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ABSTRACT

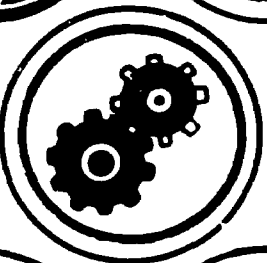
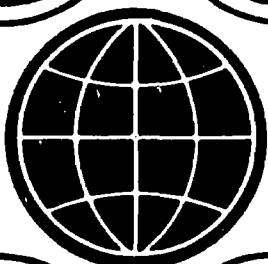
The guide is written for counselors, teachers, and administrators and presents objectives and processes for career education at the high school level as well as defines the career guidance counselor's duties. The thirteen page appendix includes evaluation records and forms, suggested class activities, and career titles according to subject. (EA)

HIGH SCHOOL GUIDANCE AND COUNSELING

CAREER EDUCATION

FOR THE

WORLD OF WORK



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FORT WORTH, TEXAS

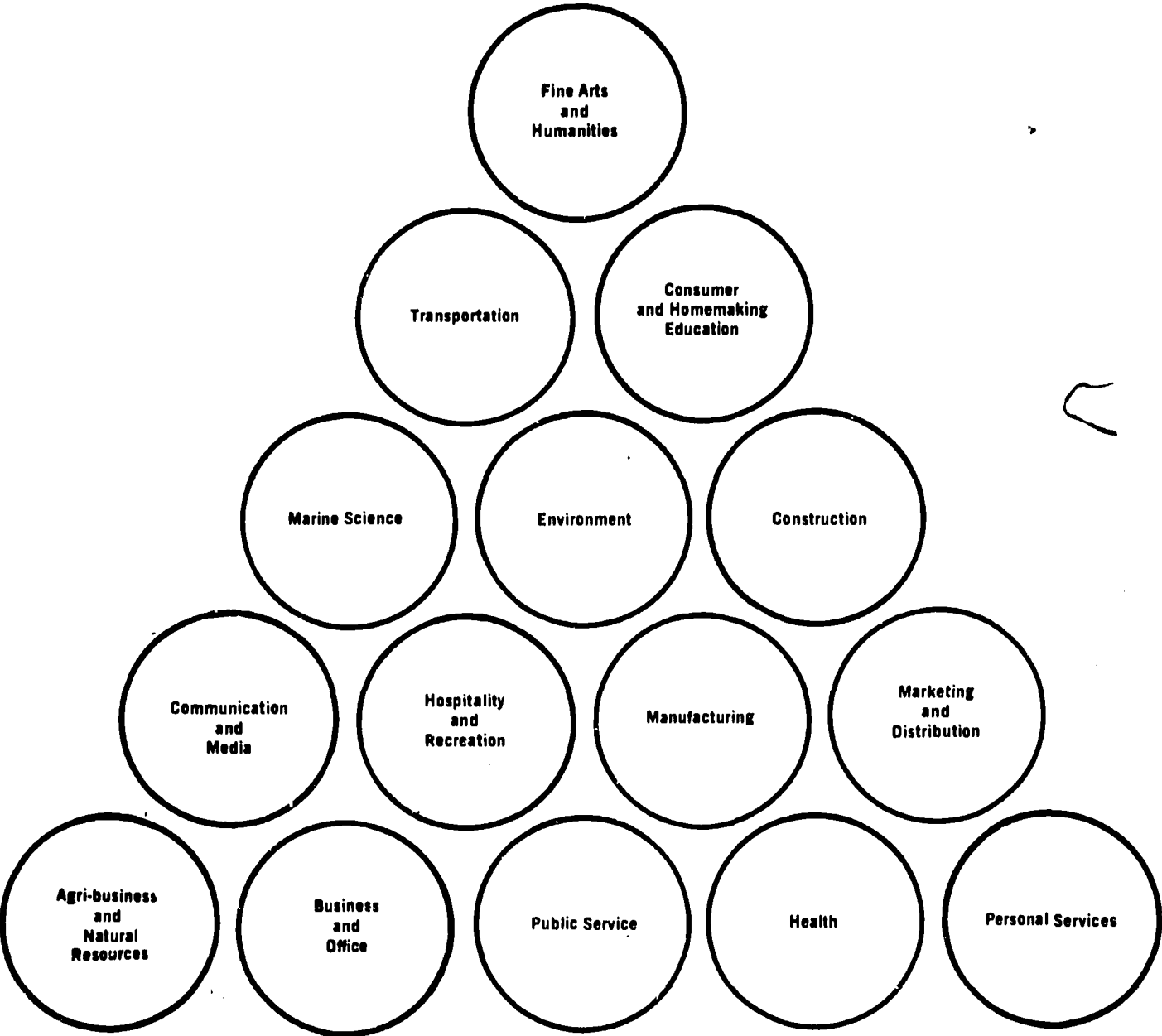
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CAREER EDUCATION

OCCUPATIONAL CLUSTERS



Key to Occupational Clusters
Illustrated

FOREWORD

The Fort Worth Public School System, in its continued effort to provide a meaningful and purposeful education for the students of our community, feels that career education is a vital part of the total educational program.

This guide will be helpful to counselors, teachers and administrators in providing career information, attitudes and skills for students enrolled in the schools that participate in the career education pilot study. This guide presents goals, objectives and purposes for career education at the high school level and examples that show how the total educational program can be integrated into a career oriented instructional program.

HIGH SCHOOL

OCCUPATIONAL GUIDANCE AND COUNSELING

PROCEDURES GUIDE

FOR

CAREER EDUCATION PROJECT

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PART ONE
I N T R O D U C T I O N

PART ONE

INTRODUCTION

A major goal of public education is to develop economic and occupational competency of students. Meeting this goal means assisting young people to discover and prepare for satisfying, productive means of earning their living. The Fort Worth Public Schools is implementing career education comprehensively from kindergarten through the twelfth grade.

In the career education high school component there will be an organized program so structured that some students will intelligently progress in the direction of a cluster of occupations while other students actually may choose a career. Career development is best achieved through a continuing and coherently planned effort by students, teachers, parents and counselors. In the past, too often career choice has been based on poor information, popular stereotypes, or hero worship.

The high school has the responsibility to continue to develop an educational program that will help students accumulate knowledge and information that is unbiased and realistic about the world of work. There will be a strong guidance service where the basic function will be to help students understand themselves better, to encourage proper attitudes, and to accept the responsibility of selecting a career.

Since the occupational outlook is changing constantly and many future occupations have not yet evolved, a student having some years of preparation ahead may elect a broad curriculum in a general idea of interest; such as science, humanities, or arts. Such realization will emphasize the need for flexible planning for the choice of a major interest area, as well as identifying related occupations, to which these interests and abilities may lead. The further he progresses in school, the better the opportunity for a student to select his major field of interest. The more familiar he is with the areas of work, the better prepared he will be to plan his future.

It is visualized that the career education program at the high school level will result in experiences for the student so that he becomes more confident of his abilities, more satisfied with his accomplishments, more willing to be challenged, and more capable of understanding the necessity for change in a fast changing technological world.

This guide will help orient teachers to the expected outcomes and processes of the career education program. The ideas and suggestions contained here are meant only as springboards to greater creativity for implementing career education, and are not considered as limiting in any way.

I. PURPOSES

The purposes of the high school component are:

-To make career education such a vital part of the on-going school activities that a student can clearly relate classroom activity to later participation in the world of work and the obligations of citizenship.
-To help each student come to a better understanding of his own needs, interest, and abilities.
-To provide experiences which will permit each student to explore many career fields with sufficient depth to enable him to make a realistic, though tentative, career choice.
-To focus on the importance of education and career training as preparation for a satisfying life.
-To have a concentrated, organized source of occupational information readily available when needed by students and/or teachers.
-To provide a strong occupational counseling and guidance service whose basic function will be to encourage students to accept the responsibility of beginning to make career choices.

II. OBJECTIVES FOR THE HIGH SCHOOL COMPONENT

-To develop a realistic attitude toward the dignity of all work and workers.
-To acquaint students with the major occupational fields.
-To develop attitudes of respect for and cooperation with employers and fellow employees.
-To provide special information to students regarding specific employment.
-To develop understanding of the need for continuing education or training in the various career areas.
-To develop a continuing program of research and planning.
-To assist in the development of a job placement and follow-up program.

-To help students acquire occupational information by use of material available in the resource center.
-To give students an opportunity to reflect on their goals and make adjustments through individual counseling.
-To work with teachers in acquiring resource speakers.
-To have means of evaluating materials in resource center
-To work with placement officer in acquiring students for full or part-time employment in their career interests.
-To work with employers, community agencies, and organizations committed to furthering the welfare of the pupils.
-To study effectiveness of counseling contacts, and to arrange for follow-up.

III. PROCESSES

The expected outcomes for career education are, that every student develop competencies necessary for living and making a living, and that he develop appropriate attitudes toward the world of work and his fellow workers. To fulfill the stated objectives the following processes should be utilized:

-Individual and group counseling.
-Team effort of the guidance and counseling staff.
-Establishing a resource center in each high school that will contain audio visual-materials
-Utilizing hand-out materials.
-Encouraging teachers to relate their subject to the world of work.
-Assisting teachers in organizing study tours to business and industry to observe a true occupational picture.
-Helping students become aware of possibilities of continued study in chosen career areas.
-Making a survey of job needs in the community.
-Arranging talks and interviews that concern job entry and advancement.
-Utilizing the various advertising methods to make businesses, students, and teachers aware of the career education program.
-Working with the placement officer for job placement for students.
-Establishing permanent records on exiting students.

IV. THE DUTIES AND RESPONSIBILITIES OF A CAREER COUNSELOR

-To assist the teachers with the development and implementation of a career guidance program by furnishing them a list of services available.
-Schedule group counseling to orientate students on occupational clusters.
-To expose students to a broad range of occupations within the major career fields and to introduce students to occupations not known to them by use of audio-visual aids, career packets, pamphlets etc.

PART TWO
P R O C E D U R E S

PART TWO
PROCEDURES

Making a career education program effective is dependent upon the involvement and active participation of all school personnel as well as resource speakers and community resources. To fulfill purposes and objectives set forth, procedures must be planned.

The career guidance counselor's basic duties deal with:

I. Teacher Assistance

The Career Guidance Counselor will help teachers in any way to relate their subject to the world of work. Mini-courses, literature, helping with study tours, speakers, and other means will be used to accomplish this goal. Teachers, counselors, and other staff members, and resource persons will provide presentations of special career activities, such as a career day program.

II. Group Counseling

One purpose of group counseling is to orientate students on occupational information. This will be done through the cooperation of the regular counselors and/or subject teachers. Group testing may be scheduled in this same manner with emphasis on occupational information.

III. Expose Students to a Broad Range of Occupations Within A Major Cluster

To accomplish this area the career counselor must work with small groups and/or individuals, audio-visual aids, career packets, pamphlets, and other instructional material.

IV. Help Students Acquire Self Knowledge on Occupational Information by Usage of Material Available in Resource Center

Once a student tentatively decides on a career and wants to seek more information, materials will be made available, including the use of cassette tape recorders, listening stations, film, filmstrips, and the like.

V. Give Students An Opportunity To Reflect On Their Goals And Make Adjustments Through Individual Counseling

The career counselor will meet with the individual student and help him understand the advantages and disadvantages of the occupation he is considering. This will give the student an opportunity to see if he is preparing himself for his chosen field.

VI. Work With Teachers In Acquiring Resource Speakers

Some teachers will know someone they would like to involve as a resource person. If they need a speaker seek one who fits their need. Have material available for students to evaluate speaker if teacher so desires. This information can be used for acquiring future speakers.

VII. Have Means Of Evaluating Materials In Resource Center

This will be done by inserting a card on the front cover of material so records can be kept. (Example of card is in Appendix, page 9).

VIII. Work With Placement Officer In Acquiring Students For Full Or Part-Time Employment In Their Career Interest

The responsibility of the career counselor is to interview those students who may be interested in pursuing full-time employment during one of the quarter systems or part-time employment during the school year. Those students selected will have an opportunity to be interviewed by employers supplied by the placement officer. If hired, the placement officer will be in contact with student and employer until job is terminated.

IX. Work With Employers, Community Agencies And Organizations Committed To Furthering The Welfare Of The Pupils

The career counselor will work with and engage in civic and community programs in order to further the important function of informing the public regarding career education and job placement. Parent involvement is to emphasize and publicize the career education program, "What It Is and Why It Is Needed."

X. Study Effectiveness Of Counseling Contacts; Arrange For Follow-Up

In order to devise a reliable plan of evaluation to determine the effectiveness of methods used in career counseling, the students will have follow-up interviews, questionnaires, and the students will demonstrate interest in specified career fields by further questioning or independent research in related areas.

PART THREE
S U M M A R Y

PART THREE

SUMMARY

The career counselor's basic duties deal with the orientation, presentation, assembling of informational facts, materials and equipment that specifically relate to an on-going career guidance and counseling program.

The career guidance resource room, unlike the counseling office, must give experience to all facts of an occupation or profession. Not only to the heroic and glamorous side of a career or profession, but also to the other side that shows the sacrifices and real hardships that are demanded and frequently must be endured to be successful.

The career counselor is not to take the place of a school counselor, but to work with him and help in all phases of career interests of the students.

The career counselor is to give special help to all students needing help in regard to their careers whether these be occupational or professional.

The career counselor should assist teachers in relating their subject to the job cluster or specific occupations.

Helping students learn the career implications of all subject matter is the major goal of this component. This is not to argue that education as preparation for work should be substituted for other legitimate outcomes of education. Rather, career education offers the classroom teacher an additional source of motivation - one which should appeal to all students some of the time and to some of the students most of the time.

Thus, a career emphasis is in no way intended to minimize the importance of the content teachers seek to help students learn; on the contrary, it is intended to serve, in part, as a way of helping students see the application of this substantive content. Similarly, a career education emphasis for the classroom teacher does not itself represent a vast body of new knowledge to be added to an already overcrowded curriculum; rather it is more accurately pictured as a new and different basis for organizing and presenting educational materials.

For students to make meaningful career decisions they will need information about the world of work, and an understanding of themselves, with assistance from parents, teachers, administrators, and counselors. In addition to school personnel, persons in the community who are interested and have the necessary skills can be invaluable to students in their investigation of careers.

If parents, schools, and communities work together, students should be able to receive the necessary assistance they need for making more realistic, personal career choices.

PART FOUR
APPENDIX

PART FOUR: APPENDIX

I. Career Clusters*

- A. Business and Office Occupations
- B. Marketing and Distribution Occupations
- C. Communications and Media Occupations
- D. Construction Occupations
- E. Manufacturing Occupations
- F. Transportation Occupations
- G. Agri-business and Natural Resources Occupations
- H. Marine Science Occupations
- I. Environment Control Occupations
- J. Health Occupations
- K. Hospitality and Recreation Occupations
- L. Personal Services Occupations
- M. Fine Arts and Humanities Occupations
- N. Consumer and Homemaking-Related Occupations
- O. Public Service Occupations

* U. S. Office of Information
Department of Education

II. Evaluation Records

To establish guidelines for, and methods of, the use of the career resource center, the following procedures will be followed:

1. Each student or teacher will complete the following card each time they use the career resource center.

Name _____	HR _____	Date _____
1. Check the materials used in the career lab:		
_____ filmstrip # _____		
_____ book-title _____	2. Did you find what you were looking for? _____	
_____ pamphlet _____		
_____ game _____		
_____ career kit _____	3. Do you wish to talk with the career counselor? _____	
_____ audio tape _____		
_____ others - specify _____		
4. What did you like or dislike about the material used? _____		
5. Suggestions or comments: _____		

2. Each student or teacher will sign a library check out card attached to each piece of equipment or instructional material used and return it to the pocket. This will enable us to determine the frequency of use for each item in the center. (Note--students will not be allowed to check resource materials out of the center. Books on careers are available from the library on a regular check-out basis).
3. Call attention of the career counselor to equipment or instructional material that appears to be damaged or that will not operate properly.
4. If you do not understand how to operate a piece of equipment, get help from the teacher or counselor.

III. Speaker Evaluation Sheet

The forms shown here are to help teachers become familiar with some of the evaluation instruments. This will be available as needed from the career counselor. This is designed to assist in the evaluation procedures next spring and also to help identify the most effective resources.

This form will provide students with opportunity and experience in critical judgment. They will evaluate the speakers who are trying to influence their lives. Hopefully it will make the students more sensitive to the speaker and aid them in recognizing good traits in themselves.

EVALUATION OF SPEAKER

Please rank the speaker on the following rating sheet by placing a check in the column you feel is most appropriate:

	Excellent	Good	Fair	Poor
1. Personal appearance	_____	_____	_____	_____
2. Did he have good posture?	_____	_____	_____	_____
3. Did he show confidence and poise?	_____	_____	_____	_____
4. Did he get his ideas across?	_____	_____	_____	_____
5. Was his presentation orderly?	_____	_____	_____	_____
6. Did he give enough factual information?	_____	_____	_____	_____
7. Was the information helpful?	_____	_____	_____	_____
8. Did he answer students' questions so they could understand?	_____	_____	_____	_____
9. Did he use visual aids effectively?	_____	_____	_____	_____
10. Did he speak clearly and distinctly?	_____	_____	_____	_____
11. Did he use appropriate language?	_____	_____	_____	_____
12. Was the presentation interesting?	_____	_____	_____	_____
13. Would you recommend him to other students?	_____	_____	_____	_____
14. Comments or suggestions:	_____			

IV. Evaluation Of Students

One of our goals is to establish good listening and interviewing techniques. You may assist the students and help us in evaluating the program by responding to this questionnaire. Please return it in the envelope provided. Thank you for coming.

Part A. Students	Excellent	Good	Fair	Poor
1. Were pupils attentive?	_____	_____	_____	_____
2. Were they hospitable toward the speaker?	_____	_____	_____	_____
3. Were they well prepared for the visit?	_____	_____	_____	_____
4. Did they show enthusiasm?	_____	_____	_____	_____
5. Were the student's questions pertinent?	_____	_____	_____	_____
6. Did you feel that your visit was profitable?	_____	_____	_____	_____
7. How would you rate your visit with the class?	_____	_____	_____	_____
8. Comments:	_____			

Part B. Program

1. Do you feel that at this age level you would have been interested in a class of this nature? Yes _____ No _____
2. Do you feel that classes of this nature are suitable for high school students? Yes _____ No _____
3. Was equipment available as requested? Yes _____ No _____
4. Was the classroom setting attractive? Yes _____ No _____
5. Were instructions for the speaker concerning school location, time, room, procedures, etc. satisfactory? Yes _____ No _____
6. Do you feel that programs of this kind will strengthen the relationship between school, industry and employment? Yes _____ No _____

7. Would you be willing to work with classes like this in the future?

Yes _____ No _____

8. Do you have any comments or suggestions on how we may improve this program in the future? _____

V. Suggested Class Activities

- A. English: Why Study English: "Why should I Study English? I'm going to be a plumber. What good will it be to me? I'll be using my hands most of the time anyway." Many a student has argued that way to himself as an excuse for not learning the correct way of speaking and writing the English language; but it is a false argument, as many former students have learned to their dismay, for it does pay the manual laborer as well as the salesman to study English to know how to speak and write correctly. In the course of a busy day a plumber or most any occupation directly involves the use of English.

In English a study of how to use the telephone directory, keep address books, file, use correct letter form, use banking forms, write checks and send a telegram could be included. Most individuals need a knowledge of the above items.

Proper attitude towards one's work, employer, and fellow employees could be discussed.

The interview and letter of application are important items with reference to using English on the job.

English classes could interview their fathers, mothers, and other employed relatives to learn their reasons for choosing a particular career. The results could be tabulated and discussed to see what factors might influence what a person does for a living.

- B. History: Problems of An Industrial Nation: A discussion of the technological and economic changes with reference to the demand for skilled workers, higher wages, improvement of working conditions, formation of unions and strikes and boycotts lends itself to a career decision.

All of the above are still present today in industry. Students could be required to bring in current event clippings from newspapers or magazines or give oral reports concerning the relationship that the above mentioned things have on many different careers in our economic society today. The changes brought about by technological advances have created new jobs and eliminated some as well. The idea of training and retraining can be brought in here.

The agricultural revolution can be discussed with reference to our present scientific methods of agricultural research. Thousands of careers are available in the field of agriculture because means of production and machines have become more numerous and more complex. Also, some areas of agricultural work have been eliminated.

Different methods of transportation and the careers available in this area can be brought into a discussion.

The psychological and sociological aspects of an individual's life could be discussed with relation to particular careers. Students could interview teachers, policemen, and auto mechanics in the community; then ask each person what led him to enter his particular career. Tabulations could be compared for the three kinds of careers.

In a high school American History class time could be spent in learning about the development of division of labor in the U. S. from revolutionary times until the present.

Students could interview parents and neighbors about the number of different addresses they have had since leaving school and how many times the move had been due to changes in jobs.

Have students interview adults in the community and prepare a list of questions concerning how the individual came to his present occupation.

- C. Government: A general statement of the unlimited employment opportunities with local, state, and national governments could be included in the introductory comments about government.

How to seek and find employment in national civil service could be included.

How to seek and find employment in state civil service would be valuable.

Almost every topic in a government book is closely connected with hundreds of occupations. As a regular part of the class lecture or discussion, the careers could be included. If possible, invite some local area governmental employees to talk to the students.

This is a partial list of careers available in the Government Service:

- U. S. Postal Service
- Federal Bureau of Investigation
- National Park Service
- Fish and Wildlife Service
- Bureau of Mines
- Tennessee Valley Authority
- Agricultural Research Service
- Soil Conservation Service
- Rural Electrification Administration
- Farmers Home Administration
- Consumer and Marketing Service
- Bureau of the Census

National Bureau of Standards
Patent Office
Maritime Administration
Bureau of Labor Statistics
The Women's Bureau
Social Security Administrations
Public Health Service
Office of Education
Federal Housing Administration
Federal Transportation Safety Board
Federal Aviation Administration
Federal Highway Administration
Federal Railroad Administration
U. S. Coast Guard

If you would like to have information on any of the preceding, please notify the career coordinator well in advance. Governmental agencies are usually good about sending material, but it does take several days.

- D. Speech: How to Research Material for a Speech: Have your students prepare a speech encouraging a particular industry to build a plant in Fort Worth. Find out what type skills will be needed in the new industry. Find out what new job areas will develop. Perhaps a good approach would be to contact some already established industry and find out how they went about getting started in Fort Worth, and how they went about getting their employees.

Topics on radio and television speech lend themselves to several activities. For students particularly interested in radio or T. V. broadcasting visit the local radio station or a radio or T. V. station in the area. This will give the students an opportunity to talk directly with radio and T. V. commentators. The commentators will be able to tell the student how they got started and what training is necessary. If a visit is not possible, perhaps someone could visit the school to discuss radio and T. V. speech with the students. Although not directly a part of the speech program, the other jobs in the radio and T. V. industry, such as engineers, could be mentioned.

Set up a simulated radio or T. V. talk show with student participants.

Dramatics lends itself to many possible career choices. If a school play is presented, this could be an excellent opportunity to bring out the many careers open in the theatrical business, lighting, technicians, sound technicians, etc.

A speech class could interview a random number of adults, asking each one about his work and level of education and how the latter influenced his career development. To see what affect education had upon career development could be valuable to young people in various stages of career planning.

- E. Home Economics: Most any unit in a home economics course lends itself to relating career information. A unit on clothing, for example, brings up the careers of fashion design, pattern making, chemists, and hundreds of others.

A unit on food would lend itself to study such occupations as dietitians, commercial cook, etc.

- F. Mathematics: A group of high school math students could study the decision making process. They could begin by examining advertisements with a view to investigating the nature of proof. This could lead to the study of other logical principles. Finally each student could attempt to develop a reasoned career choice. Each could note critical points at which logic and problems solving techniques were difficult to career choice.

Students will be given problems in math which necessitate demonstrating the ability to compute percentages with regard to "mark-up" prices from wholesale cost to retail price.

Students will demonstrate knowledge of the inventory process through activities involving a simulated grocery store arranged in the classroom.

Students will assume the role of cashier using a cash register to demonstrate the ability to make correct change in real money for purchases made by other students role-playing as customers.

Students will be presented written problems to demonstrate correct adding order.

Students will demonstrate knowledge of wise buying in quantity by means of their choice of items which are marked 3/\$1.00 or 35¢ each.

- G. Science: Show how the scientific method might be used in making a particular career choice.

Have students clip help-wanted advertisements from a big city newspaper or contact some corporation in some field of science. Discuss the importance of scientific occupations in national and international affairs.

Ask a representative of one of the local health services to speak to the class on the applications of science in his field.

The microscope has unlimited uses in almost every area of science.

- H. Business Education: Most any area of study in a business education class lends itself to possible careers. Business teachers have for years been relating their subjects to real life situations.

- I. Any Area: Students could indicate their major school and out-of-school interests. They could also indicate the kind of experience they had with each interest. A discussion could follow as to how experience or the lack of experience could affect career choice.

VI. Examples Of Career Titles According To Subject

A. English

Bookbinding	Industrial Relations Worker
Compositor	Teacher
Proofreader	Speech and Hearing Clinician
Reporter	Counselor
Switchboard Operator	Composers and Arrangers
Receptionist	Writer
Employment Agency Interviewer	Translator and Interpreter
Secretary	Advertising Copywriter
Radio and T.V. Announcer	Editor
Librarian	Literary Agent

B. Science

1. General

Engineer	Nurse
Agricultural Research Worker	Oceanographer
Biophysicist	Park Naturalist
Broadcast Technician	Pharmacist
Civil Engineer	Radio and Television Technician
Microbiologist	Sanitary Engineer
Dental Hygienist	Science Teacher
Forest Technician	Wildlife Specialist
Industrial Electronics Technician	Zoologist

2. Biology

Botanist
Zoologist
Anatomist
Pathologist
Physiologist
Geneticist
Microbiologist

3. Chemistry

Organic Chemist
Biochemist
Inorganic Chemist
Physical Chemist
Analytical Chemist
Chemical Technician
Chemical Engineer

4. Physics

Atomic and Subatomic
Physicist
Solid State Physicist
Optical Physicist
Acoustical Physicist
Astrophysicist
Chemical Physicist
Plasma Physicist

C. Mathematics

Bank Clerk
Bookkeeper
Construction Laborer
Data Processing Machine
Operator
Technician , General
Draftsman
Electrician
Office Machine Operator

D. Social Studies

Airline Stewardess
Announcer, Radio and T.V.
City Managers and Planners
Civil Service Workers, Federal
Cooperative Extension Service
Worker
Criminologist
Customs Worker
FBI Agent
Foreign Service Worker
Geographer

E. Business Education

Accountants
Bank Workers
Bank Officers
Correspondence Clerk
Address Machine Operator
Airline Ticket Agent
Checker
Cashier
Retail Clerk
Credit Manager
Bank Teller
Bookkeeper
Farm Manager

5. Environmental Science

Ecologist
Geologist
Geophysicist
Paleontologist
Meteorologist
Oceanographer
Physics Technician

Architect
Accountant
Surveyor
Credit Clerk
Bank Teller
Insurance Agent
Musician
Designer , General
City Planner

Historian
Import and Export Workers
Internal Revenue Agent
Judge
Parole and Probation Worker
Religious Vocations
Teachers
Translator and Interpreter
Travel Agency Worker
Police and Policewoman

Travel Agent
Wholesale Salesman
Room Clerk
PBX Operator
Foreign Service Worker
Internal Revenue Agent
Typist
Business Teacher
Bookkeeping Machine Operator
Buyer
Key Punch Operator
Stenographer
Secretary

F. Home Economics

Cook and Chef
Cooperative Extension
Service Worker
Custom Tailor and
Dressmaker
Interior Designer
Dietitian
Food Technologist

Model
Patternmaker
Waiter and Waitress
Home Economics Teacher
Nutritionist
Agricultural Extension Worker
Kindergarten and Nursery School
Teacher

G. Industrial Arts

Arc Welding Machine Operator
Automobile Body Designer
Automobile Careers, General
Building Construction
Cabinetmaker
Diesel Mechanic
Draftsman
Electrical Careers
Lathe Operator
Linotype Operator

Machine Tool Operator
Metal Patternmaker
Forge Shop Occupation
Garment Cutter
Industrial Truck Operator
Petroleum Production Occupations
Printing Careers
Refrigeration Mechanic
Sheet Metal Worker
Woodworking Careers

H. Art

Architects
Automotive Designer
Cartoonist
Fashion Designer
Florist
Engraver
Industrial Designer
Landscape Architect
Patternmaker

Furniture Designer
Scene Designer
Art Teacher
Sculptor
Commercial Artist
Cartographer
Display Workers
Drafting
Medical Artist

I. Speech

Radio Announcer
Television Announcer
Broadcast Technician
Disk Jockey
Motion Picture Director
Motion Picture Producer
Film Editor
Actor
Actress

Motion Picture Projectionist
Playwright
Programmer
Public Relation Worker
Radio and T.V. Time Salesman
Reporter
Speech and Hearing Therapist
Translator and Interpreter

J. Health

Biophysicist
Food and Drug Inspector
Genticist
Lifesaving Jobs
Nurse
Medical Technologist
Ophthalmologist
Physical Therapist
Veterinarian

X-Ray Technologist
Physician
Nutritionist
Physical Education Teacher
Psychiatric Social Worker
Radiation Monitor
Safety Engineer
Orthodontist
Recreation Director

K. Physical Education

Physical Education Teacher
Coach
Recreation Director
Camp Counselor
Rehabilitation Counselor

Y.M.C.A. Professional Worker
Physical Therapist
Professional Athlete
Choreographer
Playground Supervisor