all areas of the middle school curriculum, and through increased numbers of field trips. (See Appendix B, Exhibit VIII.)

To assess the effect of the occupational training offered at the middle school, a pre-test/post-test designed to measure the students' attitude toward work was administered at the beginning of the school term and again during the last week of the school session. (See Appendix B, Exhibit IV.) The data from the testing is shown in the table contained in Appendix B, Exhibit IX.

The data presented in Appendix B, Exhibit IX, indicates that the curriculum had positive effects upon students participating in the EPOP program at the middle school level as measured by The Attitude Toward Work Survey.

To facilitate student awareness of job opportunities and careers, films related to jobs and careers were shown within the Environmental Art Department on a scheduled once-a-week basis at all grade levels. Each film treated a specific job. The Environmental Art Department, consisting of the industrial arts, art and music classes, combined its classes on Fridays to view the career films and meet with resource persons having careers related to the films being shown. (These films were secured through the audio-visual center of the Orleans Parish School Board.) Each month, one resource person from a local business (i.e., Avondale, South Central Bell, etc.) would answer questions concerning the particular career under consideration. (See Appendix B, Exhibit VI.) During the course of a given Friday, every student within the school (1,685) would have been afforded the opportunity of addressing the resource person. The films and presentations were staged in the school auditorium, thus allowing for the greatest possible exposure.

In combination with these efforts, teachers were encouraged to display information about careers in their individual classrooms. Eight bulletin boards were utilized for this purpose. The bulletin boards displayed job-seeking techniques, proper interviewing practices, etc.

Having discussed the function of EPOP within the school, community aspects of the program are due consideration.

Facts and information concerning EPOP objectives and activities were disseminated during workshops sponsored by (1) Jackson Brewery, (2) South Central Bell, and (3) Louisiana Training Institute. These workshops also emphasized vocational education and career opportunities. The value of these workshops may include publicity afforded the program.

A continuation of career awareness from the elementary school level was realized through classroom demonstration lessons and fieldtrip excursions. (See Appendix B, Exhibit II.)

Efforts were made to secure summer employment for students enrolled in the semi-skilled training classes. Of the 74 students, 39 applied for summer jobs through the middle school advisor. Thirty-two were successfully placed in job slots with NYC, AFL-CIO, restaurants, independent carpenters and food stores. (See Appendix B, Exhibit III.)

C. Senior High School

The objectives of the senior high school component as defined by the source document (#1, pages 12 and 13) are:
"(1) through on-the-job training (OJT) to provide students with experiences in the latest methods and machinery of industry, (2)

to provide job entry skills and employability for students in the area of industrial arts, health occupations and clerical occupations, (3) to provide counseling designed to promote positive attitudes towards work and to improve the students' job-seeking techniques, and (4) to assist students in making vocational choices through self-evaluation of their own skills, interests, aptitudes and accomplishments."

To become eligible for On Job Training (OJT) slots, senior students had to have completed two or more industrial arts courses in either woodworking, mechanical drawing, electricity, or power mechanics (small engine repair).

Vocational counseling was available to the approximately 440 students enrolled in the senior high component, including those pupils in the OJT program as well as those enrolled in Practical Nursing, The Vocational Office Block, Office Simulation and the "Pre-COE" Clerical Block. The students were counseled both individually and in groups. Counseling sessions included the following areas of concentration: (1) job-seeking techniques, (2) attitudes toward work, (3) interviewing, (4) filing of applications, (5) resume writing, (6) job finding resources, (7) evaluation of self-concept, and (8) interest surveys including Kuder Preference Records. (See Appendix C, Exhibit II for a numerical accounting of student participation in these various exercises.)

Several techniques were employed during group counseling sessions. There were general group discussions considering the topic of basic information necessary for competence in applying for a job and involving approximately 110 participants. Role playing techniques were used to emphasize appropriate interview behaviors. More than 100 students participated in this activity. Rap sessions involving approximately 95 students were held wherein the students expressed their reactions to the vocationally oriented information. Other techniques used in the counseling sessions included viewing and discussion of films and filmstrips, and simulated experience in the completion of application forms.

The filmstrips used in these sessions were entitled:

- 1) "Importance of a Job"
- 2) "Determining the Right Job"
- 3) "Preparing for the Job"
- 4) "Finding a Job"
- 5) "Getting the Job"
- 6) "What the Employer Expects"
- 7) "Supervisor-Subordinate Relationships"
- 8) "Fellow Worker Relationships"
- 9) "Role of Profit"
- 10) "Seven Fatal Sins"
- 11) "Seven Vital Virtues"
- 12) "Good Working Attitudes"

Two films entitled "Applying for a Job" and "Your Job: Good Work Habits" were also viewed by approximately 300 students participating in the program.

The individual counseling was more personal, often dealing with adjustment problems or difficulties on the job and decision-making regarding job preferences. The students who participated in the one-to-one counseling were most often those seeking OJT slots or those already in such slots and experiencing difficulties.

During the summer there were 49 OJT slots available. The following table indicates how OJT positions were filled:

<u>Agency</u>	<u>No. of Students</u>	<u>Type of Experience</u>
Housing Authority of New Orleans	15	Maintenance
Internal Revenue Service	6	Clerical
U.S. Navy	8	6 Clerical 2 Electronics
N.Y.C.	20	Varied: Clerical Drafting Maintenance

These placements were realized primarily through the efforts of the EPOP High School Vocational Counselor.

The vocational counselor maintained continuous contact with the students placed in OJT slots. In addition, he established contact with both prospective and participating employers through periodically scheduled meetings.

Because the career education principle is a primary concern for EPOP, a handbook was developed describing EPOP activities and objectives. (See Appendix C, Exhibit VII.) This handbook, developed by the vocational counselor, was distributed to the entire staff of the schools and made available for others inquiring about the EPOP program.

The vocational counselor was also instrumental in promoting curriculum changes which have been either approved for next year's school session or are pending approval. Two of the changes involve the restructuring of the senior year mathematics and English courses in order to better prepare students for pre-employment testing by exposing them to the types of material commonly found in such tests.

These curriculum changes were precipitated by a workshop attended by the English consultant, the mathematics supervisor, representatives from South Central Bell Telephone Company, heads of the English and Mathematics Departments of Carver High School, the EPOP staff, the school guidance counselor, the Supervisor of Industrial Education, and the Supervisor of Continuing Education.

During the workshop, consideration was given to whether the English and Mathematics Sections could better serve students entering the labor pool by redirecting the emphasis of course content in the senior mathematics and English classes. Placement attempts and employment test results at South Central Bell had revealed that most students could not meet employment entry requirements. Notably, a large number had failed the pre-employment test, which is constructed of tenth-grade level mathematics and English exercises.

As a result of the workshop, the mathematics and English senior courses were restructured to be more specific in nature. That is, the senior mathematics course would emphasize addition, subtraction, multiplication, division, percentages, ratios and basic computational mathematics. Exercises involving algebra, geometry, trigonometry, etc. would be deemphasized. Likewise, the senior English classes would emphasize resume writing, letter writing, basic grammar and communication. The area of English literature would be deemphasized. Both senior mathematics and senior English are elective courses. There are courses in the curriculum that provide advanced mathematics and English for those students who are college bound. Through this arrangement, both vocational and college preparatory students will find classes developed according to their immediate needs.

Other program changes predicted for the coming project year include the development of a new course entitled "Maintenance Repairman" (see Appendix C, Exhibit VI for course outline) and the structuring of a new woodworking course (see Appendix C, Exhibit V, for course outline).

PROJECT ADMINISTRATION

A major factor in the ultimate success of any exemplary program is an organizational framework structured operationally to support the process, product, and management objectives of a program. Implicit in such an organizational structure are clearly defined lines of authority and responsibility that foster decisions based upon informed judgments, made with dispatch at the appropriate administrative level, and made by those most intimately informed. Effective, imaginative leadership and goal realization are spawned by such an organizational arrangement.

The Director of EPOP devotes one-fifth of his time to the program while simultaneously serving the New Orleans Public Schools as full-time Supervisor of Industrial Education. Under such an arrangement, the Project Director is denied the opportunity to provide the needed time and energy demanded by this exemplary program. In effect, topside, aggressive, imaginative leadership, necessary to realizing the maximum benefits of the program, is not continually available to EPOP, and the liaison role of the Program Coordinator appears to be insufficient to the operational, day-to-day needs of EPOP. The geographic distance of the Director from the program site has at times delayed the on-the-line decision-making process. Jointly, the time and space factors have produced some morale problems and some momentum loss to the program. In addition, problems of openness and flow of communication have surfaced. If, because of school system structure, final administrative authority must reside with the Supervisor of Industrial Education, serious thought should be given to delegating sufficient authority to the on-site Coordinator to help insure effective, efficient administration of EPOP. This may aid also in overcoming the authority vacuum in on-site decision-making that has tended to diminish the initiative and enthusiasm of the staff and to erode valuable time and energy.

STAFF UTILIZATION AND PROGRAM DEVELOPMENT

To maximize the opportunity for and the resultant benefits of intensive (continuing) staff planning and program development, the EPOP management team might move to place the project staff on a twelve-month employment basis. Among the longitudinal benefits of such a move would be the investment in professional staff development that would endure through a cadre of trained personnel after the project terminates.

A problem that has been cited in previous formal reports and that continues is that of providing for the maximum use of the professional time and technical efforts of the EPOP staff. A better utilization of professional time and talents would occur if support personnel were provided to handle such non-professional tasks as clerical duties, data collection, requisitioning of materials and supplies, etc. Such manpower could be had through employment of additional clerks and aides. A continuing assessment of the duties and workload of all project staff personnel is in order.

Initial and continuous orientation of teacher and administrator participants to the purposes of EPOP and to current concepts of career education strikes at the heart of success with the exemplary program. A planned, sequential in-service education program--one that truly supports the nature and intent of EPOP--will not only free the project staff of repetitious orientation, but will also allow for a broadened and varied program of in-service education that will help insure immediate and long-range benefits of EPOP for the boys and girls of the New Orleans Public Schools. Two types of in-service education are suggested: One that allows the staff to visit and to study model vocational programs similar to EPOP, and one that brings in professional consultants external to the system to work in in-service education with project and program personnel. One operational consideration, however, is required in providing in-service education to professional program participants, i.e., that official provision be made for classroom teachers to be released from teaching duties during "company" time in order to insure the greatest possible yield from such in-service education efforts.

As part of management, the evaluation team has assumed the responsibility of reviewing staff appointments to EPOP. It is curious to note that, in a system as large as the New Orleans Public Schools, with many qualified counselors available, the middle school advisor is not certified for his role. It is to be noted, however, that the middle school advisor is certified in Special Education and is presently pursuing course work that will lead to counselor certification. Competency-based appointments build in a potential success feature in exemplary programs.

The potential is there for the impact that EPOP can have on the career preparation of students involved in the program. An equal potential exists for the impact that EPOP can have when a comprehensive, master plan of career education is confected for the New Orleans area.

CONCLUSIONS AND RECOMMENDATIONS

Administration of EPOP

- 1 Administrative structure continues to weaken the decision-making process because of the split levels of administration: Authority and responsibility are divided between sites-locations.

Appropriate authority and responsibility should be delegated to on-site staff to expedite and enhance the quality of the decision-making process.

Management of EPOP

- 2 All EPOP personnel are adequately trained for their respective positions with the exception of the middle school advisor. His credentials qualify him to work in special education.

Administration should give thoughtful consideration for choices in personnel consideration. Administration should continue to support the middle school advisor in his efforts to gain certification.

- 3 Even though professional staff works methodically with implementation of the EPOP objectives, their efforts continue to be diluted because of an inadequate support staff.

Each professional staff member should be provided with either aid or clerk-typist services.

- 4 In-service education and special training for project and program staff continues to be inadequate for dealing with the objectives established for EPOP.

A well-planned, systematic program of in-service education should be established for both staff members and program participants.

- 5 There continues to be inadequate communication among professional personnel at all levels.

Staff persons should be provided with sufficient support personnel to provide time necessary to assure open and continuous lines of communication both vertically and horizontally.

- 6 Record keeping is such that staff must spend a disproportionate amount of time retrieving data.

A systematic data retrieval system (as generated by a research design written in behavioral terms) should be implemented so that materials are available when decisions are to be reached, so that all materials used are available for report writing and public dissemination, and so that effective and efficient administration can be achieved. (See Conclusion-Recommendation #3.)

EPOP's Instructional Program

- 7 The objectives of the project are not defined in measurable terms and, as a result, the project staff is encountering difficulty in determining the degree to which step goals are established and EPOP objectives are realized.

The management team should move to expedite a refinement of objectives so that the third action year can be more efficiently measured.

- 8 By this point, the needed instructional materials have been requisitioned.

An inventory should be made to insure that requested instructional materials are on hand for the beginning of the final action year of the project.

- 9 The on-the-job training aspect of the program has not been as successful as anticipated.

The High School Vocational Counselor should be more aggressive in pursuing more OJT slots and should work in close cooperation with similar New Orleans Public School vocational programs. The Community Advisory Committee should be an active resource for finding OJT slots and seeking public cooperation in this effort.

- 10 There is little or no cooperation between EPOP and other vocational education programs within the school, within the system or within the community.

Greater effort must be expended in the coordination of and the dissemination of the EPOP program into New Orleans Public Schools and the communities served. Here, too, the Advisory Committee must play a dominant role.

- 11 Even though the design of EPOP, except for the objectives as currently defined, is sound and exemplary, EPOP has not realized its full impact on the community or on career education.

In order for EPOP to realize its full potential, the evaluation design must be modified, the Advisory Committee reactivated and utilized, and EPOP's role in the community identified and expanded.

- 12 The program has not developed (expanded) as originally designed. However, with a more efficient evaluation design, flexible extensions to other schools are possible.

The Project Director should with all deliberate speed secure the modified evaluation design (behavioral objectives). The evaluation team should in the third action year identify those aspects of EPOP essential to its success and recommend that they be transplanted into other vocational programs within the New Orleans area.

- 13 EPOP staff and program participants have worked diligently with and without evaluation teams. The degree to which they were successful is apparent in the progress that has been realized through two action years.

This record of effort and achievement is worthy of note and recognition. Continued support from all levels is justified.

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A P P E N D I X A

APPENDIX A, EXHIBIT I
(Original)

Grades 1 - 5, 6 Form ATW-E - "Attitudes Toward Work"

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

- | | | |
|------------------------------------------------------------------|-----|----|
| 1. Should all grown-ups work? | YES | NO |
| 2. Would you like to do an important job? | YES | NO |
| 3. Do you think you should work to get money? | YES | NO |
| 4. Do you think people who work make lots of friends? | YES | NO |
| 5. Do you think people should work hard? | YES | NO |
| 6. When you finish school do you want to work? | YES | NO |
| 7. Do you think anybody really wants to work? | YES | NO |
| 8. Do you think people who work are happy? | YES | NO |
| 9. Should people get money who don't work? | YES | NO |
| 10. Do you think people work just for money? | YES | NO |
| 11. People who don't work are lazy. | YES | NO |
| 12. When you get a job do you think you will be a good worker? | YES | NO |
| 13. Should people who have families <u>have</u> to work? | YES | NO |
| 14. Do you think people who work are unhappy? | YES | NO |
| 15. Do you like adults who don't work? | YES | NO |
| 16. Do you think all jobs are important? | YES | NO |
| 17. Should people ever do a job they don't enjoy? | YES | NO |
| 18. Would you like to have a summer job when you are old enough? | YES | NO |
| 19. Would you like to <u>earn</u> money? | YES | NO |
| 20. When you get older would you like to live on welfare? | YES | NO |
| 21. Do you <u>like</u> adults who work? | YES | NO |
| 22. Do you think people who work help other people? | YES | NO |
| 23. Will you just work hard enough to get by? | YES | NO |
| 24. Would we be better off if no one worked? | YES | NO |
| 25. I hope that some day I get a good job. | YES | NO |

APPENDIX A, EXHIBIT II
(Revised)

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

- | | | |
|-----------------------------------------------------------------|-----|----|
| 1. When you finish school do you want to work? | YES | NO |
| 2. Do you think all jobs are important? | YES | NO |
| 3. Do you think people who work are happy? | YES | NO |
| 4. When you get a job do you think you will be a good worker? | YES | NO |
| 5. Do you think people should work hard? | YES | NO |
| 6. Should all grown-ups work? | YES | NO |
| 7. Would you like to have a summer job when you are old enough? | YES | NO |
| 8. Would you like to do an important job? | YES | NO |
| 9. Should people who have families <u>have</u> to work? | YES | NO |
| 10. Should people get money who don't work? | YES | NO |
| 11. Do you think anybody really wants to work? | YES | NO |
| 12. Will you just work hard enough to get by? | YES | NO |
| 13. Do you think you should work to get money? | YES | NO |
| 14. Do you think people who work help other people? | YES | NO |
| 15. Do you like adults who don't work? | YES | NO |
| 16. Do you <u>like</u> adults who work? | YES | NO |
| 17. Do you think people work <u>just</u> for money? | YES | NO |
| 18. Should people ever do a job they don't enjoy? | YES | NO |
| 19. Do you think people who work are unhappy? | YES | NO |
| 20. Do you think people who work make lots of friends? | YES | NO |

APPENDIX A, EXHIBIT III

Exemplary Vocational Materials

Housed Within Each School

- I. Living With Your Family
 - A. What Is A Family?
 - B. The Family Has A New Baby
 - C. A Day With Your Family
 - D. Family Fun

- II. Community Workers and Helpers - Group I
 - A. Doctor's Office Workers
 - B. Library Workers
 - C. School Workers
 - D. Supermarket Workers

- III. Community Workers and Helpers - Group II
 - A. Department Store Workers
 - B. Fire Department Workers
 - C. Hospital Workers
 - D. Television Workers

- IV. Food, Clothing, and Shelter
 - A. How We Get Our Homes
 - 1. Planning the Home
 - 2. Building the Foundation
 - 3. Building the Shell of the Home
 - 4. Finishing the Home

 - B. How We Get Our Clothing
 - 1. The Story of Cotton
 - 2. The Story of Wool
 - 3. The Story of Leather
 - 4. The Story of Rubber

 - C. How We Get Our Foods
 - 1. The Story of Milk
 - 2. The Story of Bread
 - 3. The Story of Fruits and Vegetables
 - 4. The Story of Meat

- V. Foundations for Occupational Planning
 - A. Who Are You?
 - B. What Do You Like To Do?
 - C. What Is A Job?
 - D. What Are Job "Families"?
 - E. What Good Is School?

APPENDIX A, EXHIBIT IV

Exemplary "World of Work" Books

Housed Within Each School

SERIES I

LET'S TAKE AN AIRPLANE RIDE
LET'S GO TO THE ZOO
LET'S GO TO THE SUPERMARKET
LET'S BUILD A HOUSE
LET'S VISIT THE FIRE STATION

SERIES II

LET'S VISIT A SHIP
LET'S GO TO THE FAIR
LET'S TAKE A BUS TRIP
LET'S GO TO THE DOCTOR'S OFFICE
LET'S VISIT THE POLICEMAN

SERIES III

LET'S VISIT THE POST OFFICE
LET'S VISIT A TV STATION
LET'S VISIT A FARM
LET'S GO TO SCHOOL
LET'S GO CAMPING

SERIES IV

LET'S VISIT THE RAILROAD
LET'S VISIT THE NEWSPAPER
LET'S VISIT A SPACESHIP
LET'S VISIT THE TELEPHONE COMPANY

SERIES V

LET'S PUBLISH A BOOK
LET'S VISIT MEXICO CITY
LET'S VISIT THE DAIRY
LET'S VISIT THE HOSPITAL
LET'S VISIT THE BANK

SERIES VI

LET'S VISIT AN ELECTRIC COMPANY
LET'S VISIT A RUBBER COMPANY
LET'S VISIT A MINING COMPANY
LET'S VISIT AN OIL REFINERY
LET'S VISIT A PAPER MILL

SERIES VII

LET'S VISIT A FURNITURE COMPANY
LET'S VISIT A SILVER COMPANY
LET'S VISIT A BAKERY
LET'S CHOOSE A PET
LET'S VISIT A FLOWER SHOP

APPENDIX A, EXHIBIT V

Please identify your profession by placing an (x) in the proper space.

Administrator _____
 Counselor _____
 Teacher _____

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
A	B	C	D

Please select the letter indicating your choice.

1. Vocational guidance should be provided to all children at the elementary level. _____
2. Providing occupational information to elementary school children will help them in choosing their high school courses. _____
3. The making of career decisions begins in the elementary school. _____
4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. _____
5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions _____

APPENDIX A, EXHIBIT V (con'd)

6. The elementary school is the ideal level at which vocational guidance should begin _____
7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher. _____
8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher. _____
9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge. _____
10. The elementary grades are the ideal level at which children should learn about the dignity of work. _____
11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades. _____
12. Elementary schools providing ineffective vocational guidance may be contributing to future social problems. _____
13. A school program designed to provide occupational information should include a study in values. _____
14. In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students. _____
15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions. _____

APPENDIX A, EXHIBIT VI

Pre-Test

Please identify your position by placing an (x) in the proper space.

Administrator _____
 Counselor _____
 Teacher _____

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

(45 Tested)

Strongly Agree A Moderately Agree B Moderately Disagree C Strongly Disagree D

Please select the letter indicating your choice.

	A	B	C	D
1. Vocational guidance should be provided to all children at the elementary level. _____	28	11	2	0
2. Providing occupational information to elementary school children will help them in choosing their high school courses. _____	29	10	1	2
3. The making of career decisions begins in the elementary school. _____	14	20	4	3
4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. _____	10	19	9	3
5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions. _____	31	9	1	0

APPENDIX A, EXHIBIT VI (Con'd)

	A	B	C	D
6. The elementary school is the ideal level at which vocational guidance should begin. _____	20	17	1	0
7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher. _____	22	11	10	2
8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher. _____	19	11	7	3
9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge. _____	19	20	1	2
10. The elementary grades are the ideal level at which children should learn about the dignity of work. _____	38	3	0	0
11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades. _____	26	12	2	2
12. Elementary schools providing ineffective vocational guidance may be contributing to future social problems. _____	22	13	7	1
13. A school program designed to provide occupational information should include a study in values. _____	31	9	1	1
14. In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students.	8	17	8	8
15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions. _____	1	9	16	13

APPENDIX A, EXHIBIT VII

Post-Test

Please identify your position by placing an (x) in the proper space.

Administrator _____
Counselor _____
Teacher _____

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

(45 Tested)

Strongly Agree A Moderately Agree B Moderately Disagree C Strongly Disagree D

Please select the letter indicating your choice.

	A	B	C	D
1. Vocational guidance should be provided to all children at the elementary level.	38	/	0	0
2. Providing occupational information to elementary school children will help them in choosing their high school courses.	32	12	0	1
3. The making of career decisions begins in the elementary school.	24	19	1	1
4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information.	17	19	7	2

APPENDIX A, EXHIBIT VII (Con'd)

	A	B	C	D
5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions. _____	15	18	10	2
6. The elementary school is the ideal level at which vocational guidance should begin. _____	36	7	1	1
7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher. _____	18	24	1	1
8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher. _____	14	14	11	6
9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge. _____	17	21	4	1
10. The elementary grades are the ideal level at which children should learn about the dignity of work.	31	13	1	0
11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades. _____	27	15	3	0
12. Elementary schools providing ineffective vocational guidance may be contributing to future social problems.	15	15	9	6
13. A school program designed to provide occupational information should include a study in values. _____	28	15	1	0
14. In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students.	8	19	13	4
15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions. _____	1	10	25	8

APPENDIX A, EXHIBIT VIII

Exemplary Program for Occupational Preparation

General Guidelines for Field Trips

1. The number of students taking a field trip should be limited to not less than fifty-five, and not more than sixty in order to assure full utilization of bus space and compliance with driver insurance regulations.
2. Parental involvement on field trips is encouraged. (At least two per bus)
3. A telephone call should be made the day before the trip to remind the company of your visit.
4. A thank-you letter by the students or teacher would be appreciated. (See sample below)

SAMPLE THANK YOU LETTER SENT TO THE BUSINESSES, AGENCY OR SCHOOL AFTER THE TRIP.

Dear Sir:

The students and staff of _____
(Name of School)
thank you for the courtesy and attention you offered us
on our visit to _____
(Name of place visited)
It was a most valuable experience for us. The cooperation
of people like yourself is vital for building the citizens
and workers of tomorrow's society.

Thank you,

Leonard C. Belton /s/
Elementary Vocational Advisor

APPENDIX A, EXHIBIT IX

Exemplary Program for Occupational Preparation

Possible Field Trip Entries

Place	Contact	Students
American Sugar Company	Public Relations 271-5331	5th Grades & Above
American Tel. & Tel. Company	Public Relations 522-4722	
Bunny Bread Bakery	Public Relations 241-1206	
Blue Plate Foods Company	Inez Nunphy 488-6634	4th Grades & Above
City Hall, Mayor's Office	Frank Bertucci 522-6191	
Delgado Trade School	John Cain 486-5403	
Flint Goodridge Hospital	Mrs. Weil 899-4521	
Lakeside Shopping Center	(No Contact Needed)	
Main Post Office	P.J. Bachers 527-2201	5th Grades & Above
Major Industrial Areas of City	(Bus Ride)	
National Airlines	Edward Plaeger 729-3616	
N.O. International Airport	(No Contact Needed)	
Oakwood Shopping Mall	(No Contact Needed)	
Times Picayune Company	Public Relations 521-7325	5th Grades & Above
Union Passenger & Bus Terminal	Mr. Hahn 524-8541	
Walker Roemer Dairies	Mrs. Murphy 887-4170	Closed on Wed.
Walking Tour of French Quarter	(No Contact Needed)	
Wylon Beauty Products	525-6377	

APPENDIX A, EXHIBIT X

School	Number of Teachers within School by Grades										Total	
	K	I	II	III	IV	V	VI	VII	VIII			
H.H. Dunn	2	7	6	5	3	6						29
H.S. Edwards	1	7	7	6	7	7						35
R.R. Moton	2	7	7	6	6	5						33
St. Philip the Apostle	1	2	11	1	1	1	1	1			1	10

School	Number of Pupils within School by Grades										Total	
	K	I	II	III	IV	V	VI	VII	VIII			
H.H. Dunn	70	220	182	168	88	171						989
H.S. Edwards	70	196	180	170	238	212						1,066
R.R. Moton	70	214	194	197	209	167						1,051
St. Philip the Apostle	25	72	30	38	32	34	28	29		28		345

APPENDIX A, EXHIBIT XI

Fieldtrips	No. of Students Involved Per Trip	No. of Teachers Involved Per Trip	No. of Parents Involved Per Trip
Bunny Bread Bakery	936	45	30
Blue Plate Foods Company	180	6	6
City Hall, Mayor's Office	450	22	15
Clearview Shopping Center	176	16	7
Dominican College Planetarium	54	3	2
Kennilworth Subdivision	37	3	1
Lakeside Shopping Center	335	25	11
L. A. Frey Meat Packing Company	422	25	17
Major Industrial Areas of City (Bus Ride)	638	36	21
Multi-Oaks Ranch	44	5	2
N. O. International Airport	454	37	12
N. O. Public Library	458	25	14
Oakwood Shopping Center	708	37	21
Times Picayune Paper Company	119	13	5

APPENDIX A, EXHIBIT XII

Table 1

Robert R. Moton

Comparison of Pre-Test and Post-Test Attitudes Toward Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	19	- .1578	5.1236	.1343
	19	+ .5789	4.8912	.5159
	22	-1.0909	8.4847	.6030
	22	-1.5000	7.3662	.9551
	18	-3.1111	6.0282	2.1895*
Fourth	21	+ .9047	5.6027	.7400
	17	+2.1176	3.8059	2.2941*
	21	- .2380	4.3806	.2490
	23	- .0869	4.4508	.0936
	27	-1.8518	5.4328	1.7711*

*Significant at the .05 level

Table 2

Helen S. Edwards

Comparison of Pre-Test and Post-Test Attitudes Toward Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	26	-1.3461	5.2683	1.3028
	18	- .6666	7.5925	.3725
	24	- .4166	4.6989	.4344
	22	+2.7272	3.9902	3.2058*
	21	- .4285	7.7625	.2530
Fourth	24	-3.8750	4.9371	3.8450*
	22	- .4090	3.5004	.5481
	27	+ .2592	8.3047	.1622
	28	-1.7857	7.1669	1.3184*
	24	-6.3750	3.9652	7.8762*
	22	+ .4090	4.1936	.4575

*Significant at the .05 level

Table 3

Henderson H. Dunn

Comparison of Pre-Test and Post-Test Attitudes Towards Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	22	+5.6299	5.4693	4.8281*
	24	+2.0000	23.0000	1.8290*
	22	+1.7727	7.0503	1.1793
	14	- .0142	11.0705	.0048
	18	- .8333	6.2895	.5621
Fourth	13	- .1538	10.8769	.0509
	31	+1.2903	3.7433	1.9191*
	25	- .6800	4.5617	.7453

*Significant at the .05 level

Table 4

St. Philip The Apostle

Comparison of Pre-Test and Post-Test Attitudes Towards Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	27	+1.5925	4.6265	1.7886*
Fourth	26	-1.1923	5.3293	1.1407

*Significant at the .05 level

APPENDIX A, EXHIBIT XIWI

**Suggested Activities
and
Information
on
Career Development
at the Elementary Level**

Exemplary Program for Occupational Preparation

1970-71

APPENDIX A, EXHIBIT XIV-A

"Suggested Unit Outlines"

on

Career Development

P R I M A R Y L E V E L

(Grades 1-3)

Exemplary Program for Occupational Preparation

1971-72

Compiled

by

Leonard C. Belton

under

the

supervision

of

Richard A. Theodore

and

under

the

direction

of

William G. Young

for

use

in

The Desire Area Schools

Henderson H. Dunn Elementary School
Helen S. Edwards Elementary School
Robert R. Moton Elementary School
St. Philip the Apostle Elementary School

Exemplary Program for Occupational Preparation

NEW ORLEANS PUBLIC SCHOOLS

THIRD GRADE--WORK AND WORKERS

A Study of My City

1. Transportation in my city
 - a) Bus terminal
 - b) Train depot
 - c) Air terminal
2. Wholesale market
3. Public utilities
 - a) Water supply
 - b) Power supply
4. Communication in my city
 - a) Telephone
 - b) Newspaper
 - c) Radio
 - d) Television
 - e) Post office
5. Establishments that deal with food
Bakeries, milling companies, meat packers, and the like
6. Manufacturing in my city
Kind of establishments will depend on the community
7. City government
 - a) The mayor and his assistants
 - b) Fire department
 - c) Police headquarters
 - d) Health commissioner
 - e) Street and sewer department
8. Cultural development in my city
 - a) Schools
 - b) Libraries
9. Recreation in my city
 - a) City parks
 - b) Theaters
10. Religious life in my city
 - a) Churches of various denominations

Unit III: The Activities of People in their Jobs

General Objective: To study the school neighborhood and the people in it in order to learn how neighborhoods differ, how goods are produced, how the jobs of people affect their income, where people live and their relationships with other people.

First, Second and Third-Grade Level:

Questions:

1. What is a neighborhood? What keeps a neighborhood together? What jobs are done in the neighborhood?
2. How do different types of neighborhoods mean differences in jobs and way of living?
 - a. Small town neighborhoods.
 - b. Big city neighborhoods.
 - c. Suburban neighborhoods.
 - d. Farm neighborhoods.
3. Where are the houses, stores and factories in the neighborhood?
 - a. When do people move to new or better housing?
 - b. Why are stores important?
 - c. What jobs are there in stores used by people?
 - d. What is a factory?

Activity: Choose a factory that is familiar with the class. Study this in depth.

- (1) What are some things that decide where the factory will be built?
- (2) What jobs are in this factory?
Pictures of work and workers.
Do a Job Tree of this factory.
List different types of jobs on the "branches".

Questions appropriate for reports on occupations at all levels:

1. Is it a hard job? Why?
2. What are the hours you work?
3. What tools does it require?
4. Do you wear a uniform?
5. Do you have help?
6. What does the job usually pay?
7. What does the worker do to help others?

Suggested problems

- A. What color is your mailman's uniform?
- B. What does he carry letters in?
- C. What is mailbag made of?
- D. Do all mailmen travel on foot?
- E. What are special letters and large packages delivered in?
- F. Where does your postman get the mail he delivers?
- G. What must he do with mail before leaving post office?
- H. What does he leave your mail in?
- I. Who pays your postman's salary?

Possible related experiences

- A. Read stories in basic book relating to postman
- B. Construct toy post office
- C. Let children take turns playing postman
- D. Visit local post office
- E. Pupils mail cards to each other (send to school address)
- F. Paintings and drawings of postman at work
- G. Attractive bulletin board of pictures pertaining to mailman
- H. Library books
- I. Make booklets containing new vocabulary such as postman, mailbag, mail truck, post office, letters
- J. Original poems about postman
- K. Learn songs about postman

Desired Outcomes

- A. Knowledge and understandings
 1. Postman's uniform is gray-blue
 2. He carries letters in mailbag when delivering on foot
 3. Mailbag is made of leather and weighs fifty pounds when full of mail
 4. Mailman gets letters at post office
 5. Before leaving on his route, he must sort mail to speed up delivery
 6. Postmen have special duties
 - a) Some deliver mail on foot
 - b) Some deliver special-delivery letters and small packages by car
 - c) Some deliver parcel-post packages and large bulky mail by mail truck
 - d) Some gather outgoing mail from letter boxes at a regular time, and take it to the post office
 - e) The postman walks from door to door, up and down steps, crossing street to another house until all letters are delivered
 - f) He leaves mail in mailbox near door or through slot in door
 - g) Postman hired and paid by U.S. government
 - h) Carries great responsibility
 - i) "Mail always gets through"

Possible related experiences

1. Make charts emphasizing the following points:
 - a) Father earns money to buy food
 - Eat proper foods
 - Do not waste food
 - b) Father earns money to buy clothes for family
 - Take care of clothes
 - c) Father earns money to pay rent and fuel bill, also dentist and doctor bills
 - d) Father helps at home
 - Makes small repairs
 - Does some painting
 - Takes care of furnace
 - Takes care of yard and garden
 - e) Mother helps at home
 - Takes care of the children
 - Cleans the house
 - Makes the beds
 - Does the cooking
 - Washes, irons, and mends the clothes
 - Nurses family when ill
 - f) Children help
 - Take care of personal appearance
 - Take care of personal belongings and toys
 - Obey parents
 - Have good conduct
 - Help younger brothers and sisters
 - Run errands
 - Set and clear table
 - Help with the dishes
 - Dust furniture
 - Help care for pets
2. Read stories in basic and supplementary readers that deal with family life
3. Make booklets, posters, frieze depicting members of family at work
4. Bulletin board of pictures labeled for children to read
5. Relate original personal home experiences
6. Participate in discussions
7. Engage in dramatic play
8. Assembly programs-present plays about homelife
9. Give pantomimes of work each member of family does-children to guess who
10. Original poems and riddles'
11. Individual booklets containing new vocabulary learned relating to unit
12. If possible construct toy home in classroom
13. Exhibition of all work done in connection with home unit- invite other classes, parents
14. Write words such as father, mother, etc.
15. Learn songs relating to home and family life
16. Encourage children to read further independently through library books

Desired Outcomes

- A. Knowledge and understandings
 - 1. Nurses spend many months in study and training for their lifework
 - 2. They work in hospitals as student nurses
 - 3. They learn how to help the doctors
 - 4. They become known as "trained nurses"
 - 5. Kinds of work nurses do
 - a. Some work in doctors' offices
 - b. Some work in hospitals or homes helping sick people to get well
 - c. Some work in schools, in clinics to help people keep well
 - 6. Aids school doctor with examination
 - 7. Makes visits when her help and advice is needed
- B. Increased ability to--
 - 1. Follow directions
 - 2. Be more observing
 - 3. Share knowledge with others
 - 4. Correlate other subjects
 - 5. Enter freely into discussions
 - 6. Use new vocabulary learned during presentation of this unit
- C. Increased respect for--
 - 1. The nurse as a worker
 - 2. The services she renders
 - 3. Amount of work nurse does and its importance
 - 4. Nurse's responsibilities
 - 5. The nurse as a friend

Social Studies Outline for Grade 1

THE NURSE

Major Problem: What is the nurse's work in the school?

Objectives

- A. Understandings
 - 1. The scope of the nurse's work in the school.
 - 2. How she helps the schoolchildren
 - 3. Her duties to schoolchildren
 - 4. Nurse must train and prepare for her job
 - 5. Other kinds of work nurses must do
- B. Increasing child's ability to--
 - 1. Plan, carry out plans, evaluate results
 - 2. Seek information from reliable sources
 - 3. Contribute to an activity
 - 4. Share experiences
 - 5. Lead and follow good leadership

Possible approaches

- A. Pictures
 - 1. Illustrations of nurses at work--Red Cross posters
- B. Discussions
 - 1. Why did the teacher send Susie in to see the nurse?
 - 2. What did the nurse do for her?
 - 3. Other children relate what nurse has done for them
- C. Stories, poems, songs about the nurse

Suggested problems

- 1. Who is our school nurse?
- 2. What days does she visit the school?
- 3. Why do we need a nurse?
- 4. What does the nurse do if a child is ill in the school?
- 5. How does the nurse help the doctor?
- 6. How can we help the nurse?
- 7. Why does she visit the homes?
- 8. Why must she train for her work?
- 9. What other kinds of work do nurses do?

Possible related experiences

- 1. Invite school nurse to talk to class about proper health habits
- 2. Dramatization of the nurse's duties in school
- 3. Make booklet showing nurse weighing child, nurse bandaging finger of child, etc.
- 4. Individual experience charts
- 5. Hearing stories read

Desired Outcomes

- A. Knowledge and understandings
 - 1. Composition of a family
Mother, father, and children
 - 2. The contributions each member makes to family welfare and comfort
(see 1, under "Possible related experiences")
 - 3. Economic need for father working outside home
 - a) Money he earns supplies needs (food, clothes, housing) and enables members of family to live comfortable and enjoyably
 - b) Money used to pay other types of workers
 - 4. The economic need for father working inside home
 - a) Making repairs and caring for home and yard saves money for whole family
 - b) Emphasize need for thrift
 - 5. Understand interdependence of family members
 - 6. Understand need for good conduct
 - a) To respect each other's rights as individuals
 - b) To keep order in home
 - c) To have smooth-running home
- B. Increased ability to--
 - 1. Secure information through questions, discussions, investigations and record results on experience charts
 - 2. Solve problems
 - 3. Take responsibility for completing tasks started
 - 4. Work with spirit of willing cooperation
 - 5. Be a good leader
 - 6. Follow directions with high degree of accuracy
 - 7. Learn, understand, retain, and use new vocabulary acquired
 - 8. Express his own ideas
- C. Increased respect for--
 - 1. The worker in the home
 - 2. Work done in the home
 - 3. The fact that mother and father must work hard to supply needs and wants of children
 - 4. Services given in the home
 - 5. Authority and discipline in the home
 - 6. Developing keen interest in activities at home
 - 7. Cleanliness, care of furnishings, smooth running of the home
 - 8. Promoting happiness of loved ones through sharing simple pleasures and helping to create pleasant home atmosphere
 - 9. Performing duties willingly at home
 - 10. Taking responsibility for care of personal appearance, belongings, toys, pets
 - 11. Courtesy, thoughtfulness, kindness

Social Studies Outline for Grade 1

THE POSTMAN

Major Problem : Why do we need the postman?

Objectives

- A. Understandings and knowledge
 1. Lead child to understand that the postman is a very important community helper
 2. We could not get along very well without him
 3. The performance of his duties is indispensable to all
 4. He is one of our means of communication--a link to the world about us
 5. Comprehend the scope of work which the different types of postmen perform
 - a) Types of collectors and their special duties
 6. Color and type of uniform
 7. "Tools" of a postman
 - a) Mailbag for carrying letters
 - b) Mail truck for collecting letters and delivering large packages
 8. Know that mail service is given to a community by the government
 9. Government pays salary of postman
- B. Increase ability to--
 1. Secure information from reliable sources
 2. Solve problems
 3. Report information accurately to a group
 4. Make plans
 5. Use tools correctly
 6. Work helpfully with others
 7. Complete task started

Possible approaches

- A. Cards
 1. If someone in class is ill, send a "cheer card"
 2. Send invitations to parents to school assembly or party
 3. Inquire if children send and receive Christmas, Valentine and Easter cards
- B. Pictures
 1. Postman at work
 2. Local post office
- C. Discussions
 1. Children describe own experiences with postman
 2. Children describe experiences receiving or sending mail
 3. Invite postman to come to classroom
 4. Plan trip to post office

Social Studies Outline for Grade 1

THE HOME

Major Problem: Who are the workers in the home?

Objectives

- A. Understandings
 1. The home is the center of family life
 2. The family as a social unit
 3. The family group is composed of a mother, a father, and children
 4. The various activities of individuals in the family
 5. Children's contribution to family welfare
 6. Real cooperation means doing the daily necessary tasks
 7. Sharing in activities of family group increases enjoyment for each member
 8. Each member should be respected as an individual
 9. Why work is socially desirable and economically necessary
- B. Increasing child's ability to--
 1. Participate freely in group discussions-give short talks
 2. Increase powers of observation and awareness of surroundings
 3. Make adjustments needed for working willingly as member of a group
 4. Develop powers of creative expression through dramatizations
 5. Correlate other subjects such as drawing, music, etc.
 6. Evaluate his work

Possible approaches

1. Interest aroused through basal book during reading program
2. Attractive picture books on library table
3. Attractive bulletin board of pictures
4. Reading other stories and poems pertaining to family life
5. Detailed examination of related pictures, followed by discussion of same
6. Relating personal experiences
7. Making charts

Suggested problems

1. Who are the persons who make up the family unit?
2. What work does father do?
3. Why must father work?
4. What work does mother do?
5. What work can children do?
6. How should children behave in the home?
7. Why must children obey parents?
8. Why is money needed in the family?
9. What can each one in the family do to make life happy for all?

SECOND GRADE--WORK AND WORKERS

Community Helpers

- A. Community helpers who protect us
 - 1. Those who protect our health
 - a) Doctors
 - b) Dentists
 - c) Nurses
 - d) Garbagemen
 - 2. Those who protect our person
 - a) Policemen
 - b) Firemen
- B. Community helpers who help feed us
 - 1. Farmers
 - 2. Dairy workers
 - 3. Supermarket workers
 - 4. Bakery workers
- C. Community helpers who provide shelter
 - 1. Carpenters
 - 2. Plumbers
 - 3. Electricians
 - 4. Bulldozer operators
- D. Community establishments that provide products and services
 - 1. Drugstores
 - 2. Hardware stores
 - 3. Shoe stores
 - 4. Furniture stores
 - 5. Lumberyards
 - 6. Appliance stores
 - 7. Department stores
 - 8. Variety stores
 - 9. Dry-cleaning establishments
- E. Other community helpers
 - 1. Bankers
 - 2. Librarians
 - 3. Postmen

INTRODUCTION TO THE VOCATIONAL-OCCUPATIONAL PROGRAM

Unit I: What do Families do?

General Objective: What are the jobs the family does that make life more pleasant?

First, Second and Third-Grade Level:

Questions:

1. What does Mother do?
Prepare a chart story from children's contribution.
2. What does Father do?
Chart, pictures.
3. What do I do?
Oral reports listing jobs children can do.
What do brothers and sisters do?
4. What do other workers that come to the home do?
(Mailman, milkman, repairmen, meter readers,
garbage collectors, etc.)

Unit II: The Wide World of Jobs

General Objective: To develop concepts about the wide variety and levels of jobs in our community

Questions:

1. What different jobs do our fathers and mothers have in our classroom?
2. Can we relate these jobs to how they contribute to the good of the community?
(Choose an occupation to study in depth that contributes to community living.)
3. Workers are interdependent.
(Charts and books with pictures illustrating this concept.)

KRBESETX A, EXHIBIT KIV-B

"Suggested Unit Outlines"

on

Career Development

I N T E R M E D I A T E L E V E L

(Grades 4-6)

Exemplary Program for Occupational Preparation

1971-72

Compiled
by
Leonard C. Belton
under
the
supervision
of
Richard A. Theodore
and
under
the
direction
of
William G. Young
for
use
in

The Desire Area Schools

Henderson H. Dunn Elementary School
Helen S. Edwards Elementary School
Robert R. Moton Elementary School
St. Philip the Apostle Elementary School

Exemplary Program for Occupational Preparation

NEW ORLEANS PUBLIC SCHOOLS

INTRODUCTION TO THE VOCATIONAL-OCCUPATIONAL PROGRAM

Unit I: What do Families do?

General Objective: What are the jobs the family does that make life more pleasant?

Fourth, Fifth and Sixth-Grade Level:

Questions:

1. What contribution to happy family life do its members make?
Discussion, questions, lists.
2. What is my family's work plan?
Each child may prepare a short report on his family's work and what he does to contribute. Plan should answer about cooking, cleaning, repairs and skills needed to perform them.
3. Since a source of income is needed to satisfy the wants and needs of a family, how does my family derive its source of income?
List of different occupations in the class.

Questions:

1. Show filmstrip "Your Family and You" as a basis for discussion of the theme "What Families Do."
2. Preparation of a good family work plan that each child thinks would be fair and equitable with allowances for the family source of income.
3. Establishment of awareness of the wide variety of occupations by the occupations held by wage earners in the class.
4. Different jobs affect the way in which people live.

Unit II: The Wide World of Jobs

General Objective: To develop concepts about the wide variety and levels of jobs in our community

Fourth, Fifth and Sixth-Grade Level:

Projects:

1. Relate father and mother's jobs to the community and the contribution they make.

Oral discussion, panels, etc.

2. Study a job agreed upon by the class in depth. Field trip to place of job would be helpful.
3. Relate value of good work habits in school as contributing to future goals.

Questions appropriate for reports on occupations at all levels:

1. Is it a hard job? Why?
2. What are the hours you work?
3. What tools does it require?
4. Do you wear a uniform?
5. Do you have help?
6. What does the job usually pay?
7. What does the worker do to help others?

Projects:

1. Use the following filmstrips as a basis for group discussions:
"What is a job?"
"What are job families?"
"What good is school?"
2. Prepare a chart on the main industries in our community. Develop a bulletin board on how these industries contribute to community welfare. List the many different occupations that our main industries depend upon. Use resource people from industry. Emphasize how education contributes to the ability to perform one of these occupations.
3. A chart should be prepared to use with the filmstrips and movies. The chart should give hints to the children about what to look for and listen to.
Examples:
 - a. What product was involved?
 - b. What were the manual skills needed?
 - c. What was the training required for the job?
 - d. What were the personal requirements for the job?
 - e. What contributions do the jobs make to the community and to the family?

Questions appropriate for reports on occupations at all levels:

1. Is it a hard job? Why?
2. What are the hours you work?
3. What tools does it require?
4. Do you wear a uniform?
5. Do you have help?
6. What does the job usually pay?
7. What does the worker do to help others?

Unit III: Relating Abilities, Skills and Interests to the Job

General Objective: To provide children with the opportunity to explore the relationship of abilities, skills, and interests to various vocational pursuits.

Fourth, Fifth and Sixth-Grade Level:

Questions:

1. What do I want to be now? What could I actually do now?
(Physical development, skills and experiences in assuming even minor responsibilities should be explored.)
2. What kinds of activities do I like to do now?
Discuss some of the activities the group likes best. Group these activities on a chart or on the blackboard into general areas such as art, music, sports, home arts, science, etc.
Administer the "Inventory of Children's Interests" (about 55 min.). Allow children to score their own inventories and participate in plotting their own profiles.
3. How do interests relate to skills and abilities, e.g., grades in school?
Resource? SVE filmstrip, "What Good is School?"
Entertain group discussion of things liked.
Raise the question as to the changing of interests as one gets more experience and learns more about the world and the self.
Explore activities which the pupils dislike. Why is this?
Can one expect uninteresting things about all jobs?
4. What kind of jobs do particular interests lead toward achieving?

Unit V: Paths Toward Vocational Goals:

General Objective: To help children explore various pathways toward vocational goals.

Fourth, Fifth and Sixth-Grade Level:

1. Give each child the opportunity to make a summary of himself:
skills and particular talents, abilities, strengths and weaknesses.
Answer the questions:
 - a. What would I like to improve in myself?

- b. How would I go about achieving this improvement?
 - c. Is it important that I demonstrate my skills and abilities?
If so, how should I go about this?
 - d. Is it always important to do well on tests? Why?
 - e. Should I set some goals for myself?
(Avoid the impression that vocational goals should be set now, but encourage children to think about these. Some intermediate success goals in school could be explored with the idea that these are steps toward major life goals.)
2. Present occupational information materials from various sources:
Industry and business.
Ideas from resource persons.
SRA Occupational Briefs.
Pictures of work and workers.
3. Consider vocations in broad areas of interest and skill.
- a. Working with ideas.
 - b. Working with things.
 - c. Working with people and animals.
 - d. Working outdoors and indoors.
 - e. Working in one place or many places.
 - f. Selling and/or serving.
 - g. Creating, producing, and reproducing.
4. How is a vocational choice made? (Use SVE filmstrip, "What is a job")
- a. Is money important?
 - b. Respect of others?
 - c. Boss or worker?
 - d. Contribution to society?
 - e. Helping others?
 - f. What will be available?
 - g. What will be needed?
 - h. Ethnic group considerations?
5. Leisure, recreation, hobbies, avocations.

FOURTH GRADE--WORK AND WORKERS

My State Compared with Other Communities of the World

- A. Michigan cities and why they are important
 - 1. Lansing-state government
 - 2. Detroit-automobiles
 - 3. Grand Rapids-furniture
 - 4. Flint-automobiles
 - 5. Pontiac-automobiles
 - 6. Muskegon-engines, gray iron foundries
 - 7. Kalamazoo-paper and drugs
 - 8. Battle Creek-cereals

- B. Michigan industry
 - 1. Manufacturing
 - a) Furniture (high quality)
 - b) Automobiles
 - c) Chemicals
 - d) Drugs
 - e) Paper

 - 2. Agriculture
 - a) Fruits--cherries, strawberries, blueberries, apples, pears, peaches, muskmelons
 - b) Vegetables--beans, asparagus, sugar beets, celery
 - c) Field crops--corn, wheat, oats, alfalfa, potatoes
 - d) Dairy products
 - e) Poultry

 - 3. Mining
 - a) Iron ore
 - b) Copper
 - c) Salt
 - d) Others--gypsum, limestone, granite, gems, coal

 - 4. Lumbering

 - 5. Recreation
 - a) Fishing
 - b) Boats and harbors

FIFTH GRADE --World of Work

Industries of the United States Studied in Fifth Grade

- A. New England States
 - 1. Textile
 - 2. Metal
 - 3. Fishing
 - 4. Quarrying
- B. Middle Atlantic states
 - 1. Coal mining
 - 2. Manufacturing
 - a) Electrical wares
 - b) Iron and steel
 - c) Photographic equipment
 - 3. Canning
 - 4. Shipbuilding
- C. South Atlantic states
 - 1. Tobacco
 - 2. Cotton
- D. South Central states
 - 1. Petroleum
 - 2. Cattle raising
 - 3. Farming
 - a) Rice
 - b) Sugarcane
- E. North Central states
 - 1. Automobile
 - 2. Meat packing
 - 3. Farming
 - a) Dairy
 - b) Corn
- F. West Central states
 - 1. Flour milling
 - 2. Sheep raising
 - 3. Wheat
- G. Mountain states
 - 1. Mining
 - a) Gold
 - b) Silver
 - c) Copper
 - 2. Smelting
 - 3. Vegetable growing
- H. Pacific states
 - 1. Fruit growing
 - 2. Lumbering
 - 3. Airplane manufacturing

APPENDIX A, EXHIBIT XV

JOBS IN YOUR COMMUNITY

A Career Day Program

Presented by

Exemplary Program for Occupational Preparation

Wednesday, Thursday and Friday

April 5, 6, 7, 1972

9:30 to 11:00 A.M.

Desire Area Elementary Schools

ProgramWednesday, April 5, 1972

Invocation

Theme	Mr. Richard Theodore
Introductions	Mr. Jude T. Sorapuru
Telephone Operator	Miss Gayle Johnson
	South Central Bell
Fire Fighter	Mr. Warren McDaniels
	New Orleans Fire Dept.
Social Worker	Miss Elaine Cunningham
	Juvenile Court (New Orleans)
Tour of Vocational Areas, Carver Middle School	Robert R. Moton Elementary School - Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior School	Edwards and St. Philip Elementary Schools - Messrs. Theodore and Sorapuru

Thursday, April 6, 1972

Introductions	Mr. Jude T. Sorapuru
Mechanics	Mr. Stanley Stewart
	Carver Sr. High, Student
Health Occupations	Miss Diane Robinson
	Carver Sr. High, Student
Telephone Installer	Mr. Warren Lawless
	South Central Bell
Tour of Vocational Areas, Carver Middle School	Henderson H. Dunn Elementary School, Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior High School	Moton Elementary School - Messrs. Theodore and Sorapuru

Friday, April 7, 1972

Introductions	Mr. Jude T. Sorapuru
Distributive Education	Mrs. Christine LaGrange Carver Sr. High, Teacher
Automobile Salesman	Mr. Mac Dunbar Bernie Dumas Buick, Inc.
Cooperative Office Education	Miss Marilyn Pierre Carver Sr. High, Teacher
Closing Remarks	Richard A. Theodore
Tour of Vocational Areas, Carver Middle School	Helen S. Edwards, St. Philip Elementary School, Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior High School	Dunn Elementary School- Messrs. Theodore and Sorapuru

The faculty, staff and students of the Elementary Component Schools and the E.P.O.P. staff wish to express their sincere appreciation for your participation in this career awareness program.

Henderson H. Dunn Elementary School

Mr. E. Wilderson, Principal

Mrs. E.T. Bickham
5th Grade Level Chairman

Helen S. Edwards Elementary School

Mrs. H. Patten, Principal

Mrs. I. Baulden, 5th Grade
Level Chairman

Robert R. Moton Elementary School

Mrs. R. Smith, Principal

Mrs. T. Fritz, 5th Grade
Level Chairman

St. Philip the Apostle Elementary School

Sister Naomi, Principal

Mrs. M. Washington, 8th Grade
Level Chairman

E.P.O.P. Staff

Leonard C. Belton	Elementary School Vocational Advisor
Charles A. Harris	Middle School Vocational Advisor
Jude T. Sorapuru	Senior High Vocational Counselor and O.J.T. Coordinator
Richard A. Theodore	Coordinator
William G. Young	Director

A P P E N D I X B

APPENDIX B, EXHIBIT I

Here are some questions that can be answered

YES

NO

Draw a line under one of the answers for each question.
Do not skip any questions.

1. Would you like to listen to someone tell about the kind of work they do on their job?

YES

NO

2. Two people are talking about the kind of work you want to do when you are grown up. Would you listen carefully to learn something about the job?

YES

NO

3. Would you watch a TV program that tells about the kinds of jobs in your community?

YES

NO

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

YES

NO

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

YES

NO

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

YES

NO

7. Do you think it is important for you to think about what kind of work you would like to do someday?

YES

NO

8. Do you think you know about the kinds of work you would like to do when you finish school?

YES

NO

APPENDIX B, EXHIBIT I (Con'd)

9. In choosing a job, would you need to know what kind of a person you are?
- YES NO
10. Do you know of any jobs that you think that you would like to do when you finish school?
- YES NO
11. Is work important mainly because it lets you buy the things you want?
- YES NO
12. By the time you are in high school should you be sure about the kind of work you want to do?
- YES NO
13. Could people do any job they wanted to as long as they tried very hard?
- YES NO
14. Do you have only a very little idea what having a job would be like?
- YES NO
15. Can you think of several jobs that you would like to have when you finish school?
- YES NO

APPENDIX B, EXHIBIT II

Place	Number of Pupils	Number of Teachers	Number of Parents
Flint Goodridge Hospital	120	4	8
New Orleans International Airport	120	4	6
Bunny Bread	30	2	3
Main Post Office	60	2	4
WBOK Jazz City Studio	60	2	4
French Quarters	60	2	4
Dominican Planetarium	250	9	16
Tour of Industrial Centers of New Orleans	557	19	27
Delgado College	125	5	7
Desire Day Care Center	30	1	2
Piety Day Care Center	28	2	3
Morrison Cafeteria	60	3	8
Public Service	85	4	6
TOTAL	1,585	48	98

APPENDIX B, EXHIBIT III

Course	Enrollment	Number of Students Applying for Work:	Number of Students Hired	Students Finding Jobs on Their Own
Carpentry	28	14	13	1
Child Care	28	7	5	2
Food Handling	18	18	14	4

APPENDIX B, EXHIBIT IV

Attitude Toward Work Survey

Test	Grade	Number of Students Tested	Sample	Possible Responses	Number of Positive Responses	%	Number of Negative Responses	%	% Chang
Pre Test	6	550	50	750	570	76%	180	24%	
Post Test	6	423	50	750	720	96%	30	4%	20%
Pre Test	8	350	50	750	63	85%	119	15%	
Post Test	8	256	50	750	727	97%	23	3%	12%

The test consisted of fifteen possible "yes" or "no" responses of which a "yes" response indicated a wholesome, positive attitude toward work. (Appendix A)

Of the total number of students tested, fifty sixth grade students and fifty eighth grade students were randomly selected to measure changes in the pre and post test results. The results of these tests indicated a significant positive attitudinal change.

APPENDIX B, EXHIBIT V

Semi-Skill Classes

Course	Total Enrollment	Left School	Dropped Subject	Remaining	Passed	Failed	% Passing	% Failing
Carpentry	28	0	3	25	25	0	100%	0%
Child Care	28	3	1	24	24	0	100%	0%
Food Handling	18	3*	0	15	15	0	100%	0%

*Students went into full-time restaurant work.

APPENDIX B, EXHIBIT VI

MIDDLE SCHOOL

RESOURCE PEOPLE

September	Clifton Ricard - Brick Layer Melvin Parent - Carpenter
October	Mr. Mac Dumbar - Car Salesman Mr. Irvin Washington - Shoe Salesman
November	Mr. Alvin Melacon - Welder - Avondale Shipyards
December	Mrs. Patricia Johnson - Secretary
January	Mr. Silas Conner - Teacher Mrs. Mercedes Jackson - Teacher Mr. Anthony Curry - Teacher Mrs. Anna Johnson - Teacher
February	Officer John Taylor - New Orleans Police Department Officer Iris Turner - New Orleans Police Department
March	Mr. Warren Lawless - Telephone Installer and Repairman
April	Mr. John Adams - Maitre'd
May	Miss Mareen Weil - Human Relations Director of Flint Goodridge Mrs. Williams - Medical Librarian Mr. Darryl Vincent - Medical Technician Mr. Edward Harris - Physical Therapist

APPENDIX B, EXHIBIT VII

MATERIALS USED IN CONSTRUCTION OF TWO HOUSES FOR MIDDLE SCHOOL COMPONENT:

Vendor: Broadhead-Garrett Company
1213 Riverside Drive
Macon, Georgia 31201

6 Sliding "T" Bevel with 10" Blade, Stanley 25TB
3 1/2 Pint Bench Oiler, Eagle #145C
6 sets Saw Horse Brackets, H&G #362A

Vendor: Brandin Slate Company, Inc.
1021 N. Rampart Street
New Orleans, Louisiana

3 rolls #30 Felt
2 sqs. Black 235 Regular Asphalt Shingles

Vendor: Doussan, Inc.
P.O. Box 52407
New Orleans, Louisiana 70150

2 8" x 2" x 1" Silicon Carbide Oilstone #68 Simond
3 24" Cross Cut Saw, 8 Pt., #300 Atkins
3 24" Cross Cut Saw, 10 Pt., #300 Atkins
1 6' H.D. Metal Step Ladder
6 Coping Saw with Blade Atkins #50
2 24" Goose Neck Wrecking Bar
1 set Auger Bits, #4-#16, Irwin #D-13, 13 pcs.
2 Expansive Bit (Irwin #22, 7/8" - 3")

Vendor: Owens and Sons, Inc.
2034 Agriculture Street
New Orleans, Louisiana 70122

6 sks. Pea Gravel
6 sks. Sand
3 sks. Cement
10 pcs. 8" Blocks 1/2"

APPENDIX B, EXHIBIT VII (con'd)

MATERIALS USED IN CONSTRUCTION OF TWO HOUSES FOR MIDDLE SCHOOL COMPONENT (continued)

Vendor: Liberty Lumber Yard, Inc.
5367-83 Tchoupitoulas Street
New Orleans, Louisiana 70115

35 pcs.	2 x 4 - 8 #1 Common Pine S4S
2 shts.	4 x 8 - 3/8" Exterior Fir Plywood
4 pcs.	6 x 6 - 12 - Celcured Pine S4S
4 pcs.	6 x 6 - 8 - Celcured Pine S4S
14 pcs.	2 x 10 - 8 - #1 Pine S4S KD
60 pcs.	2 x 6 - 8 - #1 Pine S4S KD
100 pcs.	2 x 4 - 8 - #2 Fir S4S KD
6 pcs.	2 x 4 - 12 - #2 Fir S4S KD
8 pcs.	1-1/4 x 4 - 10 - C and Better Fir S4S
250 bd. ft.	1 x 8 #2 Pine S4S
350 bd. ft.	1/2 x 6 - C Grade Beveled Edge Cypress Weather Boards
24	Nail Aprons
5 shts.	4 x 8 - 3/4" Plywood Sheets
4 shts.	4 x 8 - 1/2" Celotex Sheets
8 shets.	4 x 8 - 3/8" Sheetrock
2	Aluminum Single-Hung Window Units, 2' x 3' - 2/2 LTS with 1/2 screens
20 lbs.	6 Penny Finishing Nails
12 lbs.	7/8" Galvanized Roofing Nails
5 lbs.	Felt Nails
2 5 gal.	cans Joint Compound
1 roll	Perfa-Tape
100 bd. ft.	1 x 8 Random Pine sheathing

APPENDIX B, EXHIBIT VIII

Films Viewed by Carver Middle School Students

1. What Do You Like to Do?
2. Careers with a Future--Millwright
3. Your Job: Finding the Right One
4. Getting a Job
5. Size Description
6. Fuels: Their Nature and Use
7. Steel
8. Careers with a Future--Rigging
9. Let's Measure Feet, Inches, Yards
10. Careers in Broadcast News
11. Careers with a Future--Secretary
12. Community Helpers--Sanitation Department
13. Community Services
14. Night Community Helpers
15. Capitalism
16. Inflation
17. Working Together
18. Why People Have Special Jobs
19. Garbage Explosion
20. Bus Driver
21. City Bus Driver
22. Secretary: A Normal Day
23. Secretary: Taking Dictation
24. Secretary: Transcribing
25. Secretary Transcribes
26. It's Your Decision: Part I
27. It's Your Decision: Part II
28. Office Teamwork
29. Simple Demonstration with Magnets
30. What Is Electric Current?
31. When I'm Old Enough, Good By
32. Our Friend the Atom, Part I
33. Our Friend the Atom, Part II
34. Your Career in Nursing
35. Careers with a Future--Electrician
36. So You Want to be a Tool and Die Maker
37. Life in a Coal Mining Town
38. To be an Electronics Technician
39. Engines and How They Work
40. You and the Aerospace Future(s)
41. Man in Space
42. Veterinarian Serves His Community
43. Dairy Farmer, The
44. Your Job Getting Ahead
45. Salesmanship--Career Opportunities

46. Selling as a Career
47. Careers with a Future--Welding
48. Machinist and Tool Maker
49. Contractors
50. Building a House
51. Careers with a Future Instrumentation
52. Shape Description, Part I
53. Shape Description, Part II
54. Drafting Curves and Lettering
55. A is for Architecture
56. Working in Our Town
57. Portraits of Famous People A-J

APPENDIX B, EXHIBIT IX

Attitude Toward Work Survey

Test	Grade	No. of Students Tested	Sample	Possible Responses	No. of Positive Responses	%	No. of Negative Responses	%
Pre-test	6	550	50	750	570	76%	180	24
Post-test	6	423	50	750	720	96%	30	4
Pre-test	8	350	50	750	663	85%	119	15
Post-test	8	256	50	750	727	97%	23	3
								12

A P P E N D I X C

APPENDIX C, EXHIBIT I

Vocational Guidance Calendar

- September Collection of data through questionnaire concerning pupil occupational plans and goals.
- October Provide information which will assist students in attaining stated goals such as information regarding colleges, vocational and technical schools, vocational and technical courses, sources of training through the armed forces, scholarships available, etc.
- November Personality and occupation - Discuss personality development in relationship to occupation. How it can be an asset or a liability. How certain personality traits are more suited to certain occupations or others.
- December Administer Interest Inventory. Examine stated anxieties and exhibited interests. Promote development of self-concept and self-evaluation.
- January Develop job seeking skills (explain use of employment agencies, walk-in attempts, aid from relatives, etc.)
- February Interviewing do's and don'ts (Suggest that a consultant from industry be brought in to assist this activity such as a personnel manager, etc.).
- March Application filling do's and don'ts
Use of variety of forms
- April Bring in major employers in New Orleans area to discuss employment opportunities available in their individual fields. (Civil Service--state, federal, city; Public Service--South Central Bell, etc.).
- May Distribute follow-up cards and discuss follow-up procedure with students. (Will be used to check students activities after graduation.)

APPENDIX C, EXHIBIT II

Student Participation in Group Sessions

Title of Session	Average Number of Pupils Per	Number of Sessions	Total Number of Pupils Involved
Job-Seeking Techniques	20	6	120
Attitudes and Work	35	4	140
Interviewing	15	4	60
Resume Writing	15	2	30
Application Filling	15	6	90
Job-Finding Resources	25	8	200
Evaluation of Self-Concept	25	6	150
Interest Surveys Kuder Preference Records	10	10	100

APPENDIX C, EXHIBIT III

O.J.T. Experiences

Agency or Business	Number of Students	Job Title
Shell Oil Company	1	Draftsman Trainee
U.S. Coast Guard	1	Painter's Helper
Holiday Inn East	3	Assistant Maintenance Man
Genuine Auto Parts	1	Parts Salesman Trainee
Avondale Shipbuilders	1	Welder Trainee
City of New Orleans Dept. of Streets	2	Draftsman Trainee
Housing Authority of New Orleans	6	Maintenance Repairman I

APPENDIX C, EXHIBIT IV

Students in Summer Employment

Agency	Number of Students	Type of Experience
Housing Authority of New Orleans	15	Maintenance
Internal Revenue Service	6	Clerical
U.S. Navy	8	6 Clerical 2 Electronics
N.Y.C.	20	Clerical Draftsman Maintenance

APPENDIX C, EXHIBIT V

PROPOSED ADJUSTMENT TO WOODWORKING SCHEDULE OF OFFERINGS

Grades

9th Woodworking I
10th Woodworking II
11th Woodworking III
12th 4 Sections Woodworking IV

1 Section V.C. (Pre-Vocational Cabinet Making and Construction) Prerequisite - 2 yrs. Woodworking

General Skills and Knowledge to be included in V.C. Course Content

1. Identification of lumber used in construction
2. Project design (blueprint reading)
3. Cutting of lumber
4. Furniture construction methods
5. Assembling
 - a. gluing
 - b. kinds of adhesives
6. Building Construction
 - a. staking out the site
 - b. kinds of construction
 - c. carpentry tools and machines
 - d. lumber grades
 - e. foundation walls
 - f. floor framing
 - g. exterior walls
 - h. partition framing

APPENDIX C, EXHIBIT V (Con'd)

- i. roofs and coverings
 - j. rafters
 - k. sheathing
 - l. flashing
 - m. doors, windows, siding materials
 - n. insulations
 - o. safety practices
7. Painting and Finishing
- a. preparation for paint
 - b. mixing paint
 - c. spray methods
 - d. brush and roller method

APPENDIX C, EXHIBIT VI

Maintenance Repairman

Course Outline

Teacher responsibilities have been divided into six separate units. There are six six-week mini-courses. Instructors for these courses are chosen according to their specialities in the Industrial Arts Program.

Twenty (20) students will be rotated through the mini-courses which are:

- 1) Plumbing and Heating
- 2) Electricity
- 3) Basic Carpentry
- 4) Masonry
- 5) Welding (Tack)
- 6) Painting

APPENDIX C, EXHIBIT VII

AN
EXEMPLARY PROGRAM
FOR
OCCUPATIONAL PREPARATION

Suggested Activities
and
Information
on
Career Development
at the
Senior High Level

Compiled
by
Jude T. Sorapuru
under
the
supervision
of
Richard A. Theodore
and
under
the
direction
of
William G. Young
for
use
in

George W. Carver Senior High School
Exemplary Program for Occupational Preparation
New Orleans Public Schools

APPENDIX C, EXHIBIT VII (Con'd)

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

It is the intent of this exemplary program for occupational preparation to adequately prepare low-income students for a responsible and productive life by providing a realistic viewpoint about the dignity of work and knowledge concerning possible vocational choices, and to complement such occupational awareness on the secondary level with skills salable on the New Orleans job market.

Specifically, the objectives at Carver Senior High School include:

1. Encouraging students to think of a wide range of occupations.
2. Getting students to appreciate the dignity of work.
3. Assisting and encouraging students to make their own occupational choices.
4. Providing information related to finding and holding jobs.
5. Provide the students with employable skills upon termination of their schooling.
6. Provide on-the-job training opportunities.
7. Provide whatever other occupational and vocational assistance that may be needed.
8. Assist students in self-evaluation of their skills, interests, abilities, and aptitudes.

Basically, the students who are served through E.P.O.P. are those registered in the Industrial Arts classes, the two Nursing classes, the Pre-cooperative Clerical Block for eleventh graders, and the Vocational Office Block. The services provided to these students are also available to every student at the Carver Senior High School except the possibility of on-the-job training for non-component students.

AREAS OF INVOLVEMENT

Individual Counseling - E.P.O.P. offers to the students of Carver Senior High School the services of a vocational counselor. The counselor is involved in assisting the students make wise vocational choices based upon their interests, aptitudes, skills and abilities.

Testing - Testing can be arranged to determine interests and aptitudes.

Vocational Information - The E.P.O.P. office is a source of occupational and vocational information concerning the world of work in the New Orleans area. The counselor is available to speak to classes about these areas of information.

Employment Counseling - E.P.O.P. offers assistance to students in developing job hunting skills and advice on how to hold a job.

On-The-Job Training - The E.P.O.P. staff is active in seeking jobs for students related to their classroom instruction. This service is restricted to students in the Industrial Arts classes who are seniors.

Job Placement - The E.P.O.P. staff offers assistance to graduating seniors in securing permanent jobs and to undergraduates in securing summer employment.

Resource Personnel - E.P.O.P. will assist in securing speakers for formal or informal talks concerning jobs, vocations, employment procedures, etc.

Please feel free to contact the E.P.O.P. staff or make referrals to our office located in Room A 215-B.

Vocational Education Within Your Classroom

The following suggestions are presented with the hope that you, as a teacher, will possibly put some of them into use in your classrooms. We feel that there is a great need for more stress on vocational awareness among our students. We strongly urge that you use every means and opportunity available to you to broaden the scope of your students' vocational and occupational information.

The suggestions which follow will be divided into general and specific areas so that they may be more directly related to the curriculum and hopefully more readily applied.

General InformationRelated to Occupational Preparation
at the Senior High School Level

- I. Relate all subject matter with the world of work and self-development.
 - A. Help students to begin to think about what they may become and how the immediate subject matter will help them.
 - B. Help students to think about possible careers related to the subject. Let them do research and otherwise become involved before giving them the answer. (Advisor will be compiling occupational materials that will supplement those acquired otherwise.)
 - C. Arrange field trips to industries, etc., so that students can see and identify with real, live role-models of their group.
 1. Trips should be pre-planned with students as to objectives, etc.
 2. Students should be prepared to ask good, relevant questions.
 3. Interview techniques and note taking should be rehearsed.
 4. Parents should be encouraged to participate with students.
 - D. Arrange for resource people to visit the classroom as role-models.
 - E. Make bulletin boards relating subject matter to careers. (i.e., "Arithmetic will help you get these jobs.") It is preferable that pictures be used showing minority groups at work. "Ebony" magazine, etc., are excellent sources.
 - F. Collect occupational materials related to subjects taught. Keep a scrapbook on jobs related to subject areas.
 - G. Help students to study and learn about themselves in relation to subjects and careers studied. Center discussions around the following:

1. What sort of person do I think I am?
 2. How do I feel about myself as I think I am?
 3. What sort of person would I like to be?
 4. What are my values and needs?
 5. What are my aptitudes and interests?
 6. What can I do to reconcile my self-ideal with my real self?
 7. What outlets are there for me with my needs, values, interests, and aptitudes?
 8. How can I make use of these outlets?
- II. Allot time for group and individual guidance with students.
- A. Help them understand and develop proper attitudes toward work.
 - B. Help students develop and understand the importance of good personal/social habits.
 1. Grooming
 2. Punctuality
 3. Talk
 4. Courtesy
 5. Responsibility
 6. Originality, etc.
 - C. Help students to know themselves better and build a positive self-image.
 1. Identify talents.
 2. Understand aptitudes, interests, and abilities.
 3. Explore attitudes.
 4. What sort of person am I?
 5. What sort of person can I become?
- III. Teach the importance and interdependence of all kinds of work. (Teachers should especially examine their own middle-class bias here.)
- A. Develop appreciation and dignity for all kinds of work.
 - B. Develop proper attitudes concerning sex and work. (The line between "male" and "female" work is becoming extremely thin.)
 - C. Be alert to textbook bias.
 - D. Help students understand the all-pervasive effects of work:

1. Determines way of life.
 2. Determines values.
 3. Influences manner of speech, dress and leisure time activities.
 4. Determines where family lives, whom they meet, and what schools are attended.
 5. Determines whole social and economic status.
- E. Work satisfies the following needs:
1. Physiological (food, shelter, etc.)
 2. Safety
 3. Belonging
 4. Feelings of importance, respect, self-esteem, independence
 5. Information
 6. Understanding
 7. Beauty
 8. Self-actualization
- IV. Set standards equal to those of best schools.
- A. Help students to develop realistic pictures of themselves and their competencies as compared to other children with whom they will have to compete on a realistic basis in the world of work.
 - B. Help students build skills, knowledge, and competencies desired by employers (pleasant personality, good grooming, potential for advancement to more responsible positions within the industry).
- V. Help students anticipate changes in the world of work.
- A. New Inventions.
 - B. Automation.
 - C. War, etc.
- VI. Minority youth lack confidence, self-motivation, and self-esteem. Teachers could help by:
- A. Showing greater awareness and concern for student's problems--show that you care.
 - B. Building on the student's strengths in the classroom while helping to overcome weaknesses--emphasize success.
 - C. Allowing students to become involved in planning so that they may establish their own goals and see personal meaning in working toward attaining these goals.
- VII. More visible cooperation between teachers of diverse racial groups should be shown--sets examples for children.

Specific Activities
Related to Occupational
Preparation at Senior High
Level

English

1. Have students present oral reports using a job as the subject. Give physical and educational requirements. Discuss tasks involved.
2. Write reports of the same nature.
3. Have students write letters of application.
4. Have students answer classified ads by letter.
5. Make alphabetical spelling lists of various jobs.
6. Have students conduct mock interviews to check oral communication.
7. Write newspaper ads for the "Help Wanted" column.

Social Studies

1. Discuss the effect of climate and topography on occupations.
2. Define terms as union, civil service, social security, withholding, fringe benefits, labor management, etc.
3. Discuss reasons for unemployment.
4. Develop a lesson showing the chain effect a person's income initiates. Show how money changes hands.
5. Have students write a job description including as many specifications as possible.
6. Discuss and simulate job finding techniques.
7. Discuss concept of freedom in relationship to personal security and social control.
8. Study agencies which aid in job-hunting or which offer help in solving problems related to health-welfare.

Mathematics

1. Figure wages for day, week, month and year based on hourly pay.
2. Math based jobs may be discussed: These include Accountant, Bookkeeper, Auditor, Payroll Clerk, Timekeeper.
3. Compute take-home pay (net) from gross pay by subtracting deductions as insurance, withholding tax, union dues, etc.
4. Prepare budgets based upon average weekly pay for various jobs.
5. Have exercises involving various banking procedures.
6. In-depth study of interest rates, installment buying, and comparative shopping.

Sciences

1. Identify the various jobs requiring scientific background. Include the petroleum industry, textiles, engineering, industrial chemicals, etc.
2. Conduct research to determine the extent to which such jobs exist in the New Orleans area.

Senior High On-the-Job Training Component

Some Suggested Areas for On-the-Job Training

Course - Woodworking

Employment Areas - Cabinet-making and related, advertising display set-up, furniture repairs and refinishing, construction framing building materials and hardware sales.

Course - Mechanical Drawing

Employment Areas - Map-making and tracing, tooling, patterns, engineering, structural and architectural design, blueprinting.

Course - Small Engines

Employment Areas - Lawnmower repairs, new mower servicing, outboard engine repairs, motorcycle repairs, and new cycle servicing.

Course - Electricity and Electronics

Employment Areas - Maintenance assistants in large buildings, small appliance repairs, minor radio and television parts testing.

Course - Auto Mechanics

Employment Areas - Any position requiring such skills as possessed by basic six and eight cylinder mechanic's helper, and auto parts sales.

Cost to Employer

\$1.60 per hour for 3 or more hours daily

\$6.40 per day for 4 hours day or,

\$32.00 per week or,

\$1,052.00 per school year (36 weeks)

Work Schedule

Student work hours may be arranged so that he/she is available from 8-12 A.M. or 12:30 - 4:30 P.M. O.J.T. student receives 2 units of credit for successful job performance and usually carries 3 academic courses, one of which must be in the above areas.

**APPENDIX C, EXHIBIT VIII
APPLICATION FOR EMPLOYMENT**

Date of Application							
Date Appointed		Division		Salary			
APPLICANT - DO NOT WRITE ABOVE THIS LINE. PLEASE PRINT.							
NAME (First) (Middle) (Last)		DO YOU <input type="checkbox"/> Live with parents <input type="checkbox"/> Live with other relatives		<input type="checkbox"/> Board <input type="checkbox"/> Own your home <input type="checkbox"/> Rent DATE OF BIRTH (Mo.) (Day) (Yr.)			
RESIDENCE ADDRESS (No.) (Street) (City or Town)			(State) (Zone)	TELEPHONE NUMBER	LIVED HERE SINCE (Month) (Year)		
PREVIOUS RESIDENCE (No.) (Street) (City or Town)			(State) (Zone)	HOW LONG THERE?			
HEIGHT	WEIGHT	ANY PHYSICAL DEFECTS? <input type="checkbox"/> YES <input type="checkbox"/> NO IF YES-EXPLAIN		SOCIAL SECURITY NO.	ARE YOU A CITIZEN OF THE USA? YES NO		
NAME OF PARENT(S) OR GUARDIAN(S) (First) (Middle) (Last)		OCCUPATION OF PARENT(S) OR GUARDIAN(S)	EMPLOYER OF PARENT(S) OR GUARDIAN(S)	ADDRESS OF PARENT(S) OR GUARDIAN(S)			
MARITAL STATUS <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> Separated <input type="checkbox"/> Single		IF DIVORCED, GIVE DATE AND PLACE	GIVE NO. OF PERSONS DEPENDENT UPON YOU FOR SUPPORT	AGES OF DEPENDENTS			
HUSBAND'S NAME (First) (Middle) (Last)		HUSBAND'S OCCUPATION	HUSBAND'S EMPLOYER	HUSBAND'S ADDRESS			
Note: Complete this line if married, divorced or separated woman.							
In the sections below headed Schools Attended and Active Service with United States Armed Forces and in the Previous Business Experience Section on the next page, account completely for all your time from the first year of high school until the present.							
SCHOOLS ATTENDED							
NAMES OF SCHOOLS	NO. OF YRS.		COURSE OR MAJOR SUBJECTS	GRADUATED		SCHOLASTIC STANDING	DEGREE
	Day	Yrs.		Yes or No	Mo.		
.....
.....
.....
SCHOLASTIC HONORS (Societies-Prizes-Scholarships)			ATHLETIC ACTIVITIES	OTHER ACTIVITIES (Managerial-Editorial-Elective Offices-Clubs)			
ACTIVE SERVICE WITH UNITED STATES ARMED FORCES							
DATE (Mo.) (Day) (Yr.) OF ENTRY		DATE (Mo.) (Day) (Yr.) OF DISCHARGE		TYPE OF DISCHARGE (i.e. Expiration of Enlistment, Medical, Etc.)			
BRANCH OF SERVICE			SERIAL NO.	RANK OR RATE AT DISCHARGE			
SERVICE SCHOOLS OR OTHER SPECIAL TRAINING							

APPENDIX C, EXHIBIT VIII

CHARACTER REFERENCES (Do not use the names of relatives or former employers.)

Names	Addresses	Phones	Occupations
.....
.....
.....

HAVE YOU ANY RELATIVES, FRIENDS, OR ACQUAINTANCES NOW EMPLOYED BY THIS COMPANY? Yes <input type="checkbox"/> No <input type="checkbox"/>	IF YES, STATE NAME	TYPE OF RELATIONSHIP	POSITION
------------------------------------------------------------------------------------------------------------------------------------------	--------------------	----------------------	----------

LIST ALL ORGANIZATIONS TO WHICH YOU BELONG OR HAVE BELONGED.
Do not include labor and political organizations or those where the name or character of the organization would include religion, race or national origin.

PREVIOUS BUSINESS EXPERIENCE
(List in order with last employer first. Do not include military service.)

NAME OF COMPANY	ADDRESS	JOB DUTIES	PERIOD OF EMPLOYMENT			
			From		To	
			Mo.	Yr.	Mo.	Yr.
.....
.....
.....

HAVE YOU EVER WORKED FOR THIS COMPANY? Yes <input type="checkbox"/> No <input type="checkbox"/>	IF YES, GIVE DATES: From: _____ To: _____	DIVISION
FOR WHAT SPECIAL LINE OF WORK HAVE YOU A PREFERENCE?		

WERE YOU REFERRED BY AN EMPLOYEE OF THIS COMPANY? Yes <input type="checkbox"/> No <input type="checkbox"/>	IF YES, STATE NAME	DEPARTMENT, IF KNOWN
------------------------------------------------------------------------------------------------------------	--------------------	----------------------

HAVE YOU EVER BEEN REFUSED BOND? Yes _____ No _____	IF YES, EXPLAIN
-----------------------------------------------------	-----------------

HAVE YOU EVER BEEN ARRESTED, OTHER THAN TRAFFIC VIOLATIONS? Yes _____ No _____	IF YES, EXPLAIN
--------------------------------------------------------------------------------	-----------------

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THE APPLICATION BLANK IF I AM CONSIDERED FOR EMPLOYMENT AND HEREBY AUTHORIZE PREVIOUS EMPLOYERS, PERSONAL REFERENCES NAMED, OR ANY OTHER PERSON OR PERSONS TO WHOM THE COMPANY MAY REFER TO GIVE ANY AND ALL INFORMATION REGARDING MY EMPLOYMENT OR SCHOLASTIC STANDING TOGETHER WITH ANY OTHER INFORMATION, PERSONAL OR OTHERWISE, THAT MAY OR MAY NOT BE ON THEIR RECORDS.

I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF ANY FACT CALLED FOR HEREON, OR ON ANY OTHER STATEMENT MADE IN CONNECTION WITH MY REQUEST FOR EMPLOYMENT, OR RECEIPT BY THE COMPANY OF UNSATISFACTORY REFERENCES, MAY RESULT IN DISMISSAL FROM THE COMPANY'S SERVICE IF I SHALL HAVE BEEN EMPLOYED.

APPLICANT'S SIGNATURE _____
(First) (Middle) (Last)

NOT TO BE COMPLETED BY APPLICANT

DATE OF INTERVIEW	COMMENTS

APPENDIX C, EXHIBIT IX
STATE OF LOUISIANA
DEPARTMENT OF LABOR
DIVISION OF WOMEN AND CHILDREN

To obtain a vacation work permit or certificate, the minor must bring this form, properly filled, to the parish superintendent of schools of any parish, except in Orleans Parish, to the representative of the Commissioner of Labor. He must also bring a birth certificate. If under 16 years of age the minor must bring a certificate of health signed by a physician.

INTENTION TO EMPLOY
MINORS UNDER 18

(Required under provisions of R.S. 23:151-234)

The certificate or vacation work permit will be denied unless all provisions of Act 301 of 1908, as to hours, type of employment, etc., are complied with.

Employers who employ minors illegally are subject to penalties, (fines and/or jail sentences) according to provisions of R.S. 23:231-234, if convicted of a violation.

_____ Date _____
(City)

_____ (Parish)

Upon receipt of the employment certificate or the vacation work permit, the undersigned intends to employ:

_____ (Name of Minor) _____ (Address of Minor) _____ (Age)

in the capacity of _____ (Specific Occupation) _____ (Industry)

for _____ days per week; for _____ hours per week; _____ hours per day beginning _____

_____ A. M. and closing _____ P. M. with a lunch period of _____, the rate of

pay to be _____ per hour or _____ per day or _____ per week.

_____ (Name of Employer) _____ (Business Address)

(Signature of Employer or Authorized Agent)

This form must be executed and signed by an officer of employing firm.



APPENDIX C, EXHIBIT IX
EMPLOYMENT APPLICATION

SHELL OIL COMPANY
SHELL CHEMICAL COMPANY*
SHELL DEVELOPMENT COMPANY*
SHELL PIPE LINE CORPORATION

AN EQUAL OPPORTUNITY EMPLOYER

*A DIVISION OF SHELL OIL COMPANY

GENERAL

Complete with ink or typewriter

DATE	EMPLOYMENT INTERESTS <input type="checkbox"/> FULL-TIME <input type="checkbox"/> PART-TIME <input type="checkbox"/> SUMMER	DATE AVAILABLE FOR EMPLOYMENT
TYPE OF WORK DESIRED		

PERSONAL

NAME	FIRST	MIDDLE	LAST	TELEPHONE	AREA CODE	NUMBER
PERMANENT ADDRESS	NUMBER	STREET	CITY	STATE	ZIP CODE	
MARITAL STATUS	NUMBER (Exclude Yourself) OF DEPENDENTS	IF YOU ARE NOT A U.S. CITIZEN, WHAT TYPE VISA DO YOU HAVE?			SOCIAL SECURITY NUMBER	

EDUCATION

CIRCLE HIGHEST GRADE COMPLETED	GRADE SCHOOL								HIGH SCHOOL			
	1	2	3	4	5	6	7	8	9	10	11	12
COLLEGE OR UNIVERSITY	DATES ATTENDED				GRADUATED		MAJOR SUBJECT	DEGREE				
	FROM		TO		<input type="checkbox"/> Yes <input type="checkbox"/> No							
	MO.	YR.	MO.	YR.								
						<input type="checkbox"/> Yes <input type="checkbox"/> No						
						<input type="checkbox"/> Yes <input type="checkbox"/> No						
						<input type="checkbox"/> Yes <input type="checkbox"/> No						
						<input type="checkbox"/> Yes <input type="checkbox"/> No						

OTHER SPECIAL TRAINING AND DATES

MILITARY

BRANCH OF U.S. SERVICE	HIGHEST RANK	DATE ENTERED	DATE DISCHARGED OR SEPARATED	TYPE OF DISCHARGE OR SEPARATION
MILITARY OCCUPATIONAL SPECIALTY				

EMPLOYMENT

LIST YOUR WORK EXPERIENCE WITH YOUR PRESENT AND LAST THREE EMPLOYERS						
EMPLOYER	DATES				JOB HELD (DESCRIBE DUTIES BRIEFLY)	REASON FOR LEAVING
	FROM		TO			
	MO.	YR.	MO.	YR.		
1. PRESENT EMPLOYER						
NO. STREET CITY STATE						
2. LAST						
NO. STREET CITY STATE						
3. PREVIOUS						
NO. STREET CITY STATE						
4. PREVIOUS						
NO. STREET CITY STATE						

HAVE YOU EVER BEEN EMPLOYED BY SHELL? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, WHERE	DATES
---------------------------------------------------------------------------------------------------	---------------	-------

PHYSICAL

CONDITION OF HEALTH	HEIGHT	WEIGHT
DESCRIBE ANY PHYSICAL LIMITATIONS		

In the event of my employment by any one of the companies listed on the face of this form and/or subsequently by an affiliated or subsidiary company, and in consideration thereof, I agree to the following provisions:

RELATIVES

As an applicant for employment, I understand that if there is any person employed by Shell or any affiliated or subsidiary company who is a "close relative" (as defined in the footnote*) of me or my husband or wife, it is my obligation to provide full information of such relationship. I agree that any inaccuracy or misstatement in this regard, even if due to lack of knowledge or misunderstanding, will be cause for cancellation of my application or separation from the Company's service if I have been employed. (Check appropriate box below).

I HAVE: <input type="checkbox"/> NO SUCH RELATIVES <input type="checkbox"/> SUCH RELATIVES IDENTIFIED	NAME	SHELL LOCATION	HOW RELATED
	NAME	SHELL LOCATION	HOW RELATED

I also agree that should such a relationship come into existence through any marriage after my employment, I will make the relationship immediately known to the Company. I understand that such relationship will not affect my employment unless a husband-wife relationship is involved.

CONDITIONS

- I understand employment is contingent upon meeting the Company's standard physical requirements.
- In the event of my employment, I will furnish proof of date of birth, military discharge and appropriate academic transcripts. Also, I realize it will be necessary to sign an invention agreement, a conflict of interest statement and a confidential information statement.

REFERENCES

I authorize and request each employer, person, firm or corporation named herein to answer all questions that may be asked, and to give all information that may be sought, in connection with this application or concerning me or my work habits, character, skill or action in any transaction.

I certify that all statements I have made in this application are true and agree that any misrepresentation or omissions of facts called for will be sufficient cause for cancellation of my application for employment or immediate dismissal from the Company's service if I have been employed.

SIGNATURE OF APPLICANT	DATE
------------------------	------

*Shell follows a policy of not employing relatives. The purpose of this rule is to permit employment, transfer and promotion of employees without influence or prejudice arising from family connections. Any applicant who has a close relative who is either a Company employee actively employed or on military leave or other leave of absence, or the spouse of a Company employee, or whose own spouse has any such close relative, is not considered eligible for employment. For this purpose, the "close relative" of an applicant or of his or her spouse shall include any of the following: spouse, father, mother, brother, sister, son, daughter, uncle, aunt, nephew and niece, including in connection with each, "step", "in-law", or "half" relationships. This general rule also is applicable when the relative is employed by an affiliated or subsidiary company.

APPENDIX C, EXHIBIT IX

STATE OF LOUISIANA
DEPARTMENT OF CIVIL SERVICE
BATON ROUGE, LOUISIANA

APPLICATION FOR
STUDENT EMPLOYMENT

FILE THIS FORM
WITH EMPLOYING AGENCY

NAME OF APPLICANT _____ POSITION APPLIED FOR _____ SEX Male Female TELEPHONE NO _____

HOME ADDRESS _____ DATE OF BIRTH _____ PLACE OF BIRTH _____ SOCIAL SECURITY NO _____

CITY OR TOWN, STATE, ZIP CODE _____ MARITAL STATUS Single Married Divorced Widowed Separated

Definition of *Bona Fide Student*
Civil Service Rule 1.3.1

'Bona fide Student' means a person enrolled in an accredited high school, college, or university in the State, or in a State-operated vocational-technical school, in a sufficient number of courses and classes in such institution to be classified as a full-time regular student under the criteria used by the institution in which he is enrolled. A bona fide student shall not lose his status as such because of vacations during the academic year or because of his failure to attend summer school.

	YES	NO	Use this space to explain "Yes" answers to Questions 1, 2, and 3.
1. Are you now, or have you ever been, a member of any foreign or domestic organization, association, movement, group or combination of persons which is Totalitarian Fascist, Communist, or Subversive or which has adopted, or shows a policy of advocating or approving the commission of acts of force, or violence to deny other persons their rights under the Constitution of the United States, or which seeks to alter the form of government of the United States by unconstitutional means?			
2. Have you ever been discharged from a position because your conduct or work was not satisfactory?			
Have you ever resigned a position after being notified that your conduct or work was not satisfactory?			
3. Have you ever been arrested?			
Have you ever been charged, indicted, or summoned into court as a defendant?			
Have you ever been held by Federal, State or other law enforcement authorities for any violation of any Federal law, State law, Parish or Municipal law, regulation or ordinance?			

*Article VIII, Paragraph 6, of the Louisiana Constitution provides in part that "The following persons shall not be permitted to register, vote, or hold office or appointment of honor, trust or profit in this State: to wit: Those who have been convicted of any crime which may be punishable by imprisonment in the penitentiary, and not afterward pardoned with express restoration of franchise; . . ."

The Louisiana Supreme Court has interpreted the word "penitentiary" to mean the Louisiana State Penitentiary.

Any or all of your statements in this application may be investigated to determine their accuracy.

4. ARE YOU NOW A FULL-TIME REGULAR STUDENT? Yes No

5. WHAT IS THE NAME OF THE SCHOOL, COLLEGE OR UNIVERSITY YOU ARE NOW ATTENDING OR LAST ATTENDED? _____ ADDRESS _____

6. WHAT IS HIGHEST GRADE COMPLETED (CHECK):
HIGH SCHOOL 9 10 11 12 COLLEGE 1 2 3 4 Years GRADUATE SCHOOL 1 2 Years

7. IF YOU ARE NOT PRESENTLY ATTENDING SCHOOL:
A. WHEN WERE YOU REGISTERED LAST? MONTH _____ YEAR _____ B. WHEN DO YOU PLAN TO RETURN TO SCHOOL? MONTH _____ YEAR _____

I certify that the answers I have given to each and all of the foregoing questions are true to the best of my knowledge. If I am appointed, I agree to promptly notify the proper agency official of any change in my status as a student, including any reduction in courses taken, termination of student status, or scholastic probation.

DATE _____ SIGNATURE OF APPLICANT _____

REPORT OF SCHOOL OFFICIAL

THE RECORDS OF THIS SCHOOL INDICATED THAT THE APPLICANT NAMED HEREIN

A. IS CLASSIFIED AS A FULL-TIME REGULAR STUDENT OF THIS SCHOOL UNDER ITS CRITERIA Yes No B. HAS COMPLETED HIS COURSE AND RECEIVED A DIPLOMA OR CERTIFICATE OR HAS GRADUATED Yes No C. HAS APPLIED FOR EMPLOYMENT IN THIS SCHOOL OFFERTIVE Yes No

NAME OF SCHOOL _____ ADDRESS _____

SIGNATURE OF SCHOOL OFFICIAL _____ TITLE _____ DATE _____

AGENCY REVIEW OF STUDENT STATUS

DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS
1.		2.		3.	
		2.		3.	

(List Previous Work Experiences on Reverse Side)

APPENDIX C, EXHIBIT IX
STATE OF LOUISIANA
DEPARTMENT OF LABOR
DIVISION OF WOMEN AND CHILDREN

To obtain a vacation work permit or certificate, the minor must bring this form, properly filled, to the parish superintendent of schools of any parish, except in Orleans Parish, to the representative of the Commissioner of Labor. He must also bring a birth certificate. If under 16 years of age the minor must bring a certificate of health signed by a physician.

INTENTION TO EMPLOY
MINORS UNDER 18

(Required under provisions of R.S. 23:151-234)

The certificate or vacation work permit will be denied unless all provisions of Act 301 of 1908, as to hours, type of employment, etc., are complied with.

Employers who employ minors illegally are subject to penalties, (fines and/or jail sentences) according to provisions of R.S. 23:231-234, if convicted of a violation.

(City) Date _____

(Parish)

Upon receipt of the employment certificate or the vacation work permit, the undersigned intends to employ:

(Name of Minor) (Address of Minor) (Age)

in the capacity of _____
(Specific Occupation) (Industry)

for _____ days per week; for _____ hours per week; _____ hours per day beginning _____

_____ A. M. and closing _____ P. M. with a lunch period of _____, the rate of

pay to be _____ per hour or _____ per day or _____ per week.

(Name of Employer) (Business Address)

(Signature of Employer or Authorized Agent)

This form must be executed and signed by an officer of employing firm:



**APPENDIX C, EXHIBIT IX
STATE OF LOUISIANA
DEPARTMENT OF CIVIL SERVICE
BATON ROUGE, LOUISIANA**

**APPLICATION FOR
STUDENT EMPLOYMENT**

BF 100 (R 11-66)

**FILE THIS FORM
WITH EMPLOYING AGENCY**

NAME OF APPLICANT		POSITION APPLIED FOR	SEX <input type="checkbox"/> Male <input type="checkbox"/> Female	TELEPHONE NO.
HOME ADDRESS		DATE OF BIRTH	PLACE OF BIRTH	SOCIAL SECURITY NO.
CITY OR TOWN, STATE, ZIP CODE		MARITAL STATUS <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> Separated		

**Definition of Bona Fide Student
Civil Service Rule 3.3.1**

'Bona fide Student' means a person enrolled in an accredited high school, college, or university in the State, or in a State-operated vocational-technical school, in a sufficient number of courses and classes in such institution to be classified as a full-time regular student under the criteria used by the institution in which he is enrolled. A bona fide student shall not lose his status as such because of vacations during the academic year or because of his failure to attend summer school.

	YES	NO	Use this space to explain "Yes" answers to Questions 1, 2, and 3.
1. Are you now, or have you ever been, a member of any foreign or domestic organization, association, movement, group or combination of persons which is Totalitarian Fascist, Communist, or Subversive or which has adopted, or shows a policy of advocating or approving the commission of acts of force, or violence to deny other persons their rights under the Constitution of the United States, or which seeks to alter the form of government of the United States by unconstitutional means?			
2. Have you ever been discharged from a position because your conduct or work was not satisfactory? Have you ever resigned a position after being notified that your conduct or work was not satisfactory?			
3. Have you ever been arrested? Have you ever been charged, indicted, or summoned into court as a defendant? Have you ever been held by Federal, State or other law enforcement authorities for any violation of any Federal law, State law, Parish or Municipal law, regulation or ordinance?			

*Article VIII, Paragraph 6, of the Louisiana Constitution provides in part that "The following persons shall not be permitted to register, vote, or hold office or appointment of honor, trust or profit in this State: to wit: Those who have been convicted of any crime which may be punishable by imprisonment in the penitentiary, and not afterward pardoned with express restoration of franchise; The Louisiana Supreme Court has interpreted the word "penitentiary" to mean the Louisiana State Penitentiary. Any or all of your statements in this application may be investigated to determine their accuracy.

4. ARE YOU NOW A FULL-TIME REGULAR STUDENT? Yes No

5. WHAT IS THE NAME OF THE SCHOOL, COLLEGE OR UNIVERSITY YOU ARE NOW ATTENDING OR LAST ATTENDED?
NAME OF SCHOOL _____ ADDRESS _____

6. WHAT IS HIGHEST GRADE COMPLETED (CHECK)
HIGH SCHOOL: 9 10 11 12 COLLEGE: 1 2 3 4 Years GRADUATE SCHOOL: 1 2 Years

7. IF YOU ARE NOT PRESENTLY ATTENDING SCHOOL:
A. WHEN WERE YOU REGISTERED LAST? MONTH _____ YEAR _____ B. WHEN DO YOU PLAN TO RETURN TO SCHOOL? MONTH _____ YEAR _____

I certify that the answers I have given to each and all of the foregoing questions are true to the best of my knowledge. If I am appointed, I agree to promptly notify the proper agency official of any change in my status as a student, including any reduction in courses taken, termination of student status, or scholastic probation.

DATE _____ SIGNATURE OF APPLICANT _____

REPORT OF SCHOOL OFFICIAL

THE RECORDS OF THIS SCHOOL INDICATED THAT THE APPLICANT NAMED HEREIN

A. IS CLASSIFIED AS A FULL-TIME REGULAR STUDENT OF THIS SCHOOL UNDER ITS CRITERIA <input type="checkbox"/> Yes <input type="checkbox"/> No	B. HAS COMPLETED HIS COURSE AND RECEIVED A DIPLOMA OR CERTIFICATE OR HAS GRADUATED <input type="checkbox"/> Yes <input type="checkbox"/> No	C. HAS APPLIED FOR ENROLLMENT IN THIS SCHOOL EFFECTIVE <input type="checkbox"/> Yes <input type="checkbox"/> No
--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

NAME OF SCHOOL _____ ADDRESS _____

SIGNATURE OF SCHOOL OFFICIAL _____ TITLE _____ DATE _____

AGENCY REVIEW OF STUDENT STATUS

DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS
1.		2.		3.	
		2.		3.	

(List Previous Work Experience on Reverse Side)

APPENDIX C, EXHIBIT X

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

Survey Form for O.J.T.

Student's Name _____ Classification _____
Date of birth _____ Course _____
Previous related courses 1. _____ 2. _____ 3. _____
I.Q. _____ Number of earned Units _____
Minimum units needed for graduation _____

Work Traits Rating Scale (Excellent, Good, Fair, Poor)

Academic record _____ Attendance _____
Physical condition _____ Appearance _____
Verbal Ability _____ Attitude Towards Work _____
Teacher rating for O.J.T. _____ Interviewer's rating _____

Interviewer _____

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

EMPLOYER CONTACT RECORD

Name of firm -----
Address-----Telephone -----
Person to see -----Title -----
Nature of firm's business -----
Approximate number of employees -----
Contacted for student employment as -----

Date of contact How Contacted Results

APPENDIX C, EXHIBIT XI

STUDENT'S JOB SHEET

Name _____ School _____

Training Station

Date	Department	Job	Hours	Salary	F.I.C.A.	Fed. Tax

APPENDIX C, EXHIBIT XII
STUDENT PERSONAL DATA FORM

Introduction to Vocations

To the Students:

The purpose of this form is to bring together essential information about you, so that your teacher will know you better. Answer the questions frankly and completely as possible. The forms are for confidential use only.

Name _____ Date _____
Age _____
Home Address _____ Phone _____
Place of Birth _____ Date of Birth _____
Father's or Guardian's name _____
Father's Occupation _____ Highest grade completed _____
Mother's Occupation _____ Highest grade completed _____

Older brothers and sisters:

Sex (M or F)	Approximate age	Highest grade Completed	Occupation
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Was your last year's scholastic standing high? _____ above average? _____
below average _____ low _____ (check one)

List the subject that:

You like best: _____ You dislike most: _____ Is easiest: _____ Is hardest: _____

Do you plan to graduate from high school?

If you do not plan to graduate from high school, encircle the last grade which you plan to complete.

Grade 9 10 11 12

State briefly the chief reason why you might leave school.

What do you plan to do when you leave high school?

go to college go to business school
 go to a technical school go to work
 go to a trade school military service
 other plans, what are they? _____

State the chief reasons for your plans indicated above.

If you have decided upon the particular school or college that you plan to enter after leaving school, name it

What do you enjoy in life more than anything else? _____

What achievements in school have given you greatest satisfaction?

What occupations or fields of work have you considered for your life's work?

First choice _____

Second choice _____

Third choice _____

Reason for first choice _____

When did you begin considering this choice? _____

If you could do just as you wished, what would you want to be doing when you are around 30 years old?

How much schooling do your parents or guardians want you to complete?

What vocation do your parents want you to follow? _____

Why? _____

APPENDIX C, EXHIBIT XIII

NAME: _____ DATE: _____

STEPS THAT LEAD TO A JOB

1. Below you will find some steps that you may have to take leading up to a new job. Can you put them in the right order in which they take place? Write numbers 1, 2, 3, and so on where you see ().
- () Interviewing with the employer.
 - () Reporting to work the first day.
 - () Finding the job.
 - () Writing or telephoning for the interview.
 - () Finding out how to get to the place of interview.
 - () Finding out when the bus or train leaves (and returns) to get you to the place of interview on time.
 - () Getting yourself ready for the interview by planning what to wear.
 - () Thanking the employer for the interview.
 - () Getting your first week's pay.
 - () Punching a time clock when you come in and when you leave.
 - () Looking in the Help-Wanted section of your newspaper.
 - () Making sure that you have enough money to pay for your bus or train fare to and from the place of interview.

2. Check the way you should look when you report for a job interview:

- | BOY | GIRL |
|--------------------------|-------------------------|
| () Chewing gum | () Chewing gum |
| () Shined shoes | () Shined shoes |
| () Smoking a cigarette | () Smoking a cigarette |
| () Neatly pressed pants | () Neat day outfit |
| () "Loud" sport shirt | () A lot of makeup |
| () Neatly combed hair | () A lot of jewelry |

APPENDIX C, EXHIBIT XIII (con'd)

SELLING YOURSELF TO THE EMPLOYER

I. Remember while on the actual interview:

- A. The interviewer is sizing you up when you walk in, so show CONFIDENCE.
- B. If interviewer is a man, extend hand and give firm shake. If interviewer is a woman, only extend hand if she does.
- C. Give the correct greeting, "Good morning, Mr. _____." "I am _____, a student from _____ High School, and I am applying for a position." (KNOW THE PERSONNEL MANAGER'S NAME)
- D. Treat the employer with respect but not fear.
- E. Be yourself.
- F. Have correct posture while standing and sitting.
- G. Do not sit until told to do so. (Do not cross legs.)
- H. Use correct English. (Avoid using slang.)
- I. Do not chew gum or smoke. If offered a cigarette by the interviewer, refuse politely.
- J. Avoid saying, "I don't know."
- K. Try to answer the questions by saying more than "Yes" or "No."
- L. YOU ASK QUESTIONS
 - 1. duties
 - 2. hours
 - 3. advancement
 - 4. permanence

II. Be able to answer the following questions:

- A. Why did you leave your last job? (Give an honest answer, but be careful. If you were fired, explain and give a reason why it will not happen again.)
- B. What kind of work do you want? (Don't say, "Anything.")
- C. Why did you come here to apply? (State career objectives and tell how the store may help you achieve them.)
- D. Do you think that you are qualified for the job? (Be convincing.)
- E. Do you have health problems?
- F. Have you ever been arrested?
 - 1. Acquitted
 - 2. Charges
 - 3. Convicted

III. BE SURE TO THANK THE PERSONNEL DIRECTOR FOR THE INTERVIEW.

APPENDIX C, EXHIBIT XIII (con'd)

Physical Characteristics

9. Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?" Place a check mark before each thing that applies to you.

- | | |
|--------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Dirty fingernails | <input type="checkbox"/> Unshined shoes |
| <input type="checkbox"/> Dirty hands | <input type="checkbox"/> Dirty, dirty shoes |
| <input type="checkbox"/> Beard | <input type="checkbox"/> Body odor |
| <input type="checkbox"/> Excessive make-up | <input type="checkbox"/> Halitosis |
| <input type="checkbox"/> Powder smears or dabs | <input type="checkbox"/> Too few baths |
| <input type="checkbox"/> Yellow or unclean teeth | <input type="checkbox"/> Inappropriate clothes |
| <input type="checkbox"/> Food between teeth | <input type="checkbox"/> Stoop shoulders |
| <input type="checkbox"/> Visible blackheads | <input type="checkbox"/> Slouchy walking |
| <input type="checkbox"/> Pimples on face | <input type="checkbox"/> Awkward posture |
| <input type="checkbox"/> Dirty neck | <input type="checkbox"/> Hair not combed |
| <input type="checkbox"/> Greasy hair | <input type="checkbox"/> Greasy skin |
| <input type="checkbox"/> Dirty ears | <input type="checkbox"/> Gaudy fingernails |
| <input type="checkbox"/> Dirty scalp | <input type="checkbox"/> Broken shoestring |
| <input type="checkbox"/> Dandruff | <input type="checkbox"/> Buttons missing |
| <input type="checkbox"/> Hair too long | <input type="checkbox"/> Tie poorly tied |
| <input type="checkbox"/> Ragged fingernails | <input type="checkbox"/> Tie crooked |
| <input type="checkbox"/> Dirty shirt | <input type="checkbox"/> Tie wrinkled |
| <input type="checkbox"/> Soiled underclothes | <input type="checkbox"/> Collar wrinkled |
| <input type="checkbox"/> Dirty collar and cuffs | <input type="checkbox"/> Clothes fitting poorly |
| <input type="checkbox"/> Baggy trousers or skirt | <input type="checkbox"/> Dirty handkerchief |
| <input type="checkbox"/> Soiled suit or dress | <input type="checkbox"/> Wrinkled suit or dress |
| <input type="checkbox"/> Runs visible in hose | <input type="checkbox"/> Soiled, dusty purse |
| <input type="checkbox"/> Hose seams crooked | <input type="checkbox"/> Torn gloves |
| <input type="checkbox"/> Run-over heels | <input type="checkbox"/> Dirty gloves |

Number of checks _____

If you checked fewer than five items, you are neater and better groomed than the average college student.

If you checked between five and ten items, you are below average in neatness and should do something about it now.

If you checked more than fifteen, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Each one is a personality defect in the eyes of other persons. Every one of these defects can be eliminated.

APPENDIX C, EXHIBIT XIV

M E M O R A N D U M

To: Teachers in Industrial Education Department

From: Jude T. Sorapuru, Vocational Counselor E.P.O.P.

Re: Evaluation and summary of responses to written exercise of self-concept following self-development seminar held on Friday, February 26, 1971.

Date: March 3, 1971

ME

I am _____

I would like to _____

Sometimes I think _____

Once when I was little _____

If only _____

When I like someone, it's usually because _____

When I dislike someone, it's usually because _____

I show that I like others by _____

I show my dislike of others by _____

My best friend is _____

My home is _____

Senior High School _____

Usually teachers are _____

Education is important because _____

When I get older, I _____

It is easy to _____

Something I find hard to do is _____

If I could do exactly what I wanted to do now I'd _____

Someone I think is great is _____

Who am I? - Most responses here indicated identity as being Black and a Student.

I would like to - Most students expressed a definite goal for themselves. Many stated a general goal such as, "I would like to be rich" or "I would like to be well known."

Sometimes I think - Responses here were generally indecisive. Thoughts reflected uncertainty about future plans and state of the world and society.

Once when I was little - Most responses here indicated that respondents early plans have since changed. This indicates a maturation process and changes in values. Many people did not complete this statement.

If only - Most responses to this statement indicated the desire for success and stature in life. The significant point here is that most of these are attainable if one worked at them. Some, however, are unrealistic as: "If only all people were black."

When I like someone, it's usually because and - Responses here indicate a reciprocal type of relationship. "I like them if they like me." The reasons most often given were personality and attitude.
When I dislike someone it's usually because

I show I like others by and - Responses here indicate a reserved attitude towards interpersonal relationships. Most statements only indicated a willingness or unwillingness to communicate according to how they felt towards the person. There seemed to be a lack of depth in their desire to show someone they liked them but some depth in their expression of dislike.
I show I dislike others by

- My best friend is - A surprising number of responses described the respondent as his own best friend or indicated they had no best friend. This again indicates a lack of depth in their interpersonal relationships.
- My home is - No significant responses. Most just listed their address.
- Senior High School - No significant responses. Same as above.
- Usually teachers are - Most responses here were positive and complimentary. A few responses questioned the motives of teachers and their interests.
- Education is important because - Practically all statements made related to the need for education in securing a job or a good job.
- When I get older, I - Most answers given here indicate the desire to accomplish material well-being; i.e., good job, rich, big house.
- It is easy to - Responses here indicated that many of the respondents felt it was easy to "get into trouble" or be negative.
- Something I find hard to do is - Answers range from school assignments to resisting temptation and getting a job.
- If I could do exactly what I wanted to do now I'd - Most students did not complete this statement. However, some indicated they would remove themselves from school or the city or the state. Others, again expressed the desire to have great wealth or a good job, house, etc.
- Someone I think is great is - The majority of responses named the parents. One named H. Rap Brown, another, James Brown.

APPENDIX C, EXHIBIT XV

ATTITUDES TOWARD WORK SURVEY

Grade _____ Male or Female Age _____

We want to know what you think about jobs and work.
You can tell us what you think by answering some questions.
On the next three pages there are 20 questions to answer.

Directions:

Read each question.
Read the answers.
Pick out the answer that tells how you would answer
the question.
Draw a line under that answer.

Before you start, look at these samples.

Sample A

Do you think an adult who has a job should be paid for doing
his work?

YES

NO

If you think that the answer to the question is "Yes,"
you would draw a line under "Yes" as shown above.

Here is another sample.

Sample B

Which of these do you think is most true about jobs?

All people have jobs.
Many people have jobs.
Only a few people have jobs.

Which answer tells how you would answer the question?
Draw a line under that answer.

There are no right or wrong answers. You will not be
asked to explain your answers. We only want to know what you
think about jobs and work.

Remember, read the question and draw a line under the
answer that tells how you would answer the question.

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that can be answered

YES

NO

Draw a line under One of these answers for each question. Do not skip any questions.

1. Would you like to listen to someone tell about the kind of work they do on their job?

YES

NO

2. Two people are talking about the kind of work you want to do when you are grown up. Would you listen carefully to learn something about the job?

YES

NO

3. Would you watch a TV program that tells about the kinds of jobs in your community?

YES

NO

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

YES

NO

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

YES

NO

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

YES

NO

7. Do you think it is important for you to think about what kind of work you would like to do someday?

YES

NO

8. Do you think you know about the kinds of work you would like to do when you finish school?

YES

NO

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that have several answers.
Draw a line under the ONE answer that best tells how
you would answer the question.

9. Which of these ideas do you think is most true about work?
- a) work is always hard and boring
 - b) work is usually the same hard grind in whatever job you have
 - c) work is sometimes hard and sometimes fun
 - d) work is often fun
 - e) work is always fun
10. Which of these do you think is most true about jobs?
- a) Any job that pays a lot will be OK with me.
 - b) I would like to do a job which I am good at.
 - c) I don't care what job I will have, just so I can work.
11. Which of these do you think is most true about work?
- a) Getting paid a lot is more important than liking a job.
 - b) Liking a job is more important than getting paid a lot.
12. Work is:
- a) something a person has to do
 - b) doing something to help the community
 - c) doing something to help yourself
 - d) doing something just for the money
13. About the jobs of some of the people in my family, I know
- a) many things
 - b) some things
 - c) only a few things
 - d) nothing

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that can be answered Yes or No.
Draw a line under ONE of these answers for each question.
Do not skip any.

14. In choosing a job, would you need to know what kind of a person you are?

YES

NO

15. Do you know of any jobs that you think that you would like to do when you finish school?

YES

NO

16. Is work important mainly because it lets you buy the things you want?

YES

NO

17. By the time you are in high school should you be sure about the kind of work you want to do?

YES

NO

18. Could people do any job they wanted to as long as they tried very hard?

YES

NO

19. Do you have only a very little idea what having a job would be like?

YES

NO

20. Can you think of several jobs that you would like to have when you finish school?

YES

NO

APPENDIX C, EXHIBIT XVI

APPLICATION FOR ENROLLMENT
IN THE WORK EXPERIENCE PROGRAM OF INDUSTRIAL ARTS

Name _____ Parent or
Guardian's Name _____ Date _____

Address _____ Phone Number _____

Age _____ Sex _____ Height _____ Weight _____ Social Security # _____

Distance from school _____

Grade in school _____ Do you plan to go to college? Yes _____ No _____

List the high school credits you have earned in: Math _____ English _____

Social Studies _____ Science _____ Industrial Arts _____

Commercial _____ Other _____

Parent's Occupation: Father _____ Mother _____

What type of curriculum are you enrolled in? College Prep. _____

General _____ Vocational _____

What hobbies do you enjoy? _____

List the clubs and organizations to which you belong _____

Do you wear glasses? Yes _____ No _____ Will you have transportation to work?

Yes _____ No _____ Do you have any physical handicaps? Yes _____ No _____ If Yes,
please explain: _____

List the name of employer and previous jobs you have held and the length
of time spent on the job.

<u>Name of Employer</u>	<u>Job</u>	<u>Length of Time</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

What occupations do you prefer to receive training in?

First Preference _____

Second Preference _____

APPENDIX C, EXHIBIT XVI (con'd)

APPLICATION FOR ENROLLMENT IN THE WORK EXPERIENCE PROGRAM OF INDUSTRIAL
ARTS (continued)

What types of work do you dislike? _____

Will you be available to work after school? _____ On Saturday _____

What subjects do you need to graduate? _____

Teacher Comments

1. Student Strengths or Deficiencies
2. Would you recommend this student for vocational training? Why?
3. Would you consider this student a potential drop-out? Why?
4. Comment on student's personality and attitude.

Counselor Appraisal

If not enough space available, please use back of sheet

APPENDIX C, EXHIBIT XVII
 TRAINING PLAN FOR COOPERATIVE
 WORK EXPERIENCE IN INDUSTRIAL ARTS

(Name of student)	(Age)	(Grade)
(Industrial Occupation)	(Training Station)	
(Person responsible for training)	(Number of weeks in training)	

HOURS:	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
In School	_____	_____	_____	_____	_____	_____
Training Center	_____	_____	_____	_____	_____	_____
Beginning Wages:	\$ _____ per hr.			Starting date: _____		

TRAINING CENTER OUTLINE

KNOWLEDGE-OPERATIONAL SKILLS-ABILITIES	HOURS	
	P*	C**
DATE	TOTAL HOURS	

* Planned
 ** Completed

Provisions

1. The school shall be responsible for providing technical and related instruction.
2. The training shall progress from job to job in order to gain experience in all phases of the occupation listed above.
3. The schedule of compensation shall be set by the center and in line with other employees of like experience and ability.
4. The Industrial Arts instructor will assist in the adjustment of problems.
5. The parent shall be responsible for conduct of student.
6. The student agrees to perform his duties at the training center and in school diligently and faithfully.
7. The student shall have the same status as other employees and the training may be terminated for the same reasons as any other employee.
8. No regular employee shall be laid off to train the student.
9. If the student drops out of school, he will not be employed by the training center for a period of less than 90 days.

OCCUPATIONAL COURSE OF STUDY

INFORMATION UNITS OF INSTRUCTION IN OCCUPATIONAL AREA	HOURS	
	P*	C**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
DATE	TOTAL HOURS	

* Planned
 ** Completed

_____	_____
(Student)	(Employer)
_____	_____
(Parent or Guardian)	(Industrial Arts Instructor)
_____	_____
(Chairman of Advisory Committee)	(High School Principal)

APPENDIX C, EXHIBIT XVIII

ME

I am _____

I would like to _____

Sometimes I think _____

If only _____

When I like someone, it's because _____

I show that I like others by _____

My best friend is _____

Elementary School is _____

Teachers are _____

Education is important because _____

When I get older, I _____

Something I find hard to do is _____

If I could do what I wanted to do now I'd _____

Someone I think is great is _____

APPENDIX C, EXHIBIT XIX

Exemplary Program for Occupational Preparation

Student's Work Report

Week Ending _____
Student _____
Firm _____
Department _____
Supervisor _____

Please describe the various types of work you have done this week.

On what type of work did you spend most of your time during the past week?

How would you rate your overall performance during the past week on the job?

Very Good _____ Good _____ Satisfactory _____ Poor _____

What instructions do you need to improve your performance on the job?

Are you happy in the area where you are working?

Yes _____ No _____

Do you feel that you are learning on the job?

Yes _____ No _____

Has anything occurred that would require an immediate conference?

Yes _____ No _____

Comments:

APPENDIX C, EXHIBIT XIX (con'd)

" Things to Think about when making Occupational or Vocational Decisions "

1. What do I like about this job?
2. How much training is required?
3. How much education is required?
4. What physical characteristics are required?
5. Is there a need for these type workers?
6. What are the working conditions?
7. What are the possibilities for promotion?
8. Is the salary usually good?
9. Do I meet the physical and mental requirements?
10. Does anyone else feel I will be successful at this job?
11. Does the job require special abilities for dealing with people?
12. What type work have you done which is related to this occupation?

APPENDIX C, EXHIBIT X:

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

- | | | | |
|-----|--------------------------------------------------------------|-----|----|
| 1. | When you finish school do you want to work? | YES | NO |
| 2. | Do you think all jobs are important? | YES | NO |
| 3. | Do you think people who work are happy? | YES | NO |
| 4. | When you get a job do you think you will be a good worker? | YES | NO |
| 5. | Do you think people should work hard? | YES | NO |
| 6. | Should all grown-ups work? | YES | NO |
| 7. | Would you like to have a summer job when you are old enough? | YES | NO |
| 8. | Would you like to do an important job? | YES | NO |
| 9. | Should people who have families <u>have</u> to work? | YES | NO |
| 10. | Should people get money who don't work? | YES | NO |
| 11. | Do you think anybody really wants to work? | YES | NO |
| 12. | Will you just work hard enough to get by? | YES | NO |
| 13. | Do you think you should work to get money? | YES | NO |
| 14. | Do you think people who work help other people? | YES | NO |
| 15. | Do you like adults who don't work? | YES | NO |
| 16. | Do you <u>like</u> adults who work? | YES | NO |
| 17. | Do you think people work <u>just</u> for money? | YES | NO |
| 18. | Should people ever do a job they don't enjoy? | YES | NO |
| 19. | Do you think people who work are unhappy? | YES | NO |
| 20. | Do you think people who work make lots of friends? | YES | NO |