

DOCUMENT RESUME

ED 094 241

CE 001 774

AUTHOR Schell, Mary Elizabeth
TITLE Career Orientation, Secondary Level. Part 4.
Curriculum Bulletin No. 73CBM4.
INSTITUTION Houston Independent School District, Tex.
SPONS AGENCY Texas Education Agency, Austin.
REPORT NO Curr-Bull-73CBM4
PUB DATE 73
NOTE 182p.; For related documents, see CE 001 771-773

EDRS PRICE MF-\$0.75 HC-\$9.00 PLUS POSTAGE
DESCRIPTORS *Career Education; Consumer Education; Daily Living Skills; Employment Opportunities; Fine Arts; Home Economics Education; Humanities; Instructional Materials; Job Skills; Learning Activities; Money Management; *Occupational Clusters; Occupational Information; *Resource Materials; *Secondary Grades; Self Concept Tests; Self Evaluation; *Teaching Guides; Vocational Education

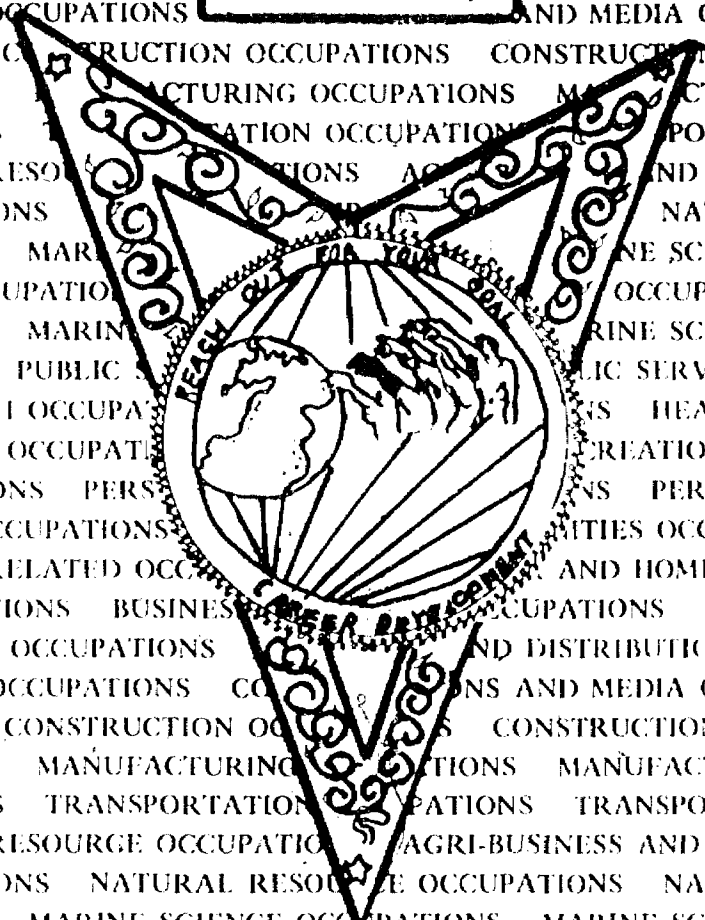
IDENTIFIERS Career Awareness; Texas

ABSTRACT

This document is one of four published by the Houston Independent School District for developing career awareness and career education in the classroom. This part provides instructional material for two career areas: fine arts-humanities and consumer-homemaking. Included in each unit are behavioral objectives, instructional procedures, suggested activities, performance goals, evaluation, and a flexible lesson plan for the teacher to use. An appendix to each section provides job descriptions and information through newspaper articles, cartoons, and short stories. Additional resources are listed. Two other units, student self-analysis and evaluation, are included in this document. An appendix supplements these units with tests, value clarifications, and methods of long-range planning. (JC)

CAREER ORIENTATION

PART 4



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Alberta Baines
Houston, T.S.D.

HOUSTON INDEPENDENT SCHOOL DISTRICT
Houston, Texas
1973

Curriculum Bulletin Number 73CBM4

Item Number 33.2799



ED 094241

CAREER ORIENTATION

SECONDARY LEVEL



Curriculum Bulletin Number 73CBM4

Prepared by

Mrs. Mary Elizabeth Schell
Consultant, Occupational Orientation

Pilot Teachers

Fran Anagnostou
Mary Belt
Barbara Brockmann
Jackie Burgess
Russell Flinn
Lexie Brewster

Dan Laas
Rose Parks
Thomas Pottraway
Al Ribnick
Ted Schneider
Frank Silver

Opal Scott

Art Work

Richard Mallett (Eighth Grade Student)

Published by

Houston Independent School District
Houston, Texas

1973

Prepared Under the Direction Of

Mr. J. B. Whiteley, *Superintendent*, Division of
Occupational and Continuing Education
Mr. T. C. Harrell, *Director*, Career Development
Mrs. Roberta Brisco, *Coordinator and Editor*

Board of Education

Mrs. James V. Emsley, *President*
Mr. David T. Lopez, *Vice President*
Leonard R. Robbins, M.D., *Secretary*
Herman A. Barnett, M.D., *Assistant Secretary*
Mrs. Karl Kamrath
Reverend D. Leon Everett II
George Oser, Ph.D.

Administration

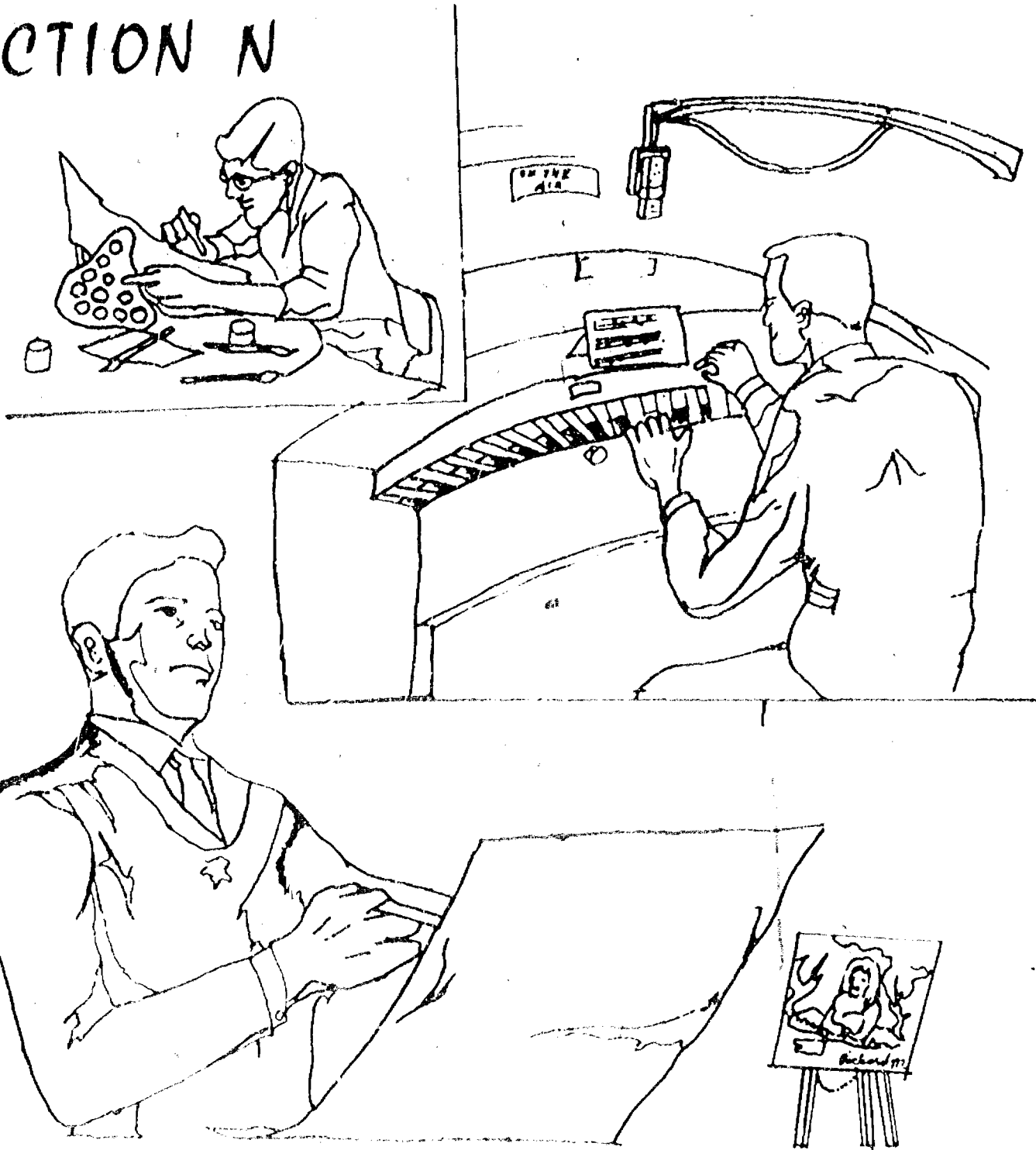
Dr. George G. Garvey, *General Superintendent*
Dr. J. Don Boney, *Chief Instructional Officer*

PREPARATION OF THIS CURRICULUM WAS FUNDED
BY A GRANT FROM THE TEXAS EDUCATION AGENCY

TABLE OF CONTENTS

	Page No.
Section N. Fine Arts and Humanities Careers	1
Behavioral Objectives	3
Instructional Procedures	3
Suggested Activities	4
Performance Goals	6
Evaluation	6
Flexible Lesson Plan	6
Appendix	7
Section O. Consumer and Homemaking	
Related Careers	29
Behavioral Objectives	31
Instructional Procedures	31
Suggested Activities	32
Performance Goals	34
Evaluation	34
Flexible Lesson Plan	34
Appendix	35
Self-Analysis and Planning	71
Behavioral Objectives	73
Instructional Procedures	73
Student Activities for Self-Analysis	74
Student Activities for Planning	75
Performance Goals	76
Evaluation	76
Flexible Lesson Plan, Self-Analysis	76
Flexible Lesson Plan, Planning	77
Appendix	79
Evaluation	145
Behavioral Objectives	147
Instructional Procedures	147
Student Activities	148
Performance Goals	149
Evaluation	149
Flexible Daily Lesson Plans	149
Appendix	151

SECTION N



FINE ARTS *and* HUMANITIES CAREERS

**CLASSROOM PRESENTATION
OF THE
CONCEPTS AND PROCEDURES
OF
FINE ARTS AND HUMANITIES OCCUPATIONS**

I. Behavioral Objectives

- A. Eighty-five percent of the students will write a review of a recent show. They will then discuss five or more jobs "behind the scenes" of the show.
- B. Forty percent of the students will attend a stage production. They will draw or write an interpretation of the live show.
- C. Seventy percent of students will participate as actors or actresses in three-minute skits that entertain the class.
- D. Thirty percent of students will improvise roles of behind-the-scene workers who would be employed if the skit were presented professionally.
- E. Sixty percent of students will read about opportunities for bi-lingual people.

II. Instructional Procedures

- A. Only scripts suitable to the average age and ability level of the class will be used.
- B. Students will make or borrow props that are reasonable facsimiles of those used professionally.
- C. Tapes or recordings of background music will be chosen for universal appeal and appropriateness to the theme.
- D. Purpose and plan will be emphasized in all activities. Ability and interest will be considered.

Suggested Activities

Each student will complete at least one of the following activities.

1. Write a paragraph about a production you attended at school, Miller Theatre Under the Stars, or in some other auditorium. Describe the teamwork that made the production possible.
2. Attend a performance of a Merry Christmas Festival in January or May (call Alley Theatre for details on dates of productions). The casts are made up of students from the Alley School of Acting. They range in academic school age from fourth grade through twelfth grade.
3. Take a tour of Pop's Hall. In one paragraph describe what you saw.
4. Attend a concert or bring a record in and record a paragraph the music you enjoyed.
5. Take part in a radio program in a school or a community production.
6. Write a play.
7. Direct a play.
8. Present a musical number.
9. Interview a technical worker behind the scenes of a theatre. Record or write the information obtained.
10. Visit a television studio. Write a description of three people involved in fine arts work.
11. Visit an art museum. Write or tell about two or more types of art that appealed to you.
12. Interview a musician. Tell what qualifications are needed to be a good musician.
13. Conduct an interview of your favorite actor, actress, comedian, or artist. Write a paragraph about his or her career and the people who helped.
14. Interview a professional dancer. Write a paragraph about the training required to become a professional dancer.
15. Call the American Museum of Natural History, the Metropolitan Museum of Art, the Cleveland Museum of Art, the Cleveland Museum of Science or the Cleveland Museum of Art. Write a paragraph about the careers involved in their work.

16. Call the placement department at the University of Houston, St. Thomas, or Rice. Ask for information on job opportunities in the area of foreign language.
17. Interview your favorite English teacher. Ask for information on qualifications in creative writing. Share your findings with the class.
18. Call a publisher. Get information on current and future needs for writers. Write one or more paragraphs to relay information given you by the publisher.
19. Write a story that centers around a student who is preparing himself to become a creative writer. It can be fictitious or biographical.
20. Bring to class samples of music or sound effects that tie in with the theme of a story. Explain the purpose of the music.
21. Call a government agency for information on foreign language needs. Write the specific departments contacted and job descriptions. (Example - Peace Corps)
22. Visit an airline personnel office. List three jobs that require knowledge of a foreign language.
23. Go to Bank of the Southwest. Collect information on jobs for people who speak two or more languages.
24. Call the personnel office of a publishing company (newspaper or magazine). Ask for information on present and future opportunities for creative writers.
25. Draw or trace a map that shows a recent archeological expedition.
26. Call Methodist Hospital. Ask what opportunities are open to a person who can speak two or more languages. Write a paragraph on the information acquired.
27. Take notes on a class speaker who explains careers in Fine Arts or Humanities.
28. Clip two or more want ads for opportunities in Fine Arts and/or Humanities. Put these ads in your notebook.
29. Make a poster for the Fine Arts and Humanities Career Field.

III. Performance Goals

- A. Taking part in a classroom improvisation
- B. Becoming involved in community opportunities in Fine Arts and humanities
- C. Asking questions about careers in this field

IV. Evaluation

- A. Individual participation in instructional requirements of student activities
- B. Oral and written communication
- C. Summation of experiences in career fields (the Wheel)

Flexible Lesson Plan

First Day

Introduction to unit through transparency of "Interdependence: A Few People and Places" (in appendix)

Hand out "Suggested Activities" to students.

Second Day

Guest speaker or study tour (See appendix.)

Third Day

Discussion of art, drama, music, and humanitarian activities in the Houston area (Refer to Sunday paper for current local activities.)

Discussion of outstanding musicians, artists, and actors (Use reference books and magazines.)

Allow 15 minutes for students to do some of the preparation needed for the next day's assignment.

Fourth Day

Presentation of work of students

APPENDIX

1. Interdependence Chart
2. H.E.W. Chart
3. Stories, Data, Activities
4. Went Ads
5. Predictions
6. Resources
 - a. Study tours
 - b. Speakers
 - c. Media
 - d. Printed Materials
7. Summation Wheel

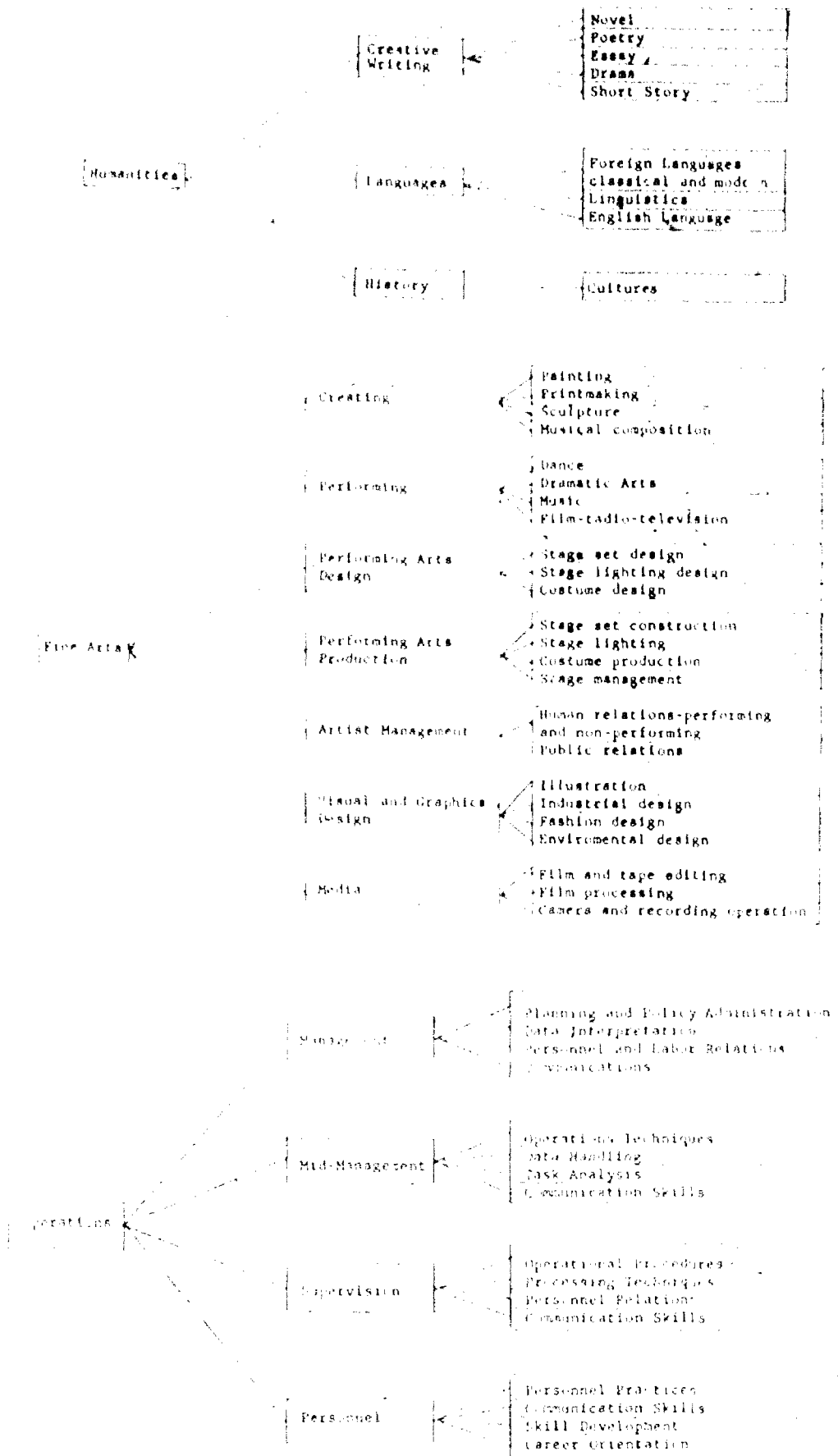
FINE ARTS – Interdependence -- Examples of a Few People and Places

Projected Needs	Careers	Places of Employment
Educational Media Why? Learning in school Training for industry	Writers Narrators Photographers Editors Artists	Schools Industries Educational media companies
Television and Radio Why? New materials	Actresses Actors Musicians Artists Writers	Television stations Radio stations
Movies Why? New locations New techniques	Set designers Cameramen Actresses Film processors Editors Writers Talent agents	Movie studios Theatrical agencies Schools of performing arts
Legitimate Theatre Why? New faces	Directors Choreographers Actors Actresses Costume designers Hair stylists Props Stage light designer Stage managers Technicians	Schools Theatres Music halls Unions Art galleries

HUMANITIES - Interdependence - Examples of a Few People and Places

Projected Needs	Careers	Places of Employment
History Writing Understanding present	Researchers Writers Archaeologists Teachers Publisher	Government agencies Schools Publishing companies
Language Writing Understanding past	Teacher Interpreter Writer	International bank Stores Government agencies Airlines Import businesses Export businesses Borders near borders Travel agencies
Creative writing Writing Editing	Researchers Writers Proofreaders Editors Teachers	Magazine publishers Newspapers Book publishers

Job Clusters



MUSIC CAREERS

(Notes from interview of Mr. Thomas Molloy, Assistant Librarian and Musician
for the Houston Symphony Orchestra)

By Mary Elizabeth Schell

The Houston Symphony was organized in 1913 by Miss Ina Hogg, well-known Houston Civic leader. The people of Houston have responded to the love of music for many years, and in 1966 Jones Hall was built to house the concert artists.

A variety of musical selections from classical to hard rock are included at Jones Hall. Throughout the year, the *Houston Chronicle* provides special programs at only \$1.50 per ticket. Also, all students in the Houston schools are encouraged to go to special programs arranged for their entertainment and appreciation. The cost of these programs for students is only fifty cents.

All musicians belong to the American Federation of Musicians. It is an affiliate of A. F. of L. and C. U. O. This organization is known as the musicians' protective union as it assists musicians in maintaining favorable working conditions. For example, the present basic salary for an entry level performing musician with the Houston Symphony is \$215 per week. When the symphony travels, extra fees will be paid to cover the travel expenses.

ART CAREERS

(Notes taken when interviewing Mr. Thomas Lee, Curator,
Houston Museum of Fine Arts)

By Mary Elizabeth Schell

The artist will not have a union to promote him or to increase his salary. His own ambition and talent must find its way and according to Mr. Thomas Lee, Assistant Curator at the Houston Museum of Fine Arts, "the cream will rise to the top."

After completing high school, the serious art student should look for a university or college with a strong art department. The well-rounded student will be articulate, creative, and interested in many areas. This can be accomplished best by studying many subjects in a wide variety of fields. Completing a Bachelors Degree is one way to include many fields of interest.

Careers in art may be in the field of history, education, studio work, or as an art dealer. All levels of expression are covered in each of these areas.

To get involved *now* with projects that will prepare a student for an art career, the individual should watch the Sunday paper for a calendar of art events scheduled for the coming week.

An example of new and changing displays is found in the Junior Galleries of the Houston Museum of Fine Arts. This exhibit attempts to include a variety of work that will be understood and appreciated by new viewers, by children, and by those with sophisticated taste in art.

If a student is interested in private lessons at the Museum, he may call the education division of the Museum. Private art teachers are also available in many neighborhoods. The school art teacher may be able to help with leads.

There is no city-wide art club, but there are a number of opportunities for art displays. One opportunity is in October at Market Square. Another example of a city-wide exhibit is sponsored by the *Houston Post*. This art festival is held in the spring each year and is open to all students. Watch the daily newspapers for more information as to when and where art work should be taken for exhibit.

COMMERCIAL ART CAREERS

(Notes from interviewing Miss Ellen Chadick, Academy of Commercial Arts)

By Mary Elizabeth Schell

Commercial art is a well-disciplined art for a purpose. The artist tries to represent a client in the most effective way possible. The ultimate goal of the commercial artist is selling the client and/or product to the public.

To be successful, a commercial artist must be versatile and aware of changes in moods and tempo of the time. He must be able to change as needed in fulfilling the creative, innovative materials required by customers.

The type of work must include a wide area of abilities. Design, lettering, display, illustrations, layout, and production are a few of the needs of a commercial artist. Often he must be a *free lance* artist. This means he does artistic work without being regularly employed.

There is no union for artists; so the salary varies a great deal. At this time a beginning salary for a commercial artist in Houston is between \$2.50 to \$1.00 per hour. Large companies are able to pay higher salaries. Some commercial artists are paid \$50.00 per hour.

The services of commercial artists are used in dealing with all media of communication. This includes television, bill boards, magazines, pamphlets, newspapers, and letter heads.

A student who wants to get involved in art should take as much art as possible in high school. Upon graduation, the student should enter an art academy or a university to continue his studies. A university course requires four years. An art academy requires 18 months of day-time classes that meet six hours a day or 24 months of classes that meet at night.

There are opportunities for commercial artists in the Houston area. The art graduate will need to take a portfolio with him when he applies for a job. A *portfolio* is a case for loose drawings. These drawings should include a cross-section of various techniques, designs, and illustrations. Since there is no set salary for education and experience, the commercial artist must depend on his own drive and ability if he wants to succeed.

THEATRE CAREERS

(Notes taken when interviewing Mr. Bill Pogue, Business Manager of

Alley Theatre)

By Mary Elizabeth Schell

The actors' union is known as Actors Equity Association. No formal apprenticeship is necessary. The only requirement for membership is that an applicant must change his name if someone in the union already has that name.

At the Alley Theatre in Houston the actors are not required to be union members. There is, however, an apprenticeship training offered by the Alley. It is a training sought after by many potential actors; so the Alley is very selective in choosing the apprentices. The applicants come from many states and have an excellent background in theatre and university work.

A tour of the Alley Theatre's workshop will surprise the visitors, for it includes special work in the designing and building of sets, lighting effects, costume research, sewing, dry cleaning, wig making, and even a workshop for making props. *Props* are small objects used by actors and actresses on the stage. A *set* is the large background, flats, and furniture. The size and versatility of the shops in the Alley's underground floor are amazing. Huge elevators carry the sets to the stage.

Another union for theatrical workers is the International Alliance of Theatre and Stage Employees. This union organizes employees who take care of the technical tasks and the labor required in building a set, handling lights, props, costumes, and other work behind the scenes. The Alley employees are not involved in this union.

To find employment as an actor or actress at the Alley, one should write the acting director for an *audition* to be granted. An *audition* is the hearing and judging of a sample performance. A technical worker can seek employment by writing a letter of application to the theatre.

The Alley's theatre school for children is called the Merry-Go-Round. Classes are held once a week for students from the fourth through the twelfth grades. *Self-confidence, good diction, poise, and teamwork* are basic goals. This school offers small classes for all levels of ability to work together. Professional stage careers are not stressed. Each student has a speaking part in the end-of-semester productions. Merry-Go-Round plays are written for the age group that is performing on the small arena stage. Sometimes the students help write the plays and music. Every shy student performs just as the gifted ones do and all of them develop an appreciation for each other. If a student shows a great deal of talent, directors are aware of their gift, and many times they are offered roles in the Alley's professional productions on the big stage, on television, in community dinner theatres, or in musicals.

If you want to see an excellent presentation *too* on the small arena stage, attend the Merry-Go-Round performances in January and in May. Call the Alley for exact dates and times of various shows.

The resident theatre on the large stage includes outstanding actors and actresses of all ages. There are many entrances to the stage, and the director finds innovative ways to use these entrances.

The Alley became famous by making a success of Broadway plays that had failed. National and international recognition have been given to this theatre which began in an alley twenty-five years ago and now is housed in a magnificent building that permits new and realistic techniques in theatrical productions.

At the theatre's twenty-fifth birthday party, Mrs. Nina Vance, the founding director, made many beautiful birthday wishes as the candles on the cake were blown out. One of her wishes that would be wise in every successful career was a wish for failures—not big ones, just little ones, that will remind us we are still human, and we must keep searching for new and better ways *to do a job*.

SUCCESS STORY OF A CHOREOGRAPHER

Marie F. Schell

All the world was and still is a stage for Mrs. Caroline Franklin. Her stages of love for the theatre started in elementary school, continued through high school, and on into college. There was never a doubt about her career. It would be choreography. A *choreographer* is one who plans and directs the dances in performances. This is a very important job in theatre productions. Often the story's mood, theme, and characters are portrayed through dance. Correct timing and tempo are essential when dance numbers are coordinated to make a believable story; therefore, the art of choreography requires great mental and physical skills.

Caroline has these skills plus a lot of enthusiasm and self-discipline. Her parents and teachers recognized these traits when she was just a little girl. "My elementary principal in Galveston encouraged me to write and produce plays. Every time I completed a play, I took it to his office. He was a great man who was interested in each of us, so he always let me present my plays in the auditorium. That was the kind of backing that made me work hard and do my best in every subject," Caroline said.

The family backed her, too. There was not only encouragement from her parents but also assistance from her younger brother and sister. Each of them caught her contagious enthusiasm for fine arts. "The three of us, with the help of neighbor kids, were always ready to entertain any friends or neighbors who came to visit." Their play days consisted of plays everyday.

After high school graduation, Caroline went to the University of Texas to study English and French. She completed her degree and became a French teacher in Dickinson, a drama teacher at the Alley Theatre, and a graduate theatre history student at the University of Houston. In addition to these jobs, she also found time to take part in community theatre productions.

As time went by, Caroline became well known for her beautiful musicals. She directed *operettas* (short, musical drama) and *comic opera* (a light opera with catchy music, an amusing plot, and a happy ending). Theatre under the Stars in Hermann Park was the setting for fine musicals that were presented free to the audience. Business leaders were glad to provide the funds needed for professional performances.

While Carolyn was progressing in the theatre world, her brother, Gary Chasem, was also making his own success roles. He became a *technical director*. This means he was an assistant director for several major film studios. He was also casting director for minor roles on location. Recent movies he has cast in or near Houston are *River's Mouth*, *The Thief Who Came to Dinner*, and *The Last Picture Show*.

Now foundation grants are being received for a new theatre school set up by Caroline. A *foundation grant* is a sum of money that equally individual or organizations give to worthy causes. Caroline's school of Musical Theatre is a gift to the world for those hopefuls who want excellent theatre training. Productions to be given soon (P.O. Box 100) are *Oh, Bambi*, *Carousel*, *Kismet*, and *Sound of Music*.

The State Department in Washington, D.C. is very interested in Caroline's work in Houston, Texas, for one of their tasks is finding ways to keep peace and harmony between nations. Caroline's plays may soon be taken to Russia and eastern Europe as part of a Cultural Exchange Plan. The State Department believes her programs may bring understanding between countries and help pave the road to peace. Throughout history, drama and music have been successful means of communicating between individuals and nations.

INVOLVEMENT IN FINE ART OPPORTUNITIES

Teenagers will find roles available in a number of local theatres. Some of these theatres are Studio VII, directed by Mrs. Chris Wilson; Fondren Street Theatre; Miller Theatre; County Playhouse, and Theatre Seaburba. Contact these theatres for a list of performances to be scheduled soon. Read the plays, and you may want to try out for some of the parts.

Dinner theatres are also casting children and teenagers in some of their productions. The Windmill Theatre and the Dean Goss Theatre are examples of local dinner theatres.

The All City Orchestra is an opportunity for the outstanding teenage musicians to perform in Houston. Since competition is keen, the musicians who are chosen are dedicated, self-disciplined, and talented. The school orchestra or band leader can direct you to the time and place for all-city events.

INTERSCHOLASTIC LEAGUE CONTESTS

Students who are serious and disciplined in training for the arts while in junior high school may enter interscholastic contests in senior high school. These contests are in large and small schools throughout the state. Local winners go to district, then to region, and finally to state in the spring. The students who win many honors in drama, music, debate, and other fields are often given part-time or full-time jobs.

In drama the students who win at state level are invited to attend a high school theatre workshop at the University of Texas in Austin. This workshop introduces students to outstanding guests, directors, actors, and technicians. A professional performance is given by the students at the termination of the two-week workshop. Scholarships for four years of college are then presented to the outstanding students. If your goal is theatre work, interscholastic league contests are one road to get to your destination.

Cheney's Kinetic Art Came to Him in Dream

BY SUZANNE BUTLER
Fine Arts Staff

Al Cheney, 31, is that man with the mad machine—an internal combustion engine to be exact—on Main Street II.

Several hundred Rice students know Cheney as an assistant professor of art and most of the rest are science majors who makes a lot of sense since Cheney is a physicist who is interested in optics and the phenomena of light.

"The students in the science department bring the knowledge of physics and engineering and have an opportunity to use them in art."

He admits he often learns things from his students. "I wish I knew more about electronics."

Recently he learned Cheney had a dream. "I wish when I could see a light bulb work like a camera. I work with light and the further and closer."

Cheney's work with light is a study of the phenomena of light and the way it interacts with objects.

While he is in the school of Social Sciences, Cheney is also a member of the Phi Kappa Phi Honor Society. He is also a member of the Phi Kappa Phi Honor Society. He is also a member of the Phi Kappa Phi Honor Society.

Cheney's work with light is a study of the phenomena of light and the way it interacts with objects. He is interested in the relationship between light and matter.

Cheney's work with light is a study of the phenomena of light and the way it interacts with objects. He is interested in the relationship between light and matter.

light. During one of his experiments he discovered a "reflected light bulb" in the "Phenomenon Accelerator," a cylindrical light box which a person can manipulate to make changing light and form. It is a "reflected light bulb" in the "Phenomenon Accelerator," a cylindrical light box which a person can manipulate to make changing light and form.

thousand combinations. Cheney says.

And at home are great paintings waded to small pages, which don't really measure anything, but do indicate Cheney's interest in the relationship of nature and machines.

"I'm an artist and I just do it," Cheney says with that reluctance many artists have to talking about their art at all.



AL CHENEY WITH HIS "ACCELERATOR" LIGHT BOX
In This Work He's Interested in the Phenomenon Of Light

Al Cheney, 31, is that man with the mad machine—an internal combustion engine to be exact—on Main Street II.

Several hundred Rice students know Cheney as an assistant professor of art and most of the rest are science majors who makes a lot of sense since Cheney is a physicist who is interested in optics and the phenomena of light.

Cheney's work with light is a study of the phenomena of light and the way it interacts with objects.

Houston Chronicle
Oct. 31, 1972



AP Wirephoto

3000-YEAR-OLD FIND

A member of a scientific team unearths a 3000-year-old ruins of a temple near Caballo, Peru, in this copyright photo by the National Geographic Society.

Houston Chronicle

Oct. 23, 1972

Archeology is an example of humanities.
An archeologist is one who studies and digs for relics that explain our past history.

How a Musical Comedy Is Born

BY ANN HOLMES
Fine Arts Editor

BY JOHN SCARBOROUGH
Fine Arts Staff

"Well, I'll admit it, I am not sleeping all that well!"

That was the poet-playwright Jim Bernhard confessing.

His new show "Sir Jack" is now bursting into rehearsal bloom under the artistic direction of Frank Young, who thought up the whole idea in the first place. When the musical based upon the Shakespearean figure of Falstaff cracks open for the public Aug. 24 in Miller Theatre as successor to "South Pacific," it will be Theatre Under the Stars' first original. And for author Jim Bernhard, it will be a stimulating and nerve-frazzling first musical production.

Bernhard, author of several plays which have been presented here at Playwrights Showcase and a former actor in the Houston Shakespeare Society, is also the managing director of Society for the Performing Arts.

It was as long ago as October, 1970, that Young soured on it Bernhard on the idea of an original show.

But what kind of show to do, Bernhard and Young asked one another. Looking back over recent Broadway successes they could see that quite a few had Shakespearean sources. "The Boys From Syracuse," "Two Gentlemen of Verona," and "Kiss Me, Kate."

Twice before, Bernhard had played the role of Falstaff in "Henry IV," Part I and II, with the Rice Players and the Shakespeare Society.

"Why in the world no musical comedy had been based upon one of Shakespeare's most comic figures, I don't know," Bernhard exclaimed. "Falstaff is one of Shakespeare's great crowd-pleasing roles. We decided to go with that idea," the writer said.

Bernhard immersed himself in the Falstaff lore: He read the Shakespeare's "The Merry Wives of Windsor" in which he appears, the "Henry IV" parts, the Verdi opera with the Bait book based on "Merry Wives" and any other reference.

"We pulled principally from "Henry IV," where he was a secondary character, but have made this his show," Bernhard said. "True, we have elevated certain characters and have invented a few transitional scenes, but Shakespeare provided the character, the time in history and the plot context."

Like other authors, Bernhard has gone through numerous rewrites. "We're on the fourth draft now," he says and wouldn't be a bit surprised to get the word he needs to re-write certain small scenes, overnight, as rehearsals progress.

Mostly the book and lyrics were written after that point. "We have a regular dinner, this wife Ginger, an assistant professor of history at St. Thomas, and the three children ranging from 3 to 19 years of age, and then I go into the office. I admit I sometimes have a great deal of fun with the names and lyrics. I don't myself reading certain parts aloud to Ginger. She is a very good critic. But we don't always agree."

Frank Young's master touch is respected through the company. Bernhard reports that he has worked so closely with the book, writing important scenes that "he is, properly, the co-author" of Battista's music. Bernhard smiles. "It's a really charming score. There are some lovely ballads and four or five songs that ought to be popular standards."

"Well," Bernhard sighs, "well, we opened last night for three nights now."

To composer Ned Battista, the worst part of writing a musical comedy is not being through yet.

Over breakfast, Battista described the rigors of putting together the score for "Sir Jack."

"For eight or nine months, I worked on it constantly, including getting up at 5:30 every morning. Writing the songs, orchestrating the entire score, copying parts. It turned into an incredible job."

"I'm still putting finishing touches on the score, and I have to write an entr'acte immediately," he lamented.

To make matters worse, he was on his way to the dentist.

Battista was approached by Theatre Under the Stars director Frank Young when librettist Jim Bernhard accepted the challenge of coming up with a book.

"Frank was enthusiastic about doing an original work," Battista recalls. "But everyone he had approached had been too busy -- it's hard to believe that with a fantastic opportunity like that he hadn't even got any nibbles."

Though "Sir Jack" is his first "serious" musical, Battista has done extensive writing in the pop music field, and the Houston Symphony -- in which he plays second trumpet -- premiered his "Music for Orchestra" last March.

"I found this very difficult, though," he admits. "Trying to write light, catchy tunes and still do something musically interesting within that format."

"I find that the first idea I have is usually the best," he says. "We revised a couple of songs, then I ended up going back to pretty much what I'd started with."

Battista describes his score as fairly conventional with a slight jazz flavor in spots, an Elizabethan tinge in others -- including passages for flute and recorder and the repetition of trumpet calls.

"Sir Jack" calls for a 26-piece ensemble put together by Battista under the name Houston Pops Orchestra, an organization he founded and conducts in Miller Theatre.

Did the one-year delay in production affect the final result? "I think we've made a lot of improvements, mostly minor but for the better," Battista said.

"Most of the heaviness seems gone from the book, and we've tightened up a few of the songs that ran long."

Battista conferred daily with Bernhard on synchronizing lyric with melody. He found trying to reflect the tone of a scene in his music the most challenging task but the laborious drudgery of orchestration the most wearing on the psyche.

But now that it's done, Broadway producers are keeping a watchful eye.

"I'd start another musical tomorrow," he says, brightening a little at the prospect. "But I'd only write the songs and furnish a piano score. No more of that 5:30 in the morning slavery."

"That is, not trying to do it."

HCCAA HOLDS ART SHOW

Houston Civic Arts Association, a non-profit organization, will exhibit and sell member's paintings at an art show at Northline Shopping Center September 14-24. Proceeds from sales will be used for HCAA's \$250 yearly art scholarship and to furnish art supplies for needy children.

HCAA also tries to promote public interest in the field of fine arts. The association maintains a traveling library show each month in the various

Houston Public Library branches. Contributions have been made to Taping for the Blind and other charities.

In addition to benevolent activities and community service, HCAA has a very active education program for member, with monthly workshops and demonstrations by noted artists. To preserve the educational and civic character of the organization, membership for artists and students is limited to 250, professional membership is unlimited.

Do you like to draw? Watch for contests you may enter. You will meet leaders in the art field. They may be able to help you find future opportunities in art.

WANT ADS

OLD MARKET SQUARE
**SIDEWALK ART SHOW
and INTERNATIONAL
FOOD FESTIVAL**
SUN. OCT. 29
NOON TIL DUSK
Downtown in Old Market Square
ADMISSION FREE
If Raining, Nov. 5

Students
Character actors
pantomimist
and dancers,
quality Cult not experienced
748-4500 ext 385


ASTROWORLD
We make
people happy

**SINGING
TALENT
SEARCH**
Leading Record Co.
Auditioning Amateurs
Audition Will
Be Recorded
and Is Free.
**PHONE
224-7766**

The Houston Chronicle
October 26, 1972

FINE ARTS AND HUMANITIES PREDICTIONS

Government and historical writers predict more and more leisure time as the twenty-first century approaches. Most people will use the free time rather than just sit. How this time is used—creatively or destructively—will depend on the opportunities and leadership available. Hopefully the fine arts and humanities will rise to the surface in answer to leisure time activities. Empathy, creativity, and service to others are offered in many outlets of the fine arts and humanities field.

Theatre workshops, band shows in the park, seminars on ethnic subjects, and art contests are steadily increasing in number. Preparing for these avocations may lead to many opportunities in vocations.

STUDY TOURS

JONES HALL CIVIC CENTER

615 Louisiana
Houston, Texas 77002
222-3561

Description: Music center. No tours are scheduled, but free tour will be arranged. The guided tour takes about an hour. To make arrangements, call Mrs. Edna McNutt.

MUSIC ENTERPRISES, INC.

Huey P. Meaux, President, or Beth Thornton, Secretary
9323 Irvington Blvd.
Houston, Texas 77022
691-1323

Description: Record publishing and producing company.

Specifications: Welcome tourists, students, U.S. and foreign groups; no minimum; maximum 10; need one week advance notice; attire may be casual sportswear; tours narrated; prefer touring 10 a.m. to 4 p.m.

Tour classification: By arrangement only.

THE MUSEUM OF FINE ARTS

1001 Bissonnet
Houston, Texas 77005
526-1361

Description: Wide span of outstanding paintings, sculpture and other media. Many periods and techniques are included. Minimum 15. No charge. Hours: 9:30 to 5:00 on Tuesdays through Saturdays. Make arrangements in advance. Contact Mrs. Marjorie Thompson, Docent.

ALLEY THEATRE

615 Texas
Houston, Texas 77002
228-9341

Description: Renowned resident theatre. Two stages. Adult apprentice program. Merry-Go-Round School for students in grades 4 through 12. Free performance of children's classes in January and May; year-round guided tour of entire building including outstanding technical work rooms at 12:45 Monday through Friday. Price of tour 50 cents for students. \$1.00 for adults. Contact Mrs. Karen Friman for tour arrangements. Tour takes about one hour.

ARTS AND HUMANITIES RESOURCES
SPEAKERS

Mrs. Ruth Denny (Music) Director of Houston's Heilbrunn School of Performing Arts 522-7811

The Rev. John A. Bosman (Religion) Rector, St. Michael's Episcopal Church 681-6422

Rev. A. L. Paterson, Jr. (Religion) Baptist Minister - Mt. Cornith Baptist Church 674-6557 or 675-3035

Father Jack McGinnis (Religion) Catholic priest - Resurrection Catholic Church 675-5333

Mrs. Edna McNutt (Music) Administrative Assistant to Jones Hall Civic Center Houston, Texas 222-3561

Mr. Bill Pogue (Drama) Business Manager, Alley Theatre Houston, Texas 228-9311

Mrs. Marilyn Nathan (public relations) / Mr. Thomas P. Lee (Assistant Curator) (Art) The Museum of Fine Arts 1001 Bissonnet Houston, Texas 77005 526-1361

Mrs. Carolyn Franklin (Theatre) Choreographer for the Alley, director of Theatre Under the Stars, actress in many professional plays. Mrs. Franklin offered free scholarships to talented students who need financial assistance for special courses in theatre production. 523-5856 or 523-8808

Mr. Kenneth A. Midlo (Religion) Director of Religious Education Congregation Beth Israel 5600 N. Braeswood Houston, Texas 771-6223

Rabbi Roy A. Walter (Religion) Congregation Emanu El 1500 Sunset Blvd Houston, Texas 529-5771

Father M. Dho (Religion) St. Joseph Catholic Church (He will serve in a variety of ways. Also students are invited to special Mexican culture services. Call him for details.) 222-6193

Mr. Eugene C. Marshall (Law) Attorney with Phillips. He will speak on humanitarian subjects for all ability levels. 748-2566

Write:
P. O. Box 1967
Houston, Texas 77001

Mr. Martin R. Nathan (Law) Attorney with H. D. Bennett, D.D. Houston, Texas 228-7491

FINE ARTS AND THE HUMANITIES MEDIA

<i>Film Title</i>	<i>Number</i>	<i>Time</i>
<i>Art for Tomorrow</i> Produced by CBS McGraw-Hill Documentary Show. The 21st Century Shows different techniques and scientific methods used to create contemporary art	L-5118	
<i>Black Dimensions in American Art</i> Fine Arts Productions Released by AIMS Instructional Media Services with guide Shows the works of nearly fifty prominent American Black artists	5256	11 min
<i>Leo Baecklin</i> Centron Films	M-5373	12 min.
<i>Mexican Handicraft and Folk Art</i> Coronet films	5273	11 min.
<i>Richard Hunt-Sculptor</i> Encyclopedia Britannica Corp.	M-5212	14 min
<i>The Right Hand of the Court</i> (the role of the Court Clerks) Chas. Cahill and Associates	L-5365	26 min
<i>To Be a Conductor</i> Churchill Films	L-5302	25 min
<i>The Walt</i> (Humanities) McGraw-Hill	5113	4 min
<i>Henry Moore, the Sculptor</i>	L-1875	
<i>The Artist at Work.</i> <i>Jacques Lipchitz, Master Sculptor</i> Pictures artist at work	1140	12 min

<i>The Bill of Rights in Action Freedom of Religion</i>	M 4537	21 min.
Story of a woman whose religious beliefs were against the transfusion she needed		
<i>Harold Clurman: Ideas of the Theatre</i>	E 4400	29 min.
The critic, the playwright, the director, and the actors		
<i>Silkscreen</i>	M 4660	15 min.
The basic principles in silk-screen painting of very expressive ideas		
<i>A Creation: The Artist at Work</i> (A Hungarian glass designer's work)	M 5074	15 min.
<i>Four Artists Paint One Tree</i>	M 4892	16 min.
Four Disney artist-animators paint the same subject, and each contributes to the film		
<i>Rug Tapestry</i>	M 4739	11 min.
A workshop at an art museum		
<i>Why Man Creates</i>	E 4874	20 min.
The importance of creative vision		

Careers in Fine Arts: Film stars

Ordered from:

Educational Dimension Corporation
Box 4881
Great Neck, New York 11022

State of Michigan, VA, Order # 01-11

FINE ARTS BIBLIOGRAPHY
Printed Materials Professional Library

ART

- 745.4 Anderson, Donald M. *Elements of Design*. N. Y., Reinhaert and Winston, 1964.
- 735.29 Lynch, John. *How to Make Mobiles*. N. Y., Studio Publications in Association with Crowell, 1953.
- 372.5 Randall, Ann W. *Murals for Schools*. Davis Publications, Inc. Worcester, Mass., 1956.

MUSIC

- 780.9 Cotton, Marian. *Music Throughout the World*. C. C. Birchard, Boston, Mass., 1953.
- 781.15 Shuter, Rosamund. *The Psychology of Musical Ability*. Methuen, London, 1968.

DRAMA

- 792 Byers, Ruth. *Creating Theatricals: from Idea through Performance with Children and Teens*. Trinity University Press, San Antonio, Texas, 1968.
- 372.13 Cullum, Albert. *Push Back the Desks*. N. Y., Citation Press, 1967.

HUMANITIES

- Comparative Education Review *Coherence, 1967*. Central City Press, Inc., Montpelier, Vermont.

Bibliography

ED 050 603
G 000 000

By Mrs. Mary Bell - Fondren Jr. High School

<i>Industry</i>	<i>Pamphlets</i>	<i>Source</i>
E	"Your Future as a Designer"	Ford Educational Affairs Dept Dearborn, Michigan
E	"I.V. Cameraman"	Lexia View
G	"Singers Fact Sheet"	Am. Guild of Musical Artists 1811 Broadway New York, New York 10023
G	"Dancers Fact Sheet"	(same as above)
E	"Jobs in the Performing Arts"	SRA Job Family Series Booklet
E	"Jobs in Art"	(same as above)
E	"Career Briefs"	Deal Top Career Kit

Books Available in the Library

*Careers and Opportunities in
Commercial Art*

J. Biegelsen
Dutton, 1963

Careers in Music

John Owen Ward
Wald, New York, 1968

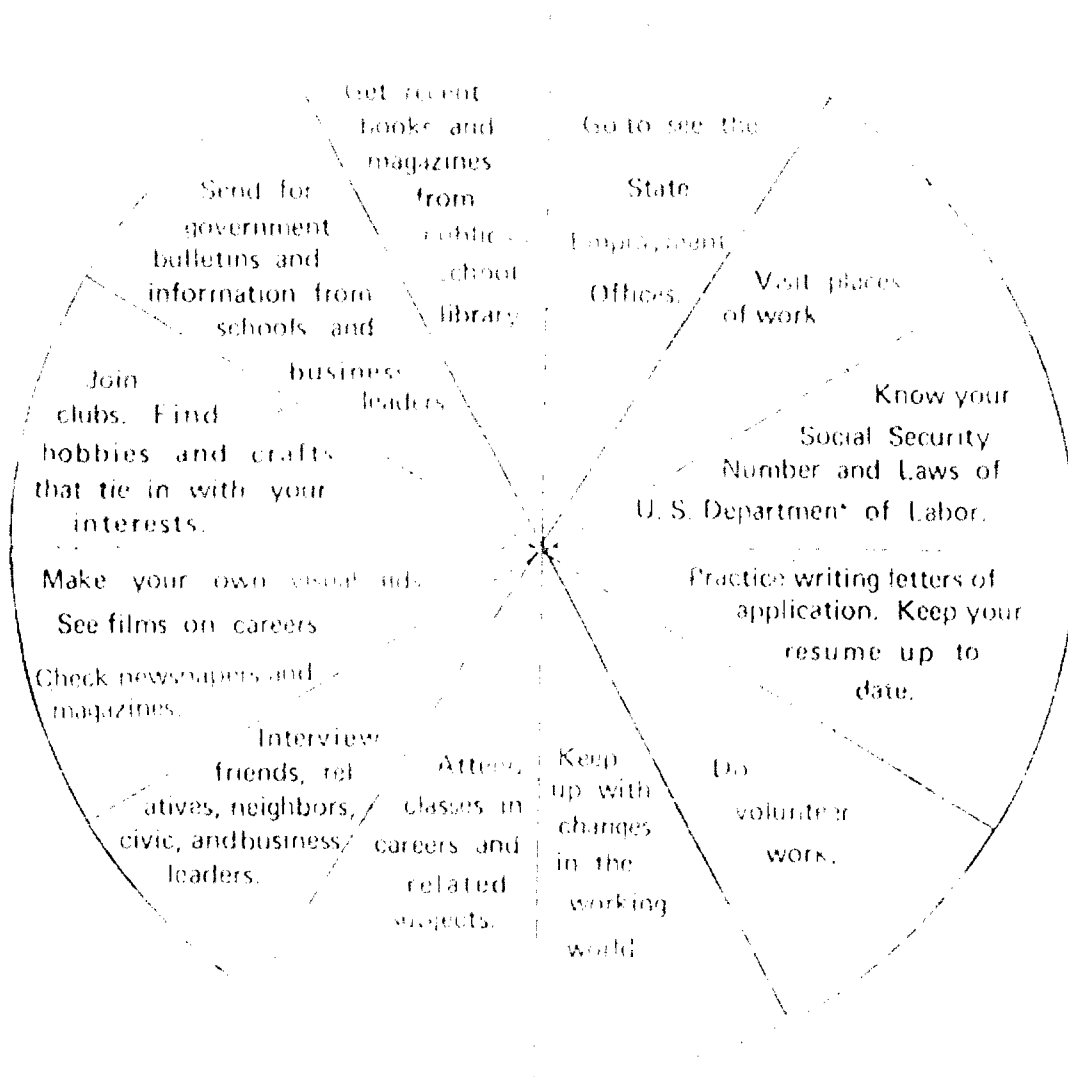
*Am for Today: Art and
Graphic Design*

Neil S. Fujita
R. Rosen, 1968

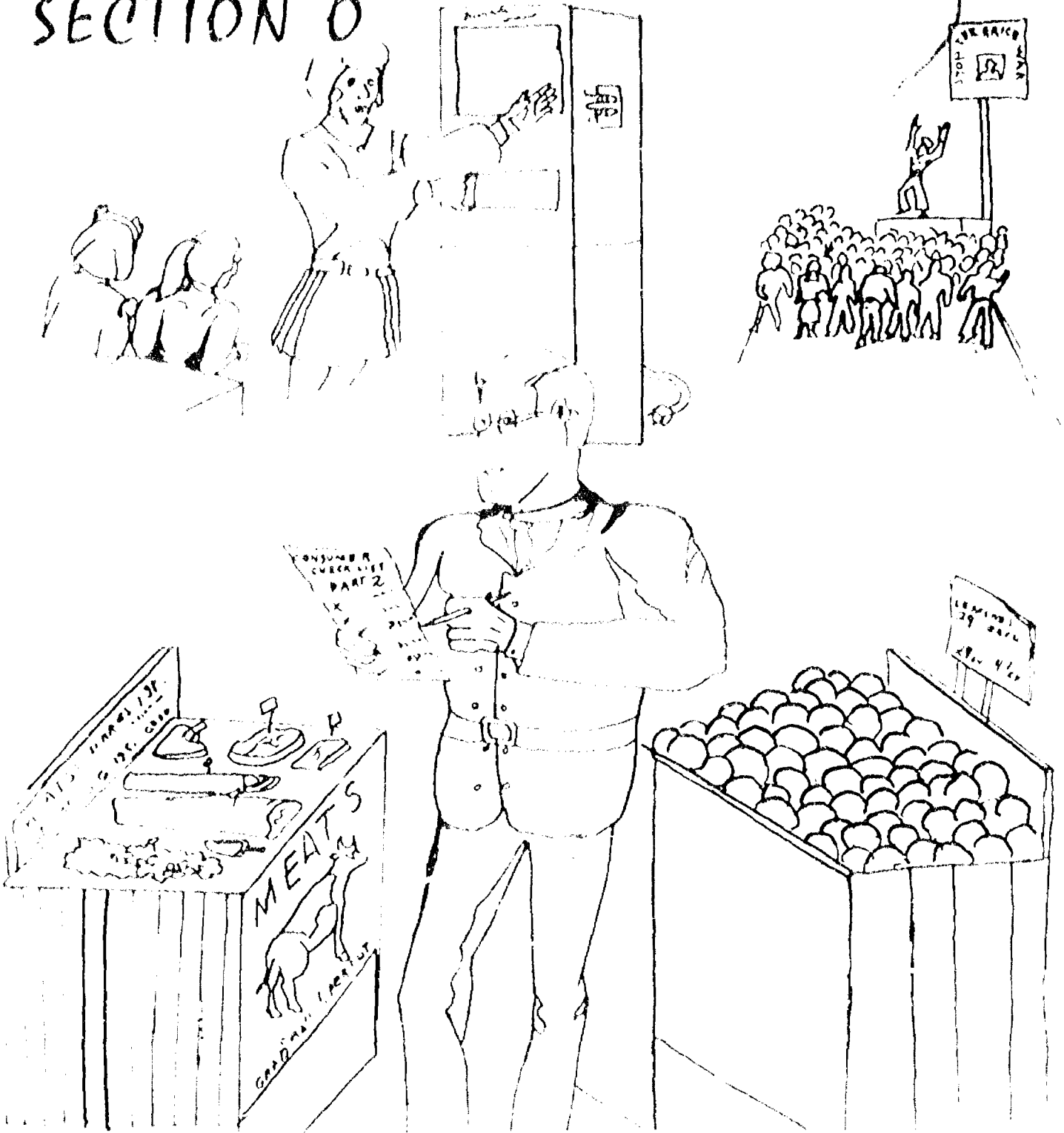
Dance

W. Ferry
Crowell-Collier, 1971

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST



SECTION 0



CONSUMER and HOMEMAKING-RELATED CAREERS

CLASSROOM PRESENTATION
OF
CONCEPTS AND PROCEDURES
OF
CONSUMER AND HOMEMAKING CAREERS

I Behavioral Objectives:

- A. Eighty percent of students will list various duties involved in cleaning house, cooking, yard work, child care, or other homemaking jobs.
- B. Sixty percent of students will demonstrate the teamwork and time needed for satisfactory completion of homemaking and consumer careers.
- C. Twenty percent of the students will analyze and predict new opportunities for consumer careers.
- D. Sixty percent of students will apply consumer career training to their own plans for making purchases.

II Instructional Procedures:

- A. Activities and discussions will include responsibilities and consumer responsibilities of both boys and girls.
- B. Background materials for the career corner and bulletin boards will be collected and displayed before this unit is introduced.
- C. Speakers, study tours, and films will be secured in advance.
- D. An exchange of classes between career orientation and homemaking might be planned well in advance. Boys as well as girls should be included in mental as well as decision making roles for the homemaker and consumer.



Suggested Activities

Each student will complete at least two of the following activities. The asterisks denote activities for the gifted students.

1. Interview someone in a homemaking career; for example, teacher, 4H leader, utility demonstrator. Tape or write your conversation. Be sure to include questions from "Guide Lines for Discussions in All Career Fields" as found on p. 17 of the Evaluation.
2. Repair a broken toy for a day care center. Demonstrate steps taken in repairing the toy. For extra credit, ask a repair department what cost would be involved if you had the toy repaired by someone else. Subtract the price of materials you used and tell the class how much money you saved by doing the repairs yourself.
- * 3. Write a three-page research report on careers which resulted from "Nadar's Raiders."
4. Make a useful or decorative object for the house by using inexpensive materials. Show the object to the class and tell the approximate amount of money you saved by doing it yourself rather than by buying it ready made.
5. Invite a guest speaker to class for this unit. Be sure to check with your teacher before setting a firm date.
6. Write a thank-you letter to the guest speaker.
7. Prepare a poster on careers in homemaking.
8. Prepare a poster on consumer careers.
9. Summarize a film which you have seen in this unit.
10. Volunteer as a helper in a day care center. Tell the class about your plans. Follow through on your agreement.
11. Become a consumer expert for your family by comparing the same or similar items of equal quality at three stores.
12. Pretend that you are a home expert demonstrating the preparation of a tasty food. Share the food with the class.
13. Make a bedside table for your room from a wooden crate obtained from your grocer. Be creative. If possible, show it to the class.
14. Volunteer to do yardwork for your family or a neighbor who needs help. Keep a record of the work you do and the time you spend. List the skills needed to do an excellent job. If you plan your time wisely and do thorough, neat work, you may be able to organize a lawn service for neighboring homemakers.
15. Visit a small claim's court after you have read "Careers That Protect Consumers" (in appendix). Report orally on the consumer protectors whom you observed in court. Give the duties of each person who worked on the case. Tell the dependence of each career on all other cases involved in the courtroom.

16. Read the story about Marvin Zindler (in appendix). Write your own story about another successful career in the consumer field.
17. Read the story of a successful homemaking career that started with D. E. training (in appendix). Interview a D. E. student who hopes to go into a career of homemaking or consumer. Share your interview with the class.
18. Read the story of a nutrition expert (in appendix). Call the number in the clipping and ask about qualifications, duties, and salary range of nutrition experts.
19. Your teacher has an article on cooperative buying (in the appendix). After she has read it to you, ask your parents about a visit to the Farmers' Market. Now pretend that you are a writer for homemaking tips. Make your readers aware of the advantages of coop buying. Give suggestions for organizing neighborhood groups.
20. Make your own instant slides of duties in Homemaking and/or Consumer Careers. (Directions are in the appendix.)
21. Keep a diary of various duties and length of time required each week for one or more of the following: house cleaning; yard work; shopping; washing, ironing, and mending; cooking; serving; and dishwashing.

For extra credit, check specific wages you would pay to have the homemaking and consumer work done for you. You can get this information from Texas Employment Commission or domestic personnel agencies.
22. Pretend you are a nutrition expert and give the class a list of substitutes for meat. Also include the other foods needed daily for a healthful diet.
23. Visit a consumer expert who teaches college-level economics or business administration. Ask for facts needed to teach the class about credit problems. Explain to the class the dangers of revolving charge accounts and other credit plans. Use current figures from a credit application form.
24. Pretend to be a consumer guidance counselor who is advising a young couple about insurance which they will need for their car, home, and furniture. Give them facts on no-fault insurance, annuities, and income protection plans.
25. Visit a homemaking teacher who can advise you on how to judge between treasures and junk. Now attend an auction sale (check the newspaper want ads for times and places). From your first-hand experience and the knowledge shared by the homemaking teacher, assume the role of a consumer expert. You have been instructed to guide a buyer when he bids at auction sales.
26. Be a family guidance instructor. You have been assigned to help families have good, nutritious meals on low incomes. Explain and/or demonstrate shopping, food preparation, and serving.
27. Assume the role of a dietitian in a hospital. Tell your staff what foods must be prepared for (1) general diets, (2) diabetics, (3) overweight patients, (4) underweight patients. Get help from your school nurse.
28. Take part in a cooking contest. Your teacher can tell you about one listed in the appendix.
29. Write for consumer guidance materials. Your teacher has addresses in the appendix.

III. Performance Goals

- A. Comparisons of prices and qualities
- B. Discussion of agencies that investigate workmanship and prices
- C. Budgeting time and money

IV. Evaluation

- A. Oral or written discussions
- B. Explanation of assigned student activities
- C. Summation of work on the wheel

Flexible Lesson Plan

First Day - Introduction

1. Videotape or film. Titles are in appendix
2. Show a tape-tapestry of "Interdependence: A Few People and Plus 2" (that page is appended)
3. Hand out "Student Activity" page as plan for day

Second Day

1. Ask homemaker teacher to trade classes with you for this day. Show homemaker teacher your objectives, activities, and evaluation. Be prepared to use your talents to fit the needs and objectives of her class.
2. Use appendix for hints at readers and study items. Be sure to finalize plans at least two weeks ahead of time.

Third Day

1. Discuss recent newspaper headlines related to dealing with homemaking and the consumer.

Fourth Day

1. Student presentation of class projects.

Obviously, there is no way in which all of this material can be covered in a day. Hopefully, the subject will be introduced in such a way that a lasting interest will extend into all units and all future plans. Be aware of the subject's own self-analysis.

The psychological pattern of many junior high school students leads still to an emphasis on responsibility in this field. Many students at this age are in love with love and are seriously considering marriage, which means they will enter full-time homemaking and consumer careers. The heavy discussion of responsibilities in this career field may be a rude awakening to a world of reality. The time is right for this information to be presented in an open discussion. Let the facts speak for themselves.

APPENDIX

1. Introduction

2. Objectives

3. Methodology

4. Results

5. Discussion

6. Conclusion

7. Acknowledgements

8. References

9. Appendix

10. Glossary

11. Index

CONSUMER AND HOME MAKING Interdependence Examples of a Few People and Places

Projected Needs	Careers	Place of Employment
Choices in buying Why? Understanding budget Lures of credit Examining quality Comprehending quantity Small claims court	Quality control engineers Consumer inspectors Consumer reporters Credit analysts Credit investigators Lawyers	Public schools Universities Community offices Federal offices State offices County offices Law offices Court house
Family Management Why? Traveling husband Working wives Real time and money savers	Clothing instructors Housekeeping instructors Child guidance directors Nutrition teachers Menu planning reporters Food demonstrators Guidance counsellors Nursery school workers Kindergarten teachers Childrens day care attendants Health clinic nurses Maintenance workmen	High schools Department stores Utility companies Food distributors Nursery schools Health clinics Private kindergartens Carpenter shops Painters organizations Baby sitters agencies Wagoners (yard men) Counseling agencies

Job Clusters

Design and Construction	17	<ul style="list-style-type: none"> 1. Home Design and Planning 2. Interior Decorating 3. Counseling in Home Design and Construction
Construction Services	2	<ul style="list-style-type: none"> 1. Selection of Tiles and Finishes 2. Selection and Construction of Draperies, Slipcovers 3. Selecting and Installing Home Accessories 4. Selection of Household Equipment
Construction Management	14	<ul style="list-style-type: none"> 1. Carpentry 2. Upholstery Furniture 3. Painting 4. Draperies and Curtains
Construction Services	1	<ul style="list-style-type: none"> 1. Analysis of the Design of Merchandise 2. Preparation of Plans of Household Equipment 3. Counseling in Home Design and Construction 4. Upholstery 5. Construction of Household Equipment
Family Housing	12	<ul style="list-style-type: none"> 1. Home Management and Family Counseling 2. Housekeeping and Household Maintenance 3. Consumer Counseling
Family Housing	8	<ul style="list-style-type: none"> 1. Assisting Welfare Agency 2. Family Planning Counseling 3. Consumer Counseling 4. Assisting the Aging
Household Maintenance	10	<ul style="list-style-type: none"> 1. Floors, Walls, Window Maintenance 2. Maintenance and Care of Furnishings and Household Equipment 3. Selecting Equipment and Supplies
Household Maintenance	10	<ul style="list-style-type: none"> 1. Floor and Wall Maintenance 2. Window Maintenance 3. Furnishings and Equipment Maintenance 4. Selection of Household
Product Marketing	10	<ul style="list-style-type: none"> 1. Analysis of Market for Clothing 2. Supplies and Equipment 3. Competitive Pricing 4. Production of Goods 5. Communicating Product Attributes

Clothing, Apparel,
and Textile
Industry

Production and
Management

Spinning Yarn
Weaving Fabric
Cutting Garment
Marking and Assembling
Sewing and Stitching
Trimming and Finishing
Pressing
Inspecting and Checking

Design

Creating and Designing Garments
Patternmaking
Grading Pattern

Cleaning, Alteration,
and Maintenance

Laundering
Dry Cleaning
Repairing
Alteration

Product Development

Developing New Design or Product
Experimental Testing
Evaluation
Demonstrating Design or Product

Child Care
and Services

Nurturing of Individual Child
Caring for Physical Needs of Child
Protecting the Child
Guiding and Teaching Child
Compliance with Regulations
Adjusting Household to Meeting
Needs of Child

Child Care,
Guidance, and
Teaching

Individual Child
Case Studies

Providing Physical Care of Children
Nurturing and Guidance of Children
Planning and Adapting Programs to
Children with Varying Needs
Teaching of Children
Supervision of Children

Group Child Care
and Services

Caring for Physical Needs of Children
Planning and Providing for Children's
Activities
Directing Children's Activities
Supervision of Children
Guiding and Nurturing of Children
Housekeeping and Maintenance
Organizing, Management, and Supervision

Production and
Maintenance

- Plan, Plan, Plan and Controlling Cost
- Food Storage and Inventory
- Quantity and Preparation
- Equipment Care and Maintenance
- Safety Maintenance
- Cleanliness and Sanitation
- Controlling Quality

Service and Delivery

- Maintaining and Food, All
- Plates, Utensils
- Setting of Tables
- Serving Food
- Packaging Food
- Delivery of Food

Testing and product
Development

- Food Safety, Hygiene
- Experimental Testing of Food
- Evaluating Food Product
- Food Innovation

Management

- Analyzing the Industry Demand
- Marketing and Sales Strategy
- Financial Management
- Human Resource Management
- Quality Management

Food Management

- Food Safety and Sanitation
- Food Quality
- Food Security
- Food Waste Management
- Food Packaging
- Food Labeling
- Food Traceability
- Food Safety and Inspection Service (FSIS)
- Food and Drug Administration (FDA)
- Food Safety Modernization Act (FSMA)

Food Role
Home Making

- Food Safety and Sanitation
- Food Quality
- Food Security
- Food Waste Management
- Food Packaging
- Food Labeling
- Food Traceability
- Food Safety and Inspection Service (FSIS)
- Food and Drug Administration (FDA)
- Food Safety Modernization Act (FSMA)

Food Management

- Food Safety and Sanitation
- Food Quality
- Food Security
- Food Waste Management
- Food Packaging
- Food Labeling
- Food Traceability
- Food Safety and Inspection Service (FSIS)
- Food and Drug Administration (FDA)
- Food Safety Modernization Act (FSMA)

4 Cosmetic Firms To Tell Ingredients

By *Elizabeth C. Johnson*
Arlington, Va. • *Staff Writer*

WASHINGTON—Cosmetic manufacturers are being asked to disclose the ingredients in their products. The U.S. Food and Drug Administration (FDA) has announced that it will require the disclosure of ingredients for 10 of the most popular cosmetic products.

The products are: eye makeup, lipstick, nail polish, hair color, hair cream, hair spray, hair conditioner, hair gel, hair mousse, and hair wax.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

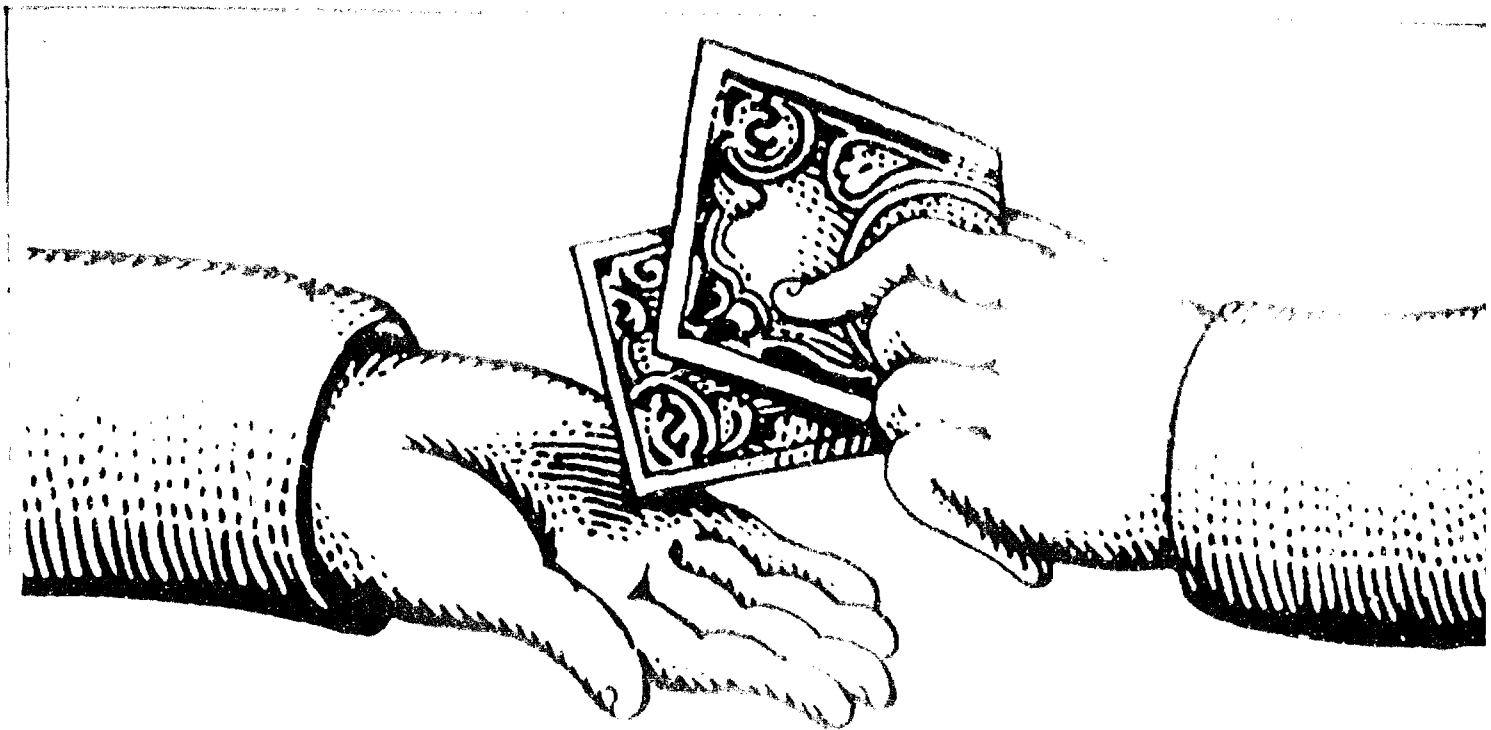
The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

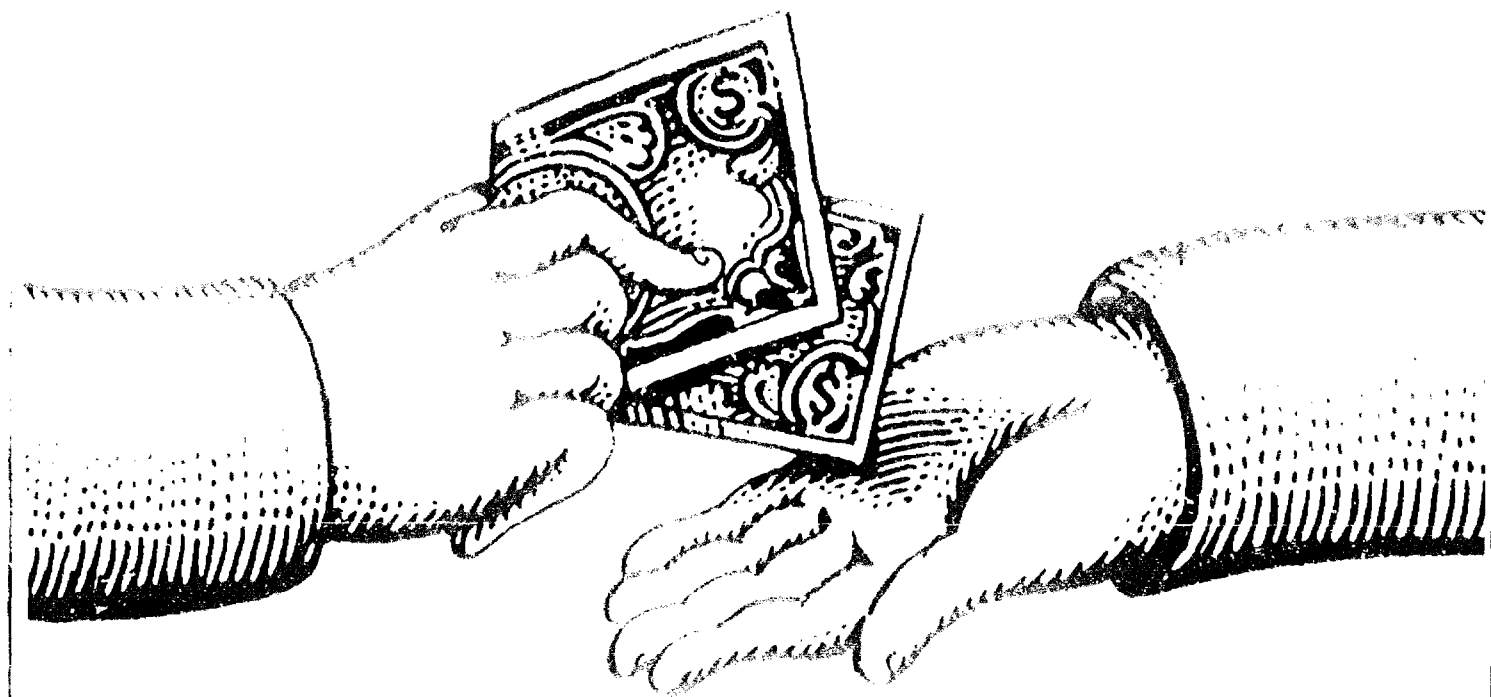
Bake-Off For Kids Planned

WASHINGTON—The U.S. Food and Drug Administration (FDA) is planning a bake-off for kids. The agency says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.

The FDA says it will require manufacturers to disclose the ingredients in their products by the end of 1988. The agency says it will also require manufacturers to disclose the ingredients in their products by the end of 1990.



TWO FOR THE MONEY.



CAREERS THAT PROTECT THE CONSUMERS

By Miss Elizabeth Smith

Information obtained from a recent issue of *The Journal of Consumer Policy* in *Harvard Business Review* Special Issue, 1981.

1. Information will be collected and analyzed by the government. The staff will be made up of representatives from the following areas:

ADMINISTRATIVE

1. *Administrative* - The staff will be made up of representatives from the following areas:

2. *Legal* - The staff will be made up of representatives from the following areas:

3. *Public* - The staff will be made up of representatives from the following areas:

4. *Technical* - The staff will be made up of representatives from the following areas:

5. *Research* - The staff will be made up of representatives from the following areas:

6. *Education* - The staff will be made up of representatives from the following areas:

7. *Public* - The staff will be made up of representatives from the following areas:

8. *Public* - The staff will be made up of representatives from the following areas: *Public* - The staff will be made up of representatives from the following areas:

CONSUMER PROTECTION

9. *Consumer Protection* - The staff will be made up of representatives from the following areas:

10. *Consumer Protection* - The staff will be made up of representatives from the following areas:

11.

CONSUMER POLICY

12. *Consumer Policy* - The staff will be made up of representatives from the following areas:

13. *Consumer Policy* - The staff will be made up of representatives from the following areas: *Consumer Policy* - The staff will be made up of representatives from the following areas:

14. *Consumer Policy*

15.

16. *Consumer Policy* - The staff will be made up of representatives from the following areas:

17. *Consumer Policy* - The staff will be made up of representatives from the following areas:

Constable, Deputy, or Sheriff serves the papers

Supporting clerical help assists each department

None of the above information should be of interest to everyone who is studying careers and planning to be wise consumers. Knowledge of the duties and the procedure followed in the Small Claims Court will give every consumer an effective way to speak out against poor products and bad service.

Procedure of Work at the Small Claims Court

A plaintiff must come to the court house to file his own civil suit. The maximum amount of debt or damage he can claim in this court is \$150. The plaintiff must supply the clerk with the name, correct address, and amount of the claim. This complaint must be filed in the precinct where the defendant's home or business is established. If there is any doubt as to where the plaintiff should go with his problem, he should call the Justice of Peace at the County Court House (228-8311, ext. 1811). Someone at that number can direct him to the court in the defendant's area.

After the complaint is filed, the constable, a deputy, or sometimes the sheriff will serve the defendant with citation papers. This means that the accused person or company will be told why the charges are being made, who is making them, and how much money or property is involved.

If the defendant wishes to contest the charges, he has two ways to do so. He can do this by phone, by letter, or through an attorney.

Two weeks after the complaint was filed, the plaintiff is asked to check back with the clerk who handled the papers. If the clerk verifies that papers were served, the defendant is given a date on which he is wanted to court will even be for the defendant's lawyer.

A defendant's court fee will be set at that time and defendant is allowed 14 days to file a written answer to the complaint.

When the answer is filed, the plaintiff can get a default judgment for the amount of the claim plus twice the amount of the court fees. Ten days after the judgment, the plaintiff may choose to receive an additional seventy-five cents to recover the judgment. This record is called an abstract. It is a lien against the defendant's credit record and also puts a black mark on his credit rating.

Twenty days after judgment, a writ of execution can be obtained from the Justice of Peace. This means the Justice of Peace, sheriff, constable, and court clerk are to take the property belonging to the defendant. They may do this by taking the property from a constable, then holding it for the material or equipment that is involved.

A final payment or a bank check is sent against the bank account of the defendant. This last step involves the worst case. However, in this step is a separate suit to satisfy the claim. If payment is taken, the amount of the debt is processed to a bank for a check payable to the plaintiff.

CONCLUSION

There is a definite procedure to follow when a consumer has a problem with a product or service. It is a simple matter to get a judgment against a business or company.

A CONSUMER INVESTIGATOR

By Mary Elizabeth Schell

(Information obtained from interviewing Miss Linda Brown, assistant to Mr. Marvin Zindler, Consumer Affairs Investigator for Channel 13)

First style of writing might be used as a sample of notes that will be used to introduce a speaker.

Biographical Notes

Mr. Marvin Zindler

Young man affiliated with his own clothing store; special interest in credit establishment and problems involved

1950 - reporter and cameraman for Channel 2

1952 - joined *Houston Press* staff as a crime reporter and a photographer

1962 - joined Sheriff's Department and was assigned to fugitive squad; his job was to extradite fugitive to Houston

1967 - honored as the outstanding officer of the year; brought 1200 fugitives to Houston in one year

1968 - assigned to the District Attorney's office to direct the Consumer Fraud Division

1969 - handled over 13,000 written complaints by consumers; the complaints were followed with 3,000 phone charges each day there were 500 to 550 consumer calls

1970 - 1973 joined Channel 13 staff as investigator for consumer affairs; present duties include:

 - live training consumer problems

 - exposing frauding through mass media

 - Relaying information to police agencies which can take legal action

1973 - present

 - consumer affairs consumer investigator

1. In this report it is to be considered in planning for a career as a consumer investigator.

2. Sample presentation from 1973 or later work of Mr. Zindler or other leaders in consumer affairs.

MRS. ADAMS' ANSWERS

By Mary Elizabeth Schell

(Information obtained from interviewing Mrs. Kay Adams, Home Service Adviser at Houston Natural Gas Company)

The following material might be used to reinforce these areas: interrogative sentences; the five W's and How of journalism; notetaking; outlining.

Where can I get clever party ideas? When can home demonstrations be brought to my class? Why does meat burn on the outside and stay raw in the middle? What new kinds of equipment are available for my home? Who can act as a consumer spokesman to the manufacturers? How can I get a spot out of my rug?

These and many more questions can be answered by a charming lady at Houston Natural Gas Company. She is Mrs. Kay Adams, one of several excellent Home Service Advisers. Since more and more consumer needs are being met by the gas company's Home Service Advisers, the administrators are revamping the duties of their employees. Soon the word *consumer* will probably be part of the new name for the Home Service Department.

Notes taken when interviewing Mrs. Adams were rearranged for an outline. The following sample of cards for a pattern you might use for outlines that follow interviews.

Consumer and Homemaking Career Facts (1973)

for a
Home Service Adviser

1. Education

1. College degree (major in human relations)
2. Other field of interest
 - a. Typing
 - b. Photography
 - c. Journalism
 - d. Speech
 - e. Home economics
 - f. Bookkeeping
 - g. Accounting

2. Physical Characteristics

1. Good health
2. Attractive
3. Good grooming
4. Average weight for height

3. Mental Characteristics

1. Alert
2. Organized
3. Logical

- D. Personality
 - 1. Good listener
 - 2. Good speaker
 - 3. Extrovert

II. Duties

- A. Researching
 - 1. Equipment
 - 2. Supplies
 - 3. Recipes
 - 4. Parties
- B. Writing
 - 1. Monthly company newspaper
 - 2. TV programs
 - 3. Tips enclosed with bills
 - 1. Club activities
 - 2. School Programs
- C. Speaking
 - 1. Schools
 - 2. Manufacturers
 - 3. Clubs
 - 4. Homes

III. Salary

- A. Monthly check -- entry level about \$450
- B. Fringe benefits
 - 1. Company car
 - 2. Discount on gas appliances
 - 3. No interest on installment buying of gas appliances
 - 4. Two weeks' vacation
 - 5. Partial company payment of health and life insurance
 - 6. Occasional entertainment from manufacturers

THIS YEAR'S PROGRAMS

Houston Natural Gas Home Service Department will be happy to present an international program to your club or group. All meals are prepared by the chef on the program.

INTERNATIONAL REVIEW

The world is your oyster... or isn't it... or is it? The wonderful world of food and drink... full of international excitement and adventure... is as close as your kitchen. Based on the abundance of food ideas from Time and Life's "Foods of the World" books, a 30 minute program is available on each of the following foreign cuisines:

The Cooking of Italy... become aware of the subtleties and varieties of Italian cooking. An antipasto tray can be assembled with scarcely any fuss. The recipes are easy and relatively inexpensive. In other words it has everything.

The Provincial and Classical French Cooking... Vive la difference! From the provinces of France with their abundance of rich cream and butter, seafoods and a bounty of fresh vegetables comes a cuisine that inspires the world in food gourmandise.

The Cooking of the Viennese Empire... A glimpse into the empire of a century ago to famous delicate pastries, romantic coffee houses and the various influences from the old Austro-Hungarian Empire.

THE SPICE SHELF

Use your imagination! The range of smells and flavors... earth and spices... can be used to become familiar with their subtle essences... and to create a number of exciting meals.

CHRISTMAS COUSINE

From the safe but popular dishes to the more adventurous.

CENTSABILITY

Wonders of the world... the ability to spend little but have a lot of fun... the ability to spend little but have a lot of fun... the ability to spend little but have a lot of fun...

MINUTE-MINDED MEALS

Beating the clock... the art of the minute... the art of the minute... the art of the minute... the art of the minute... the art of the minute...

FOOD BECOMES YOU

Food is the language... the art of the minute... the art of the minute... the art of the minute... the art of the minute... the art of the minute...

For more information... contact the Houston Natural Gas Home Service Department... contact the Houston Natural Gas Home Service Department... contact the Houston Natural Gas Home Service Department...



NEW CONSUMER PROTECTOR CAREERS

This story might be used for social studies as well as reading for comprehension and/or inference.

After reading this article: (1) list all consumer protector careers that are mentioned here, describing the work of each career listed; (2) name future careers in consumer protection that might be needed as a result of the groundwork laid by Ralph Nader; (3) read *Unsafe at Any Speed* or other books by Nader and summarize the book, listing careers needed to carry out the particular work.

Extra credit

The Houston Chronicle

March 18, 1973

Motown Blues

• • • a Sad Song for Some Motorists

The U.S. auto industry touches the daily life of the public more than any other single product or service. Before Ralph Nader came along in 1965, the industry was above criticism . . . then came consumerism and federal regulations. The results have meant a new way of life for car manufacturers.

BY LEONARD ARONSON

FIFTEEN minutes and five phone calls after I appeared at the Chrysler plant in Detroit, the security guard took me up at me and, in exasperation, said:

"If you only had a car, it would be a lot easier. We hardly ever get anyone on foot."

"Should I go back on the street and try to get a cab to take me through the area you've asked?"

"It might be simpler," he said, smiling, "if you had the irony of it all."

It was a razor incident, this attempt to cut a pass to enter the Chrysler complex through a motor gate for interviews set up weeks earlier, but in some way it seemed to capture the essence of Motown.

I had come to Detroit for a wide-ranging series of interviews with auto industry officials to ask them how they were responding to consumer and government demands for better, cheaper, safer cars.

Even before meeting any officials, however, I received some strong impressions of the city:

Motown, an urban center of 4.2 million people, crisscrossed with highways named after motor industry moguls, but virtually no public transportation.

Motown, where a traffic policeman asked, "Would you mind waiting for the yellow?" as he stopped me in the center of a windy intersection, saving the green light for turning cars.

Motown, where a TV commentator, while fifteen news items inserted a factual advertisement for Ford into his broadcast, so smoothly that if you blinked you might not have realized it was paid for.

Superficial, vigorous, perhaps, but in Motown, the heart of mobile America, a city where almost everybody who is working works for the industry, where production and consumption are so close that it is almost impossible to tell the difference.

For they pointed out both the pride and problems generated by the automobile. A perfect place to observe the current state of the marriage between man and his machine.

Some critics claim America's marriage to the horseless carriage is on the rocks, teetering toward divorce court. Citing the usual grounds -- infidelity, abandonment, physical and mental cruelty -- they say the love affair with the "unresponsive" industry began to sour some 10 years ago.

Given the fact that 97 percent of all travel in large urban areas is done by auto, U.S. Department of Transportation statistics, the divorce prediction appears unfounded.

Nonetheless, the auto industry has undergone some major changes in the last decade, as illustrated partially by the recall of more than 20 million American cars since September, 1966.

The changes have been sparked by federal regulation and another new specter in the American marketplace -- environmental

...not a birth date of consumers in a child of the militant '60s, some trace it back to March 15, 1947, and President Kennedy's now almost forgotten consumer message to Congress.

On that date, Kennedy proposed a federal Bureau of Consumer Protection. The consumer movement, though it is often to be assumed to exist since the dawn of time...

In 1966, the general public was informed by a consumer movement from a front seat. The word for Ralph Nader was initially launched into the public consciousness with the publication of Nader's landmark expose, "Unsafe at Any Speed," subtitled by Luck, "The Designed-In Danger of the American Automobile." Nader charged that the 30,000 to 40,000 auto fatalities in the United States each year were not accidents, but the direct result of the auto industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

...the industry's systematic emphasis on profit over public safety.

"The reasons we need regulation are because we can't convince the consumer to pay more for features on the car which have been designed to protect safety," Terry said.

"It's only partly true. Obviously, federal regulation did not come about simply because of the selfishness of the consumer."

In large part, it was created by the industry's resistance to change.

Nevertheless, there is some truth in the oft-heard argument that the highly competitive auto industry ultimately responds to consumer demands in the marketplace and consumers must therefore share some responsibility for the product.

Placing the blame wholly on the consumer, however, with a cavalier caveat that "kick of the head is like attempting to solve the problems of crime in the streets by looking up the victims."

"One cannot be in my position without realizing that, regardless of how broad or selfish or stupid the consumer is, there is a hard core of abuse going on out there we simply can't ignore."

The speaker is Gilbert Wotton, director of the consumer complaints division of the National Highway Traffic Safety Administration, which receives 500 to 1,000 unrelated complaints monthly.

Many of the complaints relate to the difficulty of getting a car repaired and a refund from the dealer. The industry's response...

NUTRITION EXPERT



529-6458

Dial-a-Dietitian is a free service provided by volunteers from South Texas Dietetic Assn. Dietitians will answer only general diet and nutrition questions. Call 529-6458 or write Dial-a-Dietitian, Box 17091, Houston, Texas 77002.

Herein listed careers include dietitians. Some dietitians make home calls and others work by telephone. The dietitian is an expert in the selection and preparation of food. Good nutrition is essential for all people *regardless of age or weight*, for good health results from correct eating habits.

A dietitian must have at least a Bachelor's Degree with a major in foods. This degree includes a number of courses in science as the effect of food on the body is a scientific study.

Places of employment include hospital, schools, social service offices, and many fine restaurants.

You might want to call or write Texas Dietetic Association for more information. The number is on the clippings.

INTERIOR DECORATORS

An Interior Decorator helps the homemaker or office personnel in the selection of materials and equipment. These purchases will be used to make a pleasant indoor setting. Many department stores offer this service free to prospective customers. Choices in color, fabric, and style are very important, for many times the Consumer must live with these choices for many years. Store administrators know that wise buying usually results in satisfaction and confidence in the merchants; therefore most interior decorators assist the consumers without putting on salesmanship pressure.

The newspaper article on this page gives a summary of education and experience which led to an excellent job in interior decoration.

Success Stories: Distributive Education Gave a Helping Hand

When a woman who has been a successful interior decorator with one of the largest department stores in the Houston area is asked how she got her training, she says, "Distributive Education."

She is one of the many who have benefited from the program of DE's which is being developed by the state.

She is one of the many who are now being trained as interior decorators for the state.

She is one of the many who are now being trained as interior decorators for the state.

...but she did have an artistic flair and wanted to use it in a challenging way.

Through DE, she was placed in the decorative accessories area of Foley's Sharpstown store. Both there and in the classroom, she excelled in selling and coordinating displays.

She was an applicant in the spring of 1964 for a Fashion Group Scholarship. Though she did not win, she set her sights on fashioning as her career goal.

She enrolled at the University of Houston, returning to Foley's for her summer vacation work on the College Board, and participating in a number of projects. She was a member of the Fashion Group and the Houston Fashion Council.

After the first year, she was accepted for DE's in the fashion accessories area. She is now a member of the Fashion Group and is working to become a member of the Houston Fashion Council.

The Houston Chronicle
March 7, 1964

YOUR FINANCES

by Dan Leas, Jackson Junior High

The following exercise is designed to see how well you can make and follow a budget. It will also give you a practical application of math — simple addition and subtraction.

In completing this exercise, you must follow the directions:

1. You will be given a monthly paycheck and 10 personal checks. You must write checks totaling your entire salary.
2. Choose from the list given to you those things which you want to spend your money for.
3. Fill out both the check and the check stub. Be careful in your addition and subtraction!
4. Some items must be paid. Be sure to pay for them first.

The following is a list of items you may or may not want to spend your paycheck on. Some of these items must be paid.

The decision is yours. How will you spend your money?

1. Clothes (new) \$10.00
2. Entertainment (new) \$20.00
3. Rent \$100.00
4. Car Payment \$80.00
5. Insurance (car) \$30.00
6. Fishing trip \$20.00
7. Food \$100.00
8. Movies \$8.00
9. Savings Account (any amount)
10. Miscellaneous (any amount (P. 44b to 44d))
11. Insurance (Personal) \$14.00
12. Records (new) \$20.00
13. Doctor Bills \$24.00
14. New Watch (1st payment) \$10.00
15. Gasoline (Any amount)
16. Shoes \$14.00
17. Haircut \$2.00
18. Utility \$10.00
19. Miscellaneous \$2.00

FIRST NATIONAL BANK OF JACKSON

PAY TO THE ORDER OF

11

10000

FIRST NATIONAL BANK OF JACKSON

PAY TO THE ORDER OF

100

10000

FIRST NATIONAL BANK OF JACKSON

PAY TO THE ORDER OF

100

10000

Sale—Most of these items were purchased for this event. The store buys in large quantity and sells at a lower than usual price. Often manufacturers will produce items designed to sell at lower prices. These are good buys but usually do not offer as many special features as the regular model.

Clearance—The main purpose here is to clear out merchandise already in stock. The sale may be a storewide one or limited to certain departments. The old sales make room for new merchandise and the savings can be 25% or more.

Special purchase or manufacturer's closeout—The store probably bought a large order at a special price and is passing the saving on to the customer. Discontinued models are frequently sold in this manner. The store receives a reduced price, thus saving the consumer money.

"Regularly," "usually," and "formerly"—When used by a reputable store these words generally indicate previous bona fide prices. Care should be taken, however, since all stores are not equally conscientious.

"Unusually value"—This is a common term which can mean almost anything. If you know how to judge quality, you can compare the value of the item with that of a quality product. If you are not sure, do not buy the item.

"Bait ads"—These ads list prices on merchandise—carpets, cars, etc.—at startlingly low prices. The object is to get you into the store and then switch you to a more expensive item. There is usually only one of the item or it is "temporarily out of stock." A reputable store will offer to obtain the item and give the sale price when it arrives, but the less conscientious will try to water down.

ACALENDAR OF GOOD BUYS

Adapted from National Retail Merchants Association, *How to Buy Smart*, 10th ed., 1968, permission by the author and publisher, courtesy of the author.

Month	Buy
April	Yield
May	Yield
June	Yield
July	Yield
August	Yield
September	Yield
October	Yield
November	Yield
December	Yield

Dec

Dec

July

Aug

under supplies

Mar

contract total

Nov

some furnishings

Jan

May

Oct

closets

Apr

June

main swages

Feb

Mar

quality

Mar

main cables

Apr

June

cutting

Mar

main cables

June

June

main furnishings

May

main cables

Oct

main cables

Jan

Dec

main cables

July

main cables

Oct

main cables

May

Oct

main cables

Oct

main cables

June

Mar

May

June

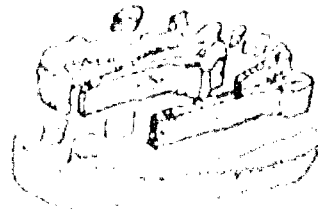
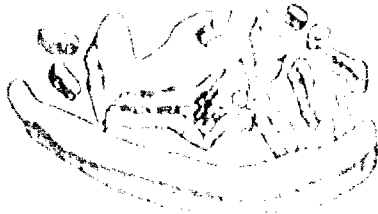
ERIC
Full Text Provided by ERIC

PORTERHOUSE STEAK vs BLADE CHUCK STEAK

'1.59 COST PER POUND' '1.79



45% WASTE PER POUND 44%*
(BONES-FAT-COOKING LOSS)



'2.89 ACTUAL COST PER EATABLE POUND' '1.41



NUTRITIVE CONTENT OF COOKED MEAT PER POUND

PORTERHOUSE STEAK

13 grams PROTEIN • 432 Calories
 18 grams FAT • 11.4 grams CARBON
 1.5 grams SODIUM CHLORIDE

BLADE CHUCK STEAK

18 grams PROTEIN • 512 Calories
 27 grams FAT • 9.9 grams CARBON
 1.5 grams SODIUM CHLORIDE

40%
 MORE
 PROTEIN

Learn the Cost of Steaks

Discount Stores

Many discount stores offer attractive buys, but they are not always what they seem. Check carefully on the brand names and prices before buying. Frequently better buys can be obtained elsewhere. Develop the skill of comparison shopping. For example, some department stores have been forced to set discount prices on certain items. Always check the make and model so that accurate comparisons can be made. The "brand new, factory carton" television may be a two-year old model. Be careful when buying a brand you have never heard of, it may prove to be totally unreliable. Prices can vary from discount store to discount store, so check as many prices as you can before you buy. Buying known brand names after carefully comparing prices often results in a sizeable saving.

Hidden Charges

Do not let hidden charges rob you of the bargain purchase. Installation costs, revolving charges, and high interest rates can eat up any savings you have acquired by careful shopping. Ask about installation charges when you are shopping. Add these to any price quoted on the merchandise. Calculate in advance how interest charges will affect the purchase price. Most revolving accounts charge 1-2% interest on the unpaid balance. This can transform a low priced find into a high priced loss. Frequently, waiting until a cash purchase can be made is the best policy. The cheapest way to buy is cash and the most expensive way is almost always through dealer financing.

Buy only what you can take home, use, wear, and enjoy now. Then when a bargain is available, you can still enjoy it up to the hilt, and you really will be so glad you got it.

TIPS FOR NEW CARD MEMBERS

are the same, frequently written asking for a copy of the billing procedures and special services available to them as card members. In future issues, GO will feature a feature to answer representative questions about the Card.

If I have questions about my account, whom should I contact? The Account Representative whose name appears at the top of the billing checks is our primary point of contact. Write the representative at the address printed on the reverse side of your statement. His/her mailing address is listed in the Yellow Pages under "Businesses."

For more information, you may call the toll-free number on the back of your card or write to the address listed above. If you have any questions about the Card, please contact the Office of the General Counsel, American Express Company, 230 Vesey Street, New York, NY 10038.

My card number was credited on my next monthly statement. Why? This is a common occurrence. It is possible that you may have used your card more than once in a month. In such a case, the card number will be credited on your next monthly statement.

sent at least two weeks before the date it may be credited to your account with the following information:

I hold two Cards, one a Corporate account, the other an Executive (Gold) Card. May I send one check to cover amounts due on both accounts? If you are paying more than one account, please send a separate check for each account with the appropriate card number on the back of each check.

I bought air tickets on the extended payment plan but now wish to pay for them in full. Can I simply send in a check to cover the amount of the tickets? The American Express Money Card, also known as the "Cash Advance" plan, is a revolving credit line for extended payment periods. If you have tickets, such as those purchased from & Travel, to be paid for, you may wish to pay for them in full. If you do, please contact your account manager to arrange for a full payment. If you do not wish to pay for the tickets in full, you may wish to contact the ticket agent to see if you can pay for the tickets in full. If you do, please contact your account manager to arrange for a full payment.

The unrounded portion of the foreign charge will be computed in accordance with actual method and credited to your account on the event the payment in full is received.

What do the 11th, 12th and 13th digits and the two letter suffix mean on the Card? The AX simply identifies the account as an American Express Card account and not that of another company.

The 11th digit of the account number identifies your international system and is left unchanged. It is directly associated with a rate determined by your company. The 12th digit reflects the activity of the account and takes on such values as "for use" and "not active" monthly amount of charges incurred, payments made, etc. The number on a renewal Card is not valid from time to time.

What do the 14th and 15th digits mean on the Card? The 14th and 15th digits identify the Cardholder.

The last two digits (14, 15) are the card number of the account. The 14th and 15th digits are the last two digits of the account number.

CAUTION: HANDLE WITH CARE

When you are involved with a business, especially in a leadership position, they are often put without your approval. You are reminded of your ability to earn and pleased to have business leaders trust you by your credit card. It is a great feeling to have and to be paid for, and when charges are totaled it is a great feeling to be paid. The card is an added extension of your credit, and it is a great feeling to be paid for. It is a great feeling to be paid for. It is a great feeling to be paid for.

SLIDES WITHOUT A CAMERA

— Mary Elizabeth Schell

1. Cut the slides to the exact size of the 35 mm frame or smaller if frame is wide

enough to hold the negative picture

2. Cut a piece of 220 lb. weight contact paper to fit the slide frame.

3. With *positive* (never *all the clear coats*) stick the negative picture to the "sticky" side of contact paper. Be *firmly*

with the picture attached to contact paper in a cup of cool water. Allow paper to remain in water 3 to 5 minutes.

4. Apply a piece of clear coat to the back of contact paper. Apply a clear piece of contact paper to *each side* of the negative (if any) but be careful not to

cover the picture or the hole in the slide frame.

5. The slide is now ready to use. Always handle slides by the end with clear coat written on it (see #3).

PREDICTIONS

Every student in this classroom will be a consumer. The majority of you will also be involved in homemaking careers. You may earn a living as an interior decorator, a demonstrator for a utility company, or an inspector for price and quality control. You may also be a husband or wife who spends all or part of the day working as a homemaker. The consumer part of your day will increase as your salary increases. Your ability to spend and save wisely will play a major role in your success in a vacation, a marriage, in your community activities and all other phases of your life.

As the consumer grows in wisdom, more full time careers will be needed to protect the buyers. As the enlightened bride and groom begin homemaking, more responsible business establishments will open careers to the homemaking experts. Regardless of whether or not you choose this field for your living, your monthly earnings will be affected by your daily involvement as a consumer and or homemaker.

STUDY TOURS

United Gas
Customer Service Auditorium
corner of Polk and Lamar
P. O. Box 26228
Houston, Texas 77202
936-3111 Ext. 4475-4477

Carriers are demonstrating bridge appliances, auditors will see a maximum of 100 Contact
this is Study Day on Ann Day or at least two weeks before tour

Electric Lighting and the
Electric Lamp Center
1101 West Loop South
Houston, Texas
77027
Houston, Texas
77027
1101 West
Houston, Texas

Houston and Dallas are the only cities in the world that have a "Houston" in the name of the
city of Houston, Texas, and Dallas, Texas.

Houston is the only city in the world that has a "Houston" in the name of the
city of Houston, Texas, and Dallas, Texas.

Houston and Dallas are the only cities in the world that have a "Houston" in the name of the
city of Houston, Texas, and Dallas, Texas.
Houston, Texas
Houston, Texas
Houston, Texas
Houston, Texas

Houston and Dallas are the only cities in the world that have a "Houston" in the name of the
city of Houston, Texas, and Dallas, Texas.

CONSUMER AND HOMEMAKING RESOURCES

Speakers

- Ms. Rebecca Mitchell 326-1103
Dairy Control Commission Division
2000 SW Freeway, Suite No. 208
Houston, Texas
- Miss Evelyn Best or Mrs. Kay Adams 326-7694
Houston Natural Gas Co.
Box 1188
Houston, Texas
- Mr. John Traylor 326-4744, ext. 668-1308
Consumer Credit Education
Credit Bureau of Greater Houston
Credit Menbers of Standard Insurance Co.
2000 Freeway
Houston, Texas
- Mr. Howard White 326-4744
c/o Mrs. Virginia Johnson of Greater Houston
2000 Freeway
Houston, Texas 77001
Consumer Bureau of Education
- Mr. Fred Frazier 326-8211

<i>Credit and How It Shapes our Lives</i>	1903	9 min.
Explains effects of credit on people of all ages		
<i>Dealing with Objections</i>	1, 1939	23 min
How to examine customer objections		
<i>Get Organized</i>	1, 1935	23 min
Salesman organizes his day		
<i>Getting the Decision</i>	1, 1934	22 min
Salesman's difficulties in closing for an order		
<i>Why We Use Money - The Fisherman Who Needed a Knife</i> Shows how money is exchanged for work.	1952	10 min

Consumer Education Availability, 1980

1. How many consumer education courses are available?

2. How many consumer education courses are available?

Clinton A. V. ...
The contents of this document

3. How many consumer education courses are available?

educational institutions. ...
1980
...
...
...

Study

The purpose of this study was to compare the effectiveness of old and new methods in consumer and home economics courses. The study was conducted in a subject paper and framed by students at McReynolds Community College, Raleigh, North Carolina. The study was conducted in May, 1980 by the author.

BIBLIOGRAPHY FOR PRINTED MATERIALS

General education materials

If you're looking for curriculum guides and other materials to help plan lessons in consumer education, the following sources have all tested materials—some free, some for sale—that can be helpful:

Office of Consumer Affairs—New Executive Office Bldg., Washington, D.C. 20576

Council for Family Financial Education, Twin Lakes, 3310 Valley Forge Road, Spring, Md. 20910

Joint Council on Economic Education, 1117 Avenue of the Americas, New York, N.Y. 10036

Instructional Materials Laboratory, Office of Instructional Materials, New York, N.Y. 10010

University of the State of New York, State Education Department, Bureau of Curriculum Development, Albany, N.Y. 12241

Dept. of Consumer Education, Office of the Commissioner of Education, 1117 Avenue of the Americas, New York, N.Y. 10036

USA passes Home Consumer Studies in 2—Article published in *Consumer Education* (completed consumer education project sponsored by the National Board of Directors of America's Chapter A) about the project. *The Marketplace* describes a variety of interrelated projects, including a survey of teenage finances and *Spending Habits: The Good Habits from Personal Finance* (New York, 1970) (Marshall Cavendish, New York, N.Y.) (Reference: *Consumer Education*, p. 10).

Free materials from

Dairy Council, Inc.
3000 Southwest Expressway
Houston, Texas 77004

or
National Dairy Council
1000 North Dearborn
Chicago, Illinois 60610

Copyright

© 1977 by the National Board of Directors of America's Chapter A, Inc. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of the National Board of Directors of America's Chapter A, Inc. Printed in the United States of America.

*The American Woman,
People U. S. A.*

Consumer Product Information Co.
Washington, D.C.

50-0100-0770 - Budgeting for the Family - \$8.00
50-0100-0982 - Helping Families Manage Their Finances - \$8.00

Magazine

Women Times, The Explorer Magazine
Baltimore Park, Maryland - 20182

The very latest ideas on business, career, and homemaking are included in this magazine. The monthly publication is \$4.00 per year (1994) and each month this magazine contains new materials that go along with this career.

Employment opportunities are available in the following areas: ...

Commercial CREDIT

Local experience in handling dealer or commercial credit and inside collections will qualify you for a top position in our Credit Department.

PEDEN INDUSTRIES

201 N. San Jacinto

CAREER OPPORTUNITIES

... we are seeking individuals with the following qualifications:

Deputy Sales Manager LEADS LEADS LEADS

... we are seeking individuals with the following qualifications:

MATERIALS MANAGER

... we are seeking individuals with the following qualifications:

CARPET CLEANERS

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

EARS Upholstery

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

455 Domestic

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

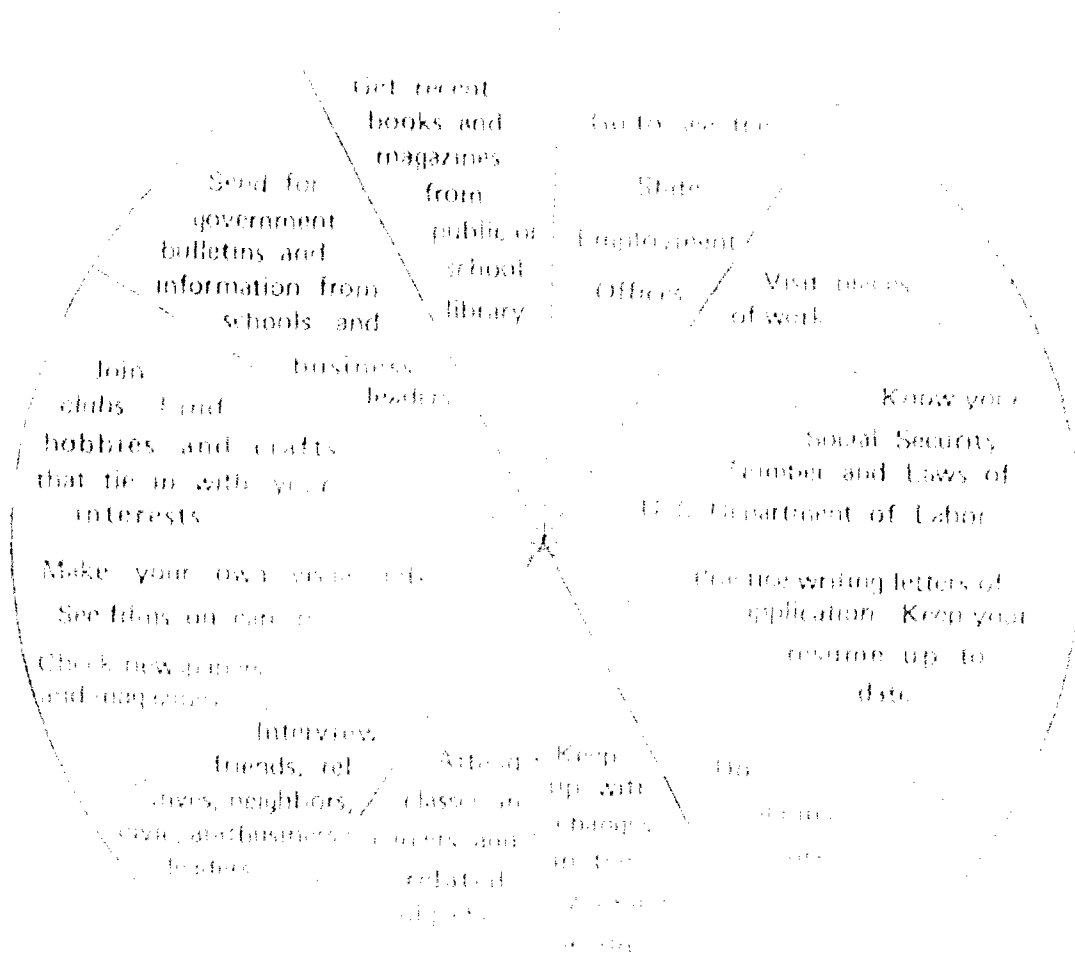
... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

... we are seeking individuals with the following qualifications:

CAREER INFORMATION FOR
YOUR FIELDS OF INTEREST



SELF-ANALYSIS
and
PLANNING

CLASSROOM PRESENTATION OF THE CONCEPTS AND PROCEDURES

SELF-ANALYSIS AND PLANNING

I. Behavioral Objectives

- A. Sixty percent of students will compare clear, concise communication with communication that is ambiguous, redundant, and contradictory. (*Discussion material is in the appendix.*)
- B. Seventy percent of students will diagnose problem demonstrated in group functions that are relevant to specific goals set by individuals.
- C. Eighty percent of students will list self strengths and apply this information to specific career fields.
- D. Sixty percent of students will write letters of application or information to colleges or job *training centers.*
- E. Ninety percent of students will select courses for their four years of high school.

II. Instructional Procedures

- A. Self-analysis pictures and printed material will be in career corner and on bulletin boards.
- B. College catalogues, apprenticeship materials, trade schools and business college pamphlets will be displayed.
- C. Transparencies, as well as handout materials will be prepared in advance to help students make four-year plans. (Have available for each student a copy of *Planning Your Future*, HHS publication, a number of copies of *Occupational Education Programs, 1972-1973*, HHS.)
- D. Application forms will be prepared in advance for distribution to all students.

STUDENT ACTIVITIES FOR SELF ANALYSIS

All activities will be optional unless marked by an asterisk. The date of each activity will be assigned by your teacher. An asterisk before an activity indicates that that activity is optional. It can mean extra credit for those who complete all other work satisfactorily.

1. Complete the self-strength exercise which your teacher will distribute. After a discussion on the five senses plus a sense of humor, write three ways in which you can increase your strength. Try to be realistic with incidents in your own life.
2. Your teacher will read suggested exercises for training in human relations activities. The world of work often has industrial psychologists conduct structured experiences to help employees get along with one another. (Books by Fleeter and Jones are excellent.) You may like to write your own exercises.
3. Draw or write the main idea of the film *Up in Smoke*, which you will see on self-analysis. Try to apply these ideas to your own life.
4. Your teacher will read several observed cases of conflict. Discuss how you would handle the problem if you were the employee.
5. Write an original letter about another problem which an employee must face. Be realistic.
6. List names of authors or projects that demonstrate concepts included in new. Give address and phone numbers of places read, and describe work to be done.
7. Your teacher may explain how situations might lead to success. Write a one or two paragraph report on how you can succeed in "Let the Right Ones Apply to Tolman or Self as well as to others."
8. Read a biography of a person who seemed to be destined to fail, but he became successful. Briefly state the reasons why he did not have to give up.
9. List all the hobbies you can imagine. When each person reads aloud his list, you may add those hobbies which are omitted. After all hobbies are read aloud, write careers that could tie in with each of the hobbies. You may be able to locate various hobby centers. Write phone numbers and addresses of local hobby shops.
10. Take notes on a movie regarding self. After the film, list all workers shown in the movie. By the end of the movie, list details of the work and multiple education and training required for each worker.
11. Make a list of the various types of work that are available in your area. Explain the requirements for each type of work and the educational background required.
12. Study the following information on the various types of work that are available in your area. Write a report on the various types of work that are available in your area.

STUDENT ACTIVITIES FOR PLANNING

Complete all activities on the date set by your teacher. The asterisks indicate extra projects for those who complete work on the road ahead of schedule.

1. Imagine that you are ten years older than you are now. Describe a typical work day for yourself in ten years.
2. Prepare yourself in your leisure time ten years from now. Write about or draw your hobbies when you are ten years older. Be realistic about the money you can spare from your check.
3. Think of your life in your own home and community ten years from now. Show your role in your home and community with either words or pictures.
4. Complete the blanks in the form "Plans for the Future." Your teacher will distribute these sheets (in appendix).
5. If you plan to get a college degree, get a college catalogue and copy entrance requirements and all courses you will be required to take. Read the brief description of each course.
6. If you plan to go to a trade school or business college, list courses and on-the-job training you will be given. For information about required courses and training, call or write a business college, a union, or the Texas Employment Commission. Plan your questions before you call. Identify yourself and give the purpose of your call. Be brief, polite, and distinct.
- *7. Make up a career game about your future plans.
8. List courses required for graduation from your high school.
9. List high school courses and names of schools that offer special training for your field of interest. (Example: music—High School of Performing and Visual Arts)
- *10. Make a poster or a chart on steps you will take to reach your goal.
11. Write a letter of application for the job of your choice. Read your letter orally. (Application form is in appendix.)
- *12. Act as a personnel manager who receives two letters of application for one job. Read both letters to the class. Analyze them and tell the class which applicant you selected. Give reasons for your choice.
- *13. Clip newspaper and magazine articles that predict the jobs which will be available in your chosen field.
14. Pretend to be an applicant for a job you hope to have someday. Role play a personal interview for this job. Play for one of your classmates to be the personnel director who interviews you. Write and rehearse your interview.
- *15. Visit an employment agency. Ask about available jobs and give your information with the clerk.
16. Find out the present and future needs of a job which you would like to do.
17. Copy newspaper articles that give information about the requirements of the occupation of your choice. Interview a person who works in that occupation.

III Performance Goals

- A List of positive self traits recognized by each student
- B Research on jobs that require college and those that do not
- C Letters asking for information on colleges and training centers
- D Letters of applications for jobs
- E Personal interviews
- F Collection of want ads and reliable predictions for favorite careers
- G Completion of four-year plan for high school

IV Evaluation

- A Oral and written instructions that demonstrate
 - 1 Teamwork flexibility without giving up ethics
 - 2 Emphasis on quality of good service rather than on quantity of good products
 - 3 Compatible interrelationship of all workers at all ability levels
 - 4 Recognition and acceptance of good qualities in self
 - 5 Separation of weak qualities that can be changed and those that cannot be changed
- B Application of self-understanding and teamwork to specific plans for education and training

FLEXIBLE LESSON PLAN

Self-Analysis

First Day

Recognition of self strengths; application of 5 senses plus a sense of humor. (See appendix.)
Read to class *Fairy's monologue on the 5 senses from Our Town* by Thornton Wilder.

Second Day

Communication and teamwork (See exercises and list of files in the appendix.)

Third Day

Ethics: Emphasis on the tolerance of minor differences and necessity when to compromise. (See appendix.)

Fourth Day

Self-Analysis: Recognition of self strengths and weaknesses and application of

Self-Analysis

Application of self-understanding and teamwork to specific plans for education and training.

FLEXIBLE LESSON PLAN

Planning

First Day

- Jobs that require high school; jobs that require college
- Names of schools and colleges that offer specialized training (See appendix.)

Second Day

- Practice in writing letters to request information for specific apprenticeship training, on-the-job training, college catalogues, scholarships (Give specific addresses and encourage students to mail letters. See appendix for details.)

Third Day

- Read and analyze newspaper articles. Practice answering articles with letters and phone calls.

Fourth Day

- Prepare resumes and practice personal interviews.
- Introduce four-year plan for high school courses that require entrance on the checklist and show the four-year plan on a transparency.

Fifth Day

- Make four-year plan.

APPENDIX Self-Analysis

Class Discussion for Self-Analysis

Questions for Self-Analysis

Suggested Patterns for Applying Self-Analysis

Looking Back

How Can I Find Out Which Occupation is Right for Me?

An Encouragement Laboratory

Know Your Special Talents

Self-Analysis Through Improvisation

Self-Analysis-Human Values and Ethics

What's Happened to Humor?

Design for Continued Self-Analysis and Planning By Present and Ex-College

Students Through a Career Club

Involvement

Youth Saves 3rd Child in Recent Months

Public

Plans for the Future

Specialized Courses

Four-Year Plans

Suggested Patterns for Meeting Graduation Requirements

Student's Four-Year Program Plan

Planning Goals

Sample

Areas Within Table

Example of Many Jobs in the Employment Service, History, etc.

College Job History

Job Hunting on a Budget

Typical Answer to a Blind Ad

A Typical Resume

Sample Letter of Application

Application for Minor's Journal on Employment

Plan Your Interviews

Media

Web Resources

Links

Resources

Links

Links

Links

Links

Links

Links

Links

Links

Links

Links

CLASS DISCUSSION FOR SELF-ANALYSIS

May Elizabeth Schell

Self-acceptance is as important as food and water. Self-acceptance may be accomplished by a planned self-analysis which gradually leads to satisfaction in responses and reactions. Hopefully, self-centered responses can be directed to other-centered concerns.

Preparing for the real world of work involves problem situations that motivate thinking about new responses. The awards of self-righteousness in honor, loyalty, and virtues cannot be successfully created by force, punishment, or threat. No rote drills will establish ethics and social values. Problem personalities cannot suddenly change nor can troubled societies abruptly turn away from hostility and selfishness. Gradually, perhaps, examples can serve as catalysts that bring change.

The suggestions offered here will attempt to point out realistic life situations as they are developing in the latter half of the twentieth century. The open end stories will require problem solving through improvisation.

The purpose of these activities is to stimulate students to choose between social values and selfish interests, that is, between honesty and losing a job; between loyalty and acceptance; between fairness to another person and the threat of losing friends; between concern for another person and protection of self. These stories may help students to see that there are choices in behavior, that values and purpose motivate choices, and that consequences result from given behavior patterns.

Role playing will not solve the problems resulting from years of bitterness and cynicism, but group discussions have strong effects on everyone. Organizations have been established to assist problem drinkers and problem eaters. The group therapy method can also change attitudes of students if presented with a clear concept of the contrasts between egotism and socially motivated behavior. Students should be allowed to observe and discuss people who make choices that are sometimes right and sometimes wrong.

Teachers can provide an opportunity to see that decision making is not always completely right or completely wrong. Competence without losing moral values should be encouraged. Acceptance of mistakes that were not intentional can be a victory for people who fear being imperfect.

Students may be encouraged to write their own skits when they have had practice in listening and discussing choices based on the *per and pro* words of others. Inner strength is gained when people can honestly express themselves, can really accept themselves, can cope with problems, know of their advice and other people's development, can give or help others.

Group planning and acting may be useful in class and in career. When there is a group of people who can give advice to one another, they will have a new way of looking at the world and a new perspective on their lives and the lives of others.

QUESTIONS FOR SELF-ANALYSIS
(Answers may serve as a guide for change.)
Mary Elizabeth Schell

1. What sights and sounds make you angry?
2. What do you see and hear that upsets you?
3. Do you like to be with people when you work? Why? Why not?
4. What do you do for relaxation?
5. How much money do you think you would like to earn a year? Why?
6. Why do you sometimes seem to talk to people who aren't?
7. What do you do that others are able to not understand you?
8. What changes do you think should be needed in your area?
9. How can you be more of a team contributor?
10. How can you be more of a team leader?

12. Do you like routine work? Why? Why not?

13. Do you enjoy completing detailed work? Why? Why not?

14. Do you get up to creative or routine work?

15. How do you deal with stress?

16. Would you ever consider about hitting yourself?

17. Do you ever miss out doing tasks?

18. Do you tend to miss out time with friends?

19. Do you ever get

20. Are you ever nervous about the future?

21. Do deadlines help you to work?

22. Do you ever find it difficult to relax?

23. Do you ever miss out time with friends?

24. Do you ever miss out time with friends?

25. Do you ever miss out time with friends?

ACTIVITIES FOR POSITIVE ANALYSIS OF SELF YOUR STRONG POINTS

— Mary Elizabeth Scheit

1. Circle or check front of the statements that apply to your own characteristics.
2. You get along well with people who are more serious.
3. You do not care very much.
4. You are not a deep problem.
5. You get along well with other people.
6. You are a good listener and get along with people who are serious.
7. You are a good worker and get along with people who are serious.
8. You are a good worker and get along with people who are serious.
9. You are a good worker.
10. You are a good worker.
11. You are a good worker and get along with people who are serious.
12. You are a good worker and get along with people who are serious.
13. You are a good worker and get along with people who are serious.
14. You are a good worker and get along with people who are serious.
15. You are a good worker and get along with people who are serious.
16. You are a good worker and get along with people who are serious.
17. You are a good worker and get along with people who are serious.
18. You are a good worker and get along with people who are serious.
19. You are a good worker and get along with people who are serious.
20. You are a good worker and get along with people who are serious.
21. You are a good worker and get along with people who are serious.
22. You are a good worker and get along with people who are serious.
23. You are a good worker and get along with people who are serious.
24. You are a good worker and get along with people who are serious.
25. You are a good worker and get along with people who are serious.
26. You are a good worker and get along with people who are serious.
27. You are a good worker and get along with people who are serious.
28. You are a good worker and get along with people who are serious.
29. You are a good worker and get along with people who are serious.
30. You are a good worker and get along with people who are serious.
31. You are a good worker and get along with people who are serious.
32. You are a good worker and get along with people who are serious.
33. You are a good worker and get along with people who are serious.
34. You are a good worker and get along with people who are serious.
35. You are a good worker and get along with people who are serious.
36. You are a good worker and get along with people who are serious.
37. You are a good worker and get along with people who are serious.
38. You are a good worker and get along with people who are serious.
39. You are a good worker and get along with people who are serious.
40. You are a good worker and get along with people who are serious.
41. You are a good worker and get along with people who are serious.
42. You are a good worker and get along with people who are serious.
43. You are a good worker and get along with people who are serious.
44. You are a good worker and get along with people who are serious.
45. You are a good worker and get along with people who are serious.
46. You are a good worker and get along with people who are serious.
47. You are a good worker and get along with people who are serious.
48. You are a good worker and get along with people who are serious.
49. You are a good worker and get along with people who are serious.
50. You are a good worker and get along with people who are serious.

77. You can get a good idea of the type of doctor you want.
78. You are a good swimmer.
79. You think you are a good student. You learn from attendance in classes.
80. You are a good driver.
81. You are a good writer. You can write a paper, magazine, and newsletter in your own handwriting.
82. You are a good dancer. You can dance a waltz.
83. You are a good singer. You can sing in a choir.
84. You are a good painter. You can paint a picture.
85. You are a good gardener. You can grow a garden.
86. You are a good cook. You can cook a meal.
87. You are a good mechanic. You can fix a car.
88. You are a good electrician. You can wire a house.
89. You are a good plumber. You can fix a pipe.
90. You are a good carpenter. You can build a table.
91. You are a good welder. You can weld a joint.
92. You are a good machinist. You can make a part.
93. You are a good draftsman. You can draw a plan.
94. You are a good estimator. You can estimate a job.
95. You are a good organizer. You can organize a project.
96. You are a good negotiator. You can negotiate a deal.
97. You are a good communicator. You can communicate effectively.
98. You are a good listener. You can listen to others.
99. You are a good team player. You can work with others.
100. You are a good leader. You can lead a team.
101. You are a good problem solver. You can solve a problem.
102. You are a good decision maker. You can make a decision.
103. You are a good risk taker. You can take a risk.
104. You are a good planner. You can plan a project.
105. You are a good manager. You can manage a team.
106. You are a good negotiator. You can negotiate a deal.
107. You are a good communicator. You can communicate effectively.
108. You are a good listener. You can listen to others.
109. You are a good team player. You can work with others.
110. You are a good leader. You can lead a team.
111. You are a good problem solver. You can solve a problem.
112. You are a good decision maker. You can make a decision.
113. You are a good risk taker. You can take a risk.
114. You are a good planner. You can plan a project.
115. You are a good manager. You can manage a team.
116. You are a good negotiator. You can negotiate a deal.
117. You are a good communicator. You can communicate effectively.
118. You are a good listener. You can listen to others.
119. You are a good team player. You can work with others.
120. You are a good leader. You can lead a team.
121. You are a good problem solver. You can solve a problem.
122. You are a good decision maker. You can make a decision.
123. You are a good risk taker. You can take a risk.
124. You are a good planner. You can plan a project.
125. You are a good manager. You can manage a team.
126. You are a good negotiator. You can negotiate a deal.
127. You are a good communicator. You can communicate effectively.
128. You are a good listener. You can listen to others.
129. You are a good team player. You can work with others.
130. You are a good leader. You can lead a team.
131. You are a good problem solver. You can solve a problem.
132. You are a good decision maker. You can make a decision.
133. You are a good risk taker. You can take a risk.
134. You are a good planner. You can plan a project.
135. You are a good manager. You can manage a team.
136. You are a good negotiator. You can negotiate a deal.
137. You are a good communicator. You can communicate effectively.
138. You are a good listener. You can listen to others.
139. You are a good team player. You can work with others.
140. You are a good leader. You can lead a team.
141. You are a good problem solver. You can solve a problem.
142. You are a good decision maker. You can make a decision.
143. You are a good risk taker. You can take a risk.
144. You are a good planner. You can plan a project.
145. You are a good manager. You can manage a team.
146. You are a good negotiator. You can negotiate a deal.
147. You are a good communicator. You can communicate effectively.
148. You are a good listener. You can listen to others.
149. You are a good team player. You can work with others.
150. You are a good leader. You can lead a team.
151. You are a good problem solver. You can solve a problem.
152. You are a good decision maker. You can make a decision.
153. You are a good risk taker. You can take a risk.
154. You are a good planner. You can plan a project.
155. You are a good manager. You can manage a team.
156. You are a good negotiator. You can negotiate a deal.
157. You are a good communicator. You can communicate effectively.
158. You are a good listener. You can listen to others.
159. You are a good team player. You can work with others.
160. You are a good leader. You can lead a team.
161. You are a good problem solver. You can solve a problem.
162. You are a good decision maker. You can make a decision.
163. You are a good risk taker. You can take a risk.
164. You are a good planner. You can plan a project.
165. You are a good manager. You can manage a team.
166. You are a good negotiator. You can negotiate a deal.
167. You are a good communicator. You can communicate effectively.
168. You are a good listener. You can listen to others.
169. You are a good team player. You can work with others.
170. You are a good leader. You can lead a team.
171. You are a good problem solver. You can solve a problem.
172. You are a good decision maker. You can make a decision.
173. You are a good risk taker. You can take a risk.
174. You are a good planner. You can plan a project.
175. You are a good manager. You can manage a team.
176. You are a good negotiator. You can negotiate a deal.
177. You are a good communicator. You can communicate effectively.
178. You are a good listener. You can listen to others.
179. You are a good team player. You can work with others.
180. You are a good leader. You can lead a team.
181. You are a good problem solver. You can solve a problem.
182. You are a good decision maker. You can make a decision.
183. You are a good risk taker. You can take a risk.
184. You are a good planner. You can plan a project.
185. You are a good manager. You can manage a team.
186. You are a good negotiator. You can negotiate a deal.
187. You are a good communicator. You can communicate effectively.
188. You are a good listener. You can listen to others.
189. You are a good team player. You can work with others.
190. You are a good leader. You can lead a team.
191. You are a good problem solver. You can solve a problem.
192. You are a good decision maker. You can make a decision.
193. You are a good risk taker. You can take a risk.
194. You are a good planner. You can plan a project.
195. You are a good manager. You can manage a team.
196. You are a good negotiator. You can negotiate a deal.
197. You are a good communicator. You can communicate effectively.
198. You are a good listener. You can listen to others.
199. You are a good team player. You can work with others.
200. You are a good leader. You can lead a team.

- 101. You can put a picture in a book.
- 102. You can make a drawing of a person.
- 103. You can cut out a picture from a magazine.
- 104. You can make a card.
- 105. You can make a poster.
- 106. You can use a ruler to draw a line.
- 107. You can draw a picture of a person.
- 108. You can draw a picture of a house.
- 109. You can draw a picture of a car.
- 110. You can draw a picture of a tree.
- 111. You can draw a picture of a flower.
- 112. You can draw a picture of a bird.
- 113. You can draw a picture of a fish.
- 114. You can draw a picture of a dog.
- 115. You can draw a picture of a cat.
- 116. You can draw a picture of a horse.
- 117. You can draw a picture of a cow.
- 118. You can draw a picture of a pig.
- 119. You can draw a picture of a sheep.
- 120. You can draw a picture of a goat.
- 121. You can draw a picture of a rabbit.
- 122. You can draw a picture of a mouse.
- 123. You can draw a picture of a hamster.
- 124. You can draw a picture of a guinea pig.
- 125. You can draw a picture of a ferret.
- 126. You can draw a picture of a snake.
- 127. You can draw a picture of a lizard.
- 128. You can draw a picture of a turtle.
- 129. You can draw a picture of a frog.
- 130. You can draw a picture of a toad.
- 131. You can draw a picture of a salamander.
- 132. You can draw a picture of a newt.
- 133. You can draw a picture of a crayfish.
- 134. You can draw a picture of a shrimp.
- 135. You can draw a picture of a lobster.
- 136. You can draw a picture of a crab.
- 137. You can draw a picture of a scorpion.
- 138. You can draw a picture of a centipede.
- 139. You can draw a picture of a millipede.
- 140. You can draw a picture of a spider.
- 141. You can draw a picture of a scorpion.
- 142. You can draw a picture of a centipede.
- 143. You can draw a picture of a millipede.
- 144. You can draw a picture of a spider.
- 145. You can draw a picture of a scorpion.
- 146. You can draw a picture of a centipede.
- 147. You can draw a picture of a millipede.
- 148. You can draw a picture of a spider.
- 149. You can draw a picture of a scorpion.
- 150. You can draw a picture of a centipede.
- 151. You can draw a picture of a millipede.
- 152. You can draw a picture of a spider.
- 153. You can draw a picture of a scorpion.
- 154. You can draw a picture of a centipede.
- 155. You can draw a picture of a millipede.
- 156. You can draw a picture of a spider.
- 157. You can draw a picture of a scorpion.
- 158. You can draw a picture of a centipede.
- 159. You can draw a picture of a millipede.
- 160. You can draw a picture of a spider.
- 161. You can draw a picture of a scorpion.
- 162. You can draw a picture of a centipede.
- 163. You can draw a picture of a millipede.
- 164. You can draw a picture of a spider.
- 165. You can draw a picture of a scorpion.
- 166. You can draw a picture of a centipede.
- 167. You can draw a picture of a millipede.
- 168. You can draw a picture of a spider.
- 169. You can draw a picture of a scorpion.
- 170. You can draw a picture of a centipede.
- 171. You can draw a picture of a millipede.
- 172. You can draw a picture of a spider.
- 173. You can draw a picture of a scorpion.
- 174. You can draw a picture of a centipede.
- 175. You can draw a picture of a millipede.
- 176. You can draw a picture of a spider.
- 177. You can draw a picture of a scorpion.
- 178. You can draw a picture of a centipede.
- 179. You can draw a picture of a millipede.
- 180. You can draw a picture of a spider.
- 181. You can draw a picture of a scorpion.
- 182. You can draw a picture of a centipede.
- 183. You can draw a picture of a millipede.
- 184. You can draw a picture of a spider.
- 185. You can draw a picture of a scorpion.
- 186. You can draw a picture of a centipede.
- 187. You can draw a picture of a millipede.
- 188. You can draw a picture of a spider.
- 189. You can draw a picture of a scorpion.
- 190. You can draw a picture of a centipede.
- 191. You can draw a picture of a millipede.
- 192. You can draw a picture of a spider.
- 193. You can draw a picture of a scorpion.
- 194. You can draw a picture of a centipede.
- 195. You can draw a picture of a millipede.
- 196. You can draw a picture of a spider.
- 197. You can draw a picture of a scorpion.
- 198. You can draw a picture of a centipede.
- 199. You can draw a picture of a millipede.
- 200. You can draw a picture of a spider.

- 10. *How many people will be needed to produce the best product?*
- 11. *How many people will be needed to produce the best product?*
- 12. *How many people will be needed to produce the best product?*
- 13. *How many people will be needed to produce the best product?*

Now we will have 1000 more points, but *the number of people will depend on other things* to get the 100 percent in order to produce the best product and answer. Those who prefer work experience will be needed in research laboratories and those who want to work in a room will not be needed from the research laboratories.

Let's see if you can get a better idea of the results.

- 1. *Progress*
- 2. *Moral*
- 3. *Moral*
- 4. *Other*

Let's see if you can get a better idea of the results of the research.

SUGGESTED PATTERNS FOR APPLYING G.I.E.E. ANALYSES

Jobs Covering 14 Career Fields

DO YOU LIKE

YOU MAY LIKE TO BE A

EDITORIAL WORK

newspaper reporter, magazine writer, author, advertising writer, librarian, teacher, editor, proofreader, news broadcast writer

HEALTH CARE WORK

physiotherapist, doctor, laboratory technician, dietitian, engineer, electronic technician, chemist, dentist, pharmacist, biologist, physicist, nurse, optician, draftsman, bacteriologist

MECHANICAL WORK

heavy machinery operator, auto mechanic, airplane maintenance or repairman, TV or radio repairman, small appliance repairman, telephone installer, air conditioner installer, locksmith, machinist, airline pilot, electrician, truck driver, plumber

CLERICAL WORK

office clerk, secretary, hotel keeper, computer operator, order fulfillment clerk, office manager, file clerk, post office clerk, accountant, bank teller, typist, hotel clerk, switchboard operator, keypunch operator, office messenger, stock clerk, ticket agent

PERSUASIVE WORK

sales clerk, car or insurance salesman, lawyer, politician, union leader, employment manager, lecturer, travel agent

OUTDOOR WORK

house painter, bricklayer, carpenter, telephone lineman, roofer, farmer, coach, forester, gardener, gas station attendant, recreation director

SOCIAL WORK

nurse, YMCA worker, teacher, counselor, religious leader, social worker, physical therapist, orderly, home economist, practical nurse

ARTISTIC WORK

artist, photographer, musician, actor, dress designer, model, dancer, interior decorator, commercial artist, cameraman, architect, hair stylist, cartoonist, furniture designer

Two jobs I may like to do

Flunking Out Was the Best Thing That Ever Happened to Her

Flunking out of college is not as the best thing that ever happened to her, says Elizabeth Becker, now a student at University of Houston.

"I was 18 and hated college. I just wasn't ready for it, so I ran away from home for 12 years," she says.

She worked her way through Europe, first joined the Peace Corps in 1962 and lived in jungle for two years, then took a trip around the world "until my money ran out."

She also had jobs in the advertising field, as an auto racing official and as a secretary.

"I spent 12 years finding out what I don't want to do," says the 31-year-old psychology major from Littlefield, Texas. "Now that I've found something I really like, I'm willing to spend the time at it."

By the time she gets her Ph.D. in clinical psychology,

it will be about 12 years off, that doesn't leave her, though, because for the first time she looks at school as a "new adventure."

Ms. Becker, who works in the law library at Baker School of Law, doesn't worry about school fees because she has a scholarship from the Houston Assembly of Delphian Chapters.

The 15 chapters which comprise the assembly have awarded scholarships to UH students since 1960. Most recipients have been in their late teens or early 20s. This is the first time a scholarship has gone to an older student.

Ms. Becker, a junior with a 3.8 grade point average, was accepted on scholastic probation at UH. When her grades improved, she was eligible for a scholarship.

The UH financial aid department announced an inter-

view for her with the Delphian scholarship committee.

"I didn't think I had a great chance of a chance, not with my background. But I told the Delphians I was going to make it anyway, one way or another," says Ms. Becker.

The scholarship pays for tuition and books, which amounts to \$250 a semester. The grant is renewable until she graduates, providing she maintains good grades.

Thirteen UH students currently are on Delphian scholarships, says assembly president, Mrs. James B. Humphrey. Her group raises money by selling advertising space in the program book for the annual Delphian Ball. This year's fund raiser, "It's a Big Beautiful World," will be at 6:59 p.m. Thursday, Nov. 2, at Astroworld Hotel.

HOW CAN I FIND OUT WHICH OCCUPATION IS RIGHT FOR ME?

There may be many right fields of work for you, and many wrong ones. All of our letters are one way or another related to the same type of work. Most of us, however, are not interested in all of them, and only apply to a small number of occupations. You are probably interested only when the letter is about a job that interests you.

To help you decide which field to explore, one of the first things that you should do is an interest test. What are your interests? What would you enjoy doing that you could do, now or in the future? Your answers to these questions will tell you at least a little about your working habits.

Then you will try to find out just what you are really interested in. Most of us are interested in a few things, but not in all of them. As you think about the various occupations, the ones that interest you most will probably come to the top of your mind. You should be able to tell which of the following groups of jobs is most interesting to you. You may find that you are interested in more than one group of jobs. Do not be surprised if you are. After that you can decide which

- GROUP A** indicates that you probably have an interest in mechanical things—that you like to work with your hands and use tools and machines.
- GROUP B** indicates an interest in numerical work—working for figures and mathematical calculations.
- GROUP C** represents a few jobs which could be classified as “technical,” and usually reflects an interest in work of a scientific or engineering nature.
- GROUP D** jobs show a preference for working with people—in selling or promotional occupation.
- GROUP E** jobs are clerical in nature—indicating an interest in office work and business procedures.
- GROUP F** indicates artistic interests—liking for creative activities. Dramatic and literary jobs could also be listed in this group.
- GROUP G** implies an interest in working out of doors on your own.
- GROUP H** shows a preference for work with words and ideas, as well as with people.

Your Interest Areas May
Reveal Some Important
Facts

CHECK

If you had to select one or more of the following jobs, which do you think would be the more interesting? Check as many as you find of interest to you and number them in order of your preference.

GROUP A
Auto Mechanic
Handyman in a “Fix-
it Shop”
Shop Apprentice

GROUP D
Automobile Salesman
Sales Clerk
Household Appliance
Demonstrator

GROUP G
Forest Ranger
Truckdriver
Landscape
Nurseryman

GROUP B
Bookkeeper
Bank Teller
Timekeeper

GROUP E
Stenographer
File Clerk
Comptometer
Operator

GROUP H
Lawyer
Minister
Teacher

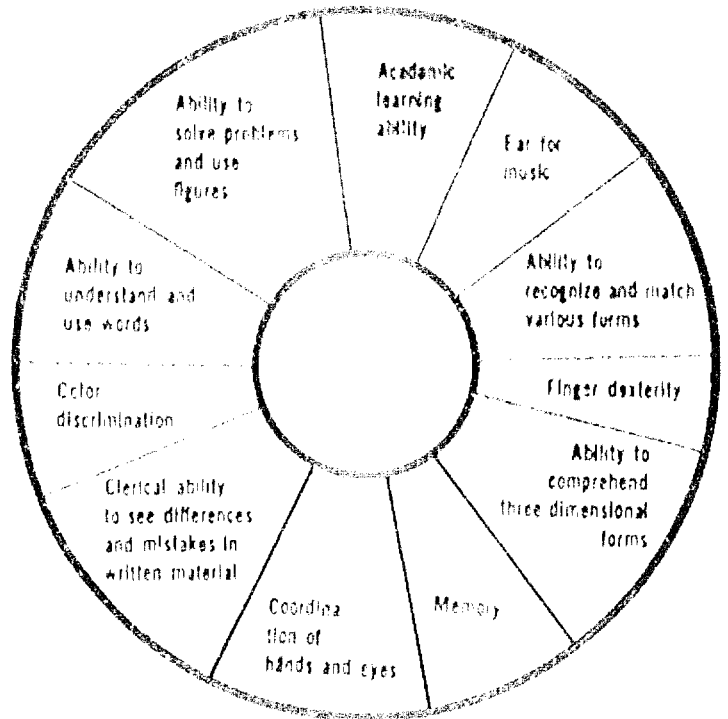
GROUP C
Surgeon
Analytical Chemist
Draftsman

GROUP F
Musician
Commercial Artist
Wood Carver

16-5747-1-67 (Revised 1-67)

WHAT ARE MY APTITUDES?

The ability chart on this page lists the abilities that everyone has, but in differing degrees. It will help give you a broad picture of your own abilities and aptitudes—and will indicate your capacity for learning and doing different kinds of work.



What else do I have to offer?

Copyright © 1975 by McGraw-Hill, Inc.

Everyone has a special talent. Some are born with it, some have learned it, and some have discovered it. You may be a scientist, a musician, a writer, a painter, a craftsman, a person with physical talents, or a person with a special aptitude for learning. The chart on this page lists 12 different aptitudes that you may have. It is possible that you may have more than one of these aptitudes. The "What are my aptitudes?" chart on the previous page will help you find out. After you have found out what your aptitudes are, you can decide what kind of work you would like to do. You may want to learn more about some of these aptitudes.

SELF INVENTORY

EDUCATION

1. *Grade completed*
School and years you were in it.

2. School subjects you did best in.

3. School activities you were especially interested in.
Why you enjoyed them.

4. School subjects you did *not* like.
Why you disliked them.

EXTRACURRICULAR

School Activities

1. List your extracurricular activities and the reasons you like or dislike them.

PERSONAL DATA

1. List your interests, hobbies, and talents.

2. List your work projects.

3. How well do you get along with other people, your parents, the teacher, friends?

4. What personal attributes do you have that are your assets?

5. What other information do you feel would be of interest to a prospective employer? Who would this interest him?

JOB

EXPERIENCE

1. List jobs that you have held that you liked best.

2. What was there about them you liked best?

HOBBIES

1. List the hobbies and leisure activities that you especially like, and the reasons you enjoy them.

2. List one additional piece you think you would like to have, and the reasons why.

HEALTH

1. List any physical limitations which may restrict your occupational choice.

OCCUPATIONAL CHOICE

1. Considering all of the above information, list the three jobs which you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference.

1. Name of job
Why interested?

2. Name of job
Why interested?

3. Name of job
Why interested?

If you could have your choice of any job, which one would you choose?

Why?

List a few of your personal ambitions and tell why you want to achieve them.

How can I find out what occupations offer the greatest opportunities?

There is more to the question of opportunity than meets the eye. For the world of work is always *subject to change*. New inventions, new enterprises and new industries are entering the picture constantly, and then new jobs spring up or jobs change. Think of all the jobs that have come about as a result of the development of the aircraft, automobile, chemical, and electronics industries.

On the other hand, while industrial development creates new kind of jobs, it may cause other to die out. As a result, some skill needed today may become obsolete even within the span of your working life. So, in order to make a wise occupational choice, you should examine the question of opportunity from all sides.

YOU SHOULD KNOW

There is a constant change in the occupational structure of the economy, and you must be prepared to meet the challenge.

For this reason, you should be prepared to change your occupational choice at any time during your working life.

Learn to change with the times.

Learn to change with the times.

Learn to change with the times.

Learn to change with the times. You must be prepared to change your occupational choice at any time during your working life.

For this information you can get help

There are many agencies and people who can help you. Ask for the name of Texaco Company, for example. How do you get to the top of the list in your fact-finding search? Here is one of the best ways to get about a great variety of occupations. It is called *Occupational Opportunities*, available in paperback, with you, and help you explore the occupational opportunities available in English. *The text is available for \$3.00.*

Other People and Places That Are Worthwhile Sources of Occupational Information Include:

- District Education Office
- Federal Government, Manpower Development and Training Service Office
- Local Public Agencies
- Planning Council on Education of Man and Work
- Vocational Placement Office
- State and Public Libraries
- Vocational Guidance Office
- Trade and Business

Will additional education and training help in finding work?

Yes, additional education and training can help you find work. It is important to know what kind of education and training is required for the job you are interested in. For example, some jobs require only a high school diploma, while others require a college degree. It is also important to know the general direction toward which you should be looking for work.

Would summer or part-time job experience help?

Visit www.bls.gov to find out more about the Bureau of Labor Statistics and how you can use their resources to help you choose a career. You can also find out more about the different types of jobs available in different industries and how to get into them.

Do I need an alternative vocational plan?

Visit www.bls.gov to find out more about the Bureau of Labor Statistics and how you can use their resources to help you choose a career. You can also find out more about the different types of jobs available in different industries and how to get into them.

Some occupations for high school graduates where there is a demand for more workers:

Drafting	Engineering Aide
Food and Die Making	Photography
Mechanical Repair	Typing
Skilled Construction Worker	Beauty Operators
Offset Pressman	Hospital Attendants
Auto Body Repair	Sales Clerks
Repairing Appliances and Equipment	Sewing Machine Operators
Electronic Technician	

Some examples of occupational fields for college graduates where there is a demand for more workers:

Engineering	Laboratory Aids
Science	Nursing
Mathematics	Library Work
Medicine	Social Workers
Teaching	Health-related Research
Business Analysis	Health Education

REMEMBER

- Study many occupations before choosing one.
- Then study many aspects of that occupation.
- Consider where the job will lead, not just what it will pay at the start.
- Get the necessary training for the vocation you choose – it might begin with a job, if necessary.

AN ENCOURAGEMENT LABORATORY

— Mary Elizabeth Schell

One day career teachers went to school at the Veterans Hospital. The class met at 3:30 p.m. with Dr. Walter O'Connell, a staff psychologist. He generously agreed to assist teachers in the guidance of self-analysis and goal planning.

To prepare for the meeting, teachers saw a video tape of a panel discussion on "Democratic Behavior." Dr. O'Connell, the moderator, was joined by a priest, Rev. W. D. Salisbury (747-9595), Dr. Pattye Kennedy, a psychologist (692-6216), Rev. Oneilet Maurice, Director of Life Style Community Center (522-7911 Ext. 251), and Mr. Bill Helton, a graduate student employed in the Human Resource Department for the Houston Independent School District. Mr. Helton has completed all his work for a doctoral degree in psychology.

The panelists stressed each individual's responsibility in family and classroom group decisions pertaining to behavioral criteria. All agreed that each person, regardless of age, sets an example of behavioral patterns which speak louder than theories or punishment.

Teachers who wanted a detailed follow-up to analyze behavior, introspection, and goal planning were told to call the people on the panel. Each one offered assistance in organizing study groups. Interested participants outside of Houston might also set up study groups through their local university leaders, churches, or professional psychology organizations.

A summation of the panel's suggestions included: Comprehensible guide lines for behavior; the "practice what you preach" rule; a sense of humor, the ability to listen as well as to talk; the recognition and admission of imperfections within ourselves, and an awareness of the right of imperfection within everyone else.

With the video tape as a background, the teachers came to class armed with ammunition of classroom problems versus theories expressed by the panel. Dr. O'Connell listened well. He heard strong complaints of students' negative reaction toward professional assembly programs. Music and skits had been presented to encourage career interest, but the audience soundly rejected the performances.

He listened further as teachers complained about student unrest and discontent in the classrooms. Finally he listened to the teachers' explanations of negative or a void of communications from parents. Dr. O'Connell gave theoretical reasons for each example of unacceptable behavior. He then prescribed solutions based on theories summarized in the video tape. One by one, the teachers questioned the relevance and implementation of democratic behavior in career classes.

Finally, Dr. O'Connell assumed the role of a disinterested, disgruntled parent. On the stage he became a negative parent. His demonstration was a reaction of a father who had received a career teacher's note asking for help in one of the following ways: information and pictures that explained his job (a mechanic); assistance with study tours; or old newspapers that could be used in the classroom. He was angry about the note because "My kid never was proud of me or my job, and my boss sure don't want me wearing fins with that little camera you wanted to send home. That note means trouble just like all the other ones the kid brings home. No good comes from any school notes. They all spell trouble."

Through the year, the parent had received so many negative reports from teachers that now the sight of any school communication made him and his wife boil. The fury usually resulted in angry words, then no communication between him and his wife.

"The kid is no good, he don't care about me!" but writing poetry, picking a guitar, and smoking grass."

hate toward himself and the school began to build up in his emotional retorts, but the real feeling did not become clear until Mr. Ted Schneider, a teacher in the audience, volunteered to take the part of the father's inner thoughts. Ted put reason behind the spoken words, and the irate father began to make sense to his audience. The inner voice said, "I don't like my job; it's dull and boring. No wonder the kid isn't proud of me. Sometimes I really like that kid. I wish I knew him better. He seems to have more courage than I do in picking jobs. Who am I kidding? He goes along with the crowd. How do I *know* he smokes grass? I never found it on him; why can't he accept the grind of life and be a mechanic like his brother? His poetry and music (*censored*) are for sissies. He's a failure and everybody's blaming me. What can I do? I'd like to help, but I don't know how. The school should have the answers but instead they keep blaming me. My wife blames me. Everybody is passing the buck—aw—I don't know. What the *hell* do people expect of me?"

The uncomfortable father clearly revealed his fear of making mistakes. This fear had made him a drop-out parent. The climax of the demonstration came when a teacher agreed with some of the attacks on school procedure. "Maybe I made too big a deal over the note. I make mistakes, too, you know, I'm only human," she said.

"Ma'am, that's the first time I've ever heard a school teacher say 'I make mistakes,'" the father responded warmly.

Tension eased and communication improved. The parent and teacher began to work on toleration of imperfections within themselves and others.

The anticlimax of this study came the next day when an enthusiastic teacher, Mr. R. B. Parnell, related his experience with a student. The stage demonstration on Wednesday became a reality in his classroom on Thursday. A sobbing young man came to his teacher to say, "My father has just thrown me out of the house." Mr. Parnell said he was able to listen and respond effectively with positive guidance. "My answers were based on Dr. O'Connell's encouragement laboratory. It really works!" he said.

KNOW YOUR SPECIAL TALENTS

--- *Mary Elizabeth Schell*

"Do you have any catsup?" Hugh, a teenager next door asked. "I'm making a movie with my two little brothers as the stars. You see, I've written this war story; so I need catsup for blood."

Soon the backyard was filled with music, action, and catsup. Flags waved proudly as victory came to the two little brothers. The cinema was a triumphant success.

In a few years Hugh graduated from high school and went away to a real war in Vietnam. The Navy found that his backyard talents were very valuable in their photographic labs; so his military years brought training and experience in photography and writing.

When Hugh returned to civilian life, he decided to make his home in Houston. He and his wife were involved in a variety of jobs, but his interests in writing and photography were so strong that he kept thinking, "What can I do to use my talents in my own business?" Finally, he decided on a weekly newspaper for motor enthusiasts. He studied the market and found the demand for recreational products was increasing. There was a need for a publication that would serve advertisers of recreational products; thus a new paper *Autolife* was born.

Friends not only wished Hugh well, but they eagerly helped him with their time, skills, and muscles. The first week's profit was \$200.

This is a true account. It appears to be the beginning of a success story for a young man who is not much older than you. If you want to find your answer to rewarding work, follow his example. That means *know your own special talents, find a need for your service or product, and build up teamwork through wise planning.*

AUTOLIFE

NEWSMAGAZINE

TRADE MARK

VOL.: NO. 1

PUBLISHED WEEKLY

THURSDAY MARCH 15, 1973

Introducing A New Publication For Motorists

Motorists in the Greater Houston area now have a new publication to serve their particular needs. AUTOLIFE NEWSMAGAZINE, a weekly publication located at 3478 Ella Blvd. will direct itself toward providing the city and surrounding area with a common market for services and products related to automobiles, motorcycles, go-carts, racing and sport cars, Rec-V's, boats and trailers.

"We want to be a paper which will interest both the average motorist who wants a faster, safer way to work, in a better car, and the car or motorcycle enthusiast who also looks at driv-

ing as a sport or hobby," said Hugh LeVrier, President of the Autolife Corp.

AUTOLIFE NEWSMAGAZINE intends to keep the public abreast of local club activities, rallies and local races, and invites members to join the publication in building interest in the Houston area sport scene.

The newsmagazine will run free classified advertising for persons wanting to buy, sell or trade anything in the market of vehicles, spare or racing parts, tools and automotive accessories.

"We hope that AUTOLIFE NEWSMAGAZINE will become the place to shop for cars, new

or used, parts or tools for the backyard mechanic," said James Darby, general manager of the publication.

"Enthusiasts need a trading post to find old or rare parts, or racing equipment for their cars," he continued. "We think this weekly format can provide a real service to the motoring public. And with our feature stories on new cars, local personalities and events, local interest in sport motoring should be improved."

"Houston is ready for the paper and certainly local club members and racing teams deserve more attention and support from the local media than they have received in the past. I hope we can help change all of this," he concluded.

AUTOLIFE NEWSMAGAZINE is accepting news or pictures of local events. Drop by to see us.

SELF-ANALYSIS THROUGH IMPROVISATIONS
PURPOSE OF ROLE PLAYING

- - - *Mary Elizabeth Schell*

1. Why—Help students see a reason for behavior on the part of individuals and groups. Acceptance can follow when reasons are understood.
2. Others—Help students develop the ability to experience feelings of others. Eventually concern for others may follow.
3. Tension—Help students find a character act which will give them a release for pent up feelings.
4. Diagnose—Students often show their hidden feelings when they act out another character.
5. Improvement—Self-concept can be enriched if students are allowed to play roles that bring about peers' approval.
6. Problems—Solutions can be reached within the minds of the students if oral exchange of ideas is directed wisely.

Procedure for Role-Playing:

1. State Problem—Read the story or explain the confrontation
2. Choose actors
3. Prepare audience
4. Explain stage setting
5. Act out play
6. Discuss alternates for decisions
7. Evaluate

SELF-ANALYSIS – HUMAN VALUES AND ETHICS OPEN END STORIES FOR SELF-ANALYSIS

... *Mary Elizabeth Schell*

Each incident in the following stories was a real situation that occurred recently in the life of teenagers whom this writer knows.

The teacher or a good student should read aloud the following stories. Students should be ready to end the stories either on an individual basis as a narration or as a group presentation in an improvisation.

The teacher should prepare the introduction and follow-up of each story. The class should be made aware of the morals or ethics sometimes found in work situations.

When should a worker compromise? This question can be answered more easily now than when the students are actually on a job. Thinking ahead gives practice in real life problems and reduces shock that may occur if individuals have not been made aware of moral problems that may rise to the surface in the world of work.

THE PETRO-GO-GO STATION (Duties vs. Human Concern)

John had worked as a gas attendant at Petro-Go-Go Station for five years. He filled gas tanks; cleaned windshields; checked tires, battery, oil; and attended to all needs of the automobile. Customers liked John. He was always willing to do little extra services with a pleasant attitude.

A new owner has just bought the station, and he wants to keep John as a station attendant. He has explained new duties to John. These duties include only cleaning the station, stocking shelves, and making change. Petro-Go-Go has now become a self-service station.

Mr. Jacobson is an elderly man who has traded at Petro-Go-Go ever since John had worked there. He is on a limited income and is unable to stoop or do very much because of a heart condition. Mr. Jacobson has just driven up to the station. He expected John to come out with a big smile and service his car as usual. Since this is a self-service station, John's boss has said, "No service." Let's see what happens.

THE FAIR PLAY GROCERY STORE (Management vs. Honesty)

Bill has applied for a job as a checker in the Fair Play Grocery Store. The personnel director liked his application and was well pleased with the personal interview; however, he explained that Bill would be hired as a sacker and could work his way up to a checker. That seemed fair enough. Bill worked hard, and in six weeks he received a pay increase of ten cents per hour. His new duties were stocking counters as well as weighing and marking the price of fresh produce selected by the customers. Bill had good eye sight and sharp eyes. He was able to figure prices quickly. The produce manager explained to Bill that he was supposed to charge an extra penny on any item he weighed and priced. Most everything would come out between whole numbers; so it wouldn't be asking too much to add a penny to *all* produce that was weighed. No one would miss the penny or question it. "After all," the produce manager explained, "some of the produce will spoil and transferring this small change would be beneficial to everyone. It is just good business. Everyone does it." Bill wasn't sure about that. He went home that night and did some serious thinking. Let's listen to Bill's conscience arguing with him.

LARCON'S CLOTHING STORE (Owner vs. Truth)

Jane was hired to clerk in Larcon's Clothing Store. It was her first job, and she was eager to please her employer and the customers. The store owner required that all clerks must mark the merchandise for a fire sale. Jane asked about the cause and location of the fire. Her questions were ignored. Finally, Jane realized that she must not ask any questions if she wanted to keep her job. When communications are bad, there is often something wrong, and no one wants to discuss it. This was an unpleasant truth learned only on the job at Larcon's Clothing Store. Jane remembered her mother's advice, "Keep your eyes open and your mouth shut." That is just what she did when customers began to quiz her about the "fire sale" merchandise. A manager overheard Jane's attempts to avoid customer's questions and realized that she needed help. After the customer left, the manager said, "Jane, sometimes business has to stretch the truth a bit. This merchandise was not really in a fire. *Where* goods come from and *why* it is on sale is really none of your business. You are just a clerk. Understand? Do not try to go beyond your duties as a clerk."

Jane went home that night to do some serious thinking. She had read about stolen merchandise being sold at some local stores. Now here was fire sale merchandise that had not been in a fire. Why? What should she do now about her job?

THE DISCOUNT STORE (Minimum vs Maximum Sales Tax)

Mr. Z opened some discount stores. Many teenagers were employed to stock the shelves and check out customers. Instructions for adding sales taxes were given. Tom and Marie were hired as checkers. They had studied business and office careers in Career Orientation, so they knew that the sales tax for Texas is 4 percent on each dollar and the city sales tax for Houston is an additional 1 percent. That means an additional 5 percent (.05) sales tax would be added to each dollar spent except for prescriptions and food. What a surprise was in store for Tom and Marie when Mr. Z ordered all clerks to add a sales tax to each item of ten cents or more rather than to the total bill. In other words, ten items that cost ten cents each would have a one cent tax added to each dime that was spent. That would result in a ten-cent tax on a dollar rather than five cents as designated by law. Tom and Marie looked at each other with a puzzled glance. Why was Mr. Z charging customers extra taxes by adding a tax to each little item? How could Tom and Marie explain this to customers? How could they explain it to their own consciences? Let's listen to their telephone conversation that night.

What's happened to humor?

By H. D. QUIGG

NEW YORK (UPI) — What has happened to funny stuff in America? Where has it all gone? There don't seem to be any gags being passed around among friends or on the streets. Thigh-slapping stories, once bountiful, have dwindled to a precious few.

You don't have people like Fred Allen going to the west coast and remarking: "California is a fine place to live, if you're an orange."

Or Robert Benchley, who had a running bonhomie with his bank, paying off at a party at 4 o'clock one morning and signing the check: "Dear bank, having wonderful time, wish you were here. Bob."

Or Joe Frisco, the stuttering comic, tak-

ing a friend to his hotel room and phoning the desk clerk: "I have a c-c-complaint. There's 1-1-two people in this r-room and only one B-B-Bible."

This kind of compulsive joviality, according to pulse takers of the droll, seems to be in deep doldrums. A sort of buffo downswing. The general tendency is to blame the harsh times for this — the perilous state of the world and the brutality upswing begetting a humorless mood.

Comedian Sam Levinson who is writing a book about the change in eras, disagrees with this theory. He says the trouble lies with the quickening life's tempo.

"I'll tell you the reason you hear fewer gags on the streets," he said. "People don't talk to each other. They're too busy. Then they go home and have a quick din-

ner and sit and stare at television for three hours. When there is no dialogue, how are you going to get joke telling among people?"

"There's a general impatience. I don't see people sitting down and chatting anymore. People have no patience with humor. You get a man on TV who's telling a joke, and if he's not getting a laugh before 10 seconds, people think it's deadly. Will Rogers in his day could stand and think that long, without saying a word.

"Today a performer has to get a yak every four seconds to be in tempo. This is not really a humorists' era. It's a gag writers' era. It's flash humor — instant laughs."

Despite the grave times, Levinson says the material is still there to be made fun of: "Human life has never changed. Man

Houston Chronicle

February 8, 1972

has always been up the creek. But the attention span is getting shorter."

So where is humor going? The way of the chicken in the supermarket. It comes in parts rather than the whole chicken. Humorists need to go into depth to discourse on a subject.

"The fragmentation of the animal kingdom is in the supermarket," Levinson said. "Chicken by parts — you buy 14 breasts, five legs. I call it Picasso poultry. You buy fish by parts.

"You can't get greatness with just parts — not great humor. The contemporary prayer is: Dear Lord, grant me the gift of patience — and I want it now. This is part of the whole problem. The punch line has to be now."

Okay, so how's this for a punch line: Slow down — and laugh.

DESIGN FOR CONTINUED SELF-ANALYSIS AND PLANNING BY PRESENT AND EX-O. O. STUDENTS THROUGH A CAREER CLUB

... Mary Elizabeth Schell

Goals

Apply needs, interests, and abilities of all members. Other projects can be correlated with the Career Club. The club must serve as a framework for learning through a voice in developing and building sound attitudes and values.

Procedure

Tie the club in with inter-community. Make programs largely social and recreational. Allow and encourage the club to function under its own leadership but provide guidance when needed. Provide opportunities to make everyone feel important. Stimulate discussion, self-improvement, and planning through questions and suggestions. Make advanced plans for opportunities of tours, movies, and community projects that will be a privilege after school hours. Center activities around one project each semester.

Members

Encourage all members of the faculty, community, and student body to participate. Good conduct and cooperation are the only requirements.

Time

The frequency of meetings and the length of time in each session will depend on the leaders and members. Democratic action should be encouraged.

Projects

The group may want to center its attention on food, sports, or some other subject that is of prime importance to the majority of members. Principles, planning the future, safety, money management, and community involvement can be given emphasis; the club meeting can serve as a workshop for activities at all levels of ability. Members should be encouraged to seek knowledge outside the strict subject matter of the chosen project. Recognition and reward for extra services should be a vital part of the sponsor's plans.

INVOLVEMENT (For the Student)

Busy people are involved. They are not spectators sitting on the side line. Everyone has a special talent that helps him get involved in a rewarding career.

Three ways to get involved are through hobbies, volunteer work, and a job that pays money. Often working for no money leads to a job that pays well.

Hobby leaders are found in your school, your community, and in business. Examples of organized hobby leaders are County Agricultural Agent and scouts. Phone these organizations for help. The County agent's number is 228-8311, ext. 402; the Boy Scouts' number is 224-9111, and the Girl Scouts', 523-7315.

Volunteer leaders are found in the Red Cross and Amigos. Get involved with other teenagers who are volunteering to build a better world. The Red Cross number is 227-1151 and the Amigos number is 782-5290.

Part-time jobs may be located by applying to fill needs found in your neighborhood and by reading want ads. The Texas Employment Commission also will be glad to help you. The number is 225-1711.

Write the kinds of jobs you think you can do well. Write your qualifications. Practice reading what you have just written.

Getting involved: Job opportunities for volunteers

FISH — This volunteer group with the unusual name is badly in need of new members to do its work throughout the city and in out-lying areas.

Fish is an inter-denominational group of volunteers who have adopted this brotherhood symbol as their own. They work in geographic units, mostly serving people in their general neighborhood.

They work on a first-name basis only; calls for aid come through a main switchboard. A coordinator receives the message and then alerts Fish volunteers who have donated their time that day.

It is an opportunity to do volunteer work on one-to-one terms and in your general area. If you're interested in working with the Fish unit in your area, check the information below:

Fish Westbury: One day last week the coordinator of this unit was desperately looking for someone who could take a neighbor to his physician's office for regular checkups over a two-week period.

The neighbor was looking for transportation before he underwent eye surgery. After his surgery he would be unable to drive for two weeks

and would have no way to get to his doctor's office for post-surgery exams. He needed rides he could count on.

The coordinator had a volunteer for this day or that day of the month, but the schedule was too spotty at the moment for her to promise the man assistance. The Westbury unit basically has a need for MORE people to fill out a schedule — people who can say I'm available for the "first two Tuesdays of each month" or something similar.

Westbury's big job is providing transportation for people to the Texas Medical Center or to medical offices.

For Westbury Fish, call 723-7625.

Fish Main St.: This unit needs 65 to 70 volunteers. The coordinator would like enough people to provide a volunteer each week day from 9 a.m. to 5 p.m., plus back-up people for the same days and hours.

The main job is transportation to and from the medical center for people who can't physically handle a long bus ride or the walk to the bus stop and the wait.

One request the unit has been unable to fill: A woman needs half an hour or an hour

a week to do her grocery shopping, just to step out of her home for awhile. She can't because of her husband who is suffering from muscular sclerosis. She needs someone who will stay with him while she is away from the house for a brief period.

Fish Main St. also has a number of young-adult members who are organizing a Fish Pantry to provide on-the-spot food, mostly canned goods, for those who are caught between no food and getting on the food stamp program. The pantry Fish members need volunteers to help them deliver the food. They could also use cash donations.

This unit covers areas like Montrose, the Third Ward, the Rice University Area. Call 528-0280.

Fish Pasadena: About half the requests to this group are for transportation needs within the Pasadena area. The other requests are for rides for neighbors to the medical center or to doctors' offices outside Pasadena. Volunteers are needed in Deer Park which this unit also serves.

"We're a bunch of untrained people who haven't much to give, but love," said a coor-

dinator. For Pasadena Fish, call 472-4738.

Fish Washington-Katy: Almost 100 per cent of the calls for help to this unit are from elderly people in the area who need rides to medical appointments. The unit averages a call a day and it needs at least 30 new volunteers.

This unit is a year old. Five area churches support the unit. The area Fish members are both non-church goers and church goers. Area men have volunteered their evenings but most of the calls come during the day so there is a need for men who can devote daylight hours to the volunteer work.

If you live in this general area, call 224-3793.

There are other Fish units we were unable to contact. If you live in the following areas, contact:

Fish Heights: 861-9056

Fish Spring Branch-Memorial: 468-9411

Fish-LaPorte Clear Lake Area: 448-0897.

Fish Southeast: 523-1717

When you call the above numbers, your name and phone number will be taken by an answering service, switchboard-style. A coordinator from the Fish unit will contact you.

Youth saves 3rd child in recent months

Houston Post — January 13, 1973

By ERNEST BAILEY
Post Reporter

Saving the lives of children has become a habit for 15-year-old Larry White.

The Ryan Junior High ninth grader accomplished such a feat Thursday for the third time in recent months when he gave mouth-to-mouth resuscitation to a 14-month-old baby who had been rescued from a fire in an apartment in the rear of 301½ Cleburne.

Two men pulled three children to safety through a window from their burning home at 3931 Purdue shortly after 2 a.m. Friday. The efforts of Charles R. Hartwick, 31, of 7402 Flowerdale and Douglas A. Findley, 28, of 4508 Suffolk, a distributor for the Houston Post, to rescue the parents were unsuccessful.

White, who lives at 3020 Isabella, said he was going to a friend's home when he saw two men beating on a

door where an apartment was on fire.

The door was locked from the outside and there was no

Houston fires/page 17A

reason to believe anyone was inside, investigators said.

Larry said he gave his coat to a woman who had escaped from an upstairs apartment at the same address to pro-

tect one of her babies from the cold weather.

He recalled he then tried to go in the lower burning apartment, but there was too much smoke and he could not see.

"We waited until the firemen came and broke into the apartment," Larry said.

"One stuck his head out of a window to catch his breath and I took the screen out for him.

"I went back around front and one of the firemen ran

out with a 2½-year-old baby that was still breathing. After the baby was administered oxygen it was all right.

"Then District Chief Donald Crowder brought out the 14-month-old baby which was not breathing and asked for someone to help. We kneeled down. He put the baby on his knee and I gave mouth-to-mouth resuscitation.

"The baby was soon revived, Chief Crowder said the baby was all right."

Crowder and Fire Capt. Paul Carr credited Larry with saving the baby's life.

Both children were taken to Riverside Hospital where they were reported in good condition.

When the firemen broke in they found a chair next to a heater on fire.

Larry said he learned mouth-to-mouth resuscitation while taking training to be a junior life guard at Jack Yates Senior High.

The youth, who works after school at the Drew Allen Day Care Nursery at 4115 Caroline, and Ronald Ogletree rescued two boys — aged six and seven — from a burning duplex on Cleburne on Dec. 7.

"Ronald, Patrick Williams and I were passing by and saw flames coming from a back window in the 2700 block, I believe," Larry recalled.

"While Patrick ran across the street to his home to call the fire department, Ronald and I got the two boys out.

They were all right. They had been playing with matches and started the fire."

Larry rescued a 10-year-old boy from drowning in the Emancipation Park swimming pool early last summer. The boy had gone down in the middle of the pool.

"I was able to hold his head above water and get him out before he swallowed too much," the youth said.

Larry had won four first place ribbons and a trophy for various events in swimming meets at Emancipation Park.

Teenaged hero gets special day

Mayor Louie Welch proclaimed Wednesday Larry White Day in Houston to honor a three-time hero.

White was credited in helping to rescue several children in two fires and pulling a 10-year-old boy from a swimming pool.

The 15-year-old Ryan Junior High student got a standing ovation from the City Council audience after Welch presented the proclamation.

"I wish it were within my power to extend to you the Carnegie Medal for heroism, but that's in somebody else's hands," Welch said.

Success brings on more success, so we want to find something in the lives of others and in our own lives to give us encouragement. Finding successful areas in our lives is the beginning of goal planning.

Houston Chronicle
January 24, 1973

Hobbies

Developing hobbies in leisure time is a relaxing and rewarding way to prepare for careers.

Houston youth Bug winner

This week's Cartoon Bug features a hard winner. Carlos Frayoso Jr., of 1911 East Avenue J in Harlingen, Frisco, 18, recently graduated from Milby Senior High School. He is presently a student at the University of Texas at Austin, studying data processing in night school.

Despite his success in this and other drawing contests, Frayoso has no ambitions for a career in art. His cartooning, he says, is mainly done for his own amusement and that of his close friends.

"I like to do funny stuff," he said. "I've been drawing since I was very small. It's a nice hobby and it relaxes me."

Sunday, October 15, 1972, THE HOUSTON POST

Cartoon Bug

The Bug pays \$10 for original cartoons printed in The Post. If high school age or under, send your entries to Cartoon Bug, c/o Spotlight, The Houston Post, Houston 77001. Include a stamped, self-addressed envelope if you want your cartoon returned.

PLANS FOR THE FUTURE

Educational Goals

(Discussion and background information compiled by Mrs. Mary Elizabeth Schell)

Need of High School

"One student out of every four will drop out before completing high school. He will become the last hired and the first fired in today's labor market."¹

"Unemployment of youths with an eighth-grade education or less is four times the national average. Jobs filled by high school graduates increased by over 40 percent in the last decade. Jobs for those with less schooling decreased by 10 percent."²

Need of Community or Junior College

In order to bridge the gap in a rapidly changing world, schools are needed for adults to continue education. The very nature of work keeps changing with new technical advances. "as the demand for more education and specific occupational skills increases, the community college seems to be a promising idea. Technical and highly skilled areas usually require one or two years of education beyond the completion of high school."³

Need of Four-Year-College

Some professions require one or more college degrees. This means the government or private companies sometimes require certificates that cannot be awarded until graduation from four or more years of college, but "College is no guarantee of a happy career, a successful life, or even a mark of achievement. No student should be counseled to go to college unless his studies will lead to a goal set by that student. It does not have to be a career goal, but it must be one personal and relevant to the student, not to his parent or teacher."⁴

"According to projected statistics, by 1975 America will have 3.3 million more college graduates than will be required."⁵ Perhaps one reason is the lack of career information before choosing a course of study. In a recent study about college students, "the most important finding about how the environment affects the student's educational and vocational plans is that the student's field of study and career choice come to conform more and more to the choice of his peers. This pattern of effects was particularly evident in the case of careers in engineering, teaching, law, and business."⁶

Statistics show the importance of the students' achievements and career choices at the time of entering college. "The implication here is not that his choice of a college is unimportant but rather that the college environment is of little importance compared to his initial input characteristics."⁷ "The implications for manpower policy and planning are clear."⁸ "While America fools many of its young by linking job opportunities to diplomas and degrees from schools that provide sometimes pitifully inadequate experiences, the demand for a better educated work force has grown in relation to changes in the mix of occupations accompanying technological and other changes in American industry."⁹

¹ Grant Venn, *Man, Education, and Manpower* (Washington: American Association of School Administrators, 1972), p. 92.

² *Ibid*, p. 92

³ *Ibid*, p. 101

⁴ *Ibid*, p. 98

⁵ John K. Folger and Charles B. Nam, *Education of the American Population, 1960 Census Monograph* (Washington, D.C.: Government Printing Office, 1967) p. 174.

⁶ Alexander W. Astin and Robert J. Panos, *The Educational and Vocational Development of College Students* (Washington, D.C.: The American Council on Education, 1969), p. 141.

⁷ *Ibid*, p. 143.

⁸ *Ibid*, p. 143.

⁹ Ivar Berg, *Education and Jobs: The Great Training Robbery* (New York: Praeger Pub., 1970) p. 10.

PLANS FOR THE FUTURE

1. 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

_____ enter military service

_____ other plans, what are they? _____

2. State the chief reasons for your plans indicated above. _____

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

4. Give reasons for your choice. _____

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

6. What achievements in school have given you greatest satisfaction? _____

7. What occupations or fields of work have you considered for your life's work?

1st choice _____

2nd choice _____

3rd choice _____

Reason for first choice _____

8. When did you begin considering this choice? _____

9. If you could do just as you wished, what would you want to be doing when you are 30 years old? _____

10. How much schooling do your parents or guardians want you to complete? _____

11. What career field do your parents or guardians want you to follow? _____

_____ Why? _____

12. What high school subjects will help you most with the job of your choice? _____

13. What physical and moral qualifications will be needed in the job of your choice? _____

14. Must you get additional training to qualify for promotion? YES or NO
15. Are there related occupations to which this job may lead either with or without training? YES or NO
16. Will you be required to buy your own tools, instruments, or uniforms? _____ Estimated expense _____
17. What are some of the jobs? _____

18. What are the work hours? _____
19. Is there additional pay for overtime? YES or NO
20. Are there seasonal lay offs? YES or No
21. Is membership in a union or professional organization required? YES or NO
22. What firms in your chosen occupation are in our city or within commuting distance? (Use the Yellow pages of the telephone book)
1. _____
 2. _____
 3. _____
 4. _____
23. How much competition? _____

24. At the present time, what is the salary range for an entry level job of your choice?
1. Lowest beginning pay _____
 2. Highest beginning pay _____
25. What do you like about your choice of a job? _____

26. What do you dislike about your choice of a job? _____

27. Does this choice of a job involve working with your hands, with your mind, or with both?

28. Do you have any hobbies or volunteer projects? If so, name them. _____

29. What certificates and/or diplomas are required in your chosen occupation? Certificates
_____ Diplomas _____
30. How can you qualify for the certificates? (listed in 28) _____ the diplomas? (listed
in 28) _____ ?

ROTC Stresses Leadership

The Reserve Officers Training Corps (ROTC) of the Houston Public Schools will begin its 1972-73 campaign with approximately 2,584 cadets, 10 per cent of these being females, according to Major DeForest Jones, director of military science.

Every senior high school in the district has an ROTC program. Four schools offer Navy ROTC and the rest Army ROTC.

Contrary to common belief, the ROTC program involves more than just marching up and down a parade field, according to Major Jones.

"We stress leadership training," he said. "Leaders are made, not born, as the old saying goes."

Several changes will take place in the ROTC program this fall, among these being the issuing of lightweight green uniforms and a completely revised curriculum to reflect the latest principles of leadership.

More benefits are slated for female cadets now that formal recognition has been accomplished.

"Our female Cadets will receive the same benefits and privileges as the male Cadets," Jones said.

Some of these privileges include the issuance of uniform eligibility for ROTC scholarships, and being able to enter the armed forces as an E-2 or E-3.

Entering the Army as an E-3, or Private First Class (PFC), means getting an extra \$45.00 per month.

Not only that, but students will enter the armed forces with a solid background of military customs and courtesies.

ROTC training in HISD is quite extensive, covering such areas as leadership, military history, map reading, tactics, marksmanship, communications counterinsurgency, weapons, hygiene and first aid, and for the Navy, this includes naval orientation, naval customs and traditions, oceanography, meteorology, navigation and seamanship, astronomy, and piloting.

Enrollment will be about the same as last year, with the exception of Stephen F. Austin Senior High School, which will have an expected enrollment of 250 to 300 cadets as compared to 160 they had last year.

Jones said the program was supplemented with many activities, such as drill competitions, bivouacs, rifle competitions, parades, ceremonies, and summer camp.

Examples of special courses to meet the interest and needs of high school students and adults

Religious Training Offered

The Institute of Religion in the Texas Medical Center offers a graduate program in theological education.

Founded about 14 years ago because physicians in the center recognized a need for clinically trained clergymen, it is inter-faith and supported completely by private donations.

More than 4000 persons including nurses, physicians and clergymen have taken courses

there. A one-year course in clinical pastoral care, marriage and family studies, interdisciplinary research and ethical studies is offered.

About 75 persons a week from the Houston area receive personal counseling at the institute's large, contemporary style building at the center. But the center is not primarily a service organization—it functions as a graduate school as well.

Vocational Courses Expanded During Coming School Year To Include Media Technology

The Occupational and Continuing Education Department of the Houston Public Schools will start the 1972-73 school year by offering 28 new course units in addition to the wide array of present vocational course offerings.

The new units will be in Vocational Office Education, Distributive Education, Industrial Cooperative Training, Home Economics Cooperative Education, Music Instrument Repair, Drafting, Small Engine

Repair, Coordinated Vocation-Academic Education, and a Combination Homemaking and Pre-employment Laboratory in Child Care.

The most innovative course this fall will be in industrial media technology.

This course will train a student to become a media technician, either for television or filmmaking.

Course work in media technology will include videotape,

cameras, audio equipment, lighting, special effects, editing, copying, maintenance, props, scripting, studio procedure, film, and many more related topics.

Students interested in media technology, or any one of our occupational programs, should contact their school counselor or one of the three vocational testing centers — Johnston Junior High, Fonville Junior High, or Houston Technical Institute.

'MASPI' Program to Aid Latin-American Students

The Houston Public Schools will continue the Mexican-American Student Parent Involvement (MASPI) program which began last year to halt the alarming dropout rate of Mexican-American students in the district.

The program began in September of 1972 with funds from the Emergency School Assistance Program, Title 45. Funds for the school year 1972-73 have yet to be allocated.

Reports show that Houston Public Schools lose approximately 4590 Mexican-American students each year from all 12 grades.

The MASPI program last year centered around 11 social workers who worked directly in 19 district schools which had a large percentage of Mexican-American students. Their work included counseling with students, parents, counselors and principals. Urbina said that the program may be expanded to 20 social workers.

The social workers have unusual working hours. They are on duty from 1:00 to 10:00 p.m., Tuesday-Saturday.

"Such a schedule is necessary because to conduct an effective program of counseling with students and parents, home visitations must be at night when the parents are not working," Urbina said.

The MASPI program is two-fold. The social worker is located in the school where the parents and students can come and talk freely about their problems, and talk in a language that they know.

Secondly, the social worker makes home visitation to students who have excessive absences: work closely with the

parents to help them eliminate the problems that cause the absence, whether it is a lack of clothing, illness or misunderstanding about the importance of education.

The MASPI program is geared to help close the gap between the school, the Mexi-

can-American home and the Mexican-American student.

"Many times the problems are due to the lack of confidence a Mexican-American student has in himself, and this is something the MASPI social workers have found," Urbina said.

New Waverly Project To Reduce 'Negative Behavior'

The Houston Public Schools is providing a special kind of help and instruction to boys at the Gulf Coast Trades Center at New Waverly, Texas. The enrollment is comprised of boys who, for one reason or another, may never finish school unless they are provided with a program that is designed to meet their special needs.

The center, often called the New Waverly Project, is located on an 80-acre site in the Sam Houston Forest, and is made possible by the district and the Gulf Coast Building Trades Council through local, state and federal funds.

Students ages range from 14 to 16 and are referred to the center by the Houston Public Schools and the Harris County

Probation department attendance is on a voluntary basis and all students are screened before entrance.

"Our goal is to remotivate these students to go back to public school or to enter an apprenticeship program," said John A. Driskell, director of the center.

"Our primary purpose is to reduce the frequency of negative behavior which may lead a youth in the wrong direction," said Alfred H. Brailsford, educational director of the center.

The center operates without grades which serves for positive reinforcement.

Classes are relatively small, with three, four or five students per teacher, giving each student the maximum amount of individualized instruction.

Occupational skills courses include brick-laying, operating engineers, carpentry, latheing, plastering, cement finishing, roofing, painting, electrical and plumbing.

The students have a choice of what they will do when they leave the center. They may either go back to public school or enter an apprenticeship program with a high school equivalency diploma from the center.

One method used at the center to draw positive behavior is a points system. A student gets five points for attending class on time and for participating in class. Vocational classes count 10 points and students get bonus points for positive behavior. Most students attend four classes each day.

"A student 'pays' 75 points per week for room and board," Brailsford said. "They pay points for certain privileges, such as 100 points to go home on week-ends."

Not all is study at the center. Beside 15 academic instructors, there are also 10 recreational aides. The recreational director, along with the recreational aides, plan extracurricular activities such as hunting, fishing, canoeing, pool, athletics, movies and field trips.

A chaplain, three counselors and a psychologist are also on the staff to provide guidance and counseling.

The New Waverly center will eventually be able to accommodate about 200 students.

FOUR-YEAR PLANS—1973

- - - *Mary Elizabeth Schell*

After the career fields have been investigated, focus in on yourself as you plan the future. If you set goals in your life, you are moving forward with a purpose. Life is exciting, and you have plans for tomorrow. That is why it is important to think ahead today. Your choice of high school subjects is called your four-year plan.

The purpose of the four-year-plan for high school is to give the best possible training to each student regardless of whether he plans to go directly into industry, business, college, marriage, or military service. Learning never ceases in life, and plans will be changed. New courses will be added, and old courses will be left out, as new needs mean new requirements. All courses are important from the standpoint of the benefits that will come to the individual and to society.

In Houston a minimum of 17 subject matter units plus 2 units in physical education are usually required for graduation. One-fourth credit is given for physical education each semester. Students enrolled in part-time training courses are not required to take physical education.

SUGGESTED PATTERNS FOR MEETING GRADUATION REQUIREMENTS - 1973

General Pattern	Liberal Arts	Science and Mathematics	Fine Arts (Music/Art)	Industrial Arts	Homemaking	Stenographic	Clerical-Bookkeeping	Vocational Industrial	Vocational Agriculture	Distributive Education	Basic Skills (i)
English	3	4	4	4 (a)	4 (a)	4 (a)	4 (a)	4 (a)	4 (a)	3	3
Eng. Language Arts (a)	1									1 (h)	
World History Studies or World Geography	1	1	1	1	1	1	1	1	1	1	1
American History	1	1	1	1	1	1	1	1	1	1	1
American Government	½	½	½	½	½	½	½	½	½	½	½
Economics	½	½	½	½	½	½	½	½	½	½	½
Health and Physical Ed.	2	2	2	2	2	2	2	2 (g)	2	2 (g)	2 (g)
Mathematics	2 (k)										
Related Math				2 (k)	2 (k)	2 (k)	2 (k)	2 (k)	2 (k)	2 (k)	2 (k)
Consumer Math (k)	2	2									
Algebra (k) (l)	1	1									
Geometry		½									
Trigonometry		½									
Adv. Mathematics (j)		½									
Science	1	1	1	1	1	1	1	1	1	1	1
Physical Science	1	1	1	1	1	1	1	1	1	1	1
Biology											
Physics											
Chemistry											
Foreign Language	2	2									
Specialization			4	4	4 (d)	5 (e)	4½ (f)	5	4	5	5
Electives	6 (b)	2 (c)	2	2	2	1	1½	1	2	1	2
TOTAL	19	19	19	19	19	19	19	19	19	19	19

(a) If substituted for fourth year English, courses in Speech, Drama, Journalism, or Business Communications or any combination of ½ unit of each must be taken in the senior year. Students not planning to attend a university requiring 4 years of English may use this pattern.

(b) The General Pattern provides maximum flexibility in the choice of electives.

(c) Recommended: Students select one unit in practical or fine arts for a more balanced program.

(d) Recommended: These units should include work in three subject areas of homemaking.

(e) Recommended: Two units in typewriting, two units in shorthand, ½ unit in bookkeeping, and ½ unit in classical practice.

(f) Recommended: Two units in typewriting, 1½ units in bookkeeping, ½ unit in clerical practice, and ½ unit in business law.

(g) Students taking 2 or 3 year vocational programs are not required to take health and physical education while taking these courses.

(h) May be waived for students taking distributive education for two years.

(i) See required courses on page

(j) See page

(k) One year of Consumer Math taken in the 11th or 12th grade may be combined with Related Math. I or Algebra I to satisfy graduation requirements.

(l) Algebra I is not a terminal course for the two-year mathematics requirement.



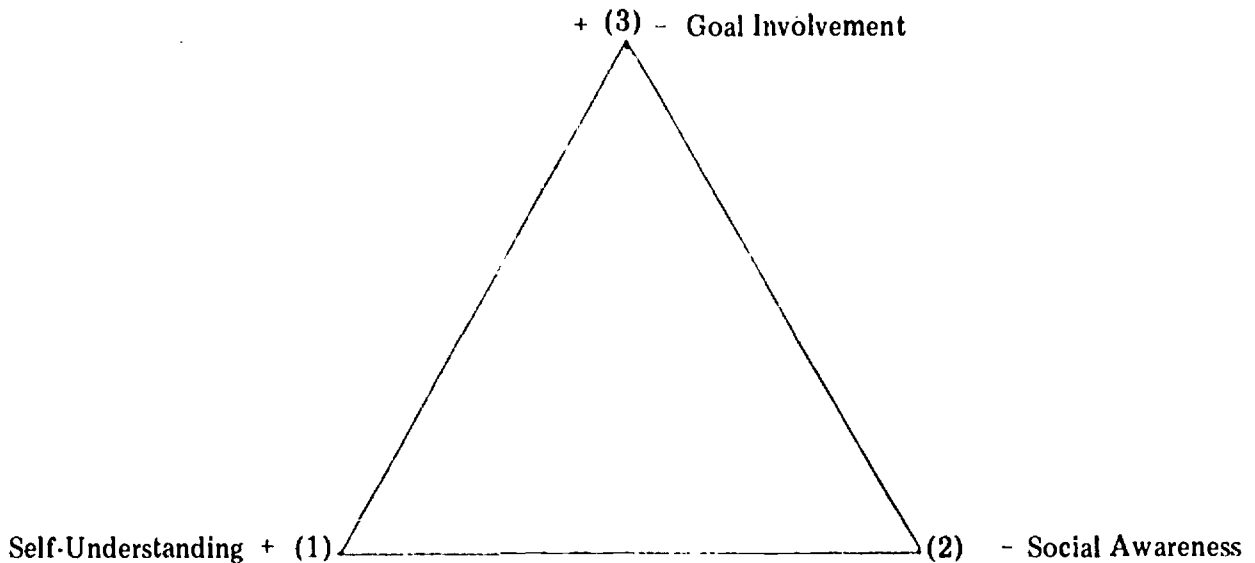
GOALS JOB HUNTING

Tips on Personnel Choices

(Notes from interview with Mr. Bill Moore, Personnel Consultant and Director of Employee Training Programs in Houston, Texas)

When applying for a job, be honest with yourself and the person interviewing you. Don't force the company to go into a blunder area. Take off your mask.

Interviews are based on an analysis of the triangle below:



The positive reasons for wanting to work are marked with a plus sign. The negative reasons are marked with a minus sign. There are sometimes both negative and positive reasons for our actions as shown in (2) on the triangle. The way in which we visualize ourselves and others, our social awareness, and goal involvement are important factors in choosing employees. The strongest guide in deciding on employees comes from this question: "Is he negotiable?"

Negotiable means agreeable. In applying the definition here, Mr. Moore means "Can this person adjust to and satisfy our needs physically, mentally, and morally?"

BY SYLVIA PORTER

© 1972, Publishers Hall Syndicate
True or False?

● The fastest growth in government jobs in the years ahead will be jobs in Federal agencies.

**First
of
Five**

● Most workers in the U.S. are employed by companies producing goods.

● In view of the population explosion, the biggest expansion in jobs for teachers will be in elementary and secondary schools.

● Increasing automation in the office will slash the number of jobs for office workers.

● Good jobs for high school graduates will shrink dramatically as more employers demand that workers have college degrees.

Jobs in agriculture also will dwindle near to zero because of the mechanization of farm work along with the virtual disappearance of the small farm.

tain types of workers — but sharply increased demand for other important categories ranging from business machine operators and copying machine repair people to computer programmers, tape librarians and tape perforator typists. If you are interested in a clerical career, you will find the prospects are bright for work with office computers or in the operation of office machines.

Sure, there's a great push toward college education, but the biggest number of jobs in this country still are going to noncollege graduates, including high school dropouts. There will be tremendous opportunities for mechanics and repairmen, particularly for automobile and airplane mechanics, for business machine and appliance servicemen.

The decline of the small farm has been going on for more than a century, and by 1980 our entire food supply

● Our work force is growing older as our population generally lives longer, and thus more and more key positions are being filled by middle-age and older employees.

If you answered "true" to ANY of these questions, you were wrong. If you answered "true" to most, you flunked—and you thereby joined the vast majority in this country who are embarrassingly ignorant to key trends in today's job market.

Taking the questions one by one:

There will be considerable growth in the numbers of government jobs at all levels — an estimated 33 percent increase during the 1970s. But the growth will be much greater at the state and local levels than at the Federal level.

More than half of the U.S. work force today is producing services, not goods — services

probably will be grown by a miniscule 3 percent of our labor force. However, many new agricultural occupations are opening up in big "agri-business" and in the technical-scientific aspects of modern farming.

Finally, instead of growing older, our work force actually is growing steadily younger, with about two out of three new jobs being filled during this decade by Americans aged 24 to 35. A key force behind this trend is today's scarcity of workers in the age range of 30 to 45 (not many babies were being born in the depression 1930s).

As a result, corporations and other employers are being compelled to reach into the younger age brackets to find executive and other talent — and this is creating an extraordinary opportunity for many American men and women now in their late 20s.

covering the range of medical, teaching, banking, insurance, painting, writing, advising, planning — making us the first service-dominated economy in world history. And by 1980 the overall proportion of our work force in services is expected to expand to two-thirds.

More than 85 percent of the new jobs now opening up are in the services. By contrast, manufacturing jobs will increase an average of only 1.3 percent a year during the 1970s.

The fastest expansion in teaching jobs will be at the college (two-year and four-year) level. During this decade the increase in the number of elementary teachers is slated to be a mere 3.3 percent and many would-be elementary and secondary school teachers will be forced to find new types of jobs.

Automation in the office has reduced opportunities for cer-

**85 Percent of
New Jobs Are
in
Services**

The Houston Chronicle
Feb. 28, 1973

**Phony Job
Ads Target
Of Fraud Unit**

The head of the district attorney's consumer fraud office says he plans to authorize criminal charges against Houston area employment agencies which make fraudulent claims in newspaper advertisements.

The first such charge — for deceptive advertising, a misdemeanor — was filed Wednesday against Jay M. Brandstetter Co., owner of Bellaire Employment Service, Inc., 5119 Bellaire Blvd., said Asst. Dist. Atty. Neal Duvall.

Duvall said a customer complained that he had applied to the agency for a job advertised as "fee-paid." After the customer took the job, the agency told him he would have to pay a \$500 fee. Duvall said.

Brandstetter's wife, the other co-owner, said, "The company which placed the ad said it would be fee-paid. They changed their minds after the applicant got there. We can't control the companies."

She said this was the "first blemish" on the company in 15 years of operation. "I've never been so upset," she said.

"Our information," he said, "is that many employment agencies are falsely advertising jobs which aren't available at salaries which aren't available for the purpose of luring people in, signing them up for another job and collecting a fee.

"If the agencies are offering a job they don't have, that's deceptive advertising."

Duvall said his office will be examining agency advertisements.

He cautioned agency managers that if they advertise a position, they should have it available.

EXAMPLE OF MANY JOBS AT ONE DEPARTMENT STORE, HOUSTON, TEXAS

Job Opportunities at Foley's for the High School Graduate

OF INTEREST TO YOUNG MEN

Sales
Mail Clerk
Bank Messenger
Mail Machine Operator
Counter Clerk
Custodian
Shuttle Driver
Jr. Warehouseman
Jr. Lift Truck Operator
Shipping Clerk
Delivery Clerk
Parcel Post Clerk
Night Bulk Loader
Driver's Helper
Proof Runner
Jr. Printer
Display Helper
Apprentice Trimmer
Laneman
Cashier
Presser
Checker
Hand Machine Operator
Jr. Stock Coordinator
Finger Lift Operator
Vertical Lift Operator
Shuttle Coordinator
Relamper
Bailing Machine Operator
Scrub Machine Operator
Mechanic Helper
Construction Helper
Clerical
Jr. Charge Back Clerk
Ticket Marker
Checker/Marker
Merchandise Handler
Freight Bill Clerk
Transfer Clerk
Stock Tracer
Returned Goods Clerk
Order Checker
Package Collector
Packer

OF INTEREST TO YOUNG WOMEN

Sales
Clerical
Reservation Clerk
Bookkeeper
Jr. Audit Clerk
Credit Clerk
Error Control Clerk
File Clerk
Jr. Payroll Clerk
Cashier
Microfilm Operator
Authorizer
Pre-Inspection Clerk
Post Inspector
Sorter
Look-up Clerk
Biller
Clerk Typist
Bill Adjuster
Telephone Credit Counselor
Jr. Collector
Jr. Control Clerical
Counter Clerk
Housekeeper
Jr. Research Analyst
Jr. Secretary
Unit Control Clerk
Shopper
Receptionist
Seamstress
Gift Wrapper
Jr. Stock Coordinator
Protection Operator
Checker/Marker
Ticket Marker
Returned Goods Clerk
Messenger
Personal Shopper
Wrapper
Personnel Records Clerk
Employment Clerk
Surveillance Clerk
Order Clerk
Bag Checker

Executive Job-Changing on Rise Again

BY JOHN JENNINGS

Associated Press

New York — The voluntary egression rate among managers in their 30s has been shooting upward since the first of the year, said the professor. Optimism prevails, and the young mobiles are changing jobs again.

It is nothing unexpected. Just as water churns when the kettle is heated, so also do the spirited, talented young managers begin to move about when the economy gets hot. It is predictable.

Eugene Jennings, who has spent his adult life — he's a bit on the far side of 40 — studying executive mobility, maintains that this group is the avant-garde of job changers, and that younger and older executives will follow their lead.

"This group is vital to understanding business economies," he said. "They have the most mobility, the greatest capacity to be optimistic.

Jennings' monitoring points, which are voluntarily manned by corporate personnel managers and others with a feel for changing worker attitudes, also reveal a tendency for managers to move to socially oriented jobs.

In addition, Jennings believes that young and middle-age managers today are restless to change their careers, not just their jobs, in an attempt to seek a fuller life.

"After eight to 10 years with a company there is a great tendency for them to summarize their match or mismatch with the corporate world. They sometimes feel they have overinvested in career but underinvested in life."

They are a good barometer of optimism. When they bet, it means people are betting on the future."

For at least two years this group, which is usually the most free to change jobs, was frustrated. "Intelligence dictated that they watch their nests." They were unable to hasten their careers by job changes.

But there is more than optimism and ambition involved in executive churning, which still isn't as intense as it was in prerecession days but may be double the rate of 1969 and 1970.

Between 1965 and 1968, said Jennings, who is a professor at Michigan State University, an author and business consultant, many companies recruited more talent than they needed. Then came the recession.

"They discovered that too many of the people they had hired were not of the proper

caliber. They were forced to counsel out a lot of young, middle-age managers." To be "counseled out" is to be laid off gently.

In reducing their staffs, however, many companies failed to reassure competent workers whom they wanted to stay. Some of these talented people lost their sense of direction, said Jennings. They too expected the ax.

Many of these managers are now moving on, said Jennings, who maintains 11 listening posts in corporations. Their employment was never reinforced by the company, he said. They weren't told they were wanted.

Easing their movement is the fact that opportunities of age exist. Because of the vagaries of birth rates and economic growth, middle-age managers are in growing demand. There are openings for those in their late 30s to mid-40s.

Those who can market themselves now tend to go, Jennings observed. "They are rebelling against corporate life, against what is called the 'five to nine' routine," or of working until 9 p.m. when others leave at 5.

"The unions gave the blue collar worker the idea of a fuller life," said Jennings, "but nobody speaks for the overworked executive." Therefore, he concludes, they are speaking up for themselves.

Fastest-Growing
**Texas One of 3 Top
 U.S. Job Markets**

BY NORMAN BAXTER
 Chronicle Washington Bureau

Washington — Texas is now one of the three fastest-growing job markets in the nation.

Figures in a year-end report from the Bureau of Labor Statistics show that jobs are being created in three states at a rate of more than 100,000 a year.

The states are California, with 202,000 nonagricultural employes added between October 1971 and October 1972; Florida, with 120,000 new jobs; and Texas, with 119,000.

In Texas the fastest-growing job market is Houston, which added 28,000 jobs in the same 12-month period for a total of 823,900 employes on nonagricultural payrolls.

The total for Houston alone is greater than the number of employed in 22 individual states.

The employment figure for the state of Texas, 3,821,800, is exceeded by only five states: California with 7,194,900; New York, 6,995,600; Pennsylvania 4,370,800; Illinois, 4,338,800; Ohio, 3,935,600.

The industry categories in which new jobs showed the greatest increase in Texas were in wholesale and retail trade with a gain of 37,500 to a total of 941,900; services, an increase of 21,000 to a total of 625,500; and manufacturing, and addition of 14,500 to a total of 731,000.

In Houston, the big gains were in services, 8900 to a total of 156,300; and wholesale and retail trade, which went up 6200 to a total of 201,900.

The second-largest job market in Texas is Dallas, which had 694,600 persons on nonagricultural payrolls. But this was a drop of 5500 from a year earlier.

Nationally, the employment total in October of 1972 was 82.5 million, an increase of 2.2 million over a year previous.

Houston Chronicle
 Wednesday, November 8, 1972

**Economy Outlook
 Bright for '73,
 Survey Indicates**

New York (AP)—The New York Stock Exchange's annual survey of 32 prominent U. S. economists finds "a sustained high level of economic growth is in prospect for 1973, but inflationary clouds are likely to continue to hover over the landscape."

A consensus among the economists "is that, in general, growth patterns in the individual economic sectors should parallel those in 1972," the survey said.

"The most notable exception is a leveling off of residential construction outlays, as housing starts come down from the lofty levels of 1972," but "a steeper climb of plant and equipment spending and industrial production should help the overall rate of expansion at close to the 1972 pace," it reported.

The survey said agreement was general that the present wage and price controls, "perhaps with some modifications, will be with us through 1973" because of "the continued expectation of inflationary pressures."

It found "there is far less

agreement on the prospects for a tax hike, though the majority view is that some sort of tax legislation will be enacted, gaining less than 7 percent in 1972, should accelerate to 9.5 percent next year, the survey said, and the consumer savings rate was projected at 7.4 percent, half a point higher than this year's rate.

The gross national product for 1973 was projected to \$1.261 trillion, an advance of about \$110 billion for 1972.

"The average GNP forecast translates into a 9.5 percent growth rate in 1973," said the survey, "with 3.6 percent of that reflecting the inroads of inflation of 5.9 percent accounted for by real growth, a healthy rate of gain by any standard."

Also forecast were "another hefty increase in corporate profits and a further drop in unemployment," although "that politically sensitive barometer is not expected to dip below 5 percent of the labor force."

GUIDE FOR JOB HUNTERS

KNOW YOURSELF

If you have never thought of it before, you may have missed the fact that getting a job is . . . selling yourself to an employer. The best salesmen know their products thoroughly. So first, get to work on your list.

If you are young and just out of high school . . . What have you done of a constructive nature that turned out well? What were your real accomplishments? Where did you get your best grades? Did any of your teachers say anything real good about you?

If you are a veteran looking for your first job after being in the service . . . What things did you do that some employer could use? Did your noncoms or officers say anything about you that you could use to sell your good points?

If you have worked before . . . What good things have you done? Do you have any samples of your best work? Can you get some? Get anything that you can put in a notebook or small briefcase. We will tell you what to do with these later.

When you have made your list as long as you can, get some help. Ask your family and friends to help you. Many times they will tell you of good points you have that you do not think of. And don't forget to ask your friends for job leads . . . Don't be embarrassed. It is no disgrace to be out of work, and you may be able to help them someday. Job leads from your friends are often your best, most complete information.

KNOW WHAT YOU ARE LOOKING FOR

Make a brief list of the jobs you would like to have . . . and while you're at it . . . Think about the places you would like to work—the part of town—another city or state. Make a list of these too, starting with the one you like best—going on to the one you least would consider.

Now let's look at the list of accomplishments again. Check the things you enjoyed most. Then check those you were best at. Finally, check those you would like to do again. Do you see a pattern of checks?

Do you find one or more things with three check marks? And a couple with two check marks? If not—you didn't do a good enough job of self-analysis. Do it again more thoroughly!

Now make out your job sheets. Do this by writing on separate sheets of paper a name of each job you would like to have. List on these pages the strong points that you think will help you on the job (those things with three or two check marks on them). Rewrite them so they sound the best to a person who may be interviewing you for that job. Stick to the truth—any salesman will tell you that one small lie will blow a prospective sale sky high!

You are now ready to look for job information and job leads.

*Joyce Lain Kennedy, *Career Corner, The Houston Post.*

Job Hunting on a Budget

BY BEVERLY MAURICE

Fashion Editor

Can the hands that drive the dump truck sew a fine seam?

You bet! Of course it helps if you're a woman — in the full sense of the song.

Inez Small found herself single again at 35 with a family to support. She'd put together a going business with a dump truck, which she bought and taught herself to drive. She had several dependable customers and was earning from \$400 to \$700 a month.

"I'd just go around to the different firms and make my bids for the work. They don't care if you're a woman or a man, as long as you can do the job," said Inez.

Houston Chronicle

Then misfortune struck in the form of an auto accident (not on the job), and Inez couldn't drive for a while. Undaunted, she hired someone else to drive temporarily. He totaled the truck.

That's when Irene turned to Texas Employment Commission. There an employment counselor evaluated her potential with tests, and recommended her for training in upholstery.

As a disadvantaged head of a household (income below \$4000 a year), Irene qualified for government aid under the

Manpower Development & Training Act.

That means, she was eligible for free training at the Houston Skill Center, 1500 Louisiana, for a course of 36 weeks or less, plus a basic living allowance of \$43 a week, plus another \$5 a week for each dependent, and transportation costs of up to \$5 a week, according to TEC coordinator Al Glisson.

She opened an upholstery shop at her home and soon had a going business again.

Watch the newspapers for job workshops

Here is an example of a recent workshop at the Y.W.C.A.

NAME _____ PHONE _____

ADDRESS _____ ZIP _____

____ Yes, I will be at the Job Seekers Planning Session, June 16th

____ No, I will not be at the Session, June 16th.

____ The Jobs Conference helped me to get a job/training at _____

____ I am now working but not as a result of the Jobs Conference.

____ I am interested in working as a volunteer with the Resource Center

Comments: _____ Phone: 222-8261 Ext. 35

TYPICAL ANSWER TO A BLIND AD

INSPECTOR

Quality Control Inspector

Sheet metal parts—check for dimensional accuracy & appearance of product. Must read blueprint & use micrometer. 1-2 yrs. experience as inspector or machinist. Must be dependable, conscientious & aggressive. Salary \$250-\$3 per hour. + employee benefits. An equal opportunity employer. Send resume to The Houston Post Box No. 0000

The Houston Post
Box No. 0000
4747 Southwest Fwy.
Houston, Texas 77001

Gentlemen:

I have several years of experience leading towards Quality Control Inspector. Some of my accomplishments include:

Upper 10% of my High School Class in Machine Shop. Course included tests in Blueprint Reading and the use of the Micrometer.

Fourteen months of experience as a machinist. After one month I made Production Quality Work and never exceeded allowable scrap loss from that time on.

I made four suggestions that saved the company a total of \$950.00 in one month.

I would be very happy to review my qualifications with you in a personal interview.

Very truly yours,



P.C. Brown
14357 High Road
Houston, Texas 77091

The Houston Post
We Get There First And Stay All Day

A TYPICAL RESUME

Note that it highlights your accomplishments
and is not just a list of what you did.

ANN MURPHY

707 Radford Drive Area Code 713 821-4333 Houston, Texas 77049

Offering four years of progressively more responsible public relations and fund raising experience. Seek to generate favorable public opinion for employer with emphasis on organizational skills, promotion, writing and editing, media placement and general public contact.

extensive
public
relations
experience

Currently employed (since 1967) Camp Fire Girls Council of New Orleans, America's fifth largest council. Assignments include news releases, radio and television scripts and spots, speeches, slide shows, feature and picture stories, promotional literature--including booklets and letters, and volunteer training materials. Extensive contact with metropolitan and community press, television and radio stations. Handle special events, exhibits and meetings. Direct speakers' bureau and personally made over 100 speeches.

top track
record in
fund raising

In four years as staff director of membership drive, goal has been exceeded each year. New Orleans is now number one nationwide. Four years' total raised - \$333,500.00 compared to previous seven years' total of \$247,750.00.

effective
relationships

Responsible for recruitment and training of large numbers of personnel: over 1000 during Camp Fire Girls association. Commended by volunteers for indirect leadership.

related
accomplish-
ments

As a volunteer worker (10 years) directed fund raising events, served as a member of the Camp Fire Girls Board of Directors and worked for various community improvement projects.

education

Studying for Certificate in Journalism at University of Houston...now have 32 hours...A's in all courses. Graduated (1943) in top 3% of high school class...elected to National Honor Society...edited high school newspaper.

other
facts

Married, two children -- one in college, the other in high school. Excellent health, energetic, well groomed and presentable. 5'5", 115 lbs. Avid reader, bridge enthusiast, music and drama lover and sports spectator. Good clerical skills--type 60 w.p.m., shorthand 30 w.p.m. Ability to handle many jobs at once...mature judgment...sense of humor...at ease in diverse settings and circumstances.

Successful performance of any task is my greatest source of satisfaction.

JOB RESUME

PUBLISHED AS A SERVICE OF THE HOUSTON CHRONICLE

DATE _____ 19____ DATE AVAILABLE _____ 19____

POSITION DESIRED _____ SECOND CHOICE _____ SALARY DESIRED \$ _____

PRESENTLY EMPLOYED? _____ IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

A. PERSONAL INFORMATION (PLEASE PRINT)

NAME _____ SOCIAL SECURITY NO. _____
LAST FIRST MIDDLE MAIDEN

PRESENT ADDRESS _____ TELEPHONE NO. _____
HOUSE NO.—STREET CITY—ZONE STATE

PERMANENT ADDRESS _____ TELEPHONE NO. _____
HOUSE NO.—STREET CITY—ZONE STATE

NO. YEARS IN HOUSTON _____ IF LESS THAN THREE—GIVE PREVIOUS CITY AND STATE _____

AGE _____ DATE OF BIRTH _____ PLACE OF BIRTH _____ CITIZENSHIP _____
MO. DAY YEAR CITY STATE COUNTY COUNTRY

SINGLE MARRIED DIVORCED SEPARATED WIDOWED NO. OF CHILDREN _____ AGES _____

TOTAL NO. OF DEPENDENTS _____ WIFE OR HUSBAND'S NAME _____ OCCUPATION _____

IF SINGLE GIVE NAME AND BUSINESS ADDRESS OF PARENTS EMPLOYER _____

VEHICLE DRIVING EXPERIENCE _____ YEARS _____ DRIVERS LICENSE NO. _____ TYPE _____ STATE _____

GIVE NO. VEHICLE ACCIDENTS YOU HAVE BEEN INVOLVED IN _____ NO. TRAFFIC VIOLATION TICKETS _____

HAVE YOU EVER BEEN BONDED? _____ AMOUNT \$ _____ HAVE YOU EVER BEEN REFUSED BOND? _____

HAVE YOU EVER BEEN ARRESTED OTHER THAN FOR TRAFFIC VIOLATIONS? _____ IF YES, GIVE DATE(S), CHARGE(S)

AND DISPOSITION OF CASE(S) _____

B. EDUCATION

	NAME AND LOCATION OF SCHOOL	FROM MO. YR.	TO MO. YR.	DID YOU GRADUATE?	COURSES TAKEN	AVERAGE GRADE
GRADE SCHOOL						
HIGH SCHOOL						
UNIVERSITY OR COLLEGE						
OTHER						

WHAT PLANS DO YOU HAVE FOR IMPROVING YOUR EDUCATION? _____

DO YOU USE A TYPEWRITER? _____ SPEED _____ W.P.M. _____ SHORTHAND _____ SYSTEM _____ SPEED _____ W.P.M. _____

LIST OTHER OFFICE AND PLANT MACHINES YOU USE _____

C. MILITARY HISTORY

DRAFT CLASSIFICATION _____ PRESENT RESERVE STATUS _____

PAST MILITARY SERVICE FROM _____ TO _____ RANK _____

TYPE DISCHARGE _____ COMBAT DUTY? _____ WHERE AND WHEN _____

DESCRIBE WOUNDS OR DISABILITIES _____

D. PHYSICAL RECORD

HEIGHT _____ FEET-INCHES _____ WEIGHT _____ LBS. _____ COLOR HAIR _____ COLOR EYES _____ SCARS _____

DATE OF LAST PHYSICAL EXAMINATION _____ DID YOU PASS? _____ ARE YOU WILLING TO TAKE A PHYSICAL EXAM? _____

GIVE DETAILS OF ALL DISABILITIES, INJURIES, ILLNESSES AND OPERATIONS _____

PRESENT CONDITION OF YOUR HEALTH _____

HOW MUCH TIME HAVE YOU LOST BECAUSE OF ILLNESS OR INJURY IN THE LAST TWO YEARS? _____ DAYS _____ PAST SIX MONTHS? _____ DAYS _____

PREVIOUS EMPLOYMENT AND/OR MILITARY SERVICE

(If additional space is required to list previous employment information please attach supplementary sheet. Explain all gaps between employment dates fully. Incorrect or inadequate information may be cause for rejection.)

PRESENT OR LAST:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE \$ _____ Per _____ IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____
 TO _____ FINAL RATE \$ _____ Per _____

JOB TITLE _____ JOB DUTIES _____

PREVIOUS:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE \$ _____ Per _____ IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____
 TO _____ FINAL RATE \$ _____ Per _____

JOB TITLE _____ JOB DUTIES _____

NEXT PREVIOUS:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE \$ _____ Per _____ IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____
 TO _____ FINAL RATE \$ _____ Per _____

JOB TITLE _____ JOB DUTIES _____

NEXT PREVIOUS:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE \$ _____ Per _____ IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____
 TO _____ FINAL RATE \$ _____ Per _____

JOB TITLE _____ JOB DUTIES _____

NEXT PREVIOUS:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE \$ _____ Per _____ IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____
 TO _____ FINAL RATE \$ _____ Per _____

JOB TITLE _____ JOB DUTIES _____

LIST BELOW THREE CHARACTER REFERENCES (NOT FORMER SUPERVISORS OR RELATIVES) GIVING ADDRESS, TELEPHONE NUMBER, AND BUSINESS.

1. _____
2. _____
3. _____

SUMMARIZE HERE OTHER EXPERIENCE OR QUALIFICATIONS: _____

(SAMPLE LETTER OF APPLICATION)

Instructions: Do not write any of the words in parentheses. Omit anything that does not apply to you. Do not underline the words when you fill in the blanks.

Your Street Address
Your City, State
Month Day, Year

Name of Person in Charge of Hiring (or)
Personnel Director
Company (or) Institution
Street Address of Company (or) Institution
City, State of Company (or) Institution

Dear _____ : (If you do not know the name, write Dear Sir:)

Please consider me an applicant for a job (or) a position in (be specific). I will be able to begin work (month, year).

In (give date) I will graduate from (name school) High School. After graduation I hope to get on-the-job experience in the job for which I am best suited.

I have an overall grade average of about a (fill in grade). My conduct grades have always been good or excellent.

My hobbies include _____, _____, _____, and _____.

The volunteer projects with which I have been involved are _____, _____, and _____.

While in school (or during summer vacations) I have held the following jobs:
_____, _____, and _____.

My health is excellent. I am (fill in age) years of age and an American by birth.

I will be glad to come to your office for an interview at any time that is convenient for you.

Sincerely,

(sign your name)

APPLICATION FOR MINOR'S EMPLOYMENT CERTIFICATE

(Please Print plainly)

Name _____ Sex _____
 Last First M. I.

Date of Birth _____
 Month Day Year

Place of Birth _____
 Town County State

Parent or Guardian _____

Address of parent or guardian _____

The above named minor is to be employed by:

Name of Firm

Address of Firm

Type of Work

Signature of minor

Address of minor

Name of school

Evidence of age (check one)

Birth Certificate _____ Passport _____

Baptismal Certificate _____ Insurance Policy _____

Other (Specify) _____

PLAN YOUR INTERVIEWS

You will probably visit offices of professional people and businessmen during the year in connection with career development. This is a privilege, and nothing will impress your host more than being alert, attentive, well-mannered, and well-dressed. Know what you want and how to ask for it in a courteous way. Give a sincere "Thank you" and a firm handshake. When the person you are calling on indicates the visit is ending, he will show it by voice or by rising. It is time for you to rise, give a firm handshake, a sincere thank you, and leave.

REMEMBER

It has been said that out of every 100 men and women who desire a certain job:

- 50 will never really do anything about their desire;
- 20 will not use the correct approach;
- 10 will decide that they do not really want the job;
- 6 will not meet the requirements;
- 5 will be by-passed by other applicants;
- 2 will get the job only to lose it; and
- 7 out of 100 will get and keep the job they want.

MEDIA FOR SELF-ANALYSIS

*Filmstrips on Foundations for Occupational Planning.

Who are You?

What Do You Like To Do?

What Is a Job?

What are Job Families?

What Good is School?

Set of five filmstrips \$28.25

Each filmstrip if brought separately \$6.25

Society for Visual Education, Inc.

1345 Diversey Parkway

Chicago, Ill. 60614

PLANNING

Preparing for the World of Work, Guidance Associates

Preparing for the Jobs of the 70's, Guidance Associates

SUGGESTED POPULAR SONGS FOR SELF-ANALYSIS AND PLANNING

"I Gotta Be Me"

"Born Free"

"If I Were a Carpenter"

"Windmills of my Mind"

"Where am I Going?"

*These titles are not in AV center of H. I. S. D.

PLANNING GOALS

Filmstrips

The following filmstrips with records or cassettes may be in your school library. If not, they can be ordered from: Guidance Associates, Pleasantville, N. Y. 10570. Discussion guides are included with each subject.

Series – The Job Attitude

On the Job -- Four Trainees

Choosing your Career

Job Attitude: Liking Your Job and Your Life

Trouble at Work

Why Work at All?

What You Should Know Before You go to Work

Dropping Out: Road to Nowhere – 1964 edition

Preparing for the Jobs of the 70's

A Job that Goes Somewhere

Jobs for High School Students

Preparing for the World of Work

Your Job Interview

An Overview of Technical Education

Series – Motivation Guidance

Dare To Be Different

Your Personality: The You Others Know

The Exploited Generation

Series -- Career/Vocational Guidance

Job Hunting: Where to Begin

Jobs and Gender

Your First Week on the Job

Series – Secondary School Orientation

High School Course Selection and Your Career

Testing, Testing, Testing

College Planning

<i>FILM</i>	<i>NUMBER</i>	<i>TIME</i>
<i>College Ahead</i> High School requirements and courses leading to various businesses and professions	L-1987	30 min.
<i>Beginning Responsibility: Being a Good Sport</i>	4425	11 min.
<i>Job Interview: Whom Would you Hire?</i> Three Young Men	M-4601	16 min.
<i>Tomorrow at Ten</i> Suggestions for an Interview	M-4555	20 min.
<i>Your Job: Fitting In</i> Importance of understanding rules and customs	M-4423	17 min.
<i>Aptitudes and Occupations, (2nd. Ed.)</i> Scholarship achievement; aptitude and interest tests help students select careers	M-2611	16 min.
<i>David & Hazel</i> A Story in Communication. Husband's job is threatened, and his silence affects his wife and children.	L-3406	28 min.
<i>How to Make and Use a Diorama</i> Demonstrates construction of miniature scenes for related activities	M-3505	20 min.
<i>Odyssey of a Dropout</i> No job, no future, finally no girl	M-4120	19 min.
<i>The Toymaker</i> Puppets used to show a problem of human relations-recognizing and accepting likenesses and differences	M-1521	15 min.
<i>You Can Go a Long Way</i> Shows how finishing school helps increase job opportunities	M-3838	22 min.
<i>Your Junior High Days</i> All seventh graders face common problems	M-2823	12 min.

<i>Run!</i> Allegory about destructive ways in high pressured society and Self-centered man	M-4995	12 min.
<i>War Games</i> A parable of man's inability to inhabit the earth without including destruction of life. Children laugh in a game when a goat is killed.	M-4998	19 min.
<i>The Unanswered Question</i> A series of interviews on brotherhood	4997	5 min.
<i>What Can Carl Do?</i> Examines one's commitments to others	4754	6 min.
<i>What Will Christy Do?</i> A drama about ethics	4755	6 min.
<i>What Will Kevin Do?</i> A drama about responsibility versus preference	4757	6 min.
<i>What Will Linda Do?</i> Responsibility versus preference	4758	6 min.
<i>What Will Mary and Nancy Do?</i> Action regarding shortcoming of others	4759	6 min.
<i>The Forgotten</i> Situations in which the worker forgets	4747	8 min.
<i>Guidance for the Seventies</i> Kids, Parents, Pressures. Teenagers attend seminar	M-5184	16 min.
<i>Had You Lived Then</i> Work in the days when Jefferson was President	M-4834	15 min.
<i>The Mexican-American: Heritage and Destiny</i> Mexican-Americans who have achieved greatness in their work discuss their experiences	L-4942	29 min.
<i>My Life to Live</i> A college student searches for self-identity	L-5044	25 min.

<i>The Searching Eye</i> Imagination, observation, and perception at the beach	M-4901	18 min.
Screen News Digest, Vol. 14, Issue 6: <i>The Golden Door: A Nation of Immigrants retraces steps of workers who built America</i>	M-5165	14 min.
<i>They Beat the Odds</i> Account of successful people from minority groups	M-4869	22 min.
<i>What Will Patty Do?</i> Group pressure	4760	6 min.
<i>What Will Pete Do?</i> Starting rumors	4761	6 min.
<i>What Will Ramona Do?</i> Responsibility for others	4762	6 min.
<i>What Will Ray Do?</i> Shortcomings of others	4763	6 min.
<i>What Will Skip Do?</i> Spending allowances	4764	6 min.
<i>What Will Ted Do?</i> Drama about exaggerated claims	4765	6 min.
<i>Your Job: Getting Ahead</i> Employees' understanding of rules and customs	M-5067	16 min.
<i>Your Job; Good Work Habits</i> Young workers with good habits that lead to a raise	M-5068	14 min.

BIBLIOGRAPHY

BOOKS

- Pheiffer, J. William, and John E. Jones. *A Handbook of Structured Experiences for Human Relations Training*, Vol. I. Iowa City, Iowa: University Associates Press, 1969. (\$3.00)
- _____. *A Handbook of Structural Experiences for Human Relations Training*, Vol. II. Iowa City, Iowa: University Associates Press, 1970. (\$3.00)
- _____. *A Handbook of Structural Experiences for Human Relations Training*, Vol. III. Iowa City, Iowa: University Associates Press, 1971. (\$3.00)
- Dryer, William G. *Modern Theory and Method in Group Training*. Fairfax, Virginia: NTL Learning Resources Corporation. (\$12.50)
- Harrison, Roger. *Problems in the Design and Interpretation of Research on Human Relations Training*. Fairfax, Virginia: NTL Learning Resources Corporation. (\$3.75)
- Mill, Cyril R. *20 Exercises for Trainers*. Fairfax, Virginia: NTL Learning Resources Corporation, 1972. (\$3.75)
- Nylen, Donald, et. al. *Development and Human Relations Training*. Fairfax, Virginia: NTL Learning Resources Corporation, 1967. (\$5.95)
- Fox, Robert S., et. al. *Diagnosing Professional Climate of Schools*. Fairfax, Virginia: NTL Learning Resources Corporation, 1972. (\$5.95)
- Ford, George A., and Gordon L. Lippitt. *A Life Planning Workbook*. Fairfax, Virginia: NTL Learning Resources Corporation, 1972. (\$2.95)
- Albertson, D. Richard, and Cecil Hamman. *20 Exercises for the Classroom*. Fairfax, Virginia: NTL Learning Resources Corporation, 1972. (\$3.75)
- Suggested Plans for Group Discussions in Vocational Industrial Education*. Comp. by Cadar Parn. Assembled and organized by Texas Coordinators of Industrial Cooperative Training. Issued by the University of Texas, Division of Extension, Industrial Education Department in Cooperation with Texas Education Agency, Austin, Texas.
- Curriculum materials (1968-1971), Vocational Guidance Service, Houston, Texas
Training Curriculum Outline and *The Group Guidance Program*
A Job Placement and Group Vocational Guidance Program for High School Youth

New Materials

Write to:

United States Dept. of Labor
Regional Administrative Office
1100 Commerce St.
Dallas, Texas 75202

Examples of free pamphlets:

1. Major Programs, 1972

2. Employment of High School Graduates and Dropouts, October 1971, SLFR No. 145
3. Geographic Profile of Employment and Uemployment, 1971, GLS Report No. 402

Science Research Associates, Inc. (1973 catalog)
 259 East Erie St.
 Chicago, Illinois 60611

(In Houston call Mr. Carroll Strange—464-7285 or Mr. James Larrabee, 591-4656.)

- “Widening Occupational Roles Kit” (Gr. 6-9) — Specimen Set—\$3.00
- “Keep-Career Exploration Program” (Gr. 6-adult) — Specimen Set—\$14.00
- Junior Guidance Series Booklets (Gr. 6-9)
 - “Your Abilities”
 - “High School Ahead”
 - “About Tests”
 - “The Job in Your Future”
 - “Exploring the World of Jobs”
 (Single titles — \$.92)
- Job Experience Kits (Gr. 8-12) — Specimen Set—\$3.50
- Job Family Series Booklets (Gr. 7-14) — Set of 29 booklets—\$22.65
- “Discovering Yourself” (Gr. 7-9) \$2.25
- “My Educational Plans” (Gr. 7-9) \$2.42
- “Occupational Exploration Briefs” (Gr. 7-9) 400 Briefs—\$97.00

American Guidance Service, Inc.
 Publishers' Building
 Circle Pines, Minnesota 55014

“Changing Roles of Men and Women—What It Means to Youth” — B-271, \$1.00; Teacher's Manual, \$2.20

Planned Group Guidance (covers relationships with others, orientation to self, orientation to school, planning for the future) B-259, 1-9 copies, \$2.50 each

Being Teenagers (includes subjects such as “Planning My Future Education,” “Thinking of Future Jobs,” “How to Take Tests,” “Choosing my High School Subjects”) Student's book \$2.66; 33 charts on easel \$19.50; Teacher's Guide \$1.10

Discovering Myself — Student's book \$2.85; 33 charts \$19.50; Teacher's Guide \$1.10

Planning My Future

- “All Jobs Are Important”
 - “Every Job Requires Many Abilities”
 - “Character and Personality Are Important”
 - “What Do I Want from a Job?”
 - “Surveying All Fields of Work”
 - “A Realistic Look at Job Opportunities”
 - “Families of Vocations”
 - “Working with Things, People, Ideas”
- B-208, Student Book (33 chapters), \$3.25
 E-2198, 33 charts on easel, \$19.50
 M-2188, Guide, 33 units, \$1.10

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Junior High Kit for Careers plus one year's subscription to the up-dating Guidance Service, \$114.50

"Student Attitude Builders," Set No. 1 (40 posters) — \$34.50

"Student Attitude Builders," Set No. 2 (20 posters) — \$21.50

"Accentuate the Positive" (40 pages) — \$4.75

"Career Interest Builder Series" — \$21.50

"72 Job Guides" through April, 1972 — \$10.50

"My Career Planner"—a system for determining career fields based on abilities, interests, and the like — \$.35 on first 100; more \$.15

"The College Suggestor" — choose college to match needs — \$40.00 (FOB)

Personal Guidance

Richards Rosen Press
Allied Book and Educational Resources
c/o Walter H. Escue
6007 Greenmont Dr.
Houston, Texas 77018

How Teenagers Can Get Better Jobs
The Teenager and the Interview
Turn Yourself On—Goal Planning for Success

"Job Guide for Young Workers." This booklet gives highlight information on 110 entry jobs frequently held by young beginners entering the labor market from high school. For each type of job, information is provided on employment prospects, qualifications for jobs and usual duties, opportunities for advancement, how and where jobs are obtained, and characteristics of jobs. Price, 45 cents.

"Occupational Outlook Handbook." This book gives the education and training requirements, working conditions, and employment outlook for more than 500 occupations including many professional jobs. Price, \$4.50.

"Look Your Best." This pamphlet will tell you how to get a job in the field of your choice.*

*These publications may be found at the Texas Employment Commission Office or you may purchase them from the Government Printing Office, Washington, D.C. 20036.

Tests

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Vocational Planning Inventory (about 3 hrs.)
Test booklets--reusable (7-46700) 25 for \$11.82
Program Manual (7-6704) \$1.18
Your VPI Report and What It Means, 25 for \$5.20

Scoring must be done by S.R.A. Price of all materials including scoring is \$1.28 per pupil. If test booklets are owned, price is \$1.18 per pupil.

Flanagan Aptitude Classification Tests (evaluates various skills for specific careers) pkg. of 25 -- \$5.50

Kuder Form E--General Interest Survey, Test booklets -- 25 for \$8.45 (provides all material needed except test booklets; S.R.A. scoring is included)

Career Guidance and the Kuder Interest Inventories (explanation of occupations keyed to special interests) \$1.08

Interpreting the Kuder E General Interest Survey (transparencies to show interest areas as starting point for career investigations) \$8.64

What I Like To Do

Inventory of preferences booklets (pkg. 25) -- \$7.00
Answer sheets (pkg. 100 and 3 examiner's manuals) -- \$9.00
Profile folders (pkg. 100) -- \$7.50
Teacher's Handbook -- \$.59
Specimen Set -- \$2.15

Planned Programs

Learning Dynamics, Inc.
Eliot Bldg.
167 Corey Road
Boston, Massachusetts 02146

Science of Personal Success Program (behavioral objectives structured to help you know yourself and to deal with other people more successfully) Twelve tapes of programmed instruction, cassette album, response books, and exercises -- prepaid \$113.78

Magazines

Career World
Curriculum Innovations, Inc.
501 Lake Forest Ave.
Highwood, Ill. 60040

\$1.75 per student each semester or \$2.95 per student each school year--minimum 15 orders

The Intervening Years—the Report of the Citizenship Committee of the Board of Education of the Houston Independent School District, Houston, Texas, Leonard R. Robbins, M.D., Chairman, October 11, 1971.

American Vocational Journal, 1510 H. St. N. W., Washington, D.C. 20005. All members of the American Vocational Association receive the journal each month—September through May. Subscription rate for non-members is \$6.00 per year. In Texas apply for AVA membership by writing to American Vocational Association, 307 East 14th Street, Austin, Texas 78701; Attn. Mrs. Jane Eads. Texas Vocational Technical Association membership will also be included when dues are sent to the Austin address.

"Today's Education" from NEA Journal, December, 1970. "You may not agree, But—Education and Industry can make a Great Team!"—by Samuel M. Burt, pp. 34-36. 1201 16th St. W. W., Washington, D.C. 20036

Comic Book

Popeye Career Series

King Features
235 East 45th St.
New York, New York 10017

(Covers all 15 career fields)

Work Book

Activities for Succeeding in the World of Work

McKnight and McKnight Pub. Co.
Bloomington, Illinois
(Ph. AC 309-663-1341)

Conferences on Future Jobs

YWCA Jobs Conference
1521 Texas Avenue
Houston, Texas 77002
(Ph. 738-1195; 224-0613; 222-8261, ext. 37)

Program Kit for Self-Analysis and Planning

Adventures in Success

Goals, Inc.

2915 South Georgia

Amarillo, Texas

(or)

Call Mrs. Fax, 465-4788, Houston

(Kit contains three two-way cassettes and a complete study manual.)

Games

Call Walter Escue, 6007 Greemont Dr., Houston, Texas 77018 — Ph. 686-7834.

Life Career — No. 3253 — \$35.00

Consumer — No. 3250 — \$30.00

Economic System — No. 3252 — \$25.00

Guide to Simulation Games — No. 3301 - \$15.00

Kits

Career Education Instructional Kit from the View Project

Materials can be ordered from the Region XIX Educational Service Center, Texas View, 6501C, Trowbridge, El Paso, Texas 79905

Teacher's Guide — one year calendar lesson plans and 50 job printouts — \$11.75; 40 transparencies -- \$26.00

(In Houston order from: Mrs. Mary Stone, Region IV Educational Service Center, P. O. Box 863, Houston, Texas 77002)

Hobby Materials

Free Hobby Materials and Publications for Easy Reading

Magazines include *The Great World of Hobbies* and *Leisure Trends*. The materials are furnished free, compliments of the advertisers, limited to Hobby/Craft Art Suppliers. Contact Marge Smith, Texas Handicraft and Hobby Association, 7510 Hornwood, Suite 108, Houston, Texas—Ph. 771-1741.

Other Occupational Outlook Publications

The Bureau of Labor Statistics (BLS) publishes various counseling aids and manpower studies which supplement the information contained in the *Occupational Outlook Handbook*.

Occupational Handbook Quarterly This periodical, published 4 times during the school year, includes new occupational studies developed between editions of the *Handbook*, summarizes the results of special manpower research and labor force studies conducted by BLS, and presents timely articles on topics such as training opportunities, salary trends, and prospects for change in the world of work. Price: \$3 for a 2-year subscription; \$4, foreign.

Reprints from the Occupational Outlook Handbook. Each job discussed in the *Handbook* is available individually as a reprint. Titles of the reprints, with prices, are available from BLS regional offices, listed below.

Jobs for the 1970's This 35 mm color slide series contains 40 slides that show in chart form today's occupational composition and the changes ahead in the decade of the 1970's. The slides are a useful visual aid for helping young people choose careers and for helping vocational guidance and other manpower specialists keep abreast of manpower trends. Price, including accompanying narrative: \$10 a set (Payment must accompany order. Make check payable to Bureau of Labor Statistics.)

Occupational Outlook for College Graduates, 1972-73 edition. This is a convenient guide to careers in about 100 jobs for which a college education is usually necessary. The 250-page book describes the nature of the work, training requirements, earnings, and future employment prospects. Occupational outlook statements in this volume are excerpts from the 1972-73 *Occupational Outlook Handbook*. The book will be available in mid-1972. For price information, write to any BLS regional office.

Occupational Manpower and Training Needs. Designed for educators and manpower analysts and planners, this 81-page study shows 1968 employment and projected manpower requirements in 1980 for 232 white-collar, blue-collar, and service jobs. Included is a summary of all available

statistics on numbers of persons currently completing training in each occupation covered. Price: 75¢.

College Educated Workers, 1968-80. This 25-page study analyzes the factors that will affect the supply and demand for college graduates during the 1970's. It also previews the expected manpower situation for 24 occupations requiring college or junior college training and examines the job outlook for women college graduates. Price: 35¢.

Education and Jobs Leaflets. These free leaflets list jobs which require specified levels of education. Titles are:

JOBS FOR WHICH

A High School Education Is Preferred, But Not Essential

A High School Education Is Generally Required

Apprenticeships Are Available

Junior College, Technical Institute, or Other Specialized Training Is Usually Required

A College Education Is Usually Required.

The number of persons employed, qualifications and training requirements, and employment opportunities and trends to 1980 are included for each job listed.

Motivational Leaflets. Designed for distribution by teachers and counselors, these free leaflets list occupations related to academic subject areas and student interests. Individual leaflets cover occupations related to biology, science, English, math, the social sciences, the liberal arts, and foreign languages and interests in repair work, outdoor jobs, and office work.

Both priced and free publications are available as long as supplies last from any regional office of the Bureau of Labor Statistics. Addresses are listed below. In all cases except for purchase of the slide series, Jobs for the 1970's, make checks payable to the Superintendent of Documents.

1603-A Federal Office Bldg
Boston, Mass 02203

341 Ninth Ave., Room 1025
New York, N. Y. 10001

1317 Filbert St., Room 406
Philadelphia, Pa 19107

1371 Peachtree St. NE
Atlanta, Ga 30308

300 South Wacker Dr
Chicago, Ill 60606

911 Walnut St.
Kansas City, Mo 64108

1100 Commerce St., Room 687
Dallas, Tex 75202

450 Golden Gate Ave., Box 36017
San Francisco, Calif 94102

THE BARKSDALE FOUNDATION
For Furtherance of Human Understanding
 (714) 659-3858
 IDYLLWILD, CALIFORNIA 92349

PL-NO.1
 Eff. 1/15/73

PRICE LIST and ORDER FORM for FOUNDATION BOOKLETS and CASSETTES

	<i>Quantity</i>	<i>Net Price</i>
Booklet "Building Self-Esteem"	1 to 10 Copies 10 to 50 Copies 50 to 100 Copies 100 to 200 Copies	\$2.00 per Copy 1.70 per Copy 1.50 per Copy 1.30 per Copy
Booklet "Study Guide for Building Self-Esteem"	1 to 10 Copies 10 to 50 Copies 50 to 100 Copies 100 to 200 Copies	\$2.00 per Copy 1.70 per Copy 1.50 per Copy 1.30 per Copy
Single Cassette "Affirmations for Building Self-Esteem"	1 to 10 Cassettes (For more than 10 units, order direct from ECCO, 504-A Main St., El Segundo, CA 90245)	\$4.70 per Cassette
4-Cassette Album "Building Self-Esteem"	1 to 10 Albums (For more than 10 units, order direct from ECCO, 504-A Main St., El Segundo, CA 90245)	\$19.95 per Album

	<i>No. of Units</i>	<i>Price per Unit</i>	<i>Extension</i>
"Building Self-Esteem"	_____	_____	_____
"Study Guide for Building Self-Esteem"	_____	_____	_____
"Affirmations for Building Self-Esteem"	_____	_____	_____
"Building Self-Esteem" Album	_____	_____	_____
Add 5% Sales Tax if California Resident			_____

SHIPPING INFORMATION

Name _____

Address _____

Ship To: _____

Signature _____ Date: _____

Total Amount Enclosed (for cassettes, booklets and leaflets) \$.....

Please enclose check or money order payable to The Barksdale Foundation. (Idyllwild, Ca. 92349)
 (Postage prepaid in the United States.)

NOTE: The Foundation (a nonprofit organization) uses the income from its publications for necessary operating expenses. We do not, however, want to deprive anyone of their benefit because of cost. In case of hardship or unusual circumstances, feel free to request special consideration for your specific needs.



See reverse side for Price List and Order Form for Foundation Leaflets

PRICE LIST and ORDER FORM for FOUNDATION LEAFLETS

Discounts for leaflets are based on total *Dollar Amount* of order for leaflets only, not on *Quantity* of leaflets ordered. A complimentary set of leaflets is available on request.

Total List Price of Order
(does not include price of any booklets)

Applicable Discounts

\$10.00 or less	Net
\$10.00 to \$ 25.00	- 10%
\$25.00 to \$ 50.00	--20%
\$50.00 to \$150.00	-30%

Number of Leaflet	Title	List Price Per Copy	Quantity Ordered	Extension
2	<i>The Anatomy of Choice</i>	\$.15		
3	<i>Companionship</i>	.05		
4	<i>Awareness</i>	.05		
5	<i>Friendship</i>	.05		
6	<i>My Perception of Reality</i>	.10		
8	<i>Song of Life</i>	.05		
13	<i>I Am My Own Authority</i>	.05		
16a	<i>Death</i>	.05		
20	<i>Elements of Freedom</i>	.20		
24	<i>Letter Home</i>	.05		
25	<i>The Choice is Ours</i>	.20		
26	<i>Realities of Human Behavior</i>	.05		
27	<i>Key to Friendship</i>	.15		
29	<i>I Believe</i>	.05		
32	<i>My Reality</i>	.05		
35a	<i>Evaluating Your Self-Esteem (Test)</i>	.05		
E	<i>Complete Set of Above Leaflets</i>	\$1.35		
	Total List Amount for leaflets			
	Less applicable discount (see above)			
	Plus 5% Sales Tax if California resident			
	Total Amount for Leaflets only			

CAUTION: Do not forget to complete "Shipping Information" on reverse side.

EVALUATION

EVALUATION

I. Behavioral Objectives

- A. **Ninety percent of students will write evaluations of Occupational Orientation.**
- B. **Eighty-five percent of students will write on concepts that show pride and teamwork in the career of their choice. They will include workers from all ability levels and all socio-economic areas.**
- C. **Ninety percent of students will compare the answers of their pre- and post- tests to find changes in attitude and knowledge.**
- E. **Seventy percent of students will write on specific training and involvement that will benefit the needs indicated in evaluations.**

II. Instructional Procedures

- A. **Pictures and clippings showing goals and interrelationship of careers will be placed on bulletin boards and in career corners.**
- B. **Pre- and post-tests will be given as directed. The post-test will be graded and returned the following day. Each student will compare his pre-test answers with his post-test answers. He will be directed to search for changes that add positive self-analysis, a realization of the importance of all work, community interests, and specific steps toward realistic goals.**
- C. **Duplicates of student research projects (in appendix) will be made for each student.**
- D. **A sincere desire to communicate and a willingness to carry out beneficial changes will be reflected throughout group evaluations.**

STUDENT ACTIVITIES

Students will complete all activities. The teacher will designate the date on which each assignment is due. Most of the work will be done in class.

1. Explain teamwork needed in career fields. Your explanation can be made with words or pictures or a combination of the two. Be sure to include the laborers, office workers, and professionals. A finished product or a service requires workers from all walks of life.
2. Complete a research project. Your teacher will distribute the research project for a career field of your choice. Use your notes from this semester's work and any available additional materials. Follow directions.
3. Take the pre- post- test. Compare your answers. List the improvements you find in your personality and in your knowledge of careers.
4. Write your attendance record for last semester and for this semester. If there is much change, give reasons. (If you cannot remember your record, your teacher can help you.)
5. Complete the evaluation forms which your teacher will distribute. These forms give you a chance to assist with future plans for Career Orientation. If you have done your best in this course, your suggestions will be very helpful.
6. Watch the movie *It's Your Turn Now*. List what you plan to do with your turn in the world of work.
- *7. If you satisfactorily complete assignments before other students, write jobs with scrambled letters, work crossword puzzles, or create games. WORK ALONE. Other students must not be disturbed.
- *8. If time permits, cut out stories or pictures of workers. List as many career fields as possible in support of the worker in your story or picture.
- *9. Make up riddles about careers. Your questions can pertain to the work that is done on specific jobs, the tools that are used, the changing job market, or skills needed for jobs.
- *10. List local schools that train for specific careers after high school.
- *11. Name one or more hobby or volunteer projects for each career field.
- *12. Make a poster showing an interrelationship of careers.

*These activities are not included in the minimum assignments; they are listed for the students who complete assignments early.

III. Performance Goals

- A. Oral and written expressions that indicate an awareness of the need for everyone in the world's market
- B. Reactions that show improved self-analysis
- C. Involvement that shows concern for home, school, and community
- D. School attendance that is regular and purposeful

IV. Evaluation

Changes planned as a result of research in evaluation surveys

FLEXIBLE DAILY LESSON PLANS

First Day—Preview (interrelationships and dignity in all career fields)

- . Show film (listed in appendix).
- . Have the students draw or write career concepts which show that all people are needed.

Second Day—Pre-Post-Test

- . Review course (review questions in appendix)
- . Give pre- post- test.
- . If time permits, allow students to play quiet games (suggestions in student activities)

Third Day—Comparison of Pre- Post- Test Answers

- . Distribute pre- and post-tests scores.
- . Direct students to search for and take pride in improvements in self-analysis, career information, investigative skills, and realistic planning.
- . Compare present and past attendance marks.

Fourth Day—Evaluation Forms for Students

- . Short form regarding media (in appendix)
- . Brief form on speakers (in appendix)
- . Evaluation of Occupational Orientation course (in appendix)

Fifth Day—Research project and long range plans

- . Individual research for evaluating goals (in appendix)

This form is to be taken home for future reference as students continue evaluating their plans and goals. Explanation to students is given in No. 2 of Student Activities.

APPENDIX

1. Forms for students
 - a. Student Evaluation of Media
 - b. Compilation of Media Evaluations
 - c. Student Evaluation of Speakers
 - d. Semester Evaluation of Career Orientation
 - e. Interpretation of Semester Evaluation
 - f. Job Research
2. Community Evaluation Form
3. Guide Line for Discussions in all Career Fields
4. Tests by Students
5. Review of Career Orientation
6. Pre- Post-Test
7. News Release
8. Improvisations
9. Teacher's Evaluation Form
10. Media Resources

STUDENT EVALUATIONS

Students have much to tell us when we listen. If we include pupils' opinions, suggestions, and comments in a planned, systematic way, we can teach democracy in action. Two-way communication, empathy, and involvement can be put into practice with the evaluation forms on the following pages. Interpretation and change should follow these forms or they will become meaningless paper work that adds burdens and destroys trust.

**COMPILATION OF STUDENT EVALUATIONS
OF MEDIA**

Name of Show _____ Type* _____

Producer _____ Address _____

Grade Levels _____

Approximate Number of Student Evaluations _____

Overall Reaction to Show:

_____ Affirmative

_____ Negative

Overall Suggestions:

*F- Film

Fs-film strip

R-record

T-tape

S-slides

Tr-transparencies

Teacher's Name _____

Date _____

STUDENT'S EVALUATION OF SPEAKER
(also used to compile all students' opinions)

by Miss Rose Parks--Black Jr. High School

Student's Name _____ Date _____

Speaker's Name _____ Occupation _____

	YES	NO
Did the speaker give enough information about his occupation?	_____	_____
Did the speaker answer all questions?	_____	_____
Did the speaker have a pleasing personality?	_____	_____
Did the speaker speak clearly and distinctly?	_____	_____
Did the speaker use appropriate language?	_____	_____
Did the speaker repeat ideas?	_____	_____
Did the speaker use visual aids to supplement his discussion?	_____	_____
Do you think the speaker is pleased with his occupation?	_____	_____
Do you think the speaker enjoyed visiting our class?	_____	_____
Did the speaker brag too much about his occupation?	_____	_____
Was the speaker trying to encourage you to prepare for his occupation?	_____	_____

What do you think of the occupation? Is it appealing _____ disappointing _____ or not interesting _____ to you?

Why _____

What interested you most about the speaker? _____

Would you like to know more about the speaker's occupation? _____

16. Is the main purpose of Texas Employment Commission to
- pay unemployment checks?
 - help you in getting along with your boss?
 - help you find a job?
17. Do you know of any volunteer work you can do now to gain experience in your choice of work?
- yes
 - none
 - not sure
18. Did you get enough printed materials in this course to help you understand your choice of jobs?
- yes
 - no
19. Would you recommend that your friends take this course?
- yes
 - no
20. Did you learn about test questions that a company might give you?
- yes
 - no
21. Did you visit any place (on your own or with your class) to learn more about jobs?
- yes
 - no
22. Did you or other students do any work, music, writing, art, or drama that helped explain this course?
- yes
 - no
 - don't know
23. Does your school's PTA show interest in this course ?
- yes
 - no
 - don't know
24. Do other teachers in your school seem interested in this course?
- yes
 - no
25. Have you found any more definite purpose in school than you had four months ago?
- yes
 - no
26. Do you think you now have more respect for all good workers, no matter what job they hold?
- yes
 - no
27. Do you have a Social Security card?
- yes
 - no
28. Did this course help you to understand the importance of teamwork?
- yes
 - no
29. How many job fields do you remember?
- fewer than 5
 - between 5 and 10
 - between 10 and 15
30. Did this course help you find new ways to use your free time?
- yes
 - no
31. Have your relatives and neighbors shown an interest in this course?
- yes
 - no

AN INTERPRETATION OF ANSWERS ON STUDENTS' EVALUATION OF CAREER ORIENTATION

Self-Analysis--The following questions apply:

6, 7, 15, 25, 32, 35, 39 (awareness of self)

12, 30 (hobbies)

17, 30, 38 (volunteer work)

Career Investigation--

1, 24, 31, 36, (Community and school response)

3 (media)

5, 6, 8, 9, 10, 11 (knowledge of jobs)

13, 14, 15, 16, 18, 20, 21, 23, 27, (organizational help)

2, 19, 22, 28, 37, (time and methods in C. O.)

4, 33, 34 (speakers)

Overall negative response in self-analysis could mean a personality problem, lack of motivation, or poor communication.

Overall negative response to career investigation could mean concept presentations are too difficult, a lack of relevance or empathy for the students.

By pinpointing the specific subjects shown in parentheses, the teacher may be able to do a realistic self-evaluation. Hopefully, these forms will serve as guides for individual and departmental improvements each semester.

JOB RESEARCH

Name _____ Date _____
School _____ Teacher _____

Your Plans

Fill in the blanks with words or phrases. No sentences. Example 1 -- newspaper want ads

1. Name five ways of looking for a job

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

2. Name three jobs you feel you will be able to do well in five years.

- (a) _____
- (b) _____
- (c) _____

3. What education and/or training will you need for jobs (a), (b), and (c) listed in Number two?
Examples: high school, trade school, college, military service, on-the-job training, or others
(name)

- (a) _____
- _____
- (b) _____
- _____
- (c) _____
- _____

4. Describe the tasks you will do in the jobs listed in number two. Example: a salesman reads, writes, makes *many* contacts, sells, reports, evaluates, services.

- (a) _____
- _____
- (b) _____
- _____
- (c) _____
- _____

5. What salary do you think you would make if you were now ready to start work as a beginner on each of the jobs mentioned in two?

(a) _____

(b) _____

(c) _____

6. Name the job you want most

7. What hobbies or volunteer work can you do now to help yourself get ready for the job you want?

(a) _____

(b) _____

(c) _____

8. Give three organizations, departments, or titles of people who can help you get into jobs you would like.

(a) _____

(b) _____

(c) _____

COMMUNITY EVALUATION
by Miss Rose Parks, Black Jr. High School

The community needs an opportunity to evaluate the Career Orientation program. The following form has brought very favorable results. We would appreciate your filling out this form, but it is optional.

In an effort to evaluate our attempt to orientate boys and girls of the junior high level on job opportunities, we are sending this checklist to companies that have supplied us with speakers and materials to get their feelings about the program.

The Career Orientation classes of _____ Junior High School will appreciate your filling out this checklist.

1. How would you rate your visit with the class?
Excellent ____ Good ____ Fair ____ Poor ____
2. Do you feel that your visit was profitable?
Yes ____ No ____
3. Would you say that most of the students received some worthwhile information?
Yes ____ No. ____
4. Do you feel that the students were--
Well prepared ____ ? Under-prepared ____ ? Not prepared at all ____ ?
5. Do you feel that this type of class is suitable for junior high students?
Yes ____ No ____
6. Do you feel that classes of this nature should be
Continued ____ Discontinued ____
7. Do you feel that at this age level you would have been interested in a class of this nature?
Yes ____ No ____
8. Would you be willing to visit classes of this nature in the future?
Yes ____ No ____
9. Have you made similar classroom visits?
Yes ____ No ____

10. Do you feel that invitations of this kind-
take too much of your time ___ disrupt your work schedule ___
are a pleasure to do ___
11. Do you feel that programs of this nature will strengthen the school, industry, and employment relations?
Yes ___ No ___ Comments: _____

12. Do you feel that the student response was
Excellent ___ Good ___ Fair ___ Poor ___
13. Do you have any comments or suggestions on how we can further develop this program?

14. We would appreciate any general comment you have about your visit to our class:

15. What class do you feel gave the greatest response?
First ___ Second ___ Third ___ Fourth ___
All responded about the same _____

GUIDE LINE FOR DISCUSSIONS IN ALL CAREER FIELDS

1. Predicted need for specific jobs
2. Required and helpful high school subjects for each field
3. Useful hobbies and clubs
4. Volunteer opportunities
5. Required and helpful training
6. Specific schools for training and retraining beyond junior high school
7. Qualifications: physical, mental, emotional
8. Advantages
9. Disadvantages
10. Entry level job descriptions
11. Beginning salary at the present time (low, med. high) if willing to state
12. Sources of information for changing job pictures
13. Examples of jobs that make up the teamwork for a given service or product
14. Places of employment
15. Tools of the trade or profession
16. Usual promotion pattern
17. Specific application procedure

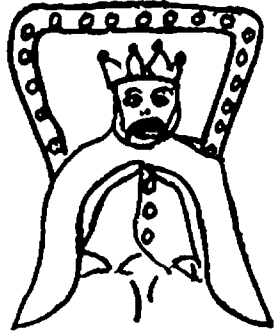
TESTS BY STUDENTS

The following sample fun tests were given on the final day of group presentations for the various career fields. Each student was responsible for assisting in the preparation, presentation, evaluation of skills and knowledge. All students were required to take the test. The students who prepared the tests also graded them, and the teacher checked their accuracy. Interest was high.

The ideas shown in the test patterns can be used by students who complete evaluation surveys earlier than others in the class. It must be understood that these tests, games, and riddles are to be done independently and quietly.

Occupational Quiz

Ban +



+ S

A

-b+v,

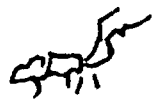


M+por

+




Ja w + b



pā + ing 2.

1 Ja w + b

is  + ing A tell + her.

Print answer here:

CODING

To the student: Use the code listed in the left hand column to solve the statements at the right. A slash mark separates words. Space is provided for each answer.

- A - =
- B - .
- C - ∅
- D - >
- E - |
- F - □
- G - Δ
- H - ∇
- I - Σ
- J - ∴
- K - ℓ
- L - α
- M - ∂
- N - ≅
- O - ≠
- P - ∓
- Q - ∫
- R - ≧
- S - ∓
- T - ≈
- U - ⊥
- V - ×
- W - π
- X - ∫
- Y - ∴
- Z - ≠

1. $\cdot = \cong \ell / \neq \square / \approx \nabla | / \neq \perp \approx \nabla \pi | \neq \approx$

2. $\neq = \ell / \square \neq \gg | \neq \approx / \cdot = \cong \ell$

3. $\cong \neq \gg \approx \nabla \alpha \Sigma \cong | / \cdot = \cong \ell$

4. $\circ \neq \partial \partial | \gg \circ | / \cdot = \cong \ell$

5. $\Delta = \alpha \alpha | \gg \Sigma = / \cdot = \cong \ell$

6. $\gg | = \Delta = \cong / \cdot = \cong \ell$

7. $\nabla | \Sigma \Delta \nabla \approx \neq / \cdot = \cong \ell$

8. $\gg | \spadesuit \perp \cdot \alpha \Sigma \circ = \cong / \cdot = \cong \ell$

9. $\square \Sigma \gg \neq \approx / \circ \Sigma \approx \therefore / \cdot = \cong \ell$

10. $\cong \neq \gg \approx \nabla \pi | \neq \approx / \cdot = \cong \ell$

11. $\neq \nabla = \gg \spadesuit \neq \approx \neq \pi \cong / \cdot = \cong \ell$

12. $\spadesuit \neq \neq \approx / \neq = \ell / \cdot = \cong \ell$

13. $\nabla \neq \partial | \neq \approx | = > / \cdot = \cong \ell$

14. $\partial = \Sigma \cong / \cdot = \cong \ell$

15. $\nabla \neq \perp \neq \approx \neq \cong / \square \Sigma \gg \neq \approx / \neq = \times \Sigma \cong \Delta \neq / = \cong > / \alpha \neq = \cong \neq$



REVIEW OF CAREER ORIENTATION

Guide for Discussion

(The following questions may be used as a review of the semester's work before the *post* test is given.)

Social Security

1. What is Social Security?
2. How do you obtain a Social Security Card?
3. How do you replace a lost social security card?
4. Do you have a Social Security Card?
Write your Social Security Number.

U. S. Department of Labor

1. What is the U. S. Department of Labor?
2. Give specific laws that protect you when you are a teenage worker.

Job Clusters or Career Fields

1. Define job cluster or career field.
2. What is meant by teamwork on a job?
3. Explain interdependence of job clusters to each other.
4. The following 15 job clusters cover many occupations. Beside each cluster write a job that is connected with each title:

Business and Office Occupations
Marketing and Distribution Occupations
Communications and Media Occupations
Construction Occupations
Manufacturing Occupations
Transportation Occupations
Agri-Business and Natural Resource Occupations
Marine Science Occupations
Environmental Control Occupations
Public Services Occupations
Health Occupations
Hospitality and Recreation Occupations
Personal Services Occupations
Fine Arts and Humanities Occupations
Consumer and Homemaking Related Occupations

5. Select one cluster that appeals to you most. Give the following information about specific jobs in your favorite cluster:
 1. Advantages of this job
 2. Disadvantages of this job
 3. Future opportunities
 4. Education necessary

5. **Personal qualifications**
6. **Salary**
7. **Fringe benefits**
8. **Description of job**
9. **Word-picture of a typical day**
10. **What to do now to start toward this career**
11. **Future planning (next 4 years) to get ready for this job**
12. **Money required to begin this job (education, transportation)**
13. **People who can tell about the job**
14. **Places to visit to see the work**
15. **People who can guide and help obtain the job**

Planning and Involvement

1. **What elective subjects are needed in high school for your future work?**
2. **What clubs might help you learn and have fun as you plan your future?**
3. **What volunteer jobs can you do to give yourself experience for a job in your future?**
4. **What hobbies might add fun and knowledge to your future work?**
5. **Name two titles of people or companies who might help you get a part-time or full-time job in the occupational cluster of your choice.**
6. **Write a letter of application to one of the companies you named in No. 5.**
7. **Tell what points must be remembered in personal interviews.**
8. **What are the duties of the Texas Employment Commission?**
9. **Where do you look in a newspaper for jobs?**
10. **Do employment agencies (other than the State) charge fees for helping you get a job?**
11. **What do you need to know about the company when you are looking for a job?**
12. **What do you need to know about yourself when you are looking for a job?**

CAREER ORIENTATION

Pre-Post-Test

The pre-post-test is written to fulfill the Houston Independent School District's proposal under which the Career Orientation program is now funded. This proposal suggests that all Career Orientation teachers will work together in developing a test to be given to students in order to determine interests, attitudes, and knowledge of the world of work. This test will be given very early in the course to help the teacher establish directions, materials, and individual time allotments that are needed. Without forewarning, the same test will be given as a post-test during the last week of the course. Evaluation of changes that have occurred will be recorded. An evaluation and plans for improving work the next semester should also be achieved when the pre-post-test is analyzed.

If some students have serious difficulties with reading, the teacher should read all direction statements aloud. Ample time should be given for students to comprehend and apply the statement to their own self-analysis and knowledge. Discussions and comments must not be given when the test is given. As soon as the class is ready, the teacher should move on to the next part of the test.

All units included in Career Orientation and covered in the pre-post-test therefore the instrument can serve as the teacher's preview for the entire course. By reading the complete test before giving it to the students, the teacher will gain insight into the concepts and materials to be covered.

This test has been tried in several classes. It was suggested that the test be given in two days: part I — self-analysis — would be given one day with no grade. The second half of the test would include the rest of the test and would be given the second day. This second part of the test — fields and investigation skills — would be graded, but only the post-test would count on the student's card average. There are 50 answers on Part II. Each answer counts 2 points. Although the test has been used in some of the Houston classes, it is still in the process of validation.

PRE-POST-TEST FOR CAREER ORIENTATION

PART I: SELF-ANALYSIS

Name _____ Date _____

School _____ Teacher _____

Your Interest

Put an X on the space or fill in statements briefly:

A. What do you prefer to do?

- _____ (1) work with things—motors, tools, furnishings, etc.
- _____ (2) work with people—sports, clubs, etc.
- _____ (3) work with ideas—writing, debating, etc.

B. Write a "1" beside the name of the school subject you enjoy most. Write a "2" beside the second best, and a "3" beside the third best.

- _____ (1) Physical education
- _____ (2) Mathematics
- _____ (3) Science
- _____ (4) History, civics, economics
- _____ (5) Languages, literature
- _____ (6) Shop work
- _____ (7) Home economics
- _____ (8) Other _____

C. Do you have any health or physical limitations that should be considered in making a career choice—eyesight, hearing, height, weight?

- _____ Yes
- _____ No

D. Do you have a hobby?

- _____ Yes
- _____ No

E. If you have a hobby, name it.

F. Have your parents or other relatives told you what career they want you to choose?

- _____ Yes
- _____ No

G. If relatives have suggested a career for you, name it.

H. Have you chosen a career?

_____ Yes

_____ No

I. If you have chosen a career, name it.

J. Do you plan to complete your military service before choosing a career?

_____ Yes

_____ No

_____ Does not apply

K. Do you plan to get more training after high school?

_____ Yes

_____ No

L. Do you like to (answer yes or no by each):

- _____ (1) be of service to people
- _____ (2) work or play outside
- _____ (3) read
- _____ (4) do things with your hands
- _____ (5) study
- _____ (6) operate machinery
- _____ (7) travel
- _____ (8) do detailed work
- _____ (9) explore
- _____ (10) investigate
- _____ (11) discover
- _____ (12) work with people

M. Put an X beside the statement that describes your personality *most of the time*.

- _____ (1) You like to take things apart and see how they are made.
- _____ (2) You like to read and think about what you read.
- _____ (3) You like a quiet place.
- _____ (4) You like to be with people.
- _____ (5) You usually are very happy at trying something new.
- _____ (6) You like to meet new people.
- _____ (7) You enjoy working with mechanical things.
- _____ (8) You like to ask questions.
- _____ (9) You enjoy mixing colors.
- _____ (10) You often doubt that you can do something well.
- _____ (11) You like to plan ahead.
- _____ (12) You are fast in your work.
- _____ (13) You are a friendly person.
- _____ (14) You laugh a lot.
- _____ (15) You are careful with your actions.
- _____ (16) You talk back a lot.
- _____ (17) You are often late.
- _____ (18) You like to hear music much of the time.
- _____ (19) You like to put things in order and take time to be neat.
- _____ (20) You are often hurt by criticism.

PRE-POST TEST FOR CAREER ORIENTATION
PART II: AGENCIES, CAREER FIELDS, AND INVESTIGATIONAL SKILLS

Name _____ Date _____

School _____ Teacher _____

Purpose of Course

A. The purpose of Career Orientation is to guide choices made by

- _____ (1) parents
- _____ (2) the school
- _____ (3) the student

B. Each person needs to know his strengths and weaknesses so he can

- _____ (1) brag to others
- _____ (2) choose a career in which he can do well
- _____ (3) feel ashamed of himself

C. Speakers come to class because

- _____ (1) they want youth to know about their jobs
- _____ (2) they want everybody to do the work they do
- _____ (3) they hope to get paid for their time

D. Career skills can be learned in free time through work, and

- _____ (1) eating
- _____ (2) hobbies
- _____ (3) sleeping

E. The best kind of job is one which

- _____ (1) pays the most money
- _____ (2) gives you a feeling of satisfaction
- _____ (3) has short hours

Social Security

A. Social Security cards cost

- _____ (1) \$1.00
- _____ (2) fifty cents
- _____ (3) nothing

B. In most cases everyone must have a Social Security card before he

- _____ (1) goes to work
- _____ (2) starts to school
- _____ (3) has a savings account

C. The application form for a Social Security card always can be obtained by contacting

- (1) City Hall
- (2) the Federal Building
- (3) the County Courthouse

D. The first step in replacing a lost Social Security card is to give information to

- (1) the police
- (2) the Bureau of Missing Persons
- (3) a Social Security clerk at the Federal Building

E. A surviving parent whose husband or wife qualifies may receive Social Security monthly payments for

- (1) being poor
- (2) all unmarried children under 18 years of age
- (3) buying property

Career Fields

Investigating many jobs can be done easily if careers are divided into fields. Purpose of the work usually gives the clue for putting jobs together. Example: a career in an automobile factory would be listed under manufacturing career field.

Put an X in front of the following correct answers.

A. The usual career field that telephone, television, and newspaper workers come under is

- (1) transportation
- (2) fine arts and humanities
- (3) communication

B. The usual career field that air and water pollution jobs come under is

- (1) environmental control
- (2) marine science
- (3) manufacturing

C. Advertising usually comes under the career field of

- (1) business and office
- (2) marketing and distribution
- (3) hospitality and recreation

D. A druggist usually comes under the career field of

- (1) construction
- (2) health
- (3) agri-business and natural resources

E. Teachers, post office workers, policemen, and firemen usually come under the career field of

- (1) consumer and homemaking

- (2) personal services
- (3) public services

Salary Test

Put an X on the blank before the correct answer.

A. If Tim makes \$2.00 an hour and is paid time and a half for extra work, what would his overtime wage be per hour?

- (1) \$1.00
- (2) \$3.00
- (3) \$4.00

B. If one week Mary worked 40 hours at \$2.00 per hour and 12 hours at \$3.00 per hour, what would her weekly net pay be?

- (1) \$56.00
- (2) \$124.00
- (3) \$116.00

C. Bill has a regular weekly salary of \$88.00, but one week he was paid \$109.00 because he worked overtime at the rate of \$3.00 per hour. How many extra hours did he work?

- (1) 7
- (2) 3
- (3) 21

D. Social Security, income taxes, and other monies are deducted from the salary. \$15.00 is deducted for Jo's health insurance. The company has already paid half the total insurance bill. How much is the total cost of medical insurance for Jo?

- (1) \$15.00
- (2) \$7.50
- (3) \$30.00

E. This is Jane's budget for one month:

Food	\$80.00
Rent	50.00
Car Payment	70.00
Miscellaneous and Savings	70.00
Entertainment	30.00

What is her budget per month?

- (1) \$290.00
- (2) \$210.00
- (3) \$300.00

Newspapers

Put an X on the blank in front of the correct answer.

A. The local paper's section of business news often includes

- (1) comics
- (2) crossword puzzles
- (3) predictions of future jobs

B. Opinions of changes needed in working conditions are usually found in the paper's section on

- (1) sports
- (2) straight news
- (3) editorials

C. The reliable companies will keep all information from applicants who answer want ads in

- (1) confidence
- (2) a file
- (3) personnel records

D. Employers often state they are not prejudiced against any good workers by putting the following notice at the bottom of the want ad.

- (1) Fair Play For All
- (2) Equal Opportunity Employer
- (3) No Prejudice

E. Most want ad readers should read job descriptions carefully to be sure that they

- (1) can soon be promoted
- (2) have the necessary qualifications
- (3) will work from 8 to 5

Letters of Application

Put an X on the blank in front of the correct answer.

A. The number of main parts in a letter of application are:

- (1) two
- (2) five
- (3) three

B. After Dear Sir in a business letter, the punctuation mark is a

- (1) comma
- (2) colon
- (3) period

C. The correct spelling for one closing in a business letter is

- (1) Sincerely
- (2) Sincerly
- (3) Sinsereely

D. Another correct ending for a letter of application is

- ___ (1) Yours truely,
- ___ (2) Yours truly,
- ___ (3) Yours Truly,

E. To get attention, a good letter of application should

- ___ (1) use abbreviations
- ___ (2) give relatives for references
- ___ (3) be brief and concise

Personal Interviews

Put an X on the blank in front of the best answer.

A. When you go for a personal interview, you should usually dress

- ___ (1) in sport clothes
- ___ (2) in accordance with the best taste for that particular job
- ___ (3) in a hat and gloves

B. Never enter the room for your interview with

- ___ (1) notes about dates of your past jobs
- ___ (2) your Social Security number
- ___ (3) gum or a cigarette in your mouth

C. An applicant should always

- ___ (1) be general as to what kind of job he wants
- ___ (2) know his strengths, capabilities, and preferences
- ___ (3) say he likes people

D. A personnel director will always want you to

- ___ (1) speak fast
- ___ (2) speak distinctly
- ___ (3) talk about a former boss

E. When being interviewed, it is correct to

- ___ (1) relax by leaning to one side
- ___ (2) walk about the room to give emphasis to your words
- ___ (3) rise when the personnel director indicates your interview is ending

Involvement

Put an X on the blank before the correct answer.

A. The main reason that it is important for everyone to be involved in activities of his choice is that

- ___ (1) it is a rewarding, satisfying experience

- ___ (2) our country needs more products
- ___ (3) other nations need our services

B. Hobbies are activities that are usually done

- .. (1) while you are on the job
- .. (2) in your free time
- .. (3) in your classes

C. Excellent volunteer work alone will usually assure you of

- .. (1) security
- .. (2) a letter of recommendation
- .. (3) good wages

D. An example of a place to look for a volunteer job is

- .. (1) department store
- .. (2) filling station
- .. (3) Red Cross

E. Part-time jobs for pay are more likely to be located at one of the following:

- .. (1) Texas Employment Commission
- .. (2) Scouts
- .. (3) Amigos

Hobbies, Volunteer Jobs

Put an X on the blank in front of the best answer.

A. An agricultural agent helps regularly with many hobbies outside of farming in

- .. (1) 4H
- .. (2) FFA
- .. (3) Girl Scouts

B. Anyone interested in technical radio and television would probably enjoy clubs recommended by

- .. (1) Social Security
- .. (2) Federal Communication Commission
- .. (3) American Medical Association

C. A volunteer organization that certifies you for life saving and as a water safety instructor is

- .. (1) Boy Scouts
- .. (2) Red Cross
- .. (3) Camp Fire Girls

D. To investigate a health career when you are 15 years of age, a hospital might assign you as

- .. (1) a vocational nurse
- .. (2) an intern
- .. (3) a junior volunteer

E. A club whose main function is teaching you about business procedures is the

- (1) Press Club
- (2) Jr. Achievement Club
- (3) Science Club

Texas Employment Commission

Put an X on the blank in front of the correct answer.

A. The main purpose of the Texas Employment Commission is to

- (1) give unemployment checks
- (2) provide bus information for new workers
- (3) help you find a job

B. The Texas Employment Commission keeps records on jobs available

- (1) only in Texas
- (2) only in Houston
- (3) throughout the country

C. A counselor at the Texas Employment Commission can usually assist you with

- (1) money until you first check comes
- (2) an opportunity to investigate your abilities for various fields of work
- (3) a family problem

D. The job market at Texas Employment Commission emphasizes opportunities of the

- (1) past
- (2) future
- (3) present and future

E. When you go to the Texas Employment Commission the *first* time, you should take

- (1) your parents
- (2) your Social Security number
- (3) your birth certificate

TEACHER'S ANSWER SHEET FOR PRE-POST TEST

Part I -- All answers are acceptable--no grade

Part II -- Each correct answer is two points. Record grade for report card average *only* on post test.

Occupational Orientation

<p style="text-align: center;">Purpose of Course</p> <p>A. <u> 3 </u> B. <u> 2 </u> C. <u> 1 </u> D. <u> 2 </u> E. <u> 2 </u></p>	<p style="text-align: center;">Social Security</p> <p>A. <u> 3 </u> B. <u> 1 </u> C. <u> 2 </u> D. <u> 3 </u> E. <u> 2 </u></p>
<p style="text-align: center;">Career Fields</p> <p>A. <u> 3 </u> B. <u> 1 </u> C. <u> 2 </u> D. <u> 2 </u> E. <u> 3 </u></p>	<p style="text-align: center;">Salary Test</p> <p>A. <u> 2 </u> B. <u> 3 </u> C. <u> 1 </u> D. <u> 3 </u> E. <u> 3 </u></p>
<p style="text-align: center;">Newspapers</p> <p>A. <u> 3 </u> B. <u> 2 </u> C. <u> 1 </u> D. <u> 2 </u> E. <u> 2 </u></p>	<p style="text-align: center;">Letters of Application</p> <p>A. <u> 3 </u> B. <u> 2 </u> C. <u> 1 </u> D. <u> 2 </u> E. <u> 3 </u></p>
<p style="text-align: center;">Personal Interviews</p> <p>A. <u> 2 </u> B. <u> 3 </u> C. <u> 2 </u> D. <u> 2 </u> E. <u> 3 </u></p>	<p style="text-align: center;">Involvement</p> <p>A. <u> 1 </u> B. <u> 2 </u> C. <u> 2 </u> D. <u> 3 </u> E. <u> 1 </u></p>
<p style="text-align: center;">Hobbies, Volunteer Jobs</p> <p>A. <u> 1 </u> B. <u> 2 </u> C. <u> 2 </u> D. <u> 3 </u> E. <u> 2 </u></p>	<p style="text-align: center;">Texas Employment Commission</p> <p>A. <u> 3 </u> B. <u> 3 </u> C. <u> 2 </u> D. <u> 3 </u> E. <u> 2 </u></p>

TEA Program Assists Youths Choose Careers

This is the third story in a series of articles on the Texas Education Agency. Article four Wednesday deals with teacher instruction and instructional resources.

By NELL LEE
Staff Writer

Vocational-technical education, teamed with career development, helps the Texas Education Agency accomplish its goal to develop economic and occupational skills in students.

While the two are related — they are different, using different methods of achieving basically the same goal.

The title "vocational education" has been around for a long while. To the agency and the state, career development is not so well-known.

Career development is a means of assisting young people to discover a satisfying, productive means of earning a living. Walter Rambo, who heads career development at the agency, said in grades kindergarten through six the program seeks to "instill an awareness of the world of work" in the students.

In grades seven and eight, Rambo said, training is "exploratory," and in grades nine through 12 training is held in specific technical skills.

"We are not trying to lock kids into vocational or academic programs in career education, but are trying to marry academics and vocation," Rambo said. "Career education simply is a concept of awareness."

Rambo said the agency, through career development, is trying to make all subjects relevant, trying to show what happens in the real world. "We want to help kids to be able to make realistic choices, whether they go to college or develop a salable skill."

Basic components in career education is assistance for students in understanding the world of work and attitudes toward it; understanding the relationships which exist between education and career opportunity; and understanding the economic and social structures of society and how they influence the ways people support themselves.

By summer of 1973, it is expected that a minimum of five school districts in each education service center region will have developed plans for implementation of career education when school begins in September, 1973.

Currently, several occupational orientation projects are under way in these regions as pilot or demonstration models.

Vocational-technical education, however, is another goal and responsibility of the Agency, John Guemple, associate commissioner said.

After World War I, emphasis on training in agriculture, trades, industry and homemaking began, and technical education in the early 1960's added health care to the provision. In the middle 1960's, office education, post-secondary, community college technical instruction and adult and continuing education added to the long list of provisions.

The need for vocational training at the end of the 1960's became more prominent and more programs were added

The secondary vocational programs trains high school students in various vocations. There are programs for secondary and post-secondary students who have either completed or dropped out of the public school who are available for full time training. There are programs for those who are not available full time — adults, disadvantaged or handicapped — for one reason or another, Guemple said.

The most visible results may be seen in the prison program, where 9,000 persons receive public school instruction and vocational skill development training.

"Not many hire the unskilled person anymore," Guemple said. So, Texas seeks to provide training. "We don't want to rule any student out of a degree program, but we want to offer training, while keeping the doors open for better things."

Guemple said the U.S. Labor Department classifies all legal occupations, and lists more than 38,000 different jobs. "Less than 10 per cent of these requires a bachelor's degree or higher. So, more than 80 per cent of the people who work, do something which does not require a college degree."

He explained that vocational programs provide skills to allow students to have an income to go to college and train for a higher paying job.

The agency, Guemple said, seeks to classify all "human endeavor into 15-20 general classifications and provide training for one or more of these while the student is still in high school."

Studies, he said, show that people experience a change in jobs every seven years (at least) but do not change their career fields at that rate.

As a result of current articles in the news media, teachers can find added direction for evaluating their present and future work.

The following article lends itself to reviewing purpose, procedure, and planning of acceptable answers to goals stated by Texas Education Agency.

Therefore, classifications are made in general career fields and programs are developed to help "people move through from the bottom on up in these fields" like a "describable job ladder."

The big change in the agency began in the early 1960s. Since then, vocational training has "exploded," Guemple said. "Now we have to issue official lists of courses." He added there is more specialization than before.

In 1969-70, reports showed a total of 656,001 enrolled in the secondary, post-secondary and adult vocational programs.

Labor force predictions for the 1980's underscore the importance of Texas' program for vocational education. Officials say that by the end of the present decade, it is anticipated that 55 per cent of those entering the labor force will need vocational skills, 25 per cent will need technical ability and only 20 per cent will need college degrees.

The 61st Legislature provided extended support to all school programs in approved occupations. Vocational counselors and administrative personnel were added to the Foundation School Program at the same time.

Areas of training include vocation, agriculture, office health, homemaking, industrial education, distributive education, technical and work-study programs.

Evaluation

Are the current classes fulfilling these goals?

Evaluations are sometimes reflected in company newspapers. The following article is an example of feedback from a business organization.

conmutopics

CONNECTICUT MUTUAL LIFE FIELD NEWS

Agent Discusses Career

As chairman of the Speakers' Bureau of the Houston Association of Life Underwriters, CML agent Lee P. Schlanger became involved in a "Occupational Orientation" program conducted at thirteen different Houston junior high schools not long ago.

Spokesmen from various professions were invited to describe their careers to the students and Lee was a natural choice to talk about life insurance.

Here are some reactions to his presentations. See if you can spot a future million dollar producer among the correspondents.

"Our class enjoyed your visit to our class. It was very nice to learn about what kind of people are taking care of our lives."

"We enjoyed your coming to our class. I don't know for sure but I might like to work in an insurance office when I get older. I don't think I would like to be an insurance agent."

"Our class enjoyed your visit and we would like you to come back on another day. I just might decide to be an insurance man."

"Thank you for coming to our class. I enjoyed it. I liked the whole bit about the job except the pay. I would have to get more money than that. Like you said we all love money. I would like to work for an insurance company but I already have my heart set on being a doctor. Your job, the way you told it seemed exciting."

IMPROVISATIONS

An Unfinished Story That Includes All Career Fields

Assign students as group leaders for each of the fifteen fields. Remember the interests and talents of the class members when choosing the leaders. The committee members may be chosen by the teacher or the group leaders. Scuba divers must be very strong leaders.

Read the narration until the students take over with an improvisation. The students' participation should be concluded in five to ten minutes.

Remind the students that this is a chance to demonstrate what they have learned in Career Orientation. Repeat the test guide in this unit. Encourage students to use these test guide suggestions in taking roles for their improvisational skit.

In evaluating this project, take note of improvements in attitude as well as job facts retained. Above all, be aware of the application of knowledge and team work.

Narration

A long time ago, about 1972, a terrible earthquake destroyed a large city in Nicaragua. The people of Houston responded generously to the needs of their fellowmen. Many plane loads of food and supplies were sent to the stricken people.

- I. Teenagers were involved with collecting and packing needed materials. They even put on an extravaganza stage show to raise money. Professional musicians, artists, and actors assisted. Let's go behind the curtain while a student interviews these professionals about their work. (Fine Arts and Humanities Skit)
- II. The program was so successful that sports minded students decided to raise money, too. They arranged an exhibition baseball game between their faculty and the Astros. Here's a student reporter getting a story from an Astro. (Hospitality and Recreation Skit)
- III. Now let's go to another part of the city. I want you to meet two of our students who are scuba divers. They have been on excursions near Nicaragua, and since they have had first-hand experience with the people of Nicaragua, they want to do more than give temporary help. They want to set up plans for collecting and refining edible sea plants. Marine Scientists at the University are eager to work with them. Let's listen to their plans for a new food product (Marine Science Skit)
- IV. The people of Nicaragua thought the food was fantastic. News about good food spreads like wildfire. Soon people from all over the world wanted this sea plant food. After several years passed, the scuba divers decided to go into business. Let's see how they go about it. (Business and Office Machines Skit)
- V. The business leaders laid a strong foundation in management and demands for sea plant food grew tremendously. Management experts were hired in many fields, and they faced problems with suggested solutions. Here's the transportation manager discussing job requirements for new truck drivers. (Transportation Skit)

- VI. With more transportation sometimes there is more pollution. The County Pollution Control Director discusses these problems with his team of workers. (Environmental Control Skit)
- VII. The pollution problem was settled to everyone's satisfaction when new uses were discovered for agricultural and natural resource products. (Agri-Business and Natural Resources)
- VIII. The sea plant food business continued to grow, and construction of new factories was ordered. The construction foreman is here telling prospective workers of qualifications needed and of ways to apply for apprenticeships for those who aren't qualified. (Construction Skit)
- IX. With new buildings come new manufacturing equipment. This meant new employees were needed. Lots of women applied for the jobs but they had small children; so the board of directors agreed to set up a day nursery. Let's visit the nursery and see the job requirements. (Personal Services Skit)
- X. Now that the children are settled, let's go into the factory. The mothers of the children we saw are older women. They were doing an excellent job on the assembly line, until two young giggly girls were hired to assist them. Manufacturing that lacks teamwork shows up very quickly, so the foreman has called in the ladies who are having trouble on the assembly line. (Manufacturing Skit)
- XI. The foreman decided to have a longer training period for new employees. He felt communications needed improving; so he went to a media center for assistance in preparing programs. The media director is introducing the foreman to his staff and explaining their duties. (Communications and Media Skit)
- XII. When the foreman reported to the manufacturing plant, he impressed company officials that opportunities for advancement can come through improved communications. They decided to look further into communications by advertising their products on radio and television. Now we see company officials in a conference with an account representative from an advertising agency. (Marketing and Distribution Skit)
- XIII. The advertising agency made Marketing Surveys to learn about the needs of consumers and homemakers. Information is being obtained from experts in the field of consumers and homemakers. Let's listen in. (Consumer and Homemaking Skit)
- XIV. While we were visiting with the consumer and homemaking experts, a fire broke out at the Sea Plant Manufacturing Corporation. The fire department answered the alarm and were on the scene in a few minutes. Let's watch the action. (Public Service Skit)
- XV. Thank goodness for public service. The fire was put out quickly; the victims were given artificial respiration and then taken to the hospital. Let's meet some of the health team at the hospital (Health Skit)

The health team reminded us that all career fields are needed in the hospital and in the research laboratories. Progress for all humanity comes when each worker feels needed as an individual and is responsible in teamwork that serves others.

This story has taken us into your future, for each of you is needed. Your work will affect all career fields, and all careers will affect your life. Make your efforts count! You are an important part of the action.

THE TEACHER'S SEMESTER EVALUATION

The following form can serve as a summation of new materials and procedures. This organized evaluation can guide the teacher in changes needed in the classroom as well as furnish feedback for inservice discussions. All wheels, tests, and evaluations should be compiled before this form is completed.

A. Suggested changes

<i>Suggested Changes</i>	<i>Reasons</i>

B. Media most helpful

<i>Career Field</i>	<i>Title</i>	<i>Source</i>	<i>Price</i>

C. Innovative ideas (role playing kits, games, posters, etc.)

D. Printed materials most helpful

<i>Career Field</i>	<i>Title</i>	<i>Source</i>	<i>Price</i>

E. Speakers who were effective

<i>Career Field</i>	<i>Name</i>	<i>Occupation</i>	<i>Phone No.</i>

F. List of original tests that showed progress in knowledge and/or attitudes

<i>Career Field</i>	<i>Purpose of Test</i>

MEDIA
Interrelated Career Fields

All fields demonstrate teamwork within and dependency upon other career fields, but some subjects lend themselves to a clear demonstration of interrelated careers in a given project. All films are in the AV Center of HISD.

Film Title	Number	Time
<i>America in Space: The First Decade</i> This film includes the workers needed in creating NASA (1958) and developments that followed for a decade. Many achievements by engineers, scientists, technicians, and industrial workers pooled their efforts toward the ultimate goal—landing and walking on the moon.	L-4382	29 min.
<i>Food, Clothing and Shelter in Three Environments</i> Explores how geographical environments affect people's work and their needs for food, clothing.	M-4544	
<i>Industrial Revolution</i> Beginning of the U.S. industrial progress in the past 200 years through manufacturing, communication, transportation, and other fields	M-4474	22 min.
<i>The Laser Beam</i> Animation explains application of lasers in health, communication, manufacturing, and other fields.	M-4399	16 min.
<i>Living Things Depend on Each Other</i> Humans depend on many living things for food, clothes, shelter. Animals depend on plants. Plants depend on animals. Shows various sources of breakfast food.	4463	16 min.
<i>Posters</i> Basic concepts and methods of poster design.	M-4659	15 min.
<i>Screen News Digest, Vol. 12, Issue 6: America and Her People as They Prepare to Celebrate two Hundred Years of Independence</i>	M-4408	
<i>Understanding the School's Neighborhood: The School's Environment</i> Students learn of people and places in their neighborhood and map it.	L-4393	27 min.
*It's Your Turn Order from: Fairchild Industries, Germantown, Maryland 20767		

*Not in AV Center