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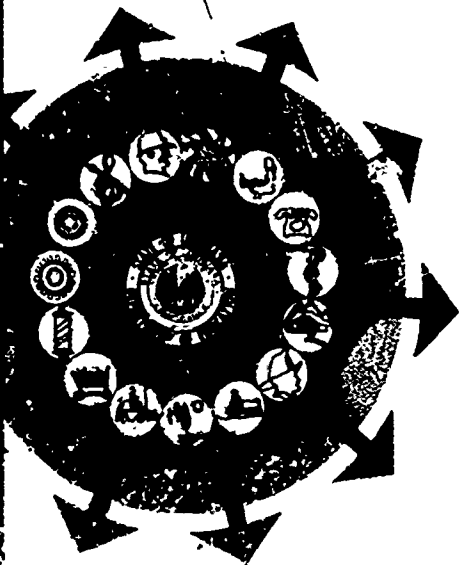
ABSTRACT

This handbook was prepared to assist those coordinating the VITAL program in participating schools and agencies. It is designed primarily for use by counselors or other coordinators as an instrument for presenting VITAL occupational information to students who are interested in gainful employment after leaving school. The information provided in the handbook brings together the data and materials developed by the VITAL Career Information Center in conjunction with those of similar centers in some 33 other states. The handbook provides a source of aids for implementing the career information aspects of the career guidance program. Extensive appendixes include reporting forms, glossaries, survey and evaluation forms, log sheets, tables and bibliographies for each section.  
 (Author/PC)

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# HANDBOOK

**VITAL**

**VOCATIONAL  
INFORMATION  
TECHNIQUES  
APPLIED  
LOCALLY**



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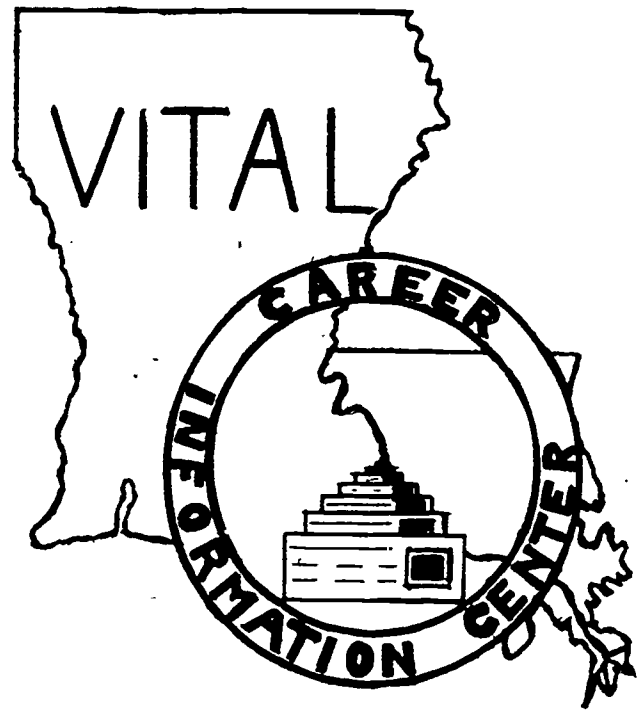
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VITAL  
Career Information Center  
HANDBOOK



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# VITAL IS

USED WITH:

• CAREER EDUCATION

• OCCUPATIONAL ORIENTATION

• INSTRUCTIONAL MATERIALS

• CURRICULUM DEVELOPMENT

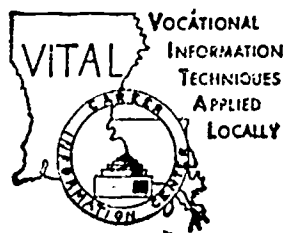
• MULTIMEDIA APPROACH

• SELF-CONCEPT ELEVATION

• PARENTAL INVOLVEMENT

• CAREER GUIDANCE

• COMMUNITY INVOLVEMENT



Frontispiece

## PREFACE

This handbook was prepared to assist those coordinating the VITAL Career Information Center program in participating schools and agencies. It is designed primarily for use by counselors or other coordinators as an instrument for presenting VITAL occupational information to students who are interested in gainful employment after leaving school. This applies particularly to those students in junior or senior high school who are searching for careers to enter. Elementary school personnel may also benefit from the handbook. The handbook provides information which the coordinator can share with students, teachers, librarians, and other professional personnel as a part of the career guidance and education programs.

The information provided in the handbook brings together the data and materials developed by the VITAL Career Information Center in conjunction with those of similar centers in some thirty-three other states. Since career information is an essential part of the career guidance program, efforts have been made to relate the handbook contents to the goals and objectives of this program as stated by the Student Services Bureau of the Louisiana State Department of Education in its guidebook.\* The materials supplied in the handbook provide a source of aids suggested for implementing the career information aspects of the career guidance program. These supplement recommendations made in the guide developed by the Student Services Bureau. It is hoped that this handbook and the materials included will provide a standardized basis for systematic dissemination of career information to those needing the data and materials provided by the VITAL Career Information Center.

\* See Appendix B, pp. 175-184 for "Objectives" of Louisiana State Plan for Career Education and "Guide for Career Guidance," Student Services Bureau, Louisiana State Department of Education

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The VITAL Career Information Center wishes to express its appreciation to the many individuals, establishments, organizations, departments and agencies that have contributed to this HANDBOOK. Since they are too numerous to mention, references have been made to the sources of information in the bibliography.

Special thanks go to Louis J. Michot, superintendent; Howard P. McCollum, associate superintendent; Thomas G. Clausen, assistant superintendent, Instructional Services; Leon L. Borne, Jr., director of the Bureau of Student Services, Anne K. Stewart, divisional coordinator, Instructional Services; and other assistant superintendents and supervisors of the State Department of Education.

Particularly helpful were the superintendents and coordinators of the VITAL program in participating parish school boards and schools, and members of the VITAL staff. The Center is especially grateful to Thomas L. Miller, coordinator of the East Baton Rouge Parish School Board Cooperative Career Education program.

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## VITAL CAREER INFORMATION CENTER

### I. BACKGROUND

The VITAL Career Information Center was established July 1, 1971, as an exemplary project funded under authority of the Vocational Education Act Amendments of 1968. VITAL is an acronym for Vocational Information Techniques Appplied Locally. The VITAL Career Information Center was established for the securing of reliable, relevant, local occupational information from employers and furnishing this to students, teachers and counselors in an easily readable form on microfilm aperture cards, called Viewscreens. An aperture card is a data process card with a small film window near one end which contains microfilmed occupational information. This process makes it possible for up-to-date, valid, localized occupational information to be secured, produced, disseminated and made available on a large scale using modern technology.

The project was initiated as a joint effort of nine parish school boards in the Baton Rouge region and the Louisiana State Department of Education. This consortium was proposed by East Baton Rouge Parish School Board guidance supervisor for establishment of the project to serve as a model for statewide application of its services. The directorate was made up of superintendents for the parishes served--Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, and West Feliciana--and a representative of the State Department of Education. Guidance

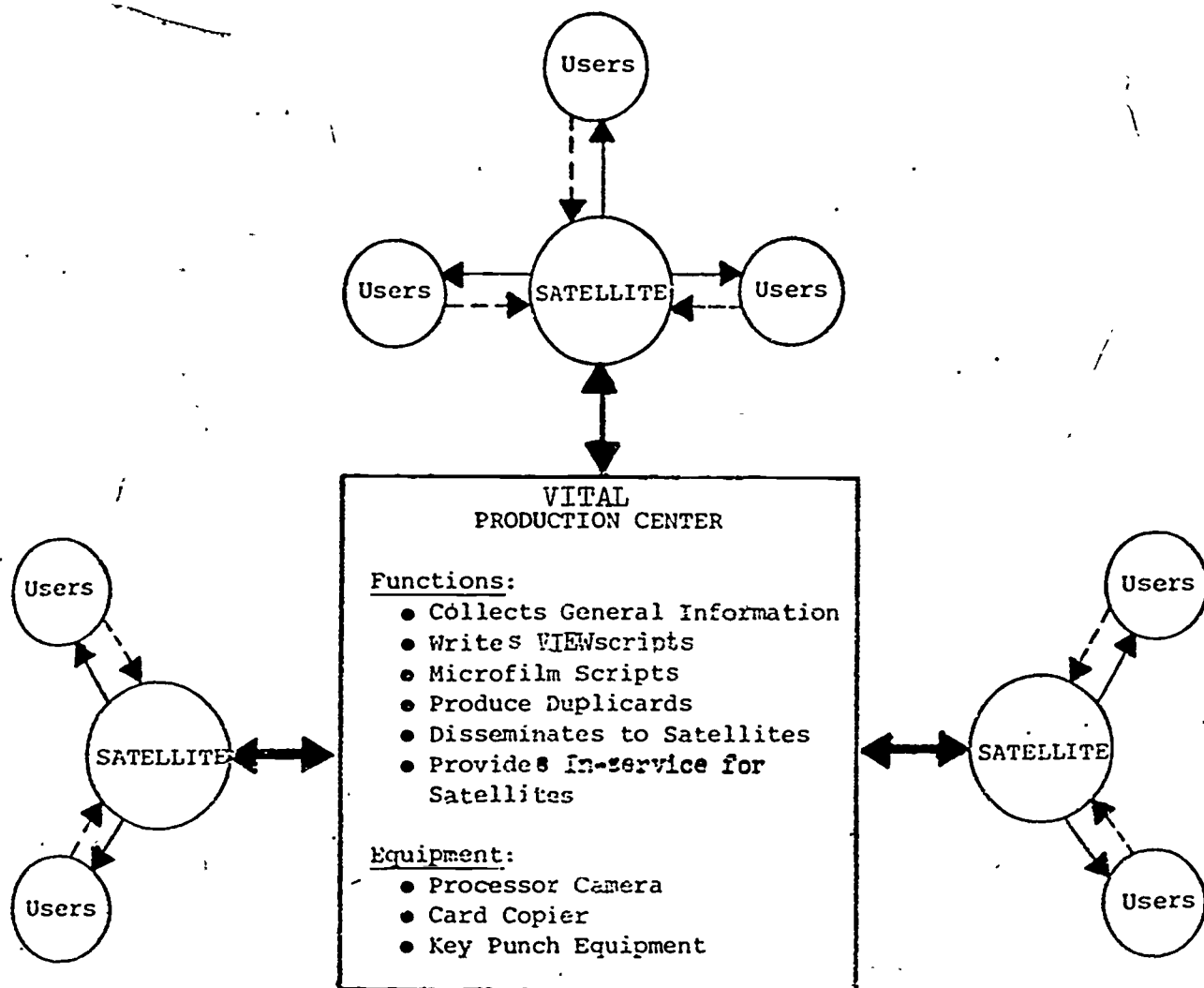
(Student Services) Bureau, coordinating supervisor and the VITAL director. The number of participating parishes has continually increased since the establishment of the program. (See Appendix--p. 79 "Organizational Chart VITAL"). An Advisory Committee was also established (See Appendix, p. 112 7 "Organizational Chart Advisory Committee").

Housing and clerical supplies have been provided by the Louisiana State Department of Education, Student Services Bureau. They are now supporting extension of the Center's services statewide as part of career guidance program\* with financial assistance for additional professional personnel and materials. The equipment for photographing, processing, and reproducing microfilm aperture cards containing Viewscripts--localized occupational information--along with the reader-printers used to view and make copies of the Viewscripts, was obtained at the beginning of the project. Additional reader-printers or readers obtained by schools for the use of the microfilm or microfiche materials will need to be purchased by participating schools or school systems. The Center will furnish the cards to those who purchase the necessary equipment to use these as funds and personnel permit (See Figure 1. VITAL Career Information Center with Satellites).

## II. NEED

The task of making a career decision in a growing and changing society is a complex one.\*\* With the advent of automation and technological change, job opportunities have been drastically altered. For example, new industries have generated new employment opportunities while at the same time many thousands of production-type jobs have completely disappeared. In many

\*See Appendix, on "Need for Career Guidance," pp.173, 176  
Appendix, on "Nature of Career Guidance," p. 176



Satellite = Intermediate Service and Information Collection center. Collect local information and send to Center for inclusion in its VITAL deck. No microfilm equipment necessary.

User = Schools and/or agencies having microfilm readers and/or reader-printers.

→ = Dissemination of VITAL decks and provide in-service training to users.

- - - → = Feedback from users concerning implementation of the system, in-service needs, quality control of microfilm documents, additions needed in occupational coverage, and information input if available.

→ = Flow of feedback from users and the local information from Satellite for inclusion with general information collected by Production Center to form VIEW deck unique to their locale. Return of microfilmed decks to Satellites.

Figure 1. VITAL Career Information Center with Satellites

occupations the amount and type of education and training needed to enter the occupation have changed. The composite of these change factors necessitates a systematic approach to maintaining current occupational and educational information. Such a system would make available to those confronted with a career decision the best information on which to make career choices as part of the career guidance and education process. \*

In making a career decision students must be informed about a variety of aspects of the world of work. They need to know which occupations have an oversupply of workers as well as those where shortages exist. They need to be aware of the various types of new occupations being created by a technological society and those where a need no longer exists.

Providing students with career information that is current, accurate, and readily understood has been the goal of vocational guidance specialists for many years. In many school systems the provision of appropriate career information materials is more a goal than a reality. Available materials come from diverse sources in varying formats and usually lacking specificity to the local situation. Much of this occupational literature also is out-of-date because of the inescapable time lag inherent in conventional production and dissemination procedures. Many current materials, having been prepared for recruitment purposes, cannot always be relied on for the objectivity desired when students must make choices using factual information. The most important aspect of career choice is to know local and regional opportunities and requirements for employment.\*\*

\* See Table 10, p. 168

\*\* See chart on "Need for Career Information, Guidance and Education," p. 172

A related problem arises from difficulties in filing and retrieving occupational information. Although numerous procedures have been employed, a majority of the students make limited use of the information contained in typical occupational files. Abundant evidence exists to substantiate these and related weaknesses of current programs providing occupational information to students, 83% of whom in Louisiana will not complete college.

In 1965, San Diego County (California) initiated the first VITAL-"like" program, which was designed to alleviate many of the criticisms about occupational information. VITAL--an acronym meaning "Vocational Information Techniques Appplied Locally"--is a system designed to collect, abstract, synthesize, produce, store and disseminate career information in Louisiana schools. This system, which utilizes the microfilm aperture cards as the mode of presentation, has met with rapid, widespread acceptance. School systems in more than thirty-three states have initiated a microfilm occupational information system and other states have such plans.

### III. ADVANTAGES OF MICROFILM APERTURE CARD

The advantages of utilizing the microfilm aperture card as a delivery system for disseminating career information include:

(1) economy, (2) compactness, (3) versatility, (4) ease of updating, (5) fast and accurate filing and retrieving, and (6) computer adaptability.

A. Economy. A single microfilm aperture card can contain up to nine pages of career information capable of being viewed repeatedly by numerous users. Thus, it makes possible a wide dissemination without the use of a printing press with



its inherent high costs of paper and processing. Microfilm can be processed and disseminated at a fraction of the cost of printed materials.\*

- B. Compactness. Up to nine 8½" x 11" sheets of paper can be replaced by one 3" x 7" aperture card. Consequently, one small filing cabinet can contain information that, if in paper form, would require extensive storage facilities.\*\*
- C. Versatility. The use of microfilm permits the dissemination of information via a viewing screen. If the user wishes, a paper copy from a reader-printer for personal use may be obtained with the microfilm copy being retained in the file for other users. The data is adaptable to microfiche, reel and cartridge tape.
- D. Updating. The distribution capability of microfilm eliminates the need for reprinting thousands of copies for each change needed to update the information. In most cases, the original document can be microfilmed with only the new information being retyped. This is usually done annually or as needed.
- E. Filing and retrieving. The key punch capability of the microfilm aperture card allows for the automated filing and retrieving of information through the use of data processing equipment. In addition to job title, other data can be key punched into the aperture card. This keypunched data, either singularly or in various combinations, can then be used as selection factors in retrieving cards from the system.\*\*\*

\*See Appendix, pp. 103-4, "Format of Microfilm Viewsript"

\*\*See Appendix, p. 102, "Aperture Card Layout"

\*\*\*See Appendix, pp. 105-107, "Microfilm Aperture Card Data for Key punch"

F. Computer adaptability. A computerized system, with its more extensive capability and speed for data storage, retrieval, and analysis, may be interfaced with the microfilm aperture card approach, thus adding value and new dimensions to both systems. A microfilm aperture card which combines the use of microfilm with a data processing input document can reap the benefits of both systems. A computerized "student data base" can facilitate the career search by using student data to sort out and list suitable occupations for investigation. See "Student Information Form," pp. 161-163

IV. DEVELOPMENT--The steps in development of the VITAL Career Information Center were:

A. IMPLEMENTATION

1. The need for current, valid, easy to read occupational information in the schools was determined as the result of meetings and workshops with counselors and others in the school system and assessing the expressed interests and needs of students by the originators of the program.
2. After application for funding of the project had been approved, the Center was established by a directorate. A director-resource writer was hired by them, and the equipment purchased for operating the Center, which was housed in the Louisiana State Department of Education, Guidance Bureau. Participating schools were also provided equipment and supplies. (Fig. 3, pp. 79, 186)
3. The objectives for the Center were set up and approved as stated below. Plans, procedures and schedules were established to meet these objectives. (Fig. 4, p. 80, 186)

Objectives

To provide current, reliable, local and regional career information for use in schools by students, teachers, counselors and others.

To disseminate career information on a large scale using modern technology.

To furnish materials for more effective career guidance services.

To provide for feedback concerning career-oriented students by a follow-up system for use in effectively influencing the career development of other students.

To improve effectiveness of counselor as a facilitator of career guidance and education in the school through interaction with faculty, students, and others.

To develop lines of communication with counselors, faculty, and the community so that they will be involved in the ongoing career guidance, training, development and placement of students in occupations leading to careers.

To develop data to be furnished educational institutions on new advances and techniques in vocational-technical fields from which new programs and curricula may be developed.

To establish a foundation upon which a statewide program of occupational information can be evolved by extension of the services of the Center.

4. The literature was researched and a study was made to acquire pertinent general occupational information from all available sources. (See Bibliography, pp. 180-203)
5. Recommendations for the program and data were obtained on more specific types of occupational information available from other VITAL-"like" centers, labor, trade, commercial, vocational, educational, employment, technical and professional associations and organizations.
6. A study was made of the type information needed by the target population of non-college bound students, their average reading level, and skill-training types. The present and future manpower demands and needs of employers, and entry-level job opportunities in the regional labor market were estimated from available manpower, labor market and census data. A list of entry occupations to be covered by the VITAL Viewscripts was made. A determination was made as to the types and number of employers from whom local occupational information on entry jobs was needed. (See Tables 1AB, 2, 3, 4, pp. 81-84 and Figures 2AB, pp. 10AB; and Figure 4, p. 80 in Appendix)
7. A representative sample of business, industrial, and governmental establishments were selected for surveying. (Tables 3, 4, 5, 6, pp. 83-86)
8. Two "Occupational Information Survey Forms" (Forms 1, 2, pp. 90-96) were developed and approved by consultants and advisors.
9. A publicity campaign was engaged in to stimulate the securing of localized occupational information from employers in the region. Promotion talks were made

before employer, educator, counselor, and civic organizations and groups. Appearances were made on radio and T.V. programs and spot announcements used by the stations. Newspaper publicity was also secured.

(Fig. 3, pp.97-98)

10. Occupational Information Survey Forms, with a cover letter explaining the VITAL program, were mailed to the employers to secure the following types of data: (Forms 1 & 2, pp. 90-96)
  - a. Information on the establishment
  - b. Entry-level occupations in which an individual could develop a career, including
    - 1.) job titles
    - 2.) short descriptions
    - 3.) employment statistics
    - 4.) manpower demand
    - 5.) education acceptable or preferred
    - 6.) training needed before the job
    - 7.) training given on the job
    - 8.) special skills needed
    - 9.) minimum age
    - 10.) sex
    - 11.) experience
    - 12.) other requirements
    - 13.) advancement and promotional opportunities
    - 14.) pay and benefits
11. Follow-up of the surveys was made by personal interviews, telephone calls, and contacts from persons assisting the Center, such as school counselors, members of Kiwanis, Key, and Rotary Clubs. (Form 3, pp. 99-101)
12. Data obtained from the survey was posted, tabulated, analyzed, summarized, and a file built on each occupation. (See Figure 2A. Production Flowchart for Viewscripts, p.10A;p.10B; Figure 2B. Chart Showing Occupational Demand, Supply, Resources)
13. The survey data was combined with other existing occupational information acquired and that developed by the Center. This was synthesized into a form to be placed in a standardized format for microfilming and placing on the aperture cards. (Form 4, Format, p. 103)

## B. PRODUCTION

1. VITAL Viewscripts--The VITAL Viewsript includes the following kinds of information: (See Fig. 6 and Format, pp.102-3)
  - a. What You Do in This Job (Job Description)
  - b. Where You Work (Work Location, Environment, and Conditions)
  - c. When You Work (Hours and Days of Work)
  - d. What This Work Will Pay You (Earnings)

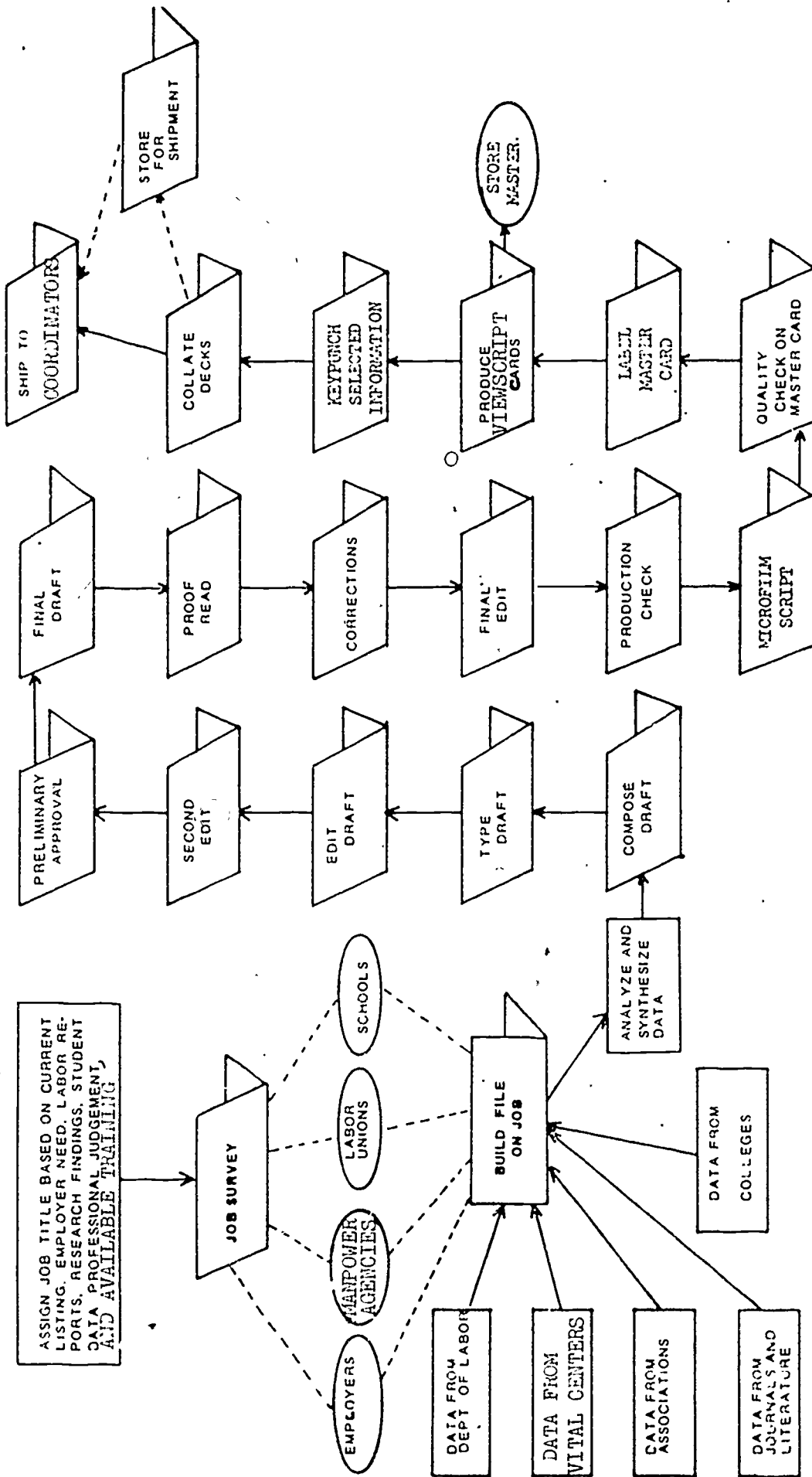


Figure 2 A. Production Flowchart for Viewscripts

VITAL CAREER INFORMATION CENTER

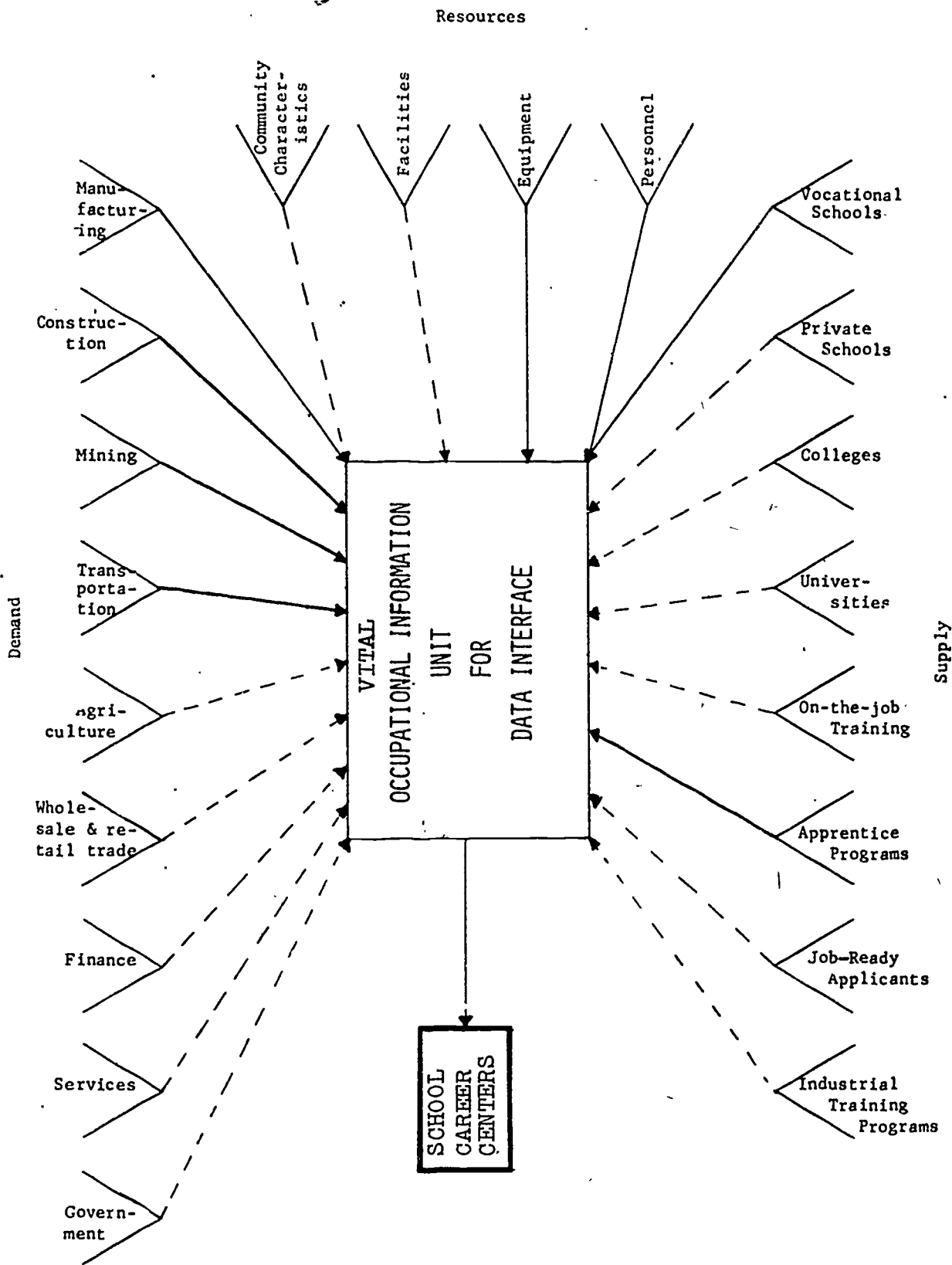


Figure 2B. Chart Showing Occupational Demand, Supply, Resources Information Used for Production of Viewscripts

- e. Other Benefits You Have to Help You on This Job (Fringe Benefits)
  - f. What Future You Have in the Job (Prospects for Employment and Opportunities for Advancement)
  - g. What You Should Be Like to Do This Job (Personal Traits, Temperaments, Interests, Goals)(See pp. 137-150)
  - h. What You Need to Know and Be Able to Do (Aptitudes, Knowledge, Skills, Physical Abilities) (See pp. 137-9, 154-9)
  - i. How School Will Help You Get Ready for This Work (Preparation and Training Needed)
  - j. Where You Can Learn How to Do This Job (Special Type Courses, Training, Educational Institutions or Provisions Available)
  - k. Things You Need To Do Before You Look for This Job (Social Security Card, Union, Apprenticeship, Physical Exam, Birth Record, School Record, Certificate, License, Diploma, Application Interview, Special Tests, and Other Requirements You Need to Meet Before Seeking the Job)
  - l. Where to Find This Work Around Here (Employers, Employment Agencies, Youth Opportunity Centers, Vocational Rehabilitation Center, Newspaper Classified Ads, Friends, Relatives, Counselors, Unions, Special Youth Service Organizations, and Agencies You Need to Get in Touch With for Employment)
  - m. Where Else You Can Find Out More About This Kind of Work (Publications, Resource Materials, and Persons that Will Give You More Information About the Occupation)
  - n. Other Kinds of Work Almost Like This (Dictionary of Occupational Titles Job Titles, and Code Numbers of Related Occupations)
2. Microfilm Aperture Cards (Data processing is done by hand until computer processing is available)(Fig. 7, p. 107)
- a. A draft of the Viewscript is typed and edited by consultants and staff, and reviewed for corrections and approval.
  - b. The final draft is typed and proofread.



- c. The microfilm script is photographed, developed, and printed and mounted on a Master Card in the Processor-Camera.
  - d. A quality check is made on the Master Card.
  - e. The Master is labelled and "use record" stamped on back.
  - f. The Master is key-punched with coded data which is on the Viewscript.
  - g. The necessary number of copies of the master are reproduced on the Uniprinter.
  - h. The copies are key-punched with selected data on the Master and the master stored (Table 7, pp. 105-106).
  - i. The cards for all Viewscripts are collated into decks (See Table 8A, p. 108, and Table 8B, p. 109).
  - j. The cards are disseminated to the coordinators in participating schools and organizations. The cards are listed alphabetically with D.O.T. code numbers.
  - k. Surplus copies are stored until needed.
3. The information on the cards was reviewed by students, counselors, teachers, and authorities on the occupations covered, prior to a try-out in the schools.
  4. The initial deck of cards was distributed to the counselor-coordinators for participating schools during a meeting in which the procedures for use of the cards and equipment were demonstrated.
  5. Packets of new and up-dated cards have been distributed as sufficient quantity are produced to mail as a set.
  6. Pertinent information is arranged for keypunching on the aperture card and includes the job title and code number as classified in the Dictionary of Occupational Titles number (DOT),\* consisting of nine digits that allow a complete breakdown, which provides single unique job listings. Space is provided for the nine aptitudes that are measured by the General Aptitude Test Battery (GATB).\*\* In this space the Occupational Aptitude Pattern (OAP) is to be keypunched and labeled with the amount and types of aptitudes needed. Other less essential aptitudes are also labeled. The OAP includes those aptitudes that the GATB research has identified as

\*See Table 9, pp. 110a and b, and 111a and b

\*\*See Form 18D, p. 139a



being most compatible to the needs of the individual in relation to job success. The recorded date of issue is the key to insure updating annually or as needed. Other space is provided on the card for keypunching additional information. A space is provided on the back for students to sign and date after each use. This can serve as "use record" for assessment purposes. (See Appendix, Fig. 6, p. 102, Table 7, pp. 105-106)

### C. EVALUATION

A try-out of the cards was conducted for further evaluation, and ratings were made on about 4000 forms by students, counselors and teachers. The results of the try-out indicated that out of a total value of all ratings on a 5-point scale, 85.5% indicated the information as being of "much help" or "very much help" as presented in the Viewscripts. In addition, the raters preferred the longer seven to nine page descriptions over the shorter four or five page descriptions.

Even though both forms were written on a low reading level, at about the sixth grade, it seems the shorter forms have an advantage for students in grades below the secondary level, who are exploring occupations. Therefore, Viewscripts have also been developed in the shorter form for appropriate occupations, which can be used at the junior high school level. Viewscripts can be supplemented with audio-visual aids, such as cassette tapes of the occupational information, slides, film strips, films, transparencies, and related media. (See "Form 27 for Rating of Unit Activities by Student," p. 160)

Follow-up is being made in workshops and training sessions with counselors and others using information from the VITAL Career Information Center, ERIC, and on career education, curriculum, guidance, and the development of school career centers. (Forms 29, 30, 31, pp. 164, 165, 166)\*

#### evaluation of VITAL-"like" Programs

The goal of any VITAL-"like" program is to enhance the career decision process. Although the detailed objectives of individual VITAL programs differ to some extent depending upon their local needs, most programs are committed to the following objectives:

To produce current, accurate, realistic, understandable occupational information

To localize this information for a specific area, region or state

To make this information readily accessible to students

Sufficient evidence exists on the reactions of students and staff members participating in VITAL-"like" programs to

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\*"Random Log of Career Development Activities"

clearly demonstrate that the VITAL system is a viable method for providing career information, as indicated by the following documented findings:\*

Student reaction to use of VITAL-"like" materials

Students, when asked to compare Viewscripts to occupational information they had used previously, rate VITAL-like material more helpful, understandable, realistic, interesting, complete, and current.

Students generally tend to discuss information obtained through the VITAL-"like" system with their parents.

Fifty percent of VITAL-"like" users have never used occupational information in the past.

Over eighty-two percent of Viewscript users indicate they will use the system again.

Seventy-six percent of the student body tend to use Viewscripts one to four times a year and, of these, sixty-one percent found them helpful or very helpful.

Fifty percent of Viewscript users, one year after leaving high school, indicate they used Viewscripts in arriving at a choice of a job.

Fifty-five percent of the students using Viewscripts make an effort to obtain more information about a specific occupation.

Educators' reactions to VITAL-"like" programs

The introduction of VITAL materials in a school/career increases the use of other types of career information.

The introduction of VITAL-"like" programs in a school increases the participation and interest of the total school staff in career guidance and education.

The introduction of Viewscripts in a school increases the effectiveness of the career guidance and education program.

Eighty-three percent of teachers use Viewscripts in classroom activities.

Seventy-five percent of educators feel Viewscript is better than other information currently in use.

\*See Bibliography, p. 187 and VIEW, p. 203

D. EXTENSION--The Center continues to build on the foundation it has laid and profit from its experience to provide improved services.

1. Expansion. The coverage of additional occupations will be expanded as the VITAL services are extended into other regions of the State, as the need arises and demand is indicated. The types and number of occupations covered depend upon the occupational information needed by the target population, skill training, and entry-level job opportunities for careers in the regions being served. The determining of the occupations for which Viewscripts are prepared depends upon data obtained from the regions and other sources, as well as the funds, staff and schedule of the VITAL Career Information Center.
2. An Advisory Committee consisting of representatives and leaders from business, industry, labor, government, education, civic, and service organizations assists the VITAL Career Information Center in securing community cooperation in meeting its objectives. (Fig. 8, p. 112)
  - a. The involvement of key community leaders is essential to the success of the program.
  - b. The Advisory Committee is a valuable source of information for obtaining occupational data, resource persons, and materials for use by the schools.
  - c. The Committee also provides feedback from employers on their needs and views in regard to the VITAL program and career education program in the schools.
  - d. By the Advisory Committee reflecting a wide range of occupational classifications and levels in the region, it assures a breadth and depth coverage of career opportunities.
  - e. Being a working committee, its members reflect the day-to-day practical involvement in the world of work which can be communicated to students through the VITAL Viewscripts and by other means stated in Career Resources Information Directory.
  - f. The Advisory Committee is an effective medium for conducting occupational information and career resource information surveys.
  - g. The Committee can spearhead such undertakings by recommending contact people from whom to gain a representative sample of information, and in securing their support for completion of the survey forms.
  - h. The Handbook Section on "Sources of Occupational Information and Techniques for Interviewing Resource Persons" (pp. 35-52) provides more information on uses of Advisory Committee members as resource persons.

3. The Career Resources Information Directory lists appropriate individuals who could assist the school by providing talks, interviews, on-site visitations, observation of workers, and materials on careers.
  - a. The VITAL Career Information Center, with advice from the Advisory Committee, has developed forms and guides for conducting surveys to obtain information for the Directory from employers, parents, teachers, students and others. (Forms 5-17, pp.113-134)
  - b. The standardization of this material helps assure suitable coverage of the information needed, the collecting, processing, tabulating, reproducing and distribution of the Directory to school coordinators, and their use of it in the career education and guidance programs.
  - c. The Handbook Section "Use of Resource Persons in the Career Information Programs" can be consulted for more information on utilization of the Career Resources Information Directory. (See pp. 36-66)
4. Coordination of the use of occupational and career resource information by students and teachers is an essential part of the career guidance and education program. (Also see pp. 22-34)
  - a. The school coordinator can use career information and guidance instruments to establish a student information data base. (Also see pp. 136-164)
  - b. The student data is compared with requirements for occupations listed on the data-process microfilm aperture cards containing the Viewscripts. This assists students in selecting the various occupations they may wish to investigate for careers. (See pp. 102-107)
  - c. The data accumulated on the student from self-assessment forms, cumulative records, questionnaires, and standardized test records can be processed in a way so that it will be compatible with the type of data on the Viewsript aperture cards. This permits the sorting out of those occupations that students would most profitably explore. (See pp. 161-163)
  - d. A list of those occupations sorted by the computer can be printed out with their Dictionary of Occupational Titles code numbers. This process can be used to expedite the career guidance process, and assist in relating the career education program to the personal interests and abilities of the student. (See pp. 108-111, and "How to Read Job Bank Data," p. 185)

5. Self-evaluation forms have been developed by the VITAL Center for ratings by students of their interests, personality traits, mental abilities, achievement in school subjects, physical abilities, and abilities to work in various environmental and working conditions. Another prepared form allows the student to assess himself in relation to the occupational requirements on the Viewscript microfilm aperture card. (Form 18, pp.136-140)
  - a. These are means of stimulating the student to seek more information about himself in the career development process. Such data may be obtained from the self-evaluation forms, and instruments administered by the guidance office, as well as that obtained in a career guidance class or through activities within the career education curriculum. (See Forms 19-24, pp. 141-153)
  - b. Thus, the initiative and decision for acquiring such information and requesting assistance from the counselor rests with the student.
6. Computerized data processing procedures have been recommended by the VITAL Career Information Center for tabulating information on the Viewscripts, Career Resources Information Directory, and Student Self-Evaluation Forms. Coding systems have been suggested for this purpose. (Table 7, pp.105-6, Fig. 7, p. 107, Form 28, pp. 161-163)
7. Materials for use in Cooperative Career Education have been developed by the Center for the State Department of Education and various parishes. The Center has furnished them materials for use in the cooperative career education program and models. Materials were prepared for:
  - a. The career education curriculum guides
  - b. Career guidance guidelines
  - c. Forms to evaluate career education publications and audio-visual aids
  - d. Summaries of related materials in the ERIC system Research in Education directories and on microfiche\*
8. Follow-up forms have been prepared for use in the "follow-up" of recent school leavers and graduates. These are of assistance in the in-service training of counselors and clerical personnel in the distribution, posting, compiling and summarizing of the "follow-up" study. Procedures have been established for summarizing and evaluating follow-up data in statistical and narrative form. A continuous "follow-up" of students is essential to the evaluation and improvement of the career education and guidance programs.

\*Microfiche available from Director, Research Coordinating Unit of the Vocational Education Bureau, State Department of Education



9. Community support has resulted from cooperation with committees, organizations and agencies in activities related to the VITAL program, such as business, industrial, labor, and civic associations; State Department of Employment Security and Employment Service, Louisiana Educational Association; Louisiana Teachers Association, Louisiana Personnel and Guidance Association, Louisiana Vocational Guidance Association, Louisiana Counselors Association, Louisiana Employment Counselors Association, Louisiana Association of Counselor Educators as well as the American Personnel and Guidance Association, National Vocational Guidance Association affiliates, and the National Conference of Career Education Centers. The Director represents the Center at meetings and participates in projects of those groups related to VITAL. (Also see pp. 27-29, 182)
10. Plans for expansion--The VITAL Center has the basic data, background, experience, equipment and facilities to prepare occupational information for all regions of the State, if adequately funded and staffed. The expansion of this program is the most economical method of making the Center's services available statewide. The Center can assist the regional parish coordinators in establishing committees, obtaining standardized forms, setting up training programs to secure and use the occupational and career guidance information needed.
11. The Center continues to work with other State departments, sections, and agencies to maintain up-to-date local information through the standardizing and coordinating of manpower studies and career information gathering techniques for use in its program and Viewscripts.
12. Continued Development--The VITAL Career Information Center continually keeps informed of the latest information to improve the materials prepared to meet its objectives and to provide the services which it was established to render. (See Table 10, pp. 168-169)

The Center primarily serves these groups:

Students, Parents, Teachers, Counselors, Librarians,  
Administrators, Employers

By Furnishing the Following Services:

Schools--

-- Up-to-date, easy to use local occupational information

-- Reader-Printers for reading and printing out copies of microfilmed data

Students--

- A wide range of reliable, current, pertinent local, regional and national occupational information for vocational guidance
- Educational requirements and training opportunities for jobs
- Easily readable vocational orientation data for disadvantaged, dropout and handicapped
- Economical print-outs of data selected from micro-film aperture card for further exploration and discussion with parents, counselors and teachers
- Method of relating students' interests, abilities, aptitudes, and aspirations realistically to jobs

Parents--

- Opportunity to participate in children's vocational guidance by having access to print-outs of realistic occupational information

School Personnel--

- Means of keeping up with job requirements, markets, pay scales
- Way to have at fingertips a wide variety of information on world of work
- Equipment to encourage students' vocational guidance
- Sources of publications and materials on occupations
- Names of persons to contact in business, industry and government for further information on jobs and field trip arrangements
- Methods and materials for including vocational guidance in curriculum planning, development, and instruction

These Values are Rendered:

- Increases availability of relevant, reliable, readable local occupational information
- Broadens knowledge of "world of work"
- Allows exploration of many occupations

- Makes education more realistic and related to career choices
- Aids in career planning and development to fullest potential
- Informs of "education for work" opportunities available--part-time work, vocational education, school-work programs, apprenticeships
- Gives opportunity to relate aptitudes, abilities, interests and aspirations realistically to job requirements
- Provides better preparation to become successful worker, and greater contributor to family and community
- Stimulates self-understanding, creative thinking, decision making, goal setting and achieving
- Encourages vocational orientation and productivity of the disadvantaged, potential dropouts, and handicapped
- Stimulates more use of vocational guidance and counseling services
- Expands the fields of study chosen by students
- Increases enrollment and number of offerings in business, vocational and technical courses
- Promotes motivation for more diligent application to education programs--tending to increase grades and decrease drop-out rate
- Better prepares students for entry in labor market on realistic basis
- Offers employers better qualified and occupationally oriented job applicants
- Provides more applicants with potential for success and satisfaction on job
- Tends to reduce employee dissatisfaction and turnover--improving stability and productivity of work force
- Stimulates better student-teacher-counselor-parent relations--helping "bridge the gap"
- Allows students a smoother change over from school work to employment



- Helps coordinate work of educators with employment counselors, personnel, and resource people in the community
- Establishes a means of encouraging and following-up the career development and progress of an individual throughout his work life
- Provides a centrally located clearing house for local, regional, state, and national occupational and career development information
- Brings together more effectively the services of all organizations and establishments which affect the education, guidance, and employment of individuals

The materials and services of this program are available to other public, private, and parochial school systems as funds and personnel are provided. The Center has facilities for duplicating aperture cards in large quantities, which is limited only by the amount of staff and funds available.

## COORDINATING UTILIZATION OF THE VITAL CAREER INFORMATION CENTER SERVICES IN SCHOOLS

The most important step in the total VITAL program is its effective utilization. Without effective utilization all of the activities and costs preceding it are meaningless. Proper use of the VITAL system incorporates the participation of counselors, teachers, and students.\*

### PROCEDURES

VITAL is primarily an information system and as such it represents but one element of a total career guidance program. To be successful, it must be integrated into the existing guidance program and the school curriculum. When integrated, counselors and teachers will be better able to help students in planning course selection related to career aspirations. The relating of academic program to individual interest should result in better student motivation and progress.

Teachers will find VITAL an excellent resource when building instructional units in most subject areas. Use of VITAL will enable the teacher to make subject matter more meaningful and effective because it relates classroom learning and experience to the world of work and to the things that hold student interest.

The VITAL program provides teachers and counselors with:

- A wide variety of information about jobs that might be interesting and attractive to young people in a given locale or region.
- An occupational information dissemination system which enables them to keep up-to-date regarding the world of work.
- An abundance of occupational information in an easily accessible form.
- A tool which can be used to motivate students to begin career planning.

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\*See Appendix, pp. 175-184, "Guide for Career Guidance"

## INITIATING VITAL IN THE SCHOOLS

VITAL can be introduced to both the staff and students in a variety of ways. It is important, as soon as possible, to make the potential users aware of VITAL and its content.

Several activities can be planned by school utilization coordinators and the career information specialist from the production center. Some examples are:

- Call a meeting of the guidance staff to explain the VITAL program.
- Meet with all school department or subject matter heads to explain the use of VITAL in general and, in particular, its value and relationship to each subject matter area.
- Use available supplementary materials from the production center (e.g., posters) to advertise the availability of VITAL. Develop similar materials at the school level.
- Advertise the availability of VITAL in the school newspaper.
- Arrange for a school assembly or individual visits to classrooms (e.g., all English or social studies classes) to explain the use of VITAL to students.
- Arrange for a VITAL bulletin board display in the library and in each classroom if possible. Classroom displays should emphasize the subject areas for which the classroom is used.
- Arrange to present the VITAL program at a PTA meeting. Parental involvement in the use of career information is a necessary ingredient in a sound career choice.
- Demonstrate reader and/or reader-printer equipment and explain how to use VITAL most effectively to students and staff.
- Encourage students to verify their vocational plans with parents, teachers, and counselors.
- Conduct a VITAL public relations program including talks before service clubs, parent organizations, various media groups, professional organizations and advisory committees.

Functions of the utilization coordinator include the following, some of which should be carried out in cooperation with the guidance director or other school staff members:

- Work with teachers in preparing curriculum materials to use VITAL as an integral part of special classes in the study of occupations.
- Work with teachers in preparing curriculum materials to use VITAL in regular classes as a means of relating academics to work.
- Conduct, or coordinate, supervised visits to industries offering occupations such as those covered by VITAL.
- Organize VITAL materials to meet the needs of special groups. (E.g. All VIEWscripts relating to building trades for use in Building Trades Course.)
- Organize VITAL according to interest survey scales, career clusters, industrial classifications, etc.
- Train clerical personnel to assist students in locating and using all career materials.
- Establish a faculty-student career guidance committee to encourage input from all school segments in establishing and maintaining a responsive vocational guidance program.
- Schedule community speakers and consultants for discussion with teachers and students.
- Maintain a listing of part-time and summer work related to VIEWscripts.
- Inform teachers and students of pertinent vocational films, filmstrips, and other audiovisual aids available for their use.
- Involve other guidance and counseling agencies in the career guidance efforts of your school (e.g., State Employment Service).
- Conduct, or coordinate, supervised visits to institutions offering training programs in various occupational fields.
- Prepare bulletin board displays about VITAL.
- Explain the use of various VITAL indexes and other related occupational materials.
- Parental and community interaction

METHODS AND TECHNIQUES WHICH CAN BE UTILIZED  
IN MAKING OCCUPATIONAL INFORMATION AVAILABLE TO STUDENTS

1. Through special classes in occupations.
2. Through such courses as personality development which include special units on occupations.
3. Through regular curriculum--English, social studies, industrial education. Home economics can be particularly helpful in presenting opportunities to young people. Occupations can be studied through themes, special writing assignments, autobiographies, term papers, and other reports.
4. Assembly programs.
5. Charts prepared by teachers of various subject matter fields portraying occupational opportunities in their field.
6. Home room programs devoting time to the discussion of vocations and career problems.
7. Encouraging independent reading of biographies of great men who have been successful in various vocational fields and providing lists of books and novels which have a vocational emphasis. Teachers in the various subject matter fields could be encouraged to compile such lists.
8. The organization of a vocational club, to discuss various occupations and other projects.
9. Preparing news stories for the school paper. Both students and teachers can be enlisted for this project.
10. Encouraging teachers in the various subject matter fields to devote time to the discussion of their vocational field they are considering.
11. Encouraging the student to seek his own information through correspondence with people successful in the field he is considering.
12. Helping students become familiar with the various professional services such as SRA, Bellman Vocational Services, Careers Inc., Doubleday Multi-Media, and Chronicle Guidance Publications, and the services they have to display.
13. Library displays.
14. Making provisions for students to attend conferences which have a vocational theme.
15. Scheduling discussion groups to discuss various vocational problems of interest to young people.

16. Making use of hobby clubs to encourage young people to try out various skills which may lead to a vocational interest.
17. Arrange for interested students to take tests, in addition to the regular school testing program, which may give them more information about what interests, skills, abilities and personality characteristics they possess.
18. Supervised visits to various industries so students will have an opportunity to observe workers at work on various jobs. When possible, make arrangements for students to talk with men and women who work in their particular interest field.
19. Supervised visits to institutions offering training programs in various job fields.
20. Assigned reading in various trade and professional journals.
21. Supervised part-time and summer work experiences to acquire skills and first-hand information about working conditions, training experience, and job "try-out."
22. Arranging for discussions, conference and panel discussions of health, social and personality characteristics required by various jobs.
23. Arranging extracurricular activity programs to assimilate actual job conditions.
24. Providing posters, film strips, motion pictures, and other displays on a continuous basis throughout the school year to give students information about jobs and training opportunities available to them.
25. Arrangement for a special emphasis bulletin board where students can go to get up-to-date information concerning the world of work. This bulletin board should be centrally located and changed at least once each week.
26. Charts, graphs, and posters are valuable visual aids for the counselor to use.
27. Sponsored radio and television programs in which both students and teachers can participate. In some instances counselors have regular programs. Parents can also be used for such programs.
28. A regular newsletter service for students and parents which emphasizes important vocational information.
29. The use of opaque and transparency projectors to present information in classes and to parent-teacher groups.
30. "Go to College Programs" where representatives from various colleges are invited to give information about their colleges.
31. Supervised visits to schools, business firms, and industrial institutions having training programs.

32. Supplying information in the form of catalogs and other literature about colleges, universities, voc.-tech., proprietary, correspondence schools, the armed service schools, apprenticeship programs and other training institutions. Such information should be in all school libraries and available for all students.
33. Arrange for interviews with teachers and trainees in selected fields of work.
34. Arrange "job analysis" assignments in particular fields of work.
35. Encourage students to make job scrapbooks.
36. Specialized assignments in various classes of the curriculum which assimilate various types of training and educational experiences.
37. Special instruction and demonstrations in classes and group guidance programs on how to secure a job, including an objective analysis of abilities and limitations.
38. Participation in vocational clinics and vocational forums emphasizing steps in choosing a job, preparing for the job chosen, breaking in on the job, and making progress on the job.
39. Providing a program to keep the student continually informed of career-job opportunities through school "current event" classes.
40. Sponsor essay contests or public speaking classes with prizes which have a career emphasis.
41. Providing individual counseling. This is the heart of the information program as it is in other aspects of the guidance program. Also use groups.
42. Acquaint all advisors and counselors with various government publications and their use, especially the Dictionary of Occupational Titles.
43. Keep up-to-date on all films, filmstrips, and instructional television presentations which will supplement your school's occupational files.
44. Utilize the Viewscript system as well as other occupational materials by making it available to teachers for use with their regular classroom activities.
45. Work closely with the local offices of the Department of Employment Security, Youth Opportunity Center, by using Job Bank information and making appropriate referrals to them and by utilizing the materials and resources available from them.\*
46. Keep current a list and description of all local occupational training opportunities available to students.
47. Encourage students to avail themselves of any appropriate special activities designed to assist them in their career development (e.g., work experience, training programs).
48. Initiate a career guidance committee composed of counselors, teachers, and students to put into action as many of these suggestions as possible.

\*See "How to Read the Job Bank Data," p 125

49. Obtain through your chamber of commerce and local union offices taped quickie commercials on jobs or apprentice training opportunities. These could be played during school announcement broadcasts.
50. Be sure each classroom teacher has a Viewscript poster to serve as the focal point for a career display in each subject matter classroom. Creating these bulletin boards could be a student project through the student government council or an art class.



## Student Research

Students could research and develop an occupational cluster or they could make slides, films, and tapes and set up a career center in the library for other students.

## Student Produced Career Films

If you have a photograph club or a television station in your school, ask them to produce a career film. They could interview individuals engaged in careers that they would be interested in knowing more about or have them follow a worker for a day. These films, produced, written, and directed and shown in your school will have far greater appeal because you are using local talent and local resources. This could also be done at the elementary or college level.

Student Involvement - Students have many new and refreshing ideas and can be of valuable assistance when planning events for career activities. We do things to and for students but never with them. Student Council, National Honor Society, Key Club, the 4-H Club, and other student organizations should be involved in helping to plan school as well as community observances. Materials prepared by the student can stimulate more interest in your community than those prepared by the professional as it will have a more personalized meaning for the community.

Teacher Involvement - Teachers can conduct activities that are related to their subject matter areas, but we as professionals have an obligation to provide this information to them. They can help plan assemblies and sponsor art as well as journalism contests. Teachers will be far more receptive to your program if they are involved in the early planning stages and feel that they have contributed to the program.

## State and Local Advisory Councils

Many more people have to become involved in career education if it is to have a major impact on the American schools and on the general public. These people must be in the decision-making position, members of the state legislatures, members of state departments of education, members of local school boards, local labor organizations, and local school superintendents. Involve them in the planning of your activities and make them more aware of what career education is all about.

## Library Displays

Library displays, career displays in your local malls and shopping centers. Assembly programs in your schools. Tours of your local industries and businesses. Parents' nights in your local schools.

## Retired Individual Involvement

Involvement of the retired individual who has a wealth of experience and expertise to offer to the young; i.e., Jobs of The Thirties--what they were like then, how they have changed, and how many have been abolished due to advanced technological changes.

## ADVANTAGES OF THE VITAL PROGRAM IN THE UTILIZATION OF OCCUPATIONAL INFORMATION

The VITAL program provides students with:

- Readily accessible occupational information that is concise and easily understood.
- The opportunity to obtain immediately a personal copy of information for subsequent discussion with counselors, teachers, parents, and peers.
- A central source of occupational information that is localized to fit the area in which he lives.
- Clues to other sources of career information.
- Information on how his school program relates to occupational choices.

VITAL assists in the task of organizing, synthesizing, and disseminating quantities of occupational information and in keeping such information up-to-date and stored in a form and manner which makes it easy to locate and use.

Although the need has been identified, the solution does not rest with the VITAL system alone. Skillful and effective methods of utilization and implementation must be developed within the schools which adopt the materials.

### THREE UTILIZATION METHODS

Typically, VITAL has been used by schools in one of three ways:

- As a curriculum-based system.
- As a counselor-based system.
- Unstructured utilization.

The curriculum-based system involves the use of VITAL as an integral component of the total school curriculum. This approach necessitates a close working relationship between the guidance department and the teaching faculty of a school. Teachers and counselors work together to incorporate the career education concept in all curricular areas of the school program

by assimilating career guidance in the instructional process. VITAL, as a vital element of the career guidance program, adds relevancy and local significance to the instructional process.

Career units are often developed as an added activity in the curriculum-based VITAL utilization method. These can serve as a focal point of the career education approach used in the school curriculum. The curriculum-based model provides the most fertile ground for VITAL to grow as an effective tool to enhance the career development of students. A coordinator for this method is needed.

The counselor-based system is the most common use of the VITAL system found in schools.<sup>\*</sup> VITAL is here perceived as a tool of the guidance department, to enhance the career counseling and assistance given to students. Teachers are made aware of the VITAL program and are encouraged to refer students to the guidance department (and VITAL) when vocational concerns and/or activities occur in the classroom. Vocational guidance (including VITAL) is perceived as a valuable outside resource for the instructional process. While the counselor-based method provides a setting by which career guidance and its information element can enhance the vocational knowledge and growth of students, this approach does tend to strengthen the erroneously held belief that "career" and "education" are separate entities that are merged at the end of the instructional program rather than at its beginning.

The unstructured approach to utilizing VITAL usually involves the use of the library as the location of the VITAL equipment and materials. The main strength in this approach is the fact that the VITAL materials are (library passes permitting) accessible on a casual basis to a greater number of students. This method also locates VITAL with the other information resources of the school.

<sup>\*</sup> See Appendix, "Responsibilities for Facilitating Career Guidance," pp. 178-183

Although the ease in filing and retrieving information was one of the initial objectives of the VITAL program, the system was considered much more than a means of locating and checking out job briefs. Its isolation in the school library could relegate it to this function unless there is close monitoring by paraprofessional or trained student worker and coordination by counselor and librarian.

#### UTILIZATION COORDINATOR

probably the single most important key to the development of a strong school VITAL program is the employment of a good utilization coordinator to supervise the implementation of VITAL, coordinate its operation with that of other vocational guidance materials, and serve as the liaison person with the production center. In most schools the coordinator is a guidance counselor.\*

Qualifications of the utilization coordinator should include the following:

1. A thorough knowledge of the VITAL system as well as other career education materials and testing instruments.
2. A mastery of the structure and uses of the Dictionary of Occupational Titles (DOT). The DOT code provides linkage among most vocational materials. In-service programs should provide emphasis on developing an understanding of and a capability in using the DOT's code, structure, and materials, particularly Volume II.
3. A thorough knowledge of career development theories and their relationship to career guidance practices. The main need of the classroom teachers, however, will be to know how to incorporate the VITAL system into practice within their own subject areas and to acquaint students with VITAL.
4. A working knowledge or basic familiarity with the operations of modern business and industry to allow the coordinator to carry out effectively the functions required of the assignment. Interest in assisting youth to learn about occupational opportunities would be a basic requirement.
5. The ability to describe the VITAL program, in any setting inside or outside the school, so that the school and community may jointly encourage students to make effective use of the service.
6. Ability to work with others and give leadership in coordinating VITAL services in the total school program and curriculum.
7. The ability to do teaching and counseling.

\* See Appendix, pp. 178-180 "Competencies Needed by Career Guidance Coordinator" under "Responsibilities for Facilitating Career Guidance," pp. 178-183

## FACILITIES, EQUIPMENT, AND SUPPLIES NEEDED FOR UTILIZATION

Facilities. It is possible to move the VITAL equipment into the classroom for special units. Such a practice encourages teacher involvement in the career guidance program of the school. However, unless ample equipment is available, such mobile use should be on a request basis since its use in a classroom may block the general student body from easy access to the VIEW information.

More and more schools are now initiating career resource rooms in which all available career information is centralized for the convenience of the students and staff. Such a room makes an ideal location for the VIEW reader or reader-printer and materials. Many schools which have initiated career resource rooms have hired paraprofessionals or career-aides to assist students in finding information and to perform the filing and scheduling for the counselor.

Equipment. To utilize the VITAL materials, schools will need either a microfilm aperture card reader or reader-printer. The reader-printer, in addition to allowing students to read the microfilm contents on a viewing screen, presents the user with the opportunity to print a full size (8 1/2" x 11") copy of the information available in the microfilm (at a cost of from five to ten cents per page).

When possible, a reader-printer should be available for student use. Due to the difference in costs, many schools have initiated their programs with the microfilm reader and, when possible, a reader-printer was added to serve one, and in some cases, two schools.

Caution is advised in purchasing equipment for your school. Be sure the equipment can be used for the VITAL microfilm aperture cards and that the lens size of the equipment correctly corresponds with the reduction ratio used by the VITAL production center. (For example, if the VITAL microfilm is a four-page format, a 14.88X lens is required and a 23X lens is needed for a nine-page format). This can also be used for microfiche and cartridge. Microfilm readers, as pointed out earlier, cost from \$150 to \$300 and reader-printers range from \$600 to \$2000.

Supplies and maintenance. Paper costs for the reader-printer range from 5¢ to 10¢ a sheet, with 10¢ being the most common price. Paper is ordered in rolls or reams (depending on your reader-printer) from the local sales office or franchise of the company making your reader-printer.

Contact the microfilm equipment and supply dealers listed in the Yellow Pages of the telephone book for further information.

## SOURCES OF OCCUPATIONAL INFORMATION

Original sources of occupational information are quite obvious. They include the workers who do the job, the person who employs them, and the government agency which issues the license and/or regulates employment. All other sources of occupational information are intermediate sources which in some way, at some time, obtain their information from these original sources.

Original sources can be located in several ways: (1) by examining the classified telephone directory; (2) by consulting local offices of the state employment service or other placement agencies; (3) by consulting the local Chamber of Commerce, labor unions, representative employers, professional and trade associations; (4) by asking teachers, students, friends and relatives; and (5) by consulting appropriate personnel in schools, colleges, and universities who are responsible for training and placing students directly into working situations. (See Appendix, p. 182, "Community Members" under "Responsibilities for Facilitating Career Guidance")

There are a number of methods available for the collection of original local information, including surveys, questionnaires, and reactionnaires. Practice has shown that of the many techniques available, the one-to-one interview is the most valid and accurate method. Competence in interviewing, however, is acquired only after careful and diligent study, and practice.

The use of resource persons from the business-industry-labor-government community and those who have retired from positions in such establishments offer the greatest source of occupational information. Such resource persons can give firsthand information about career opportunities in the region through school presentations and arranging for on-site visitations, interviews, and observations of workers in various organizations. There are some basic ideas, assumptions, and procedures which need to be considered in using these sources of occupational information. These will be discussed briefly as related to each source.

## Occupational Information Resources Are A Basic Aspect of the Career Education Program

Career Education represents a movement aimed at instilling an emphasis on education as preparation for work throughout all levels of American education. It seeks to do so in ways that neither demean nor detract from any other worthy objective of American education. Rather, it simply recognizes that our current post-industrial occupational society finds relationships between Education and work becoming closer and closer each year. Some way must be found of accommodating this increasingly close relationship in our system of public education.

The Career Education movement cannot succeed if carried out only within the four walls of the school. Success of this movement will be predicated on the active involvement of the business-labor-industry community. As with any call for major change in education, Career Education has met with considerable resistance on the part of many educators. At this point in time, it seems clear that Career Education will not survive long if it has to depend solely on initiation of change on the part of educators alone. American education badly needs the kind of impetus for change that can best come through the expressions of need for change on the part of the business-labor-industry community. The Career Education movement holds great potential for creating changes that will make education more relevant and responsive to the current and projected needs of our free enterprise system. It is a movement that can be effectively converted into reality only with the full support and participation of the business-labor-industry community. Education, in these times, cannot be accomplished solely within the walls of the established schools. The real world of work outside of the formal educational system must quickly become a part of the total system of American education. Career Education represents a movement that seeks to make this happen. (See Appendix Table 11, p. 171, and pp. 173-186)

### The Use of Resource Persons

#### Basic Idea:

Many Career Education programs, through both parental and local civic associations, have established large lists of workers from a very wide variety of occupations. Each worker has volunteered to respond, through either phone calls or personal contacts, to requests that come from students, teachers, or counselors for information about his or her occupation. In addition, some volunteer to present information and answer questions before groups of students in the classroom. The VITAL Center has developed procedures and forms for

Preparing a Career Resources Information Directory including resource persons.



### Assumptions:

1. Workers are the most valid source of information about life styles involved in occupations. It is better to find out what an occupation is really like from one who is in it than from an article describing it. Employed workers who are successful in their jobs can serve as effective models for youth.

2. Many employed workers will be willing to volunteer their efforts to help youth make more intelligent vocational choices.

### Procedures:

1. Occupational resource persons from industry need to be trained to perform this function. Their training must enable them to discuss life styles associated with their occupations as well as the ability to describe the work they do and the preparation required for it.

2. The climate for this program must be established in the business-industry-labor setting. If chief executive officers from a number of organizations form an executive committee or regional advisory committee, they can establish a climate that will encourage volunteers for the occupational resource program. Workers volunteering must feel that their company supports them and will provide them time to participate.

3. A program calling for occupational resource persons to visit in schools requires a central organizational structure. The VITAL school coordinators might provide this central organization or it could come from a consortium of employers. The school system, too, needs a central organizing agency for this program to work. Both schools and employers need to have contact persons who can be called quickly when problems or questions arise.

4. A number of occupational resource persons from each occupation need to be recruited for this kind of program to work. You can't keep calling on the same person time after time. Some feedback system is essential so that occupational resource persons can learn how to function more effectively. Such a system will also provide for replacing ineffective occupational resource persons. You can't expect all of your volunteers to be successful when they try to relate to students and teachers in the school setting.

## Use of Retired Workers as Resource Persons

### Basic idea:

Several Career Education programs have placed great emphasis on using retired workers as resource persons for Career Education. They have identified such persons from a wide variety of occupational fields. Once identified and solicited, such persons meet with students, teachers, and counselors to discuss their former occupations as they might apply to today's students. They talk about the work values that are meaningful to them, demonstrate the specific vocational skills they used on their jobs, and express their personal opinions regarding their former occupations and the life styles they led to.

### Assumptions:

1. Retired workers have a strong need to continue feeling useful and valuable. To ask them to participate in Career Education offers them a way to enhance their own personal feelings of self-worth and provides students with valuable insights regarding life styles associated with various kinds of careers.

2. Even if the skills of the retired worker are no longer in demand, students can learn much from such workers regarding the values of a work-oriented society. Additionally, students can receive graphic illustrations regarding ways in which technology speeds occupational change.

### Procedures:

1. Multiple ways exist to identify retired workers for this program. These include seeking names from Golden Age Clubs, civic organizations (who usually list retired persons separately in their directories), from company directories that list retired former workers, and from labor unions.

2. Employers will be happy to supply lists of persons about to retire. Such persons can provide a ready tie-back to their former employer that will help schools in many ways. It may also ease the shock of retirement for some persons who are looking for something to keep them busy.

3. A referral file of retired persons will be essential for use by school personnel. Such a file can be maintained by a retired person's association or by the local chamber of commerce. If a person's name is on the list, it is essential that someone see that he or she is called upon to serve.

4. Retired executives may be especially interested in working with gifted and talented students interested in entering the business world.

5. Use a person recently retired and one who retired several years ago from a similar position to show high school students how rapidly jobs and occupations change.

6. Conduct a career day using retired persons as resource persons. Ask them to discuss their entire career (not just their last job) so that students will better understand the concept of "career" as a succession of choices made through life.

7. Use retired former workers as classroom aides who will help teachers discover and find ways to emphasize the career implications of their subject matter. Retired workers can teach teachers a great deal about the world outside of education.

8. Establish training programs to train retired persons to work with teachers and with students from the elementary school through the high school.

### The Use of Resource Persons in Arranging Exchange Programs Between Businesses and Schools

#### Basic Idea:

It has been proposed that exchange programs be initiated whereby school teachers, counselors, and administrators would spend anywhere from a few days to a few months working for pay outside of education, and that business-labor-industry personnel be invited to spend some time teaching their occupational skills to high school students and adult education students.

#### Assumptions:

1. School personnel often lack an understanding or appreciation of the world of work outside of education. Many have never worked outside the school. If educators are to teach students about the broader occupational society, it is essential that they actually experience what it is like to work in the free enterprise system.

2. Business-labor-industrial personnel have many things to teach students about work that today's teachers are not equipped to teach. In addition, some occupational skills needed by today's students aren't taught in public schools, but could be taught by workers possessing such skills.

#### Procedure:

1. Make two inventories: (a) an inventory of persons with occupational skills who are willing and can be released for a time to teach in the schools, and (b) an inventory of occupational skills (such as math, typing, etc.) possessed by school personnel that industry might need. Given both inventories, it should be possible to set up exchange programs where neither the school nor the industry suffers.

2. Get school personnel involved in working with industry on such things as BIE (Business-Industry- Education) days or Junior Achievement programs. School and industry people need to know each other better before we try to set up any ambitious exchange program of school with industry personnel.

3. Exchange programs will work best when a specific need exists on the part of either the schools or industry for skills the other might possess. It is unrealistic to expect that each will need the other at the same time. However, both should and could be flexible enough to respond to needs of the other for personnel. Don't expect exchange programs to work when neither schools nor **industries** feel they need personnel from the other. One or the other should know what they need, why they need them, and what they want them to do.

4. Exchange programs will work better if both schools and industries set up internal teams to work with persons who come to them on an exchange basis. The "exchanged person" is certain to have many questions and needs a quick, easily identifiable resource to turn to when such questions arise.

5. Consider initiating an exchange program by assigning one personnel specialist from industry to work, say, with one elementary school. He could help all teachers in that school incorporate career implications into their teaching. Teachers could then be assigned, on a rotating basis (a few weeks at a time for each), to the personnel department from which the industry man came. Teachers should have enough skills to partially fill the gap left by the personnel man.

#### The Use of Resource Persons in Arranging On-Site Visitations (Field Trips)

##### Basic Idea:

Career Education advocates have proposed that extensive field trip programs be developed so that students (and their teachers) from K-12 have a wide variety of opportunities to observe workers actually performing in various kinds of occupations and work settings. In the elementary school, pupils could learn to appreciate work and the necessity for work. In the junior high school, pupils could see occupations in each of the career occupational clusters. In the senior high years, students would observe workers in their tentative areas of occupational choice.

##### Assumptions:

1. Most students will be more likely to enter jobs in the geographic area where they are growing up. Thus, it is important that they learn about work in that area.

2. Pupils can't learn about the world of work only in textbooks. They need to see work being done at the worksite.

3. Teachers would acquire some much needed information about occupations and implications of their subject matter for those occupations if they take students on field trips.

#### Procedures:

1. Before field trips are taken, the school and the business or industry to be visited should jointly agree on objectives to be sought by the field trip. Too many field trips take place where school officials don't know what they are looking for and industry doesn't know what to show them.

2. Encourage **employers** to set up community resource workshops for teachers. In such workshops, teachers could be made aware of what the employer has to offer during a field trip, who the contact person is, and special provisions that need to be made before bringing students in for a field trip.

3. Establish a community resource occupational bank listing occupations and employers willing to be involved in field trips for youth. The local chamber of commerce could establish such a bank. It should contain a description of the experiences possible on a field trip and the name of a specific industry person to contact for making field trip arrangements. Such a data bank could be shared with out-of-school youth groups such as young people's clubs and service groups as well as with schools in the area.

4. It is too expensive for employers to service all students through field trips. Video tapes could be made showing some students on field trips. These could then be played for other students in lieu of their actually visiting industry. If employer representatives could be present in the school to "rap" with students who have watched the video tapes, they might be just as effective as field trips.

5. Feedback after field trips is essential in which employer representatives are present in the school to respond to questions students raise regarding what they saw on the field trip.

## INTERVIEWING THE RESOURCE PERSON

The following general guidelines may assist the interviewer to avoid mistakes, learn how to conserve his efforts, and establish effective working relationships with those being interviewed:

### Preparing for the Interview

- Learn as much as possible, in advance, about the industries, businesses, and the jobs on which you will be collecting data.
- Select interviewees carefully, seeking information only from those who are qualified to provide accurate, up-to-date facts. Usually this is the manager or personnel director.
- Secure enough interviewees to assure adequate and accurate data. Get a representative sample of all sizes and types of employers.
- Prepare an interview outline or list of questions in advance, but be prepared to modify your outline as necessary during the interview. A standardized form to be completed will serve as a guide.
- Make appointments in advance, and give the interviewee an advance idea of the type of information you will be seeking.

### Conducting the Interview

- After general introductions, gather less sensitive data first in order to establish rapport and cooperation. Save more sensitive questions (e.g., salary, union requirements) until good communication has been established.
- Ask only one question at a time, but be sure to get all needed facts.
- Phrase questions so that they are easily understood and do not imply that you want a particular answer.
- Give the interviewee an opportunity to contribute in addition to answering specific questions.

### After the Interview

- Complete the information write-up as soon as possible, while the data facts are still fresh. Take notes to use in completing form.
- Check the information listed (or summary of interview data) by the interviewee for accuracy before dissemination.

Difficulties in using original sources are obvious. The resource persons may be hard to locate or reluctant to provide information. Those who can be reached may provide only one viewpoint of the job. Also, the information given may provide only a partial picture of the occupation. This needs to be supplemented with information from a variety of other sources.

## USE OF RESOURCE PERSONS IN THE CAREER INFORMATION PROGRAM

- I. WHAT RESOURCE PERSONS ARE--They are people who can "teach" our children about careers from the "textbook of their experience." There is a wealth of resource persons with a variety of career-related experiences in many occupational fields who are available.
- II. HOW PEOPLE QUALIFY AS RESOURCE PERSONS--They are qualified because of the:
  - A. Work done in their occupations
  - B. Interests, knowledges, skills, and abilities developed
  - C. Related hobbies or leisure time experiences
  - D. Accomplishments achieved in the community
- III. WHY RESOURCE PERSONS ARE USED--Resource persons are needed for the contribution they can make to the career education of students by:
  - A. Providing students first hand knowledge of employing establishments; actual occupations--their duties, requirements, working situations and environment, opportunities, advantages and disadvantages; and the contributions to the community.
  - B. Indicating the needs for relating what goes on in school with actual jobs.
  - C. Stimulating students to see meaning in their classroom preparation for careers and thus increasing interest in school work.
  - D. Giving concrete illustrations or demonstrations of the use of things taught and learned in the classroom.
  - E. Providing students experience in planning, decision making, critical thinking and problem solving in career-related activities.
  - F. Developing in students the powers of observation, asking questions, searching for information to solve problems or questions about careers and seeking relationships to school work.



### III. WHY RESOURCE PERSONS ARE USED (Continued)

- G. Making knowledges and skills more functional--learning to use by using, and learning to do by doing.
- H. Coordinating learning activities by bringing them together and using them in meeting practical problems and situations in preparation for future careers.
- I. Facilitating the combination of group learning and individualized and personalized learning experiences for students with similar and different needs, abilities, and interests.
- J. Emphasizing good human relationships and the practicing of them.
- K. Expanding the opportunities for understanding and developing the responsibilities involved in community citizenship.

### IV. WHEN RESOURCE PERSONS ARE USED--

- A. They are utilized when by so doing better learning experiences are provided for students than would be obtained from other sources.
- B. They are a part of planned instructional program and curriculum, utilized at an appropriate time in the scope and sequence of teaching-learning activities.
- C. They are a natural outgrowth of the learning experiences planned or underway.
- D. They are suited to the developmental levels of the students involved, and their career interests, knowledges, skills and abilities.
- E. They can help students in meeting specific objectives of career education as indicated by measurable changes in individual behavior and development.
- F. They are adequately prepared by their experiences to give a competent, realistic, current, and understandable picture of the career areas covered.
- G. They are available at a time when their use is most needed and effective in aiding students to develop the necessary knowledges and skills for performing the work done in the occupation or career, and will likely motivate them or lead them into activities and learning experiences of value related to the career.
- H. They are able to stimulate interest in new information and skill development, related to specific careers.



#### IV. WHEN RESOURCE PERSONS ARE USED (Continued)

- I. They are able to lead students to participate in a variety of classroom activities involving role playing, dramatizations, reading, research, reporting, using music, drawing, graphic display, bulletin board exhibits, construction or experimental projects to expand and illustrate information obtained on careers.
- J. They can show the inter-relationship between school subjects needed in the world of work.
- K. They can stimulate students to want to learn more about the careers by hands-on experience, on-site visitations, interviews and observations of workers and employers, and through the use of materials or products supplied by the resource person.
- L. They are worth the time and adjustments in scheduling to involve them.
- M. They effectively use the time allotted to them.
- N. They are located where suitable travel arrangements and time out from their businesses can be arranged.
- O. They are not overburdened by excessive calls for presentations, so as to cause poor relationships.
- P. They are scheduled by a school and parish coordinator so that all school needs are met without duplication of effort by teachers and counselors and some means of control is used. The person doing the coordinating must be capable of identifying the resource persons who can best meet the needs of specific teachers and students. Frequently a counselor is in a good position to be acquainted with the various aspects of the situation to recommend and schedule resource persons and visitations. They can use a Career Resources Information Directory to coordinate these arrangements.
- Q. They are listed in a Career Resources Information Directory and have completed a "Career Resource Persons and Materials Inventory Form," which can be used for reference by the school coordinator and teacher.

#### V. HOW RESOURCE PERSONS ARE LOCATED--

- A. Surveys are conducted at schools, employing establishments, civic, business, labor, industrial, and professional organization meetings to secure completion of forms by persons willing and able to serve as resource persons (See forms 5, 6, 7, 8, pp. 113-120)
- B. Students may take forms home for parents, relatives, or neighbors to complete.

## V. HOW RESOURCE PERSONS ARE LOCATED (Continued)

- C. Teachers may complete forms listing their competencies, and those of others they know who may serve, including students. Teachers may have persons they recommend to also complete the forms.
- D. Counselors may coordinate the issuing, completion, collection, and assembling of forms used at the schools to locate resource persons through the classrooms, faculty, and school organizations--student and parent.
- E. Counselors, teachers, students, and administrators may contact employers directly on the job to secure completion of survey forms for resource persons. This can help community relations with the schools and provide educators first-hand knowledge of career opportunities and resource persons in the community.
- F. Advisory Committee members can contact members of their establishments and of the civic, business, professional, industrial, labor, or governmental organizations to which they belong to secure completion of resource person survey forms by fellow members and associates.
- G. Various media can be used to inform the public of the need for resource persons and the steps to go through to become registered, and find out "who is willing to do what"
- H. Use previously accumulated data from surveys made by other organizations and groups.

## VI. HOW RESOURCE PERSONS WILL BE LISTED

- A. After all the survey forms and data obtained on potential resource persons is collected, assembled, processed, analyzed, and evaluated, the basic data will be printed out in a form which can be distributed to the school coordinators, as a Career Resources Information Directory
- B. Resource persons will be listed in the Career Resources Information Directory as follows:
  - 1. SPEAKERS AT SCHOOLS
    - a. Occupational group--three digit code number in the Dictionary of Occupational Titles, Part II (See pp. 110-111)
    - b. Career areas (Occupational Titles)
    - c. Name of resource person
    - d. Position (See D.O.T. three-digit code)
    - e. Name of employing establishment (by Standard Industrial Code and abbreviated name of organization) (pp. 86-87)
    - f. Address and telephone number

VI. B. 1. Speakers at schools (Continued)

Grade levels for which appropriate, school, address

Methods of presentation (Demonstration, discussion, talk, audio-visuals)

Arrangements needed to be made in advance by teacher

- 1.) Contact coordinator, get approval, contact resource person
- 2.) Type presentation, date, time, equipment, place arrangements
- 3.) Pre-planning activities: (Forms 11-15, pp. 125-129)
  - a.) Make part of year's plan; arrange 3-4 wks. in advance
  - b.) Review "Check List for Requesting Speakers" (p. 12)
  - c.) Prepare information needed by coordinator; submit
  - d.) Prepare information needed by resource person
  - e.) Advise resource person on particulars by phone-letter
  - f.) Prepare students for participation, taking notes
  - g.) Plan methods of student reporting, using in teaching
  - h.) Secure forms for reporting use and evaluation
  - i.) Follow-up plans

2. INDIVIDUAL OR SMALL GROUP INTERVIEWS WITH CONSULTANT

- a. Occupational group D.O.T. Part II three digit code numbers (pp. 110-111)
- b. Career areas (Occupational Titles) (D.O.T. three-digit code)
- c. Name of resource person
- d. Position title
- e. Name of employing establishment (by Standard Industrial Code and abbreviated name of organization) (pp. 86)
- f. Grade levels for which appropriate
- g. Address of place for interview; telephone number
- h. Arrangements needed in advance (pp. 61-67, Forms 11, 17, pp. 125, 134)
  - 1.) Contact coordinator, get approval, contact resource person
  - 2.) Arrange with resource person-date, time, place; student materials, transportation; letter of suggestions to resource person; preparation of students for interview.

VI. B. 2. h. Arrangements needed in advance (Continued)

3.) Preparation (See pp. 125-134)

- a.) Plans for questions, letter of suggestions
- b.) Supplies, transportation arranged for
- c.) Background information prepared and provided students
- d.) Recording of interview planned, equipment obtained
- e.) Class reporting procedure planned
- f.) Use in teaching determined
- g.) Forms for reporting and evaluating obtained
- h.) Follow-up, including "thank you" letters prepared

3. ON-SITE VISITATIONS (FIELD TRIPS) (See "A Guide for On-Site Visits," p. 53 and "Example of Guide for Field Trips..." p. 60)

- a. Occupational group--D.O.T. Part II three digit code numbers (See pp. 110-111)
- b. Careers areas (Occupational Titles) (D.O.T. Three Digit Code)
- c. Name of resource person
- d. Position title
- e. Name of employing establishment (By S.I.C. code and abbreviated name) (See pp. 86-87)
- f. Grade levels for which appropriate and size of group
- g. Address of place for visitation; telephone number
- h. Arrangements needed in advance (See pp. 125-129, 134-135)
  - 1.) Contact coordinator, get approval, contact resource person
  - 2.) Type visit, how made, date, time, place arranged
  - 3.) Preparation--planning: (See pp. 53-69)
    - a.) Tour plan, schedule, personnel, processes, activities, services and/or products to be observed, questions to be answered
    - b.) Applications for and approval for field trip
    - c.) Parent permit slips issued and received
    - d.) Transportation arrangements made
    - e.) Reporting and follow-up plans, evaluation, "thank you" letters.

4. OBSERVATIONS OF INDIVIDUAL WORKERS (Form 17, pp. 134-135)

- a. Occupational group--D.O.T., Part II, three digit code numbers (See pp. 110-111)
- b. Career areas (Occupational Titles) (D.O.T. Three Digit Code)

VI. B. 4. Observations of Individual Workers (Continued)

- c. Name of resource person
  - d. Position title
  - e. Name of employing establishment (by S.I.C. and abbreviated business name) (See pp. 86-87)
  - f. Grade or age levels for which appropriate
  - g. Address of place for visitation; telephone number
  - h. Arrangements needed in advance (See pp. 67-69, 125-129, 131-135)
    - 1.) Contact coordinator, get approval, contact resource person
    - 2.) Arrange observation date, time, place, student preparation
    - 3.) Preparation-planning (See pp. 67-69)
      - a.) Purposes, procedures stated, transportation arrangements
      - b.) List things to learn: job name, duties, tools, equipment, materials used, skills and abilities needed
      - c.) Facilities, processes, product or **services** provided
      - d.) Workers attitudes toward work, employer, supervisor
      - e.) Preparation required, opportunities as a career, how to enter, advance, future outlook
    - 4.) The reporting, evaluation, follow-up procedures
5. CAREER AND OCCUPATIONAL MATERIALS (Forms 7-10, pp. 116-124, 187-203)
- a. Occupational group--D.O.T. Part II, three digit code numbers (See pp. 110-111)
  - b. Career areas (Occupational Titles) (D.O.T. three digit code)
  - c. Types of material and grade levels:
    - 1.) Audio-Visual Aids (charts, displays, films, filmstrips, pictures, slides, transparencies, recordings, etc.)
    - 2.) Reading Material (books, bibliographies, directories, job descriptions, periodicals, personnel handbook, training manuals)
    - 3.) Programmed data (Printouts from data processed information on jobs, training, etc.)
    - 4.) Resource materials (articles, equipment, models, samples, products, tools, etc.)

VII. B. 5. Career and Occupational Materials (Continued)

- d. Resource Persons or Other Sources of Career and Occupational Materials
- e. Addresses of sources
- f. Values (advantages, disadvantages)
- g. Rating/Evaluation (1. Very Good, 2. Good, 3. Average, 4. Below Average, 5. Inferior-Poor)
- h. Instructional areas applicable (courses, units, specific topics/projects)

VII. PLANNING USE OF RESOURCE PERSON (Forms 11, 12, 13, pp. 53-55, 125-129)

- A. Work with coordinator in reviewing Career Information Resources Directory and "Check List for Obtaining Resource Persons"
- B. Select appropriate resource person and alternates suited to purposes and phase of career education program
- C. Secure approval for use of resource person from school coordinator
- D. Contact resource person in person and/or by phone, discuss needs, secure services, schedule. Send letter of confirmation and suggestions. After presentation file reporting-evaluation forms
- E. Advise resource person on particulars--specific purposes, age-group, size of group, time available, background and preparation of students, interests of students, where, date, time of presentation, transportation. (This is coordinator-teacher briefing of the resource person. in conversation and letter.)
- F. Consider arrangement of room, equipment and facilities required, checking those to be supplied by resource person; those by school.
- G. Assemble materials and develop plans for in-school preparation of students, participation, recording, follow-up
- H. Inform other teachers of plans, in case the activity can be shared or will take your students out of their classes during activity

VIII. PREPARATION FOR USE OF RESOURCE PERSON (TEACHER AND STUDENTS) (pp. 53-55, 67-69, 70-77, 125, 134-135)

- A. Arouse interest; provide background and readiness through use of materials, films, discussion, reading, bulletin board displays, etc.
- B. Keep daily log of planning for activity (Done by students).
- C. Present qualifications, background, interests of resource person (obtained from "Resource Persons and Materials Inventory Form") (Forms 5, 6, 7, 8, pp. 113-121).

VIII. PREPARATION FOR USE OF RESOURCE PERSON (Continued)

- D. Formulate specific purposes for presentation.
- E. Suggest how resource person can meet purposes in conversation/letter.
- F. Identify special information to be sought by students.
- G. Develop list of questions to be answered by resource person. (Send copy to resource person in advance of activity.)
- H. Select one or more students to serve as recorders. (Brief students on what a recorder is expected to do.)
- I. Provide each student with duplicated copy of questions to be answered and activity plans.
- J. Arrange for student hospitality, introduction of resource person.
- K. Establish conduct and behavior codes for activity.
- L. Plan for question-and-answer period.
- M. Suggest how to express appreciation.
- N. Indicate importance of impression the group makes on the resource person.

IX. PRESENTATION BY RESOURCE PERSON (Forms 11-13, pp. 125-129)

- A. In introductions of students, do them properly and clearly. (Introduce recorder)
- B. Introduce resource person and state briefly and clearly why he is here and what he is to do.
- C. Follow plans prepared for the activity.
- D. Keep interruptions to the minimum. (Both students and resource person have plans--make them work.)
- E. Teacher keep in background so resource person will talk to students.
- F. During question and answer period, follow procedure agreed upon in preparation for activity. (This time is primarily for the students, not for the teacher.)
- G. Protect time for end of activity. (Appoint a clock-watcher, if necessary.)
- H. Express appreciation to resource person.
- I. Make comments of constructive criticism in the spirit of fair play.



- X. FOLLOW-UP ACTIVITIES (Form 11, p. 11b)
- A. Report of recorder on the presentation.
  - B. Check-back on answers to questions.
  - C. Note new questions and problems that emerge.
  - D. Evaluate the presentation in terms of how well the group managed itself.
  - E. Discuss critically how the presentation could be improved.
  - F. Send letter of appreciation to resource person.
  - G. Write up visit for school newspaper, local press.
  - H. Arrange displays of audio-visuals, published materials, programmed and other resource materials.
  - I. Use expressive media to portray what was learned.
  - J. Relate findings, etc., to school subjects and problems.
  - K. Share experiences and learnings with others by reports to other classes, invitations to visit displays, materials on bulletin boards, etc.
  - L. Prepare a notebook of activity as a record for use in further work and for use of other groups, or the teacher, using the same resource person or studying the same problems.
  - M. Suggest that students talk with parents and other people about how the visit was planned and what was learned.
  - N. Prepare evaluation report for school files and for resource person. (See suggested forms for "Evaluation of Resource Person," "Teacher's Reporting Form," "Resource Person's Reporting Form," and "Form for Self-Evaluation by Resource Person," Forms 14A-B, 15-16, pp. 29, 30, 130-133, 164, 165)



## A GUIDE FOR ON-SITE VISITATIONS (FIELD TRIPS)\*

A field study trip is a planned experience outside of the regular classroom.<sup>1</sup> The experience may be called a trip, a school journey, an educational travel program, or an excursion. The name is unimportant. It is essential, however, that the community itself, as well as the teacher and the administrators, understand what field study trips can contribute to the total educational program.<sup>2</sup> Going outside the classroom is a most effective learning technique. Psychology maintains that people learn best from first-hand experiences.<sup>3</sup> This is true only if the trip is an integral part of the educational program. planned to accomplish certain ends which could not be accomplished as well by any other approach. Trips for the sake of taking trips are wasteful of time and ineffective for learning.<sup>4</sup> The field study experience encourages the learner to be a "spectator, participant, observer, interviewer, and statistical and case study data gatherer." The learner is in contact with the real situation and such an experience results in the best learning.<sup>5</sup> Olsen outlines some general objectives for using field study trips.<sup>6</sup>

1. To stimulate imagination and learning by providing sensory perceptions which cannot otherwise be experienced.
2. To deepen insight into even familiar phenomena in the environment, for as these matters are freshly interpreted, they take on new meaning.
3. To integrate classroom instruction by exposing the artificiality of conventional subject matter divisions, and by enabling students to view facts and forces as they exist in their everyday relationships in living communities.
4. To arouse student interest in new areas of thought and activity.
5. To teach the art of living with others from experiences of planning, sharing, traveling and working together.
6. To facilitate opportunity for personal experiences which are real.

\*See "Footnotes" listed at conclusion of guide.

7. To motivate school work by utilizing natural curiosity and guiding into exploration and discovery.
8. To build character through practical necessity of developing such traits as courtesy, patience, sportsmanship and cooperativeness.

Each trip is made up of three essential parts. First is the pre-planning; second, taking the trip; and third, the follow-up activities.

#### PLANNING THE TRIP

The success of any field study trip depends on how much thorough, pre-planning, and organization the teacher has employed before the students leave the school. Preparation is the keynote, if the student is to have a pleasant and fruitful learning experience.<sup>7</sup>

Check List for Planning the Trip <sup>8</sup>	Scheduled	Done
1. Has permission been granted by the proper authorities?		
a. Has permission been secured from the principal and the superintendent?		
b. Has permission been secured from the parents?		
c. Has permission been secured from the place to be visited?		
2. Did the teacher and the pupils cooperatively plan the trip?		
a. Have the objectives been established?		
b. Have questions been formulated?		
c. Have safety rules been established?		
d. Was there discussion about conduct and courtesy?		
3. Have the students participated in gathering background information for the trip?		
4. Have arrangements been made for chaperones or adult leaders?		
5. Have pre-arranged rest stops been scheduled?		

	Scheduled	Done
6. Has the program been confirmed by those in charge at the destination?		
7. Has the class discussed the mechanics of the trip so they know what to expect?		
8. Has the class discussed what things to look for?		
9. Has the class discussed the importance of the trip and why time is taken for it?		
10. Have final instructions been printed for the students?		
11. Have all the proper arrangements been made for transportation?		
a. Are all the vehicles covered with insurance?		
b. Do the drivers have proper instructions?		
c. Are maps necessary to direct the drivers on the planned route?		

#### TAKING THE TRIP

As the trip gets under way, effort should be made to see that it keeps to the time schedule.<sup>9</sup> The itinerary should follow as closely as possible the original planning. Ample time should be allowed to avoid a late return to school.<sup>10</sup> See "Final Check List," p. 58.

Olsen gives a last minute check list which will guide the teacher in the final preparation just before the trip.<sup>11</sup>

1. Check the physical condition of the students.
2. Check the attire of the students for its appropriateness.
3. Check to see if all students brought all essential carfare, lunches, equipment, etc.
4. Check to see that all students returned the consent slips.
5. Summarize briefly the purpose of the trip.
6. Determine whether the students with special jobs understand their responsibilities.
7. Emphasize the importance of safety first and point out any hazards that will be encountered.

8. Review the essentials of good behavior.
9. Have the class get drinks and go to the rest rooms before they leave.

The following suggestions will help to make the trip both safe and successful.<sup>12</sup>

1. Establish definite routines for all trips -- to reduce the management factor to a minimum.
2. Use the "buddy" system. Make each student responsible for knowing the whereabouts of his buddy at all times.
3. Put slow moving pupils at the head of the line to set the pace.
4. Train leaders to stop at corners and designated places before crossing streets.
5. Put reliable persons at the end of the line to prevent straggling.
6. When the class is crossing the street. stand in the center of the crossing to direct the traffic.
7. On train trips, avoid the first and last cars if possible.
8. Particularly with little children, arrange for all to visit the toilet before leaving the school.
9. Encourage pupils to bring their lunches in boxes wrapped, tied and labeled.
10. Discourage carrying more than a predetermined amount of money and limit the types of purchases.

#### FOLLOW-UP ACTIVITIES

The field study should not end with the trip. Some of the most important learnings take place in the review and summary and other follow-up activities.<sup>13</sup>

The whole trip should be discussed and evaluated by pupils, both in relation to the subject being studied and in relation to methods of improving future trips.<sup>14</sup>

(5)

Check List for Follow-Up Activities<sup>15</sup>

	Yes	No
1. Were the purposes of the trip fulfilled?		
2. Did the group find answers to the questions?		
3. Did the trip provide helpful information for the unit under study?		
4. Could the trip fulfill other objectives?		
5. Was the trip beneficial and the best way of securing answers to the problems?		
6. Was it worth the time and effort?		
7. Was it worth the cost?		
8. Were there any unexpected problems that pre-planning should have answered?		
9. Were the guides properly informed and prepared?		
10. Were the students properly prepared?		
11. Were any new interests developed?		
12. Should the trip be recommended to other classes? <sup>16</sup>		
13. Could the teacher develop skills in observation?		
14. Were social skills and responsibilities developed as the group planned, worked and travelled together?		
15. Were meaningful language skills developed from outlining, keeping notebooks, writing letters, and giving reports?		
16. Did better understanding result between the teacher and students as they worked together in planning for and taking the trip?		

### FINAL CHECK LIST

	Scheduled	Done
1. Check the physical condition of the pupils. Make sure parents have taken care of all necessary medication.		
2. Check the attire of the pupils for its appropriateness.		
3. Check to see that all pupils returned the consent slips.		
4. Summarize briefly the purpose of the trip.		
5. Determine whether the pupils with special jobs understand their responsibilities.		
6. Emphasize the importance of safety first and point out any hazards that will be encountered.		
7. Have the pupils establish their own rules of good behavior.		
8. Have the class elect their own group leaders (one/five pupils).		
9. Make name tags for all pupils, teachers, chaperones and tour leaders.		
10. Make attendance lists for chaperones.		
11. Have the class get drinks (short ones) and go to the rest rooms before they leave.		

## FOOTNOTES

- <sup>1</sup>Adelene E. Howland, How to Conduct a Field Trip, How to Do It Series, No. 12, (Washington: National Council for the Social Studies, 1962), p. 1.
- <sup>2</sup>Margaret Gustin and Natalie Hopkins, A Field Trip Guide for Elementary Schools, (Hartford: Connecticut State Department of Education, 1957), p. 1.
- <sup>3</sup>Edward G. Olsen, School and Community, (New York: Prentice-Hall, Inc., 1945), p. 209.
- <sup>4</sup>Freeman, Dowling, Lacy and Tippet, Helping Children Understand Science, (Philadelphia: The John C. Winston Company, 1954), p. 269.
- <sup>5</sup>Earl S. Johnson, "Field Trips and the Development of Intellectual Skills," Social Education 20: 120; March 1956.
- <sup>6</sup>Olsen, op. cit., p. 208.
- <sup>7</sup>Carlton B. McNair and others, Field Trips: Planning for Them, Carrying Them Out and Profiting from Them, (Washington: National Aviation Education Council, 1956), p. 1.
- <sup>8</sup>Mark Sorenson, "Have You Tried Teaching by Field Trips?" Montana Education 36: 25; April 1960; Theodore T. Toporowski, "Our School Trips are Educationally Profitable Because \_\_\_\_\_," School Activities 32: 146; January 1961.
- <sup>9</sup>Clifford Lind, Preparing for Field Trips, Curriculum Bulletin No. 221:4, (Eugene, Oregon: School of Education, University of Oregon, 1962).
- <sup>10</sup>J. W. Brown, R. B. Lewis, F. F. Harclerod, A-V Instruction Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 365.
- <sup>11</sup>Olsen, op. cit., p. 219.
- <sup>12</sup>Brown, Lewis, Harclerod, op. cit., p. 366.
- <sup>13</sup>Lind, op. cit., p. 5.
- <sup>14</sup>Howland, op. cit., p. 7.
- <sup>15</sup>Lind, op. cit., p. 7.
- <sup>16</sup>Brown, Lewis, Harclerod, op. cit., pp. 366 and 368.
- <sup>17</sup>Stamford Public Schools, Stamford, Conn.: Connecticut State Department of Education.

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- <sup>17</sup>Stamford Public Schools, Stamford, Conn.; Connecticut State Department of Education.

EXAMPLE OF GUIDE FOR ON-SITE VISITATION (FIELD TRIP)

A.

1. Planning for visit to manufacturing plant or other employing establishment:

1. Visit school shop and identify some of the manufacturing machines such as lathe and milling machines. Visit \_\_\_\_\_ and have teacher point out some of the \_\_\_\_\_ equipment.

2. Students should be prepared to discuss manufacturing or \_\_\_\_\_ occupations with the factory representative. Student Committee should make arrangements with resource person for visit.

3. Students should choose two occupations they would like to study and report to class on, after visitation to plant.

- a) Emphasize importance of these occupations
- b) Find out approximately how many persons are employed
- c) What is future status of these occupations?
- d) What training is needed to enter?
- e) Do you have to be a high school graduate?
- f) Is there an apprentice program for this occupation?

4. Make arrangements for visit to local manufacturing plant or printing plant. Class should be divided in groups of four or five students. One adult should be invited to go.

Have resource persons from manufacturing plant or \_\_\_\_\_ visit class.

The following organizations are cooperating with this study:

<u>Organization</u>	<u>Resource Person</u>

Resource person should be prepared to discuss specific occupations in his plant. He should be preparing the students for their visit.

If the resource person could bring some material with him to demonstrate what is done in his plant it would be much more effective. For example, materials showing various manufacturing operations and an explanation of what machines and what jobs do this, such as a film or filmstrips.

Other operations should also be demonstrated.

Students should help make arrangements with resource person for class visit to plant.

Resource person should, if at all possible, be the host, when the class or members of the class visit the plant.

Resource person should explain what they will see and prepare the students to get the most out of their visit.



Topical Outline

Suggestions for Teaching-Learning  
Activities

5. Choosing students for plant visit.

Students wishing to make plant visit should show an interest, and only those with a genuine interest in manufacturing or \_\_\_\_\_ should be allowed to make the trip.

Topical Outline

Suggestions for Teaching-Learning  
Activities

B.

Procedure for scheduling  
field trip to manufacturing or  
employing organization

Arrange field trip through Counselor-  
Coordinator's Office, \_\_\_\_\_  
School, \_\_\_\_\_

Identify the plant you wish to visit and the day and the time. Indicate the name of the resource person who visited your class and the plant he represented. Also indicate if you have enough adults (1 per 5 students) going on the trip, and finally, give the number of students you intend to take.

Students should be divided into groups before they leave the school.

Resource person should know ahead of time the number of youngsters and adults visiting. He should be given an opportunity to plan the plant tour so that students will be given an opportunity to see individuals performing in their occupations. Students should get a chance to talk to two or three of the workers observed.

Several committees might be used effectively and individual students given personal responsibility for carrying out assignments.

Typical Outline

Suggestions for Teaching-Learning  
Activities

C.

- I. Review of field trip  
Identify occupations observed

Classify occupations according  
to category or type of work  
involved.

Make a complete list of jobs seen  
on field trip.

Discuss manufacturing plant or other  
places visited and what they are  
engaged in producing.

Have student committees report to  
class on their particular occupations.  
Give class an opportunity to ask  
questions of the committee.

Have class classify the occupations  
discussed as:

Unskilled	Professional	Clerical
Semi-skilled	Technical	Sales
Skilled	Managerial	Service

Have students give their reasons  
for classification.

Show slides and films; listen to tapes made  
during field trips.

Each group will be responsible for  
making a report to class on their  
observations.

Topical Outline

Suggestions for Teaching-Learning  
Activities

D.

- I. Preparation for visit to training facility.
  - 1. Education and training required (high school, post-high school, on-the-job training)
    - A. Where education and training can be acquired
      - 1. Local high school
      - 2. Local technical high school
      - 3. Apprenticeship program
      - 4. On-the-job training
- II. Plan visit to training facilities

Use "Check List for Planning Visits," pp. 54-55

Teachers should go over with the class the training facilities available to them. Guidance counselors will be helpful.

Visitations will be arranged by Project Director (Resource Person)

Teachers should request a date for visiting \_\_\_\_\_ employing organization areas. A two period block should be scheduled which will include travel time.

Members of \_\_\_\_\_ and \_\_\_\_\_ staffs will explain their programs and discuss with students how they might apply for the vocational courses. Training facility may be visited. Resource Person will make arrangements.

Topical Outline

Suggestions for Teaching-Learning  
Activities

E.

1. Field trip to training facilities

Arrange field trips to training sites where students can observe training programs. Make arrangements for students to talk to individual trainees and also be given an overview by the institution.

Divide students into small groups for training visits but bring them together for their interview with the instructors.

Have students prepare specific questions they will ask.

Topical Outline

Suggestions for Teaching-Learning  
Activities

F.

I. Review of training facility  
field trip.

Discuss training and identify  
specific occupations for which  
the training was aimed.

What vocational courses are taught?

Machine Shop  
Drafting  
Graphic Arts  
Automotive Repair  
Service Station Operation and Management  
Appliance Repair

What vocational courses are taught?

Machine Shop  
Drafting  
Electronics  
Electricity  
Automotive  
Plumbing  
Carpentry  
Heating and Steamfitting  
Meter/Small Engine Repair  
Hairdressing and Beauty Culture  
Barbering  
Licensed Practical Nursing

What occupational courses are taught?

G.

I. Post-Inventory and Evaluation



GUIDE SHEET ON WHAT THE STUDENT MIGHT WANT TO KNOW

1. History of the occupation
2. Importance of the occupation and its relation to society.
3. Duties
  - A. Definition of occupation
  - B. Nature of the work
4. Number of workers engaged in occupations
5. Qualifications
  - A. Age
  - B. Sex
  - C. Special physical, mental, social, and personal qualifications including those obviously necessary for services in all types of work
  - D. Special skills essential for performance on the job
  - E. Special tools or equipment essential for the performance
  - F. Selection
  - G. Legislation affecting occupation
6. Preparation
  - A. General education
  - B. Special training, including probable cost of training
  - C. Experience
7. Methods of entering
  - A. Public employment service
  - B. Special employment agencies
  - C. Civil Service examinations
  - D. Apprenticeship
  - E. License, certificate, etc.
  - F. Other methods and channels
8. Time required to attain skill
  - A. Special apprenticeship or union regulations
  - B. Length of period of instruction on the job
  - C. Length of time before median and maximum rates of pay are reached
9. Advancement
  - A. Lines of promotion: jobs from which and to which workers may be promoted
  - B. Opportunity for advancement

10. Related Occupations
  - A. Occupations to which job may lead.
  - B. Occupations from which one may transfer
  
11. Earnings
  - A. Beginning wage range
  - B. Wage range in which largest number of workers is found
  - C. Maximum wage received by most highly skilled
  - D. Median and average salary, if available, and difference for sex and age groups
  - E. Annual versus life earnings
  - F. Regulations
  - G. Benefits
  - H. Rewards and satisfaction other than monetary
  
12. Conditions of work
  - A. Hours
  - B. Regularity of Employment
  - C. Health and accident hazards
  
13. Organizations
  - A. Employers
  - B. Employees
  
14. Typical places of employment
  
15. Advantages and disadvantages not otherwise enumerated
  
16. Supplementary information
  - A. Suggested readings: books, pamphlets
  - B. Trade and professional journals
  - C. Other sources of information
  - D. Lists of associations, firms, or individuals who may provide further information

## EVALUATION OF JOB OPPORTUNITIES

Rate each job on the factors in the left hand column according to the following scale:

- 1. Excellent
- 2. Good
- 3. Average
- 4. Fair
- 5. Poor

	Title of Job #1	Title of Job #2	Title of Job #3
Beginning Salary			
Possibility of Raises			
Work Environment			
Physical Demands			
Convenience of Location			
Reputation of Firm			
Fringe Benefits			
Co-worker Relations			
Use of My Abilities			
Interesting Work			
Pressures			
Learning Opportunity			
Variety of Activities			
Service to Others			
Opportunities for advancement			
Hours of Work			
Social Status			

TOTAL SCORE:

GLOSSARY

VITAL  
GLOSSARY

Section 1

- Aperture card--An "IBM"-type card with a small film window near one end which contains microfilmed occupational information.
- Aptitude--The capacity for learning; a natural ability.
- Career Analyst--A professional trained in the art of researching general and local occupational information and writing job descriptions.
- Dictionary of Occupational Titles (D.O.T.)--A publication of the U.S. Department of Labor which contains a numerical and alphabetical list of all the jobs in the United States.
- Entry skills--Those skills which the individual must master before he is considered for initial employment in a given occupation.
- General Aptitude Test Battery (GATB)--An aptitude test developed by the Federal Government (Department of Labor) which has a high correlation between aptitudes and job success.
- General Occupational Information--Those things about a job that remain constant in any geographical area; i.e., physical traits, personality traits and aptitudes. (**Local variables** depend upon differences in employer requirements)
- Handicapped--A disadvantage that makes achievement unusually difficult.
- Hard copy--The copy or "printout" of the occupational information contained on aperture cards.
- Job family--A group of occupations which all require closely related entry skills, aptitudes, and training. (Clusters group all occupational levels in a field)
- Local occupational information--Those job characteristics, conditions, pay, benefits, requirements that are pertinent to a specific geographical area (and manpower needs)
- Occupational Aptitude Pattern (OAP)--A cluster of aptitudes as reflected by the GATB which specifies capacities considered important to a worker in relation to adequate performance in a specific job or occupational family.
- On-campus work station--The part-time assignment of a special education student to work with and assist regular employees of the school system who work on the specific campus where the student receives training. Examples would be assisting in the school cafeteria, assisting on-campus maintenance crews, and assisting on-campus custodial staff.
- On-job-training--The student is placed in a specific job in the community where he receives legitimate training leading to possible future employment. The student usually works for a limited wage while in training.

Reader-printer--A machine which is placed in an accessible place at school making it possible for the student to read the microfilmed information on the aperture card and, if he so desires, make "take-away" copies of that information. ( A Reader only allows reading, but not printing out copies)

Special education--The provision of services additional to, supplementary with, or different from those provided in the regular school program by a systematic modification and adaptation of equipment, teaching materials, and methods to meet the needs of exceptional children.

Teacher's guide--( Curriculum Guide) A handbook designed to be used by teachers. It introduces students to the basic concepts and attitudes that are needed to enter the world of work.

Training station--Place where a student is receiving some form of occupational training, either on-campus work station or with some business firm in the community.

VITAL-- An acronym for Vocational Information Techniques Appplied Locally.

Vocational--Being in training in a skill or trade to be pursued as a career.

Work station--Any location where a student may be assigned to learn specific work habits or trades and where he can be given supervision by his special education teacher or by the vocational adjustment coordinator.

World of work--A generic term used to refer to all occupations that are available to all people; used to indicate the world in which a student will live after completing high school training.

# VITAL CAREER INFORMATION CENTER

P. O. BOX 44064 CAPITOL STATION  
BATON ROUGE, LOUISIANA 70804

## GLOSSARY OF CAREER GUIDANCE TERMS\*

### Section 2

1. Abilities - Actual power to perform acts, physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.
2. Adaptability - the quality of being able to adjust one's self to changing expectations within an occupation.
3. Adjustment - The process of personal modification which one must accept as part of the changing world. (Indicated by affective behavior--feelings and emotions, cognitive behavior)
4. Aptitudes - The tendencies, capabilities, or potentials to learn or understand. Scores on "The General Aptitude Test Battery" can be compared with "Occupational Aptitude Pattern" norms and "Specific Aptitude Pattern" norms for local occupations.)
5. Attitudes - Relate to tendencies to accept or reject particular groups of individuals, sets of ideas, situations or values reflected in speech and behavior.
6. Avocational - An activity pursued in addition to one's work mainly for leisure (hobby). Any individual whose career provides him with a means of livelihood and some leisure time can find satisfaction through his avocation in areas of life other than his career.
7. Career - The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.
8. Career Development - A continuous, developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self-concept.
9. Career Development Process - A lifelong process which involves a series of experiences, decisions, and interactions, and which, taken cumulatively, results in the formulation of a valid self-concept and provides the means through which that self-concept can be implemented both vocationally and avocationally.
10. Career Education - Means of implementing and facilitating an individual's career development.
11. Career Planning and Preparation - Describes the process whereby a person examines his interests and abilities in relation to careers. As decisions are made within his chosen career field, he must fulfill certain education and training requirements.  
Cluster (See "Occupational Cluster")
12. Cognitive Behavior - The conceptual, perceptual, and motor processes involved in activity.
13. Community - Body of individuals organized into a unit linked by common interests--(society-at-large; people in general.)(Also, involves school-community activities)
14. Concepts - Major ideas, thoughts or notions identified as essential to the career development process.
15. Conditions - Circumstances which exist as a result of modifying factors. (For example: the unemployment rate and its relationship to government spending, working conditions are the location, surroundings and environment in which a specific job occurs.)

\* From Wisconsin and other state career curriculum guides, glossaries and dictionaries.

16. Decision Making - Determination arrived at after consideration. (Required skills)
17. Decision-Making Process - Act of deciding upon an occupational course of action in a systematic way, using decision making skills.
18. D.O.T. - Dictionary of Occupational Titles - Comprehensive occupational information resource which classifies jobs alphabetically, numerically, by worker trait, industrial categories, divisions, and groups; also describes jobs.
19. Dignity and Worth - Degree of esteem (intrinsic worth) and relative values of a person related to moral, intellectual, and personal values.
20. Economic Structure - The arrangement of the economic components making up the free enterprise system (income earner, producer, consumer).
21. Educational Preparation - An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation.
22. Employability - Being able to secure and maintain employment through proper training and the exercising of good work habits.
23. Employment Trends - General direction, development and movement of jobs which includes: (1) Whether workers are currently in demand; (2) Whether employment is expected to increase or decrease; (3) What the main factors are which can influence the growth and decline of the occupation.
24. Entry Level - The first job one assumes in an occupational area.
25. Environment - The surrounding conditions, influences or forces that influence or modify the career development process.
26. Evaluation Procedures - Those procedures designed to test the effectiveness of learning activities and objectives. (Student self-assessment is one example)
27. Extrinsic - The easily identifiable and extraneous features of occupations. (Such as pay, hours)
28. Financial Aids - Monetary assistance which enables one to meet necessary occupational training and/or educational requirements. (Also called student aid)
29. Follow-up Service - Finding out what happens to students after they leave school to aid their work or educational adjustment and improve the school's program.
30. General Education - Often referred to as a liberal education. It is training of a broad academic nature which does not have a particular occupational objective. (May involve training which helps a student reach general life-goals.) (Goals-Somethings which one desires or wants most to reach--achieve)
31. Guidance - An organized effort to help the individual reach his full potential, including self-assessment, ~~career~~ awareness, exploration, selection, preparation, placement, and follow-up as steps in the career development process.
32. Individual Potential - Describes the capacity of the individual for changing and/or developing into a state of self-fulfillment.
33. Industry - A group of productive, profit-making enterprises that have a similar technological structure for production and that produce or supply technically substitutable goods, services, and sources of income. (Also, an economic unit, generally at a single physical location where business is conducted or where services or industrial operations are performed. An establishment is classified by type of activity in which engaged and by a numerical code using the Standard Industrial Classification (SIC) Manual.)



34. Institutions - The sum total of the patterns, relations process, and material instruments built up around major human activities. They regulate and standardize the behavior of employees. (Also, educational institutions, such as schools)
35. Interdependency - Mutual dependence on one another.
36. Interests - Through the study of self and occupations within the work world, one expresses a preference for an occupational field or career area. Interests may be expressed verbally as preferences, inventoried on check lists or questionnaires, manifested by actions, behavior, and participation, and tested under controlled conditions.
37. Interplay - Mutual action or influence - describes a reciprocal relationship.
38. Intrinsic - The internalized or inner values of an occupation which take on a personal significance.
39. Job - Employment undertaken for remuneration involving specific duties in an organization.
40. Job Description - Descriptive statement of account giving properties of a particular job. (Includes purposes, duties, working conditions, pay, hours, benefits, opportunities, worker traits and qualification requirements, training and other job data)
41. Job Families - Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed; and mental and physical characteristics required of workers.
42. Job Family - Employment related through common elements of job or worker characteristics such as similar job duties; tools or equipment used; knowledges, skills and traits needed.
43. Job Level - Position of a specific job based on achievement, importance and value. Jobs may be ranked by prestige, wages, authority, freedom, education or intelligence of workers.
44. Job Requirements - Specifics needed to satisfy a particular area of work - knowledges, skills, abilities, personal traits, training and experience required.
45. Learning Activities - Those teaching strategies identified to implement topical areas. Things done to bring about knowledges, skills, understandings, or behavioral changes.
46. Learning Outcomes - Those achieved knowledges, skills, understandings, attitudes or appreciation which have demonstrated the reaching of objectives or behavioral changes.
47. Leisure Time - Free time after the practical necessities of life have been attended to, an increasing commodity in our society due to technology. It is that time which may be filled with activity which has its reward in doing rather than in the end product. (May involve avocations, hobbies, or recreations)
48. Life Style - An individual's way of life determined by attitudes and values expressed in a self consistent manner.
49. Objectives - The teaching vehicle used to develop an understanding of an expressed career development concept. (Usually stated in measurable terms.)
50. Occupation - Work activity in various job settings in which people engage in a group of similar tasks organized in similar ways. It occupies the worker for a period of time but does not require single-minded commitment. It requires differentiated training but may involve considerable retraining.  
(Occupational Cluster - A group of occupations occurring at all job classification levels within a field or area of work)

51. Occupational Clusters - Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on. Usually listed as a group of occupations arranged according to job classification levels within an area of work.
52. Occupational Expectations - Rewards and satisfactions which a person anticipates from an occupational choice which must be considered in relation to self.
53. Occupational Fields - Areas of vocations in society.
54. Occupational Information - Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.
55. Occupational Level - Position of an area of work based on achievement, importance and value.  
(On-Site Visitation--Field Trip/Observation)
56. Personal Attributes - Intrinsic qualities of an individual which he must consider in relation to his choice of job and/or occupation.
57. Personal Needs - Relating to a particular person in a private manner-- must be met through/his occupational choice.
58. Phase - A stage or interval in a development or cycle, individually or as a group.
59. Placement - Being placed in the suitable class, section, social group, part-time, full-time work or other activity. (Usually evaluated by a "follow-up")
60. Plant Tour - A visit or field trip to learn about occupations in an organization.
61. Relevance - The identification of occupational elements which must be pertinent, appropriate, or applicable to the individual.
62. Self - The entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.
63. Self Appraisal - To evaluate one's self with respect to one's attitudes, values, etc., so that a realistic decision and choice can be made.
64. Sequential - Used to describe the continuous and consecutive phases of the career development process. (Associated with scope - number, variety, and complexity of phases)
65. Service Occupations - Work which meets the needs, comfort, and safety of people.
66. Significant Adults - People who through effective interpersonal relationships influence the career choice of others. (Parents, teachers, counselors, and other resource people)
67. Skills - The ability of an individual to use one's knowledge effectively in the execution of work performance. A developed aptitude.
68. Social Needs - Needs of society which are met through people working in occupations necessary for the sustenance of that society.

69. Specialization - Quality or state of being specialized for use of employment in special line of work.
70. Stage - Period or step in a process, activity or development.
71. Technical Occupations - Occupations related to specific mechanical and scientific knowledge.
72. Technology - Application of scientific principles to industry.
73. Topic - Specific teaching content which enables the implementation of stated objectives.
74. Values - Standard of judgment accepted by persons, groups, or institutions, stemming from and conditioned by their societal contacts.
75. Vertical Mobility - Movement between jobs considered to have different status.
76. Vocation - Implies a dedication or long-term commitment with a high level of requirements, rewards and expectations of work engaged in by an individual.
77. Vocational Guidance - An "individualized" aspect of the educational program which is designed to enable each student to reach his full potential in the area of career development.
78. Work - Fulfillment of job duties, expectations for which one has been employed in order to provide a "purposeful" means of livelihood.
79. Work World - The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

APPENDIX A

ORGANIZATIONAL STRUCTURE OF THE VITAL CAREER INFORMATION CENTER  
(ORIGINAL PROJECT)

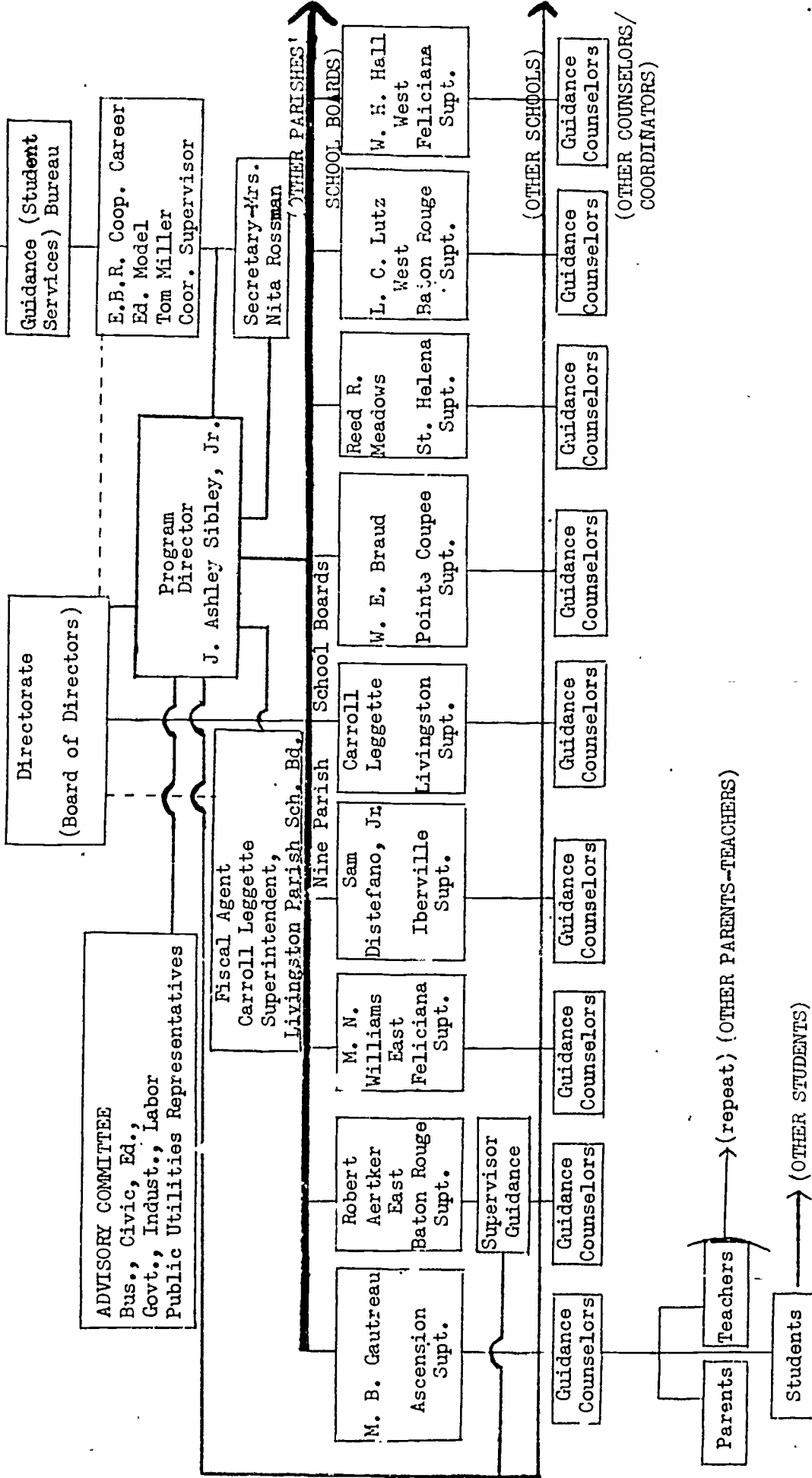


Figure 3.

Organizational Structure of VITAL Career Information Center (Original)

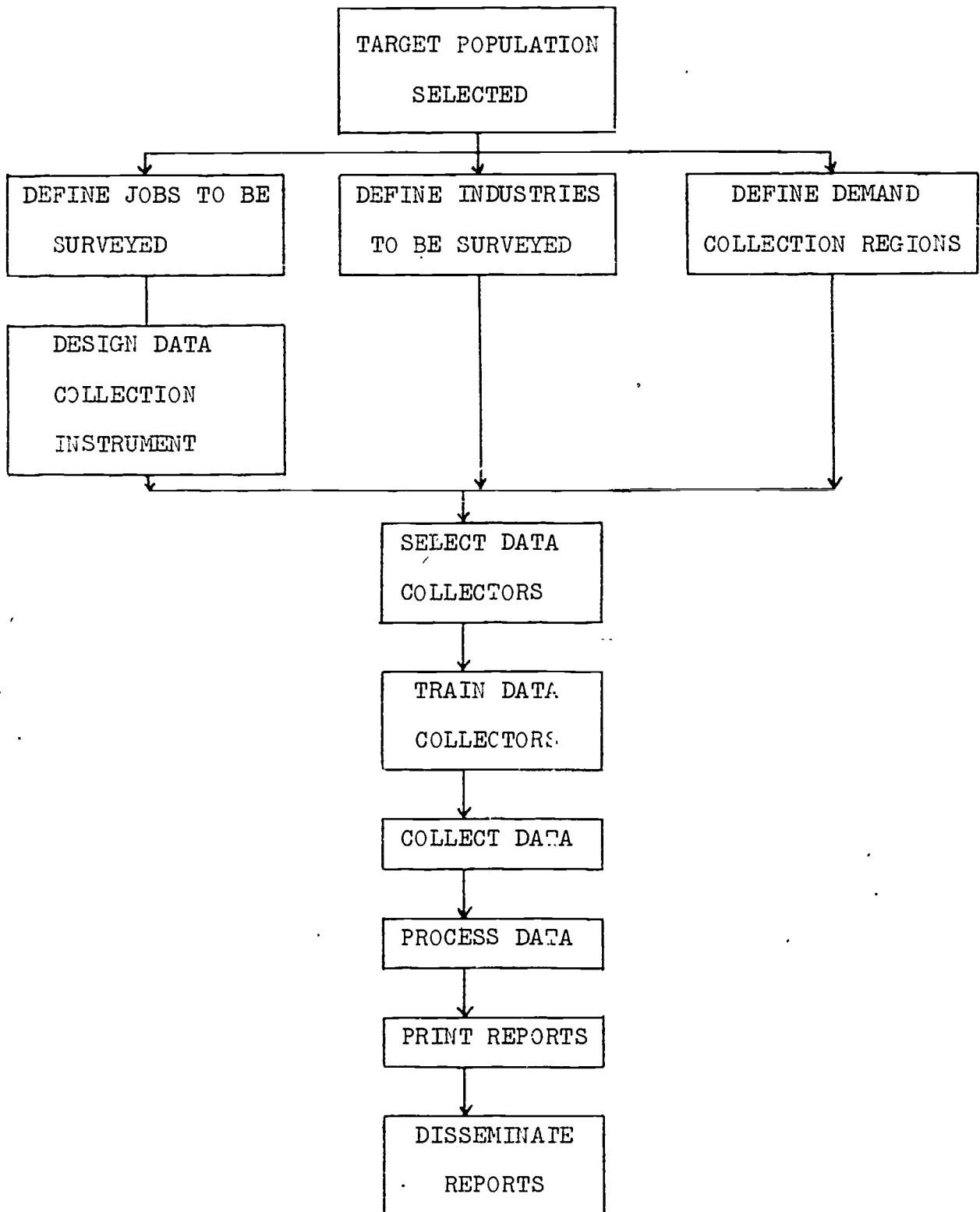


Figure 4. Sequence Chart for Occupational Information Survey

TABLE 1 A. LOUISIANA WORK FORCE SUMMARY  
(In Thousands)

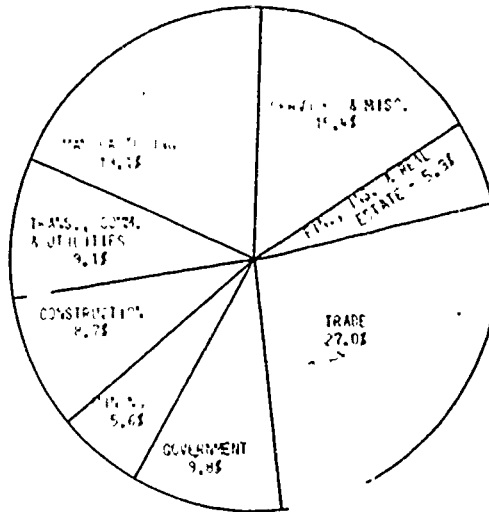
1973 Louisiana Labor Market Statistics Published by Department of Employment Security, Baton Rouge Office

	Dec. 1973	Nov. 1973	Dec. 1972	Net Change From	
				Nov. 1973	Dec. 1972
CIVILIAN WORK FORCE.....	1,429.4*	1,471.0**	1,433.2**	-42.2	- 3.8
UNEMPLOYED.....	73.0	80.2	74.1	- 7.2	- 1.1
Percent of Work Force.....	5.1	5.5	5.2	-	-
NONAGRICULTURAL WAGE AND SALARIED WORKERS (1)...	1,165.3	1,160.1	1,143.0	+ 5.2	+22.3
MINING AND QUARRYING.....	52.5	52.5	52.9	0.0	- 0.4
Crude Petroleum & Natural Gas Production.....	48.8	48.8	49.3	0.0	- 0.5
Nonmetallic Mining and Quarrying.....	3.7	3.7	3.6	0.0	+ 0.1
CONTRACT CONSTRUCTION.....	87.2	87.7	86.2	- 0.5	+ 1.0
MANUFACTURING.....	183.8	184.6	181.4	- 0.8	+ 2.4
Durable Goods.....	81.7	82.2	80.7	- 0.5	+ 1.0
Lumber & Wood Products.....	16.7	16.8	16.6	- 0.1	+ 0.1
Furniture & Fixtures.....	1.5	1.6	1.5	- 0.1	0.0
Stone, Clay & Glass Products.....	7.4	7.6	7.4	- 0.2	0.0
Primary Metal Products.....	6.1	6.1	5.7	0.0	+ 0.4
Fabricated Metal Products.....	10.0	10.2	10.0	- 0.2	0.0
Machinery, Except Electrical.....	7.1	7.1	7.0	0.0	+ 0.1
Electrical Equipment.....	7.3	6.9	6.5	+ 0.4	+ 0.8
Transportation Equipment.....	20.0	20.1	19.4	- 0.1	+ 0.6
Other Durable Goods (2).....	5.6	5.8	6.6	- 0.2	- 1.0
Nondurable Goods.....	102.1	102.4	100.7	- 0.3	+ 1.4
Food & Kindred Products.....	30.3	31.0	29.5	- 0.7	+ 0.8
Textiles & Apparel.....	11.7	11.6	11.1	+ 0.1	+ 0.6
Paper & Allied Products.....	16.6	16.6	16.9	0.0	- 0.3
Printing, Publishing & Allied Products.....	7.7	7.7	7.6	0.0	+ 0.1
Chemicals & Allied Products.....	24.8	24.5	24.7	+ 0.3	+ 0.1
Petroleum & Coal Products.....	10.2	10.2	10.1	0.0	+ 0.1
Petroleum Refining.....	9.3	9.3	9.3	0.0	0.0
Other Nondurable Goods (3).....	0.8	0.8	0.8	0.0	0.0
TRANS., COMM., AND PUBLIC UTILITIES.....	99.0	98.9	95.4	+ 0.1	+ 3.6
Interstate Railroad.....	8.3	8.2	8.2	+ 0.1	+ 0.1
Other Transportation.....	53.2	55.4	54.5	- 0.2	+ 0.7
Communication & Public Utilities.....	35.5	35.3	32.7	+ 0.2	+ 2.8
TRADE.....	274.4	268.5	272.9	+ 5.9	+ 1.5
Wholesale Trade.....	75.9	75.8	74.9	+ 0.1	+ 1.0
Retail Trade.....	198.5	192.7	198.0	+ 5.8	+ 0.5
General Merchandise, Apparel & Accessories..	55.1	49.8	55.0	+ 5.3	+ 0.1
Food.....	31.9	31.5	31.7	+ 0.4	+ 0.2
Automobile Dealers & Service Stations.....	33.3	33.3	33.1	0.0	+ 0.2
Eating & Drinking Places.....	38.1	38.0	37.9	+ 0.1	+ 0.2
Other Retail Trade.....	40.1	40.1	40.3	0.0	- 0.2
FINANCE, INSURANCE AND REAL ESTATE.....	55.2	55.1	53.4	+ 0.1	+ 1.8
Banking.....	16.2	16.1	15.3	+ 0.1	+ 0.9
SERVICES AND MISCELLANEOUS.....	170.4	170.1	167.7	+ 0.3	+ 2.7
Hotels & Lodging Places.....	13.6	13.5	13.0	+ 0.1	+ 0.6
Other Services & Miscellaneous.....	156.8	156.6	154.7	+ 0.2	+ 2.1
GOVERNMENT.....	242.8	242.7	233.1	+ 0.1	+ 9.7
Federal.....	30.4	30.3	30.3	+ 0.1	+ 0.1
State & Local.....	212.4	212.4	202.8	0.0	+ 9.6
OTHER NONAGRICULTURAL EMPLOYMENT (4).....	145.1	166.5	167.9	-21.4	-22.8
AGRICULTURAL EMPLOYMENT.....	44.0	62.0	47.0	-18.0	- 3.0
INVOLVED IN LABOR DISPUTE.....	2.0	2.8	1.2	- 0.8	+ 0.8

\* Preliminary

TABLE 1. A A INDUSTRIES  
A. EMPLOYMENT

PERCENT DISTRIBUTION OF  
TOTAL EMPLOYMENT IN  
MAJOR INDUSTRY DIVISIONS  
1970



DEFINITION OF INDUSTRY GROUPS

The industrial classifications covered in this release are as follows:

- MINING** Extraction of minerals such as crude oil and natural gas production and natural gas liquids, oil and gas field contract field services, salt, sulphur, sand and gravel quarries.
- CONSTRUCTION** General contractors in the construction of buildings, highways, bridges, and special trades, such as plumbing and painting.
- MANUFACTURING** Production of a finished product which is ready for utilization or consumption; and semi-finished product to become a raw material for further manufacturing.
- TRANSPORTATION, COMMUNICATION & UTILITIES** Air, water, truck, bus and pipe lines with related services; warehousing; telephone and telegraph services; radio-tele-vision stations; electric, gas, steam and water companies.
- TRADE** Wholesale merchants engaged in buying and selling on their own account. Retail stores selling general merchandise including department stores, grocery stores, restaurants, hardware, apparel and automotive supplies.
- FINANCE, INS., & REAL ESTATE** Banks, security dealers, loan agencies, insurance carriers and brokers, and real estate agents and brokers.
- SERVICES & MISCELLANEOUS** Hotels and lodging places; personal, business, repair, and amusement services; medical, legal, engineering, and other professional services; education institutions; nonprofit membership organizations; and other miscellaneous services are included.
- GOVERNMENT** This division includes all Federal, State, local, and international government activities, such as the legislative, judicial, and administrative functions as well as government-owned or operated business enterprises.

	1970	1971	1972
Total Covered Employment	100.0%	100.0%	100.0%
Mining	6.9	6.8	5.6
Contract Construction	9.8	9.8	8.7
Manufacturing	23.9	23.3	19.1
Trans., Comm. & Utilities	11.5	11.2	9.1
Trade	27.5	30.1	27.0
Finance, Ins. & Real Estate	5.7	5.8	5.3
Services & Miscellaneous	15.6	13.0	15.4
Government	-----	-----	9.8



BATON ROUGE  
 WASHINGTON AREA PLANNING COUNCIL PLAN  
 APPENDIX II  
 Current and Projected Employment Needs  
 by Occupational Field

TABLE 4

Occupational Field	1970	1975	1980	1970-1980 % Change
Professional, Technical, Kindred	16,911	20,276	23,550	39
Managers, Office and Professions	11,617	15,671	15,956	37
Clerical and Kindred	18,309	21,738	25,480	39
Craftsman and Foremen	14,730	17,234	20,075	36
Operatives	16,048	18,661	21,437	34
Service Workers	13,191	15,791	18,366	39
Sales	6,374	7,697	8,997	37
Private House-holds	2,553	3,090	3,574	40
Laborers	5,007	5,864	6,812	36
Total empl.	105,495	124,334	144,267	37

Source: Bureau of Economic and Industrial Research, Inc., Economic Projections and Spatial Allocations, Pages 3 - 12.

Update as of 11/72 Baton Rouge Standard Metropolitan Statistical Area \*

Employment Type	Total Emp.	White	Minority	Female
Professional & Technical	1 25,800	21,590	4,215	12.5
Managers	5 11,925	10,940	985	2.9
Sales	6 10,275	8,455	1,820	5.4
Clerical	2 23,375	20,150	3,225	9.6
Craftsman	3 20,200	16,500	3,700	11.0
Operatives	7 9,075	6,910	2,165	6.4
Laborers	8 9,000	4,225	4,775	14.2
Service	4 14,650	6,525	8,125	24.1
Domestics	9 4,475	290	4,185	12.4
FARM	17 900	380	520	1.5
Totals	129,675	95,960	33,715	100.0
				47,590
				100.0

\* Based on 1972 estimates to be revised by Louisiana Division of Employment Security

1970 CENSUS

RANK ORDER OF THOSE EMPLOYED BY OCCUPATIONAL CATEGORIES

RANK	OCCUPATIONAL CATEGORY	EMPLOYED	PERCENT
1.	Professional, technical, and kindred workers	20,383	19.87
	a. Teachers, elementary and secondary schools	4,300	4.19
	b. Health workers	2,433	2.37
2.	Clerical and kindred workers	18,470	18.00
3.	Craftsmen, foremen, and kindred workers	15,884	15.48
	a. Construction craftsmen	5,127	4.99
	b. Mechanics and repairmen	3,049	2.97
4.	Service Workers	11,595	11.30
	a. Cleaning and food service workers	5,871	5.72
	b. Personal and health service workers	2,748	2.68
	c. Protective service workers	1,363	1.33
5.	Managers and administrators, except farm	9,428	9.19
	a. Salaried	8,035	7.83
	b. Self-employed in retail trade	675	.66
6.	Operatives, except transport	7,829	7.63
7.	Sales workers	7,283	7.10
	a. Retail Trade	3,851	3.75
8.	Laborer, except farm	3,734	3.64
9.	Transport equipment operatives	3,705	3.61
10.	Private household workers	3,508	3.42
11.	Farm workers	758	.74
TOTAL EMPLOYED, 16 years old and over		102,577	

LABOR FORCE CHARACTERISTICS

OF EAST BATON ROUGE PARISH

RANK ORDER OF THOSE EMPLOYED IN OCCUPATIONAL CATEGORIES OF

DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.)

(Based on 1970 Census Data)\*

RANK	D.O.T. OCCUPATIONAL CATEGORY	NUMBER EMPLOYED	PERCENT
1.	Professional, Technical, and Managerial occupations	29,811	29.06
2.	Clerical and Sales Occupations	25,753	25.10
3.	Machine Trades, Bench Work, and Structural Work Occupations (including foremen)	15,884	15.48
4.	Service Occupations	15,103	14.72
5.	Laborers (all categories, except farm)	3,734	3.64
6.	Motor Freight and Transportation Occupations	3,705	3.61
7.	Farm Workers	758	.74
TOTAL EMPLOYED, 16 yrs. +		102,577	99.98

\* The data from the census is not entirely compatible with the occupational categories used in the D.O.T. Therefore comparisons need to be used with caution. For example, the census places craftsmen, foremen, and kindred workers all in one category instead of separating them into managerial, machine trade, bench work, and structural work occupations as is done in the D.O.T. The census also has a separate category for laborers, while the D.O.T. classifies laborers for each major category of occupations. Furthermore, the census does not have more specific occupational classifications within each category as does the D.O.T.

TABLE 4.  
RANK ORDER OF  
TYPES OF EMPLOYERS HAVING LARGEST EMPLOYMENT  
IN  
BATON ROUGE AREA

(Based on Labor Area Trends, Dec., 1972)

RANK	INDUSTRIAL CLASSIFICATION TYPE	EMPLOYMENT	PERCENT
1.	Government-Federal, State, Local*	31,300	22.84
2.	Trade-Wholesale, Retail	25,100	18.32
3.	Services	15,400	11.24
4.	Contract Construction	12,425	9.07
5.	Chemical and Petroleum Products	11,700	8.54
6.	Finance, Insurance and Real Estate	6,650	4.85
7.	Transportation, Communication, and Public Utilities	5,475	4.00
8.	Food and Kindred Manufactured Products	1,825	1.33
9.	Printing and Publishing	1,100	.80
10.	Agriculture	1,100	.80
11.	Fabricated Metal Products	850	.62
12.	Stone, Clay and Glass Products	850	.62
13.	Crude Petroleum Production and Mining	500	.36
14.	Lumber and Wood Products Manufacturing	300	.22
	Subtotal--	104,975	83.61
	All other non-agricultural employment--self-employed, unpaid family workers, and domestics in private households	14,950	10.91
	All others employed in manufacturing of goods	<u>1,100</u>	<u>.80</u>
	TOTAL EMPLOYMENT	130,625	95.32
	Unemployed--varies, but as of Dec., 1972	6,375	4.65
	TOTAL CIVILIAN LABOR FORCE	137,000	99.97

\* Includes all regular government functions and government operated facilities.

Compiled by VITAL Career Information Center

TABLE 5

KINDS AND NUMBER OF EMPLOYERS INCLUDED IN OCCUPATIONAL INFORMATION SURVEY 1971\*

(Regional Employers grouped according to Divisions in the Standard Industrial Classification Manual)

	Number of Employers Surveyed In Region	Percent of Surveyed Employers In Region **	Number of Employees In E.B.R.	Percent of Employees In E.B.R.**
Division A. Agriculture, forestry and fisheries	13	.7 %	1,100	1.0 %
Division B. Mining	32	1.8	500	.5
Division C. Contract Construction	184	10.4	12,000	11.0
Division D. Manufacturing	186	10.6	18,000	17.0
Division E. Transportation, Communication, Public Utilities	95	5.4	5,300	5.0
Division F. Wholesale / G. Retail Trade	570	32.4	21,600	20.4
Division H. Finance, Insurance, and Real Estate	83	4.7	5,925	5.6
Division I. Services	280	15.9	14,450***	13.6
Division J. Government	<u>318#</u>	18.1	<u>26,900</u>	25.4
	1,761		105,775	

\* Based upon August, 1971, issue "Baton Rouge Labor Area Trends" and Louisiana State Employment Service records.

\*\* Percents are rounded to nearest tenths and are not necessarily additive.

\*\*\* Does not include 14,925 non-agricultural self-employed, unpaid family workers, and domestics in private households.

# Includes divisions, departments, and agencies with entry occupations largely covered by civil service.

TABLE 6. FORMS AND ENVELOPES NEEDED BY CONTACT PERSON FOR SURVEY  
 BY STANDARD INDUSTRIAL CLASSIFICATIONS  
 (Two Digit Codes)

CONTACT PERSON	CODES - BUSINESS, INDUSTRIAL, ORGANIZATION GROUPS	Number of			Return Envelopes	
		Long Forms	Short Forms	Envelopes for Mailing		
Division A	Titles and Descriptions of Industries.....					
	Agriculture, forestry, and fishing.....					
	Major Group 01. Agricultural production--crops.....					
	Major Group 02. Agricultural production--livestock.....					
	Major Group 07. Agricultural services.....					
Division B	Major Group 08. Forestry.....					
	Major Group 09. Fishing, hunting, and trapping.....					
	Mining.....					
	Major Group 10. Metal mining.....					
	Major Group 11. Anthracite mining.....					
Division C	Major Group 12. Bituminous coal and lignite mining.....					
	Major Group 13. Oil and gas extraction.....					
	Major Group 14. Mining and quarrying of nonmetallic minerals, except fuels.....					
	Construction.....					
Division D	Major Group 15. Building construction--general contractors and operative builders.....					
	Major Group 16. Construction other than building construction--general contractors.....					
	Major Group 17. Construction--special trade contractors.....					
	Manufacturing.....					
	Major Group 20. Food and kindred products.....					
	Major Group 21. Tobacco manufactures.....					
	Major Group 22. Textile mill products.....					
	Major Group 23. Apparel and other finished products made from fabrics and similar materials.....					
	Major Group 24. Lumber and wood products, except furniture.....					
	Major Group 25. Furniture and fixtures.....					
	Major Group 26. Paper and allied products.....					
	Major Group 27. Printing, publishing, and allied industries.....					
	Major Group 28. Chemicals and allied products.....					
	Major Group 29. Petroleum refining and related industries.....					
	Major Group 30. Rubber and miscellaneous plastics products.....					
	Major Group 31. Leather and leather products.....					
	Major Group 32. Stone, clay, glass, and concrete products.....					
	Major Group 33. Primary metal industries.....					
	Major Group 34. Fabricated metal products, except machinery and transportation equipment.....					
	Major Group 35. Machinery, except electrical.....					
	Major Group 36. Electrical and electronic machinery, equipment, and supplies.....					
	Major Group 37. Transportation equipment.....					
	Major Group 38. Measuring, analyzing, and controlling instruments; photographic, medical and optical goods; watches and clocks.....					
	Major Group 39. Miscellaneous manufacturing industries.....					
	Division E	Transportation, communications, electric, gas, and sanitary services.....				
		Major Group 40. Railroad transportation.....				
		Major Group 41. Local and suburban transit and interurban highway passenger transportation.....				
		Major Group 42. Motor freight transportation and warehousing.....				
		Major Group 43. U.S. Postal Service.....				
		Major Group 44. Water transportation.....				
		Major Group 45. Transportation by air.....				
		Major Group 46. Pipe lines, except natural gas.....				
		Major Group 47. Transportation services.....				
		Major Group 48. Communication.....				
Major Group 49. Electric, gas, and sanitary services.....						
SUB-TOTALS						

FORMS AND ENVELOPES NEEDED BY CONTACT PERSONS FOR SURVEY  
BY STANDARD INDUSTRIAL CLASSIFICATIONS  
(Continued)

CONTACT PERSON CODES-BUSINESS, INDUSTRIAL, ORGANIZATION GROUPS

		Number of			
		Long Forms	Short Forms	Enve- lopes for Mailing	Return Enve- lopes
Division F	Wholesale trade.....				
	Major Group 50. Wholesale trade--durable goods.....				
	Major Group 51. Wholesale trade--nondurable goods.....				
Division G	Retail trade.....				
	Major Group 52. Building materials, hardware, garden supply, and mobile home dealers.....				
	Major Group 53. General merchandise stores.....				
	Major Group 54. Food stores.....				
	Major Group 55. Automotive dealers and gasoline service stations.....				
	Major Group 56. Apparel and accessory stores.....				
	Major Group 57. Furniture, home furnishings, and equipment stores.....				
Division H	Major Group 58. Eating and drinking places.....				
	Major Group 59. Miscellaneous retail.....				
	Finance, insurance, and real estate.....				
	Major Group 60. Banking.....				
	Major Group 61. Credit agencies other than banks.....				
	Major Group 62. Security and commodity brokers, dealers, exchanges, and services.....				
	Major Group 63. Insurance.....				
	Major Group 64. Insurance agents, brokers, and service.....				
Division I	Major Group 65. Real estate.....				
	Major Group 66. Combinations of real estate, insurance, loans, law offices.....				
	Major Group 67. Holding and other investment offices.....				
	Services.....				
	Major Group 70. Hotels, rooming houses, camps, and other lodging places.....				
	Major Group 72. Personal services.....				
	Major Group 73. Business services.....				
	Major Group 75. Automotive repair, services, and garages.....				
	Major Group 76. Miscellaneous repair services.....				
	Major Group 78. Motion pictures.....				
	Major Group 79. Amusement and recreation services, except motion pictures.....				
	Major Group 80. Health services.....				
	Major Group 81. Legal services.....				
	Major Group 82. Educational services.....				
	Major Group 83. Social services.....				
Division J	Major Group 84. Museums, art galleries, botanical and zoological gardens.....				
	Major Group 86. Membership organizations.....				
	Major Group 88. Private households.....				
	Major Group 89. Miscellaneous services.....				
	Public administration.....				
	Major Group 91. Executive, legislative, and general government, except finance.....				
	Major Group 92. Justice, public order, and safety.....				
Division K	Major Group 93. Public finance, taxation, and monetary policy.....				
	Major Group 94. Administration of human resources programs.....				
	Major Group 95. Administration of environmental quality and housing programs.....				
	Major Group 96. Administration of economic programs.....				
	Major Group 97. National security and international affairs.....				
	Nonclassifiable establishments.....				
	Major Group 99. Nonclassifiable establishments.....				
TOTALS					

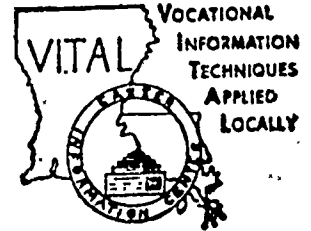
APPENDIX B

# VITAL CAREER INFORMATION CENTER

LOUISIANA STATE DEPARTMENT OF EDUCATION  
421 NORTH STREET P. O. BOX 44064  
BATON ROUGE, LOUISIANA 70804

VOCATIONAL  
INFORMATION  
TECHNIQUES  
APPLIED  
LOCALLY

FORM 1--LETTER



Dear Employer:

Today the new emphasis in our educational system is on career information and guidance. Students want to know what career opportunities and requirements occur in our local area. A special Advisory Committee made up of representatives from business, industry, labor, government, education and civic groups is cooperating with the VITAL Career Information Center to meet these student needs.

You can make a valuable contribution to the career development of these students in our area schools, your future employees, by completing the attached form. The information you provide will be kept strictly confidential and be used for statistical purposes only. By completing the form you will be helping to assure the better preparation of students to become successful and satisfied employees.

Please complete the information on each entry-level occupation that will lead to a career in your organization. Fill out all of those items on the form which apply to your organization. If you have previously completed similar forms for the Center, please review and make changes in items that need to be updated.

If you can spend the time of a coffee break to complete this form, the results should be quite rewarding in the type of applicants you will receive for employment. When you have completed this, return it to the VITAL Career Information Center.

Thank you for your cooperation.

Yours very sincerely,





VITAL Occupational Information Survey Form \*  
(Confidential)

No.	22. SPECIAL SKILLS NEEDED:		23. KINDS AND AMOUNTS OF TRAINING GIVEN WHILE LEARNING THE JOB:		24. MINIMUM AGE (YEARS)	25. PERCENT EMPLOYEES IN THE JOB		26. PREVIOUS EXPERIENCE IN SCHOOL AND OTHER WORK ACTIVITIES:	
	Area(s) dealt with: Data/People Ideas	How Used:	O.J.T. In-Plant Mo/Yr	Apprentice No./Yr		Spcl. Sch. Type	Other Type	Male	Female
X	Copyng, Sorting, Filing	Typ, Compute Post, Copy, Store Records	3 wks		16	18	5%	95%	Club secretary, treasurer; Kept class records, scrap books; part-time call clerk/ messenger
1.									
2.									
3.									
4.									
5.									

No.	27. ADVANCEMENT, PROMOTIONAL OPPORTUNITIES:		28. PAY/WAGES/COSTS/BENEFITS:		29. OTHER REQUIREMENTS:		(d) Certificate License (Type)	(e) Employment Test(s)	(f) Union (Type) (Cost)	(g) Working Conditions Environment	(h) Physical Activity Kind/Age	(i) Interests/Personal Traits	(j) Mental Abilities/Aptitudes
	Within the Occupation	To Other Occupations	Min. Start	Avg. Rate	Max. Rate	Other Benefits							
X	Increases yearly	Steno., Office Sec., Section Mgr.	\$350	\$370	\$400	Insult, 40 hrs. St. L. Vac. Bonus, pens.	Report (1 yr.) Rec. and	Work Permit Typing Accurate		Inside, well lit, pleasant, filtered, mild	Seated Use eyes, hands, fingers	Clerical attentive	Ab. A. Use Math, be attentive
1.													
2.													
3.													
4.													
5.													

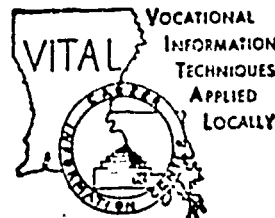
If the number and title of the job are not the same as those on the back of the report, write the number and title of the job and add the necessary information there.

# VITAL CAREER INFORMATION CENTER

LOUISIANA STATE DEPARTMENT OF EDUCATION  
421 NORTH STREET P O BOX 44064  
BATON ROUGE, LOUISIANA 70804

VOCATIONAL  
INFORMATION  
TECHNIQUES  
APPLIED  
LOCALLY

FORM 2--LETTER



Dear Employer:

Today the new emphasis in our educational system is on career information and guidance. Students want to know what career opportunities and requirements occur in our local area. A special Advisory Committee made up of representatives from business, industry, labor, government, education and civic groups is cooperating with the VITAL Career Information Center to meet these student needs.

You can make a valuable contribution to the career development of these students in our area schools, your future employees, by completing the attached form. The information you provide will be kept strictly confidential and be used for statistical purposes only. By completing the form you will be helping to assure the better preparation of students to become successful and satisfied employees.

Please complete the information on each entry-level occupation that will lead to a career in your organization. Fill out all of those items on the form which apply to your organization. If you have previously completed similar forms for the Center, please review and make changes in items that need to be updated.

If you can spend a few minutes of your time to complete this form, the results should be quite rewarding in the type of applicants you will receive for employment. When you have completed this, return it to the VITAL Career Information Center.

Thank you for your cooperation.

Yours very sincerely,

... is provided to write in more detail. ...  
... entry-level positions in your establishment.  
... applying the information needed to the  
... form.

VITAL CAREER INFORMATION CENTER  
 P. O. BOX 44064, CAPITOL STATION,  
 BATON ROUGE, LOUISIANA 70804  
 VITAL OCCUPATIONAL INFORMATION SURVEY FORM  
 (Confidential)

INSTRUCTIONS: Will you please complete one of these forms for each job title. Place checks in the appropriate boxes and write in the specific information requested.

1. NAME OF ORGANIZATION \_\_\_\_\_
2. DIVISION OF ORGANIZATION (if any) \_\_\_\_\_
3. STREET ADDRESS \_\_\_\_\_
4. MAILING ADDRESS \_\_\_\_\_
5. TOWN \_\_\_\_\_ 6. PARISH \_\_\_\_\_ 7. ZIP \_\_\_\_\_
8. TELEPHONE(S) \_\_\_\_\_ EXTENSION \_\_\_\_\_
9. NUMBER OF EMPLOYEES: Regular: \_\_\_\_\_ Seasonal: \_\_\_\_\_; Part-Time: \_\_\_\_\_
10. YOUR NAME \_\_\_\_\_ 11. Title \_\_\_\_\_
12. OFFICE LOCATION \_\_\_\_\_ Room \_\_\_\_\_
13. CLASSIFICATION OF ORGANIZATION (Check the major division and category, then write in the spaces below the specific type of business, industry or organization, and principal products, activities or services)
  - A. AGRICULTURE, FORESTRY, AND FISHING:

(1) <u>Agriculture</u>	<u>Services</u>	(2) <u>Forestry</u>	(6) <u>Other (State):</u>
<u>Crops</u>	<u>Soil</u>	(3) <u>Fishing</u>	
<u>Livestock</u>	<u>Veterinary</u>	(4) <u>Hunting</u>	
	<u>Landscape</u>	(5) <u>Trapping</u>	
  - B. MINING:

(1) Oil and Gas Extraction;  
 (2) Other Minerals: ( Clay; Gravel; Salt; Sand; Shell)
  - C. CONSTRUCTION:

(1) Contractor: ( General Building; Heavy Construction; Special Trade)
  - D. MANUFACTURING:

(1) <u>Food</u>	(7) <u>Chemicals</u>	(13) <u>Fabricated Metals</u>
(2) <u>Apparel</u>	(8) <u>Petroleum</u>	(14) <u>Machinery</u>
(3) <u>Lumber and Wood</u>	(9) <u>Rubber; Plastics</u>	(15) <u>Electric Equip.</u>
(4) <u>Furniture</u>	(10) <u>Leather</u>	(16) <u>Transportation Equip.</u>
(5) <u>Paper and its Prod.</u>	(11) <u>Stone, Clay, Glass Prod.</u>	(17) <u>Instruments, Photo.</u>
(6) <u>Printing; Publishing</u>	(12) <u>Primary Metals</u>	<u>Medical, Optical Goods</u>
		(18) <u>Misc. (Other type prod.)</u>
		<u>(State):</u>
  - E. TRANSPORTATION AND PUBLIC UTILITIES:

(1) <u>Local and Interurban</u>	(3) <u>Water Transportation</u>	(6) <u>Electric, Gas, and Sanitary Services</u>
(2) <u>Passenger Transit</u>	(4) <u>Transportation by Air</u>	(7) <u>Other (State):</u>
(2) <u>Trucking and Warehousing</u>	(5) <u>Communication</u>	
  - F. WHOLESALE TRADE (State type): \_\_\_\_\_
  - G. RETAIL TRADE:

(1) <u>Building Materials &amp; Garden Supplies</u>	(4) <u>Automotive Dealers &amp; Service Stations</u>	(7) <u>Eating and Drinking Places</u>
(2) <u>General Merchandise Stores</u>	(5) <u>Apparel and Accessory Stores</u>	(8) <u>Miscellaneous Retail (All Others i.e., Drug Stores)</u>
(3) <u>Food Stores</u>	(6) <u>Furniture and Home Furnishing Stores</u>	(9) <u>Other (State):</u>
  - H. FINANCE, INSURANCE, AND REAL ESTATE:

(1) <u>Banking</u>	(3) <u>Insurance Carriers</u>	(5) <u>Other (State):</u>
(2) <u>Credit Agencies Other than Banks</u>	(4) <u>Real Estate</u>	

(OVER)

I. SERVICES

- |   |  |  |
|---|--|--|
| (1) <input type="checkbox"/> Hotels and Other Lodging Places    | (5) <input type="checkbox"/> Miscellaneous Repair Services   | (9) <input type="checkbox"/> Educational Services  |
| (2) <input type="checkbox"/> Personal Services                  | (6) <input type="checkbox"/> Amusement & Recreation Services | (10) <input type="checkbox"/> Social Services  |
| (3) <input type="checkbox"/> Business Services                  | (7) <input type="checkbox"/> Health Services                 | (11) <input type="checkbox"/> Miscellaneous Services (Account., Architectural & Engineering) |
| (4) <input type="checkbox"/> Auto Repair, Services, and Garages | (8) <input type="checkbox"/> Legal Services                  | (12) <input type="checkbox"/> Other: _____   |

J. PUBLIC ADMINISTRATION--GOVERNMENT (Division): \_\_\_\_\_

13. SPECIFIC KIND OF BUSINESS, INDUSTRY, ORGANIZATION: \_\_\_\_\_

14. PRINCIPAL PRODUCTS, ACTIVITIES, AND/OR SERVICES: \_\_\_\_\_ 15. DATE: \_\_\_\_\_

16. OCCUPATIONAL INFORMATION:

A. JOB TITLE: \_\_\_\_\_

B. BRIEF DESCRIPTION OF WORK DONE: \_\_\_\_\_

C. CLASSIFICATION OF OCCUPATION: (Please check the occupational group the job best fits in),

- (1)  Professional Architecture, Art, Engineering, Math., Physical Science, Life Science.
- (2)  Sub-Prof./ Technical Social Science, Medicine, Health, Museum, Library, Law, Religion, Writing, Entertainment, Recreation prof., sub-prof., tech. occupations
- (3)  Administrative Specialization (Accounting, budgeting, analyzing personnel and materials in the production, distribution, and consumption of goods and services)
- (4)  Line or Organization Management (Official, Executive, Supervisory, Managerial Work)
- (5)  Clerical (Stenography, typing, filing, recording, collecting, distributing information)
- (6)  Sales (Selling or influencing customers in favor of products or services)
- (7)  Service (Housekeeping, cooking, food serving, personal serving, public serving, or protecting)
- (8)  Farming, Fishery, Forestry (Growing, harvesting, gathering, protecting plants/ animals)
- (9)  Processing (Refining, Mixing, Treating working materials and products)
- (10)  Machine Trades (Feeding, Tending, Operating, Controlling and Repairing Machines)
- (11)  Bench Work (Using handtools and bench machines to make, assemble, repair and inspect relatively small objects and materials at bench, worktable, or conveyor)
- (12)  Structural Work (Fabricating, erecting, installing, paving, painting, constructing, repairing structures or structural parts of large objects)
- (13)  Other Work (Transporting, delivering, packaging, warehousing, servicing utilities, amusement, recreation equipment, mining-logging, graphic arts preparing)

D. EMPLOYMENT STATISTICS AND OPPORTUNITIES (Please supply the figures and information requested)

- Number
- (1)  Workers are presently employed in this type job in our organization
  - (2)  Workers may be needed in this type job in 1 year in our organization
  - (3)  Workers may be needed in this type job in 5 years in our organization
  - (4)  Workers were replaced by turnover in this job the past year
  - (5)  Demand for new workers in this job is: (Check one) (a)  Declining; (b)  Not changing; (c)  Increasing; (d)  Continuously high
  - (6)  The frequency of opportunities for advancement within this job are: (a)  None; (b)  Few; (c)  Moderate; (d)  Great; (e)  Very Great
  - (7)  The frequency of opportunities for promotion from this job are: (a)  None; (b)  Few; (c)  Moderate; (d)  Great; (e)  Very Great

E. EDUCATION AND SKILLS NEEDED BEFORE ENTERING JOB (State number of years and types of education accepted and preferred. Also state skill(s) needed, materials used, level of performance required, such as- Typing Skill, operating typewriter, 40 w.p.m. accurately

Amount of Education		Types	Years	(a) Skill(s) needed:
Minimum:	Preferred			
Accepted	Preferred			
(1) yrs.	yrs.	elementary grades 1-6		(b) Type(s) of data, people, things dealt with: _____ _____ _____ (c) Level(s) of performance: _____
(2)		junior high school 7-8		
(3)		senior high school 9-12		
(4)		business school (1-2)		
(5)		vocational-tech. school (1-2)		
(6)		junior college (13-14)		
(7)		college (13-16)		
(8)		graduate school (17-20)		

F. KINDS OF TRAINING AND LEVELS OF ACHIEVEMENT NEEDED BEFORE REGULAR EMPLOYMENT IN JOB

School Subjects	Types (State)	Levels of Achievement (Check)				
		High	Above Average	Average	Below Average	Low
(1) Social Studies						
(2) English						
(3) Mathematics						
(4) Science						
(5) Trade and Industrial						
(6) Vocational-Technical						
(7) Business and Clerical						
(8) Foreign Language						
(9) Home Economics						
(10) Arts						
(11) Cooperative Work-Study						
(12) Apprenticeship						
(13) Other						

G. KINDS AND AMOUNTS OF TRAINING WHILE WORKING TO LEARN HOW TO DO THE JOB

Kinds of Training: (Check)	Amount: (Check amount for each kind and state type of training)
(1) <input type="checkbox"/> No formal training needed	(1) <input type="checkbox"/> Short demonstration only
(2) <input type="checkbox"/> Regular On-The-Job training	(2) <input type="checkbox"/> Up through 30 days
(3) <input type="checkbox"/> In-the-plant training given in organized classroom study	(3) <input type="checkbox"/> Over 30 days through 3 months
(4) <input type="checkbox"/> Apprenticeship training	(4) <input type="checkbox"/> Over 3 months through 6 months
(5) <input type="checkbox"/> Job-Related Training in educational institution	(5) <input type="checkbox"/> Over 6 months through 1 year
(6) <input type="checkbox"/> Other (state): _____	(6) <input type="checkbox"/> Over 1 year through 2 years
	(7) <input type="checkbox"/> Over 2 years (state amount)

H. AGE, SEX, LICENSE, CERTIFICATE, UNION MEMBERSHIP, TEST REQUIREMENTS: (Check, complete requirements)

(1) <input type="checkbox"/> Minimum Age Accepted; _____ Preferred	(5) <input type="checkbox"/> Employment Interview
(2) <input type="checkbox"/> Percent: Males in job; _____ Females	(6) <input type="checkbox"/> License (Type): _____
(3) <input type="checkbox"/> Work Certificate: _____	(7) <input type="checkbox"/> Union Membership: (Cost): _____ (Type): _____
(4) <input type="checkbox"/> Written Application for work	(8) <input type="checkbox"/> Test(s) (Type(s)): _____

I. PREVIOUS ACTIVITIES REQUIRED (Check)

- (1)  None required
- (2)  School activities related to work (Type): \_\_\_\_\_
- (3)  Part-time or periodic work (Type): \_\_\_\_\_
- (4)  Full-time work in other jobs (Types): \_\_\_\_\_
- (5)  Other (State): \_\_\_\_\_

J. PROMOTION PATHS (Things needed for advancement and promotion, and types advanced job possibilities)

Things Needed:	Advanced Job Possibilities (by levels)
(1) <input type="checkbox"/> No advancement in job	(1) _____
(2) <input type="checkbox"/> No promotion from job	(2) _____
(3) <input type="checkbox"/> On-the-job training	(3) _____
(4) <input type="checkbox"/> Special In-Plant Classes	(4) _____
(5) <input type="checkbox"/> More formal training outside business	(5) _____
(6) <input type="checkbox"/> Time on job (duration, seniority, experience)	(6) _____
(7) <input type="checkbox"/> Production rate and quality	(7) _____
(8) <input type="checkbox"/> Other (State) _____	(8) _____

K. WAGES, SALARIES, AND COMMISSIONS (Complete all blanks and circle time period covered)

- (1) Minimum entry \$ \_\_\_\_\_ per (circle) hr., wk., mo., yr. / \_\_\_\_\_ % Comm.
- (2) Average made by most \$ \_\_\_\_\_ per (circle) hr., wk., mo., yr. / \_\_\_\_\_ % Comm.
- (3) Maximum earned in job \$ \_\_\_\_\_ per (circle) hr., wk., mo., yr. / \_\_\_\_\_ % Comm.
- (4) Average number of hours in work period: \_\_\_\_\_ hours per \_\_\_\_\_; Overtime: \_\_\_\_\_ hrs.

L. FRINGE BENEFITS (Check type of incentives received and, if applicable, the amount furnished by employer)

- |   |   |
|---|---|
| (1) <input type="checkbox"/> Housing: <input type="checkbox"/> All, <input type="checkbox"/> 1/2-Part             | (14) <input type="checkbox"/> Travel Allowance: <input type="checkbox"/> All; <input type="checkbox"/> %  |
| (2) <input type="checkbox"/> Meals: <input type="checkbox"/> All, <input type="checkbox"/> 1/2-Part               | (15) <input type="checkbox"/> Advanced Training: <input type="checkbox"/> All; <input type="checkbox"/> % |
| (3) <input type="checkbox"/> Uniforms: <input type="checkbox"/> All, <input type="checkbox"/> 1/2-Part            | (16) <input type="checkbox"/> Further Education: <input type="checkbox"/> All; <input type="checkbox"/> % |
| (4) <input type="checkbox"/> Cleaning: <input type="checkbox"/> All, <input type="checkbox"/> 1/2-Part            | (17) <input type="checkbox"/> Discounts: _____ % on: _____  |
| (5) <input type="checkbox"/> Tips: <input type="checkbox"/> All; <input type="checkbox"/> 1/2-Part                | (18) <input type="checkbox"/> Bonuses: _____  |
| (6) <input type="checkbox"/> Overtime Pay: _____ X Pay  | (19) <input type="checkbox"/> Paid vacations:   |
| (7) <input type="checkbox"/> Health Insurance: <input type="checkbox"/> All; <input type="checkbox"/> 1/2-Part    | (a) After 6 mos: _____ days   |
| (8) <input type="checkbox"/> Life Insurance: <input type="checkbox"/> All; <input type="checkbox"/> 1/2-Part      | (b) After 1 yr: _____ days  |
| (9) <input type="checkbox"/> Expense Accounts: <input type="checkbox"/> All; <input type="checkbox"/> 1/2-Part    | (c) After 2 yrs: _____ days   |
| (10) <input type="checkbox"/> Share in business profits: _____  | (d) After 3 yrs: _____ days   |
| (11) <input type="checkbox"/> Options to Buy Stock: _____   | (e) After 5 yrs: _____ days   |
| (12) <input type="checkbox"/> Sick Leave: After _____ wk.   | (f) After 10 yrs: _____ days  |
| (13) <input type="checkbox"/> Accident Insurance: <input type="checkbox"/> All; <input type="checkbox"/> 1/2-Part | (g) After 15 yrs: _____ days  |
|   | (h) Other: _____ yrs: _____ days  |
|   | (20) <input type="checkbox"/> Pensions at Retirement  |
|   | (21) <input type="checkbox"/> Other: (State) _____  |

M. Income Variables: (Check)

- (1)  Self-employed
- (2)  Commission (Type: \_\_\_\_\_)
- (3)  Overtime (Pay: \_\_\_\_\_)
- (4) Seasonal (Mos.): \_\_\_\_\_ : (Amount) \_\_\_\_\_
- (5) Shift (Times): \_\_\_\_\_ ; (Amount) \_\_\_\_\_
- (6) Other (State): \_\_\_\_\_



N. WORK ENVIRONMENT AND WORKING CONDITIONS (Check those that apply to the job and the amount)

CONDITIONS (Check those that apply)	AMOUNT (Check degree apply)					CONDITIONS (Check those that apply)	AMOUNT (Check degree apply)				
	1 High	2 Above Average	3 Average	4 Below Average	5 Low		1 High	2 Above Average	3 Average	4 Below Average	5 Low
1. Indoors						11. Cold with temperature changes					
2. Outdoors						12. Hot with temperature changes					
3. In container (Camped)						13. Wet					
4. Outside container/object						14. Humid Atmosphere					
5. Deal with people						15. Noise (Type):					
6. Be around people						16. Vibrations (Type)					
7. Work alone						17. Hazards (Type):					
8. Travel (Type):						18. Impure air/ poor ventilation (Type)					
9. Work daytime						19. Other (Types):					
10. Work nighttime											

O. PHYSICAL ABILITIES REQUIRED (Check those needed for the job and the amount of each checked)

PHYSICAL ABILITIES (Check those needed)	AMOUNT (Check amount needed)					PHYSICAL ABILITIES (Check those needed)	AMOUNT (Check amount needed)				
	1 High	2 Above Average	3 Average	4 Below Average	5 Low		1 High	2 Above Average	3 Average	4 Below Average	5 Low
1. Standing						16. Reaching					
2. Walking						17. Handling					
3. Sitting						18. Using fingers					
4. Lifting						19. Feeling by touching					
5. Carrying						20. Talking					
6. Pushing						21. Hearing					
7. Pulling						22. Seeing					
8. Hand/Arm Use						23. Judging distance/ depth					
9. Foot/Leg Use						24. Color Vision					
10. Strength						25. Sense of smell					
11. Climbing/Balancing						26. Sense of taste					
12. Steeping						27. Working Speed					
13. Kneeling						28. Physical Appearance					
14. Crouching						29. Disabilities Acceptable:					
15. Crawling						30. Disabilities Not Acceptable:					

(OVER)

95a

11c



AMOUNT

P. INTERESTS (Check those needed and the amount required for the job)

CHECK	INTERESTS	AMOUNT				
		1	2	3	4	5
1. ___	Working with things and objects					
2. ___	Dealing with people in selling, providing, using goods and services					
3. ___	Doing the same kinds of things in a set way					
4. ___	Working with people to help them in individual or group situations					
5. ___	Doing work which earns recognition and praise					
6. ___	Communicating thoughts and ideas to people by writing, talking, or acting					
7. ___	Scientific and technical activities					
8. ___	Abstract and creative activities using imagination, thinking, and understanding					
9. ___	Processing materials, operating equipment, and using techniques not dealing directly with people					
10. ___	Working with materials to produce something that has definite value and use					

AMOUNT

Q. PERSONAL TRAITS (TEMPERAMENT) (Check those traits needed and amount of each required for job)

CHECK WHAT SHOULD HAVE TRAITS FOR DOING	ACTIVITIES	AMOUNT				
		1	2	3	4	5
1. ___	Doing many different things on the job					
2. ___	Doing the same kind of things on the job					
3. ___	Receiving instructions on what to do on the job					
4. ___	Planning and directing own work and work of others					
5. ___	Working directly with people carrying out job duties					
6. ___	Working alone or apart from others when doing job					
7. ___	Changing people's feelings, opinions, habits of thinking about certain ideas and things					
8. ___	Doing work under pressure, stress, taking risks, dealing with the critical or unexpected					
9. ___	Using personal senses or common sense in making judgements and decisions based on experience					
10. ___	Using measurable standards, guides, or facts in making judgements and decisions accurately					
11. ___	Interpreting feelings, ideas, or facts in own terms - doing own thing					
12. ___	Being very accurate in work and measuring how well things meet standards or limitations set					

R. MENTAL ABILITIES (APTITUDES) NEEDED  
 (Check those needed and the amount required for the job)

CHECK	MENTAL ABILITIES (APTITUDES)	AMOUNT				
		1	2	3	4	5
1. ___	Verbal (Word Use and Understanding)					
2. ___	Numerical (Use of Arithmetic and Algebra)					
3. ___	Clerical (Listing, Sorting, Filing, and Checking Words and Numbers)					
4. ___	Motor Coordination (Using Eyes-Hands-Fingers Together at Same Time)					
5. ___	Manual Dexterity (Handling and Moving Things with Hands; Hand Movement)					
6. ___	Spatial (Understanding and Seeing Forms of Plane and Solid Geometric Objects)					
7. ___	Form (Seeing Differences and Details in Shapes and Shadings of Figures and Lines)					
8. ___	Finger Dexterity (Handling and Moving Objects with Fingers; Finger Movement)					
9. ___	Eye-Hand-Foot Coordination (Moving Eyes--Hands--Feet Together At the Same Time Doing Work)					
10. ___	Color Discrimination (Seeing Similarities and Differences in Colors and Shadings, and Matching these)					

8. IS YOUR ORGANIZATION INTERESTED IN PROVIDING RESOURCE PERSONS AND MATERIALS FOR CAREER INFORMATION, GUIDANCE, AND EDUCATION PROGRAMS? YES ; NO

Please return the completed form

5  
3-22-73

1196

# Survey of BR Area Employers Seeks Job Information

By AHT ADAMS  
Advocate Education  
Reporter

Baton Rouge area's businessmen who may be unhappy with the quality of job applicants coming their way have an opportunity during the next week or two to do something constructive about it.

The past week the first of some 5,000 survey forms went out to area employers who will be asked to complete them and return them to the Vital Career Information Center, a clearing house for occupational data serving schools in 10 area parishes.

The ambitious undertaking has been planned over the past few months by an advisory committee composed of representatives of major categories of employers: manufacturing, contract construction, wholesale trade, retail trade, agriculture, forestry and fisheries, mining, transportation, communication and public utilities, finance, insurance and real estate, services, and government.

Dan McFatter, chairman of the advisory committee, thinks the survey is one of the most significant things to occur in the Baton Rouge area in a long time.

Work Together  
"This is really a tremendous undertaking," McFatter says. "I don't think the business and industrial community and the schools have ever before worked so closely together on anything."

McFatter, who is research supervisor for the Baton Rouge mayor-president's Manpower Area Planning Council, said the main objective of the survey is to determine the manpower needs of area employers and to provide students and guidance counselors with up-to-date job descriptions.

What's in it for the businessmen? McFatter says all employers will benefit directly if the school system in the Baton Rouge area have more information with which to guide their students into the right career choice.

At present, too many students base career decisions on inadequate information. As a result, they approach a job without the necessary skills or with a lack of understanding about what the job involves.

Time and money wasted on training a new employee, only to lose him when he decides he doesn't like the work, can be saved if the prospective employee is better prepared, both in terms of skills and of attitudes, McFatter said.

"Other states are already well advanced with projects of this kind," he said. Among Southern states, Georgia and Oklahoma have led the way in providing job information to students.

The cooperative effort of employers and school officials on the VITAL project may also pay dividends as area schools become more involved in career education, which requires very close interaction between the education and business sectors of the community.

Project VITAL was established in July, 1971, with federal aid. The project was conceived in the East Baton Rouge Parish school system but it now includes the parishes of Ascension, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, Tangipahoa and East and West Feliciana. Eventually, the concept may be implemented in other areas of the state.

The center operates out of office space in the State Department of Education and is headed by J. Ashley Sibley Jr.

In an initial survey made in the fall of 1971, a total of 727 entry occupations were reported by establishments hiring a total of 42,501 employees. The center selected 39 occupations to be included on a sample list distributed to 59 secondary schools in the area.

Each of the participating schools received a set of 29 microfilm cards containing a detailed description of the occupation and the duties required, skills required, work conditions, hours of work and whether overtime work is expected, average

earnings and benefits; physical abilities required; a list of courses available in area high schools and state vocational-technical schools; and other sources of information about the occupation.

Upon completion of the try-out phase, which included a survey of student reaction to the microfilm cards, the center began planning for the current survey, which will include a far larger selection of the companies and agencies which employ the approximately 137,000 workers in the East Baton Rouge area.

Planning for the survey hasn't been easy. Just assembling a representative list of employers was quite a task, says Sibley.

There is some concern among the survey planners about the response they will get from employers. At a meeting this past week of the business and industry subcommittee of McFatter's group, several committee members expressed doubt that some businessmen, particularly those with a relatively small operation, will bother to fill out the questionnaire.

As one member put it, "Time is the most precious commodity I know of for a businessman. It's not that he isn't interested in what we are trying to do. He is very interested. But he is on busy."  
Sibley said it was expected that

cially important that the small businessman respond to the VITAL questionnaire. However, "On the first survey, we got excellent response from the big industrial employer."  
"But we need information from the smaller businessmen to give a representative base to our data," Sibley said. He said if the

For example, retail employees in their category.

wage rates of only Exxon and Ethyl were available. For example, the VITAL information would not be accurate for the area as a whole.  
"The members of the advisory committee will serve as contact persons to reach the various employers in their category."

For example, retail employees in their category.

players will receive their questionnaire accompanied by a cover letter from a well-known retailer who will solicit their support for the survey. Members of the advisory committee reasoned this will get better response than a form letter from the Department of Education or other institutional group.



USING VITAL INFORMATION—Use of the VITAL microfilm cards is demonstrated to students at Central High School by Mrs. Dorothy Geisel, guidance counselor, watching, from left, are Susan Browning, JoAnn Vance and Greg Kirby. Information gathered in the VITAL survey of Baton Rouge area employers will be used to update the occupational information contained on the microfilm cards.

—Advocate staff photo by R. Duane Corke

Figure 1: Survey of Baton Rouge Employer. Decky Job Information



**PLANNING VITAL SURVEY**—Members of the business and industry subcommittee of the Project VITAL advisory committee met this past week to make final plans for the survey of Baton Rouge area employers. Object of the survey already under way, is to gather information about jobs in the region. The information is placed on micro-

film cards for distribution to high school students in the 10-parish area. Clockwise from lower right are, Mrs. Jean Bryant, back to camera, representing the Louisiana Retailers Association; J. H. Martin, Louisiana Manufacturers Association; Bill Spann, Louisiana National Bank; Harold Burke, South Central Bell, chairman of the sub-

committee; J. Ashley Sibley Jr., VITAL director; Luther Gordon, Gordon and Sandifer Auto Service and president of the Independent Garage Owners Association; and Jimmy Dillon, Greater Baton Rouge Chamber of Commerce.

—Advocate staff photo by John Ross

Figure 5  
(Continued)

FORM 3--LETTER

VITAL CAREER INFORMATION CENTER

VITAL PROJECT - Vocational Information Techniques Applied Locally

P. O. Box 44064, Capital Station,  
Baton Rouge, Louisiana 70804  
Louisiana Department of Education  
421 North Street

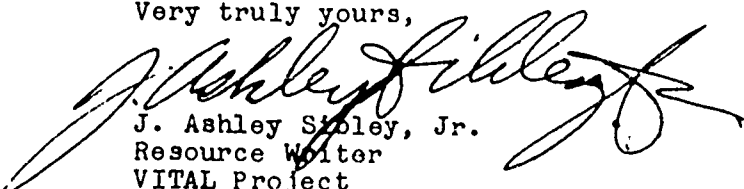
Dear Employer:

The KIWANIS KEY CLUB MEMBERS are assisting the VITAL Career Information Center in gathering needed information from employers. You are asked to cooperate with the KEY CLUB MEMBER in this service activity. He is here to help you get better prepared employees by securing occupational information that can be used in the schools. Recently we mailed an "Occupational Information Survey Form" to you. We have not received the completed copy from you as of today. You may have it in the mail by this time. We would appreciate receiving the completed form within the next two weeks since it is essential that we have this data to prepare the necessary vocational guidance information for the schools during this term. We also have a time limitation for completion of the project. If you want assistance the KEY CLUB MEMBER will help you fill in the form.

The information you furnish will expedite the preparation of occupational information materials for the use of students, counselors, and teachers in our schools. This should also help prepare them to become productive and successful employees. The data you supply can help us provide occupational information to improve instruction by teachers, curriculum development by administrators, and vocational guidance by counselors.

We will be grateful for prompt action and cooperation in this joint effort to bring about an economic and personal betterment of employees and employers in our community.

Very truly yours,



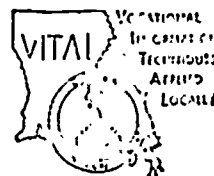
J. Ashley Sibley, Jr.  
Resource Writer  
VITAL Project

JAS:mjr

The VITAL Project is co-sponsored by the Louisiana State Department of Education and School Boards of the following Parishes: Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, West Feliciana.



VITAL CAREER INFORMATION CENTER  
P. O. BOX 44064, CAPITOL STATION,  
BATON ROUGE, LOUISIANA 70804



FORM 3

TELEPHONE FOLLOW-UP SUMMARY SHEET  
for  
OCCUPATIONAL INFORMATION SURVEY FORMS

Instructions: Please check below the results obtained from each employer on the list that you called on the telephone to follow up the securing of a completed Occupational Information Survey Form. When you have finished this, return the form and list to the VITAL Career Information Center, Room 814, Louisiana State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804. We are sure that you will well represent yourself, your family, club, school, the Center, and Department of Education in your contacts. Thank you for your cooperation.

INFORMATION ON EMPLOYER: 1. NAME OF CONTACT PERSON 2. NAME OF ESTABLISHMENT 3. STREET ADDRESS 4. CITY, ZIP 5. TELEPHONE NUMBER	TELEPHONE RESULTS							COMMENTS
	Received Form	Did Not Receive	Will Complete and Return Form	Will Not Complete	Wants Another Form	Does Not Want another Form	Gave Help in Completing Form	
1.								
2.								
3.								
4.								
5.								
1.								
2.								
3.								
4.								
5.								
1.								
2.								
3.								
4.								
5.								
1.								
2.								
3.								
4.								
5.								

NAME OF STUDENT MAKING CALLS: \_\_\_\_\_

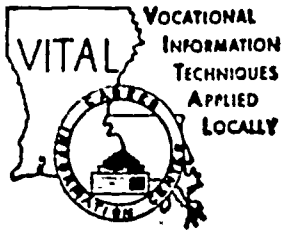
CLUB: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ ; DATE: \_\_\_\_\_









FORM 4

VITAL

CAREER INFORMATION

ON

JOB TITLE: \_\_\_\_\_

D.O.T. NO.: \_\_\_\_\_

CARD NO.: \_\_\_\_\_

DATE ISSUED: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

- A. WHAT YOU DO IN THIS JOB (JOB DESCRIPTION):
- B. WHERE YOU WORK (WORK LOCATION, ENVIRONMENT, AND CONDITIONS):
- C. WHEN YOU WORK (HOURS AND DAYS OF WORK):
- D. WHAT THIS WORK WILL PAY YOU (EARNINGS):
- E. OTHER BENEFITS YOU HAVE TO HELP YOU ON THIS JOB (FRINGE BENEFITS):
- F. WHAT FUTURE YOU HAVE IN THE JOB (PROSPECTS FOR EMPLOYMENT AND OPPORTUNITIES FOR ADVANCEMENT):
- G. WHAT YOU SHOULD BE LIKE TO DO THIS JOB (PERSONAL TRAITS, TEMPERAMENTS, INTERESTS, GOALS):

- H. WHAT YOU NEED TO KNOW AND BE ABLE TO DO (APTITUDES, KNOWLEDGE, SKILLS, PHYSICAL ABILITIES):
- I. HOW SCHOOL WILL HELP YOU GET READY FOR THIS WORK (PREPARATION AND TRAINING NEEDED):
- J. WHERE YOU CAN LEARN HOW TO DO THIS JOB (SPECIAL TYPE COURSES, TRAINING, EDUCATIONAL INSTITUTIONS OR PROVISIONS AVAILABLE):
- K. THINGS YOU NEED TO DO BEFORE YOU LOOK FOR THIS JOB (SOCIAL SECURITY CARD, UNION, APPRENTICESHIP, PHYSICAL EXAM, BIRTH RECORD, SCHOOL RECORD, CERTIFICATE, LICENSE, DIPLOMA, APPLICATION, INTERVIEW, SPECIAL TESTS AND OTHER REQUIREMENTS YOU NEED TO MEET BEFORE SEEKING THE JOB):
- L. WHERE TO FIND THIS WORK AROUND HERE (EMPLOYERS, EMPLOYMENT AGENCIES, YOUTH OPPORTUNITY CENTERS, VOCATIONAL REHABILITATION CENTER, NEWSPAPER CLASSIFIED ADS, FRIENDS, RELATIVES, COUNSELORS, UNIONS, SPECIAL YOUTH SERVICE ORGANIZATIONS AND AGENCIES YOU NEED TO GET IN TOUCH WITH FOR EMPLOYMENT):
- M. WHERE ELSE YOU CAN FIND OUT MORE ABOUT THIS KIND OF WORK (PUBLICATIONS, RESOURCE MATERIALS, AND PERSONS THAT WILL GIVE YOU MORE INFORMATION ABOUT THE OCCUPATION):
- N. OTHER KINDS OF WORK ALMOST LIKE THIS (DICTIONARY OF OCCUPATIONAL TITLES JOB TITLES, AND CODE NUMBERS OF RELATED OCCUPATIONS):

JOB TITLES

CODE NUMBERS

VITAL CAREER INFORMATION CENTER

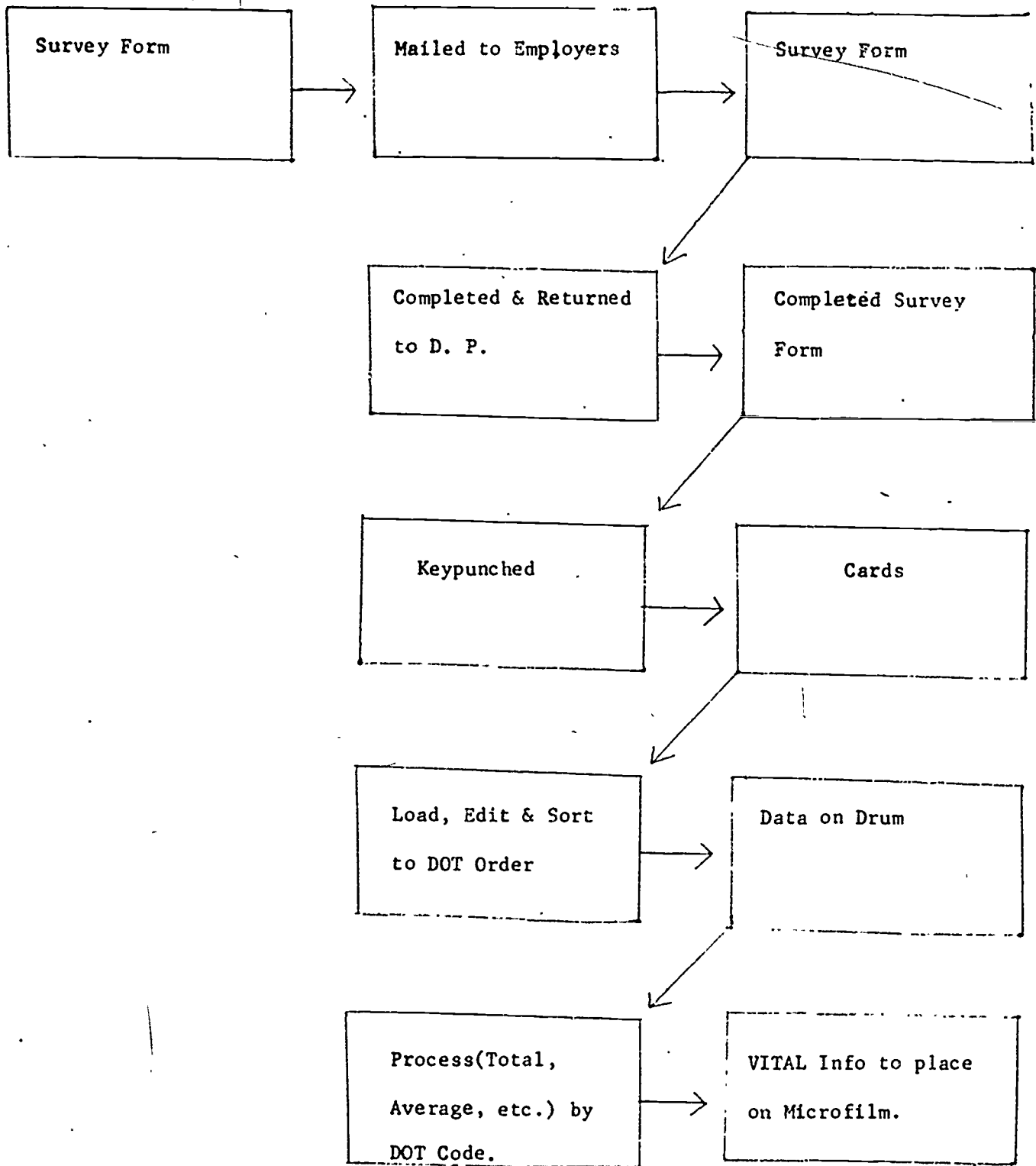
P. O. BOX 44064, CAPITOL STATION,  
BATON ROUGE, LOUISIANA 70804

TABLE 7  
Microfilm Aperture Card Layout for VITAL  
(To be used in Key Punching and Data  
Processing Occupational Information)

<u>Field 1</u>	Continuation Card Index	Column 1	
			<u>Key</u> Card 1 occupational information Card 2 Other information (See type stated on card)
<u>Field 2</u>	Occupation Title	Columns 3 through 14	
<u>Field 3</u>	D.O.T. Code	Columns 15 through 21	
<u>Field 4</u>	Suggested Aptitude Levels (G.A.T.B.)	Columns 22 through 31	
	Column 22 General Learning		<u>Key</u>
	Column 23 Verbal		1 - Above Average - High
	Column 24 Numerical		2 - Average Range
	Column 25 Spatial		3 - Low - Low Average
	Column 26 Form Perception		
	Column 27 Clerical		
	Column 28 Motor Coordination		
	Column 29 Finger Dexterity		
	Column 30 Manual Dexterity		
	Column 31 Other (See Microfilm)		
<u>Field 5</u>	Related School Subject Areas	Columns 32 through 41	
	Column 32 Social Science		<u>Key</u>
	Column 33 English		X in column denotes related area
	Column 34 Math		
	Column 35 Science		
	Column 36 Trade & Technical		
	Column 37 Business and Clerical		
	Column 38 Foreign Language		
	Column 39 Home Economics		
	Column 40 Arts		
	Column 41 Other (See Microfilm)		
<u>Field 6</u>	Minimum Education Required	Column 42	
	Column 42		<u>Key</u> 1 = 8th-11th 2 = 12th 3 = 12th + 1 year 4 = 12th + 2 years 5 = Other (See Film)
<u>Field 7</u>	Job Deals with:	Columns 43 through 45	
	Column 43 People		<u>Key</u>
	Column 44 Things		X in column denotes significant area
	Column 45 Ideas		

<u>Field 8</u>	Physical Activity Column 46	Column 46 <u>Key</u> 1 = Strenuous 2 = Moderate 3 = Light
<u>Field 9</u>	Critical Environment Column 47	Column 47 <u>Key</u> 1 = Indoors 2 = Outdoors 3 = Inner Space 4 = Outer Space 5 = Other (See Film)
<u>Field 10</u>	Occupation Open to Mostly: Column 48	Column 48 <u>Key</u> 1 = Men 2 = Women 3 = Both
<u>Field 11</u>	Special Restrictions Column 49	Column 49 <u>Key</u> 1 = Yes 2 = No
<u>Field 12</u>	License Required Column 50	Column 50 <u>Key</u> X in column denotes license required
<u>Field 13</u>	Training Available Column 51	Column 51 <u>Key</u> 1 = Yes 2 = No
<u>Field 14</u>	Special (See Microfilm) Column 52	Column 52
<u>Field 15</u>	Microfilm Aperture	Columns 53 through 77
<u>Field 16</u>	Revision Date	Column 78 = month Column 79 = month Column 80 = Year

**SYSTEM DESIGN FOR COMPUTERIZING VITAL OCCUPATIONAL INFORMATION SURVEY FORM\***  
(Submitted by Gerry Stringer, Data Processing Section, La. Department of Education)



\* The Directory information can be processed similarly to the above.

Figure 7.

TABLE 8A

ALPHABETICAL LIST OF ENTRY AND DEMAND OCCUPATIONS  
FOR WHICH VITAL CAREER INFORMATION CARDS HAVE BEEN MADE TO DATE

## ALPHABETICAL LIST OF ALL CARDS MADE\*

- |   |                                      |
|---|--------------------------------------|
| *1. Able Seaman                             | *36. Garageman, Industrial           |
| 2. Air-Conditioning Mechanic,<br>Commercial | *37. Guard                           |
| *3. Automobile Body Repairman<br>(Revised)  | *38. Harbor (Ship) Pilot             |
| *4. Automobile Body Repairman<br>Helper     | 39. Household-Appliance Repairman    |
| *5. Automobile Mechanic<br>(Technician)     | *40. Inhalation Technician Assistant |
| 6. Automobile Mechanic Helper               | 41. Janitor (Porter)                 |
| *7. Automobile Service Station<br>Attendant | *42. Junior Engineer                 |
| 8. Beauty Operator                          | *43. Key-Punch Operator              |
| 9. Bellman                                  | *44. Laundry Worker                  |
| *10. Boatswain                              | *45. Licensed Practical Nurse        |
| 11. Bricklayer Helper                       | *46. Light Truck Driver              |
| *12. Cadet Engineer                         | *47. Lithographic (Offset) Pressman  |
| 13. Carpenter Helper                        | 48. Lithographic Plate Maker         |
| *14. Cashier                                | *49. Long-Haul Truck Driver          |
| *15. Checker                                | *50. Longshoreman                    |
| 16. Chemical (Stillman) Operator            | 51. Maid, General                    |
| 17. Child-Day-Care Center Worker            | *52. Manifest Clerk                  |
| *18. Clerk, General                         | *53. Mechanic (Automotive)           |
| *19. Clerk-Typist                           | *54. Messman                         |
| *20. Construction Worker II                 | *55. Nurse Aid                       |
| *21. Cook                                   | *56. Oiler                           |
| *22. Cook (Ship), Chief                     | *57. Ordinary Seaman                 |
| *23. Cook (Mess and Third)                  | 58. Painter Helper                   |
| *24. Cook-Helper                            | *59. Parking Lot Attendant           |
| *25. Deck Cadet                             | 60. Photoengraver (Stripper)         |
| *26. Dental Assistant                       | 61. Photographer, Lithographer       |
| *27. Digital Computer Operator              | *62. Physical Therapy Attendant      |
| *28. Dock Boss                              | 63. Plasterer Helper                 |
| *29. Electrician, Ship                      | 64. Plumber Helper                   |
| 30. Electrician Helper                      | *65. Purser                          |
| *31. Engineer (Marine), Chief               | *66. Quartermaster                   |
| *32. Engineer (Marine), Assistant           | *67. Radio Officer                   |
| *33. Engineering Aide                       | *68. Receptionist                    |
| 34. Fire Fighter                            | *69. Reefer Engineer                 |
| *35. Fireman/Water-Tender                   | 70. Sales Clerk                      |
|   | 71. Salesman, General                |
|   | 72. Salesperson, General             |
|   | *73. Second Cook and Baker           |
|   | *74. Secretary                       |
|   | 75. Sheet Metal Shop Helper          |
|   | *76. Ship's Master                   |
|   | *77. Ship Mate                       |

\*Also available in a shorter form

TABLE A  
(Continued)

ALPHABETICAL LIST OF ALL CARDS MADE\* (Continued)

- \*78. Ship's Carpenter
- \*79. Stenographer
- \*80. Stevedore
- \*81. Steward
- 82. Stock Boy (Girl)
- \*83. Telephone Operator
- \*84. Timekeeper
- \*85. Tugboat Captain
- \*86. Tugboat Cook
- \*87. Tugboat Deckhand
- \*88. Tugboat Engineer
- \*89. Tugboat Mate
- \*90. Utilityman (Scullion)
- 91. Waiter (Waitress)
- \*92. Welder, Combination
- \*93. Wiper

TABLE 8B

ALPHABETICAL LIST OF ENTRY AND DEMAND OCCUPATIONS BY GROUPS  
FOR WHICH VITAL CAREER INFORMATION CARDS HAVE BEEN MADE TO DATE

ALPHABETICAL LIST OF CARDS BY GROUPS:

- |   |   |
|---|---|
| <p><b>A. PROF., TECH., MGR. OCCUPATIONS</b></p> <ol style="list-style-type: none"> <li>1. Boatswain</li> <li>2. Cadet Engineer</li> <li>3. Chemical (Stillman) Operator</li> <li>4. Deck Cadet</li> <li>5. Dock Boss</li> <li>6. Engineering Aide</li> <li>7. Harbor (Ship) Pilot</li> <li>8. Quartermaster</li> <li>9. Ship's Master</li> <li>10. Ship Mate</li> <li>11. Tugboat Captain</li> <li>12. Tugboat Mate</li> </ol> <p><b>B. CLERICAL AND SALES OCCUPATIONS</b></p> <ol style="list-style-type: none"> <li>1. Cashier</li> <li>2. Checker</li> <li>3. Clerk, General</li> <li>4. Clerk-Typist</li> <li>5. Digital Computer Operator</li> <li>6. Key-Punch Operator</li> <li>7. Manifest Clerk</li> <li>8. Purser</li> <li>9. Radio Officer</li> <li>10. Receptionist</li> <li>11. Sales Clerk</li> <li>12. Salesman, General</li> <li>13. Salesperson, General</li> <li>14. Secretary</li> <li>15. Stenographer</li> <li>16. Stock Boy (Girl)</li> <li>17. Telephone Operator</li> <li>18. Timekeeper</li> </ol> <p><b>C. MEDICAL AND HEALTH OCCUPATIONS</b></p> <ol style="list-style-type: none"> <li>1. Dental Assistant</li> <li>2. Inhalation Technician</li> <li>3. Licensed Practical Nurse</li> <li>4. Nurse Aide</li> <li>5. Physical Therapy Attendant</li> </ol> <p><b>D. SERVICE OCCUPATIONS</b></p> <ol style="list-style-type: none"> <li>1. Beauty Operator</li> <li>2. Bellman</li> <li>3. Child-Day-Care Center Worker</li> <li>4. Cook</li> <li>5. Cook (Ship), Chief</li> <li>6. Cook (Mess and Third)</li> <li>7. Cook Helper</li> <li>8. Guard</li> </ol> | <p><b>D. SERVICE OCCUPATIONS (Continued)</b></p> <ol style="list-style-type: none"> <li>9. Janitor (Porter)</li> <li>10. Laundry Worker</li> <li>11. Maid, General</li> <li>12. Messman</li> <li>13. Second Cook and Baker.</li> <li>14. Steward</li> <li>15. Tugboat Cook</li> <li>16. Utilityman (Scullion)</li> <li>17. Waiter (Waitress)</li> </ol> <p><b>E. TRADE AND INDUSTRIAL OCCUPATIONS</b></p> <ol style="list-style-type: none"> <li>1. Able Seaman</li> <li>2. Air-Conditioning Mechanic, Commercial</li> <li>3. Automobile Body Repairman</li> <li>4. Automobile Body Repairman Helper</li> <li>5. Automobile Mechanic</li> <li>6. Automobile Mechanic Helper</li> <li>7. Automobile Service Station Attendant</li> <li>8. Bricklayer Helper</li> <li>9. Carpenter Helper</li> <li>10. Construction Worker II</li> <li>11. Electrician (Ship)</li> <li>12. Electrician Helper</li> <li>13. Engineer (Marine), Chief</li> <li>14. Engineer (Marine), Assistant</li> <li>15. Fire Fighter</li> <li>16. Fireman/Water-Tender</li> <li>17. Garageman, Industrial</li> <li>18. Household-Appliance Repairman</li> <li>19. Junior Engineer</li> <li>20. Light Truck Driver</li> <li>21. Lithographic (Offset) Pressman</li> <li>22. Lithographic Plate Maker</li> <li>23. Long-Haul Truck Driver</li> <li>24. Longshoreman</li> <li>25. Mechanic (Automotive)</li> <li>26. Oiler</li> <li>27. Ordinary Seaman</li> <li>28. Painter Helper</li> <li>29. Parking Lot Attendant</li> <li>30. Photoengraver (Stripper)</li> <li>31. Photographer, Lithographic</li> <li>32. Plasterer Helper</li> <li>33. Plumber Helper</li> <li>34. Reefer Engineer</li> <li>35. Sheet Metal Shop Helper</li> <li>36. Ship's Carpenter</li> </ol> |
|---|---|



TABLE 8B  
(Continued)

ALPHABETICAL LIST OF CARDS BY GROUPS (Continued):

E. TRADE AND INDUSTRIAL OCCUPATIONS  
(Continued)

- 37. Stevedore
- 38. Tugboat Deckhand
- 39. Tugboat Engineer
- 40. Welder, Combination
- 41. Wiper

# DICTIONARY OF OCCUPATIONAL TITLES

## THREE-DIGIT OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

### PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS.

#### 00 01 Occupations in Architecture and Engineering

- 001. Architectural occupations
- 002. Aeronautical engineering occupations
- 003. Electrical engineering occupations
- 005. Civil engineering occupations
- 006. Ceramic engineering occupations
- 007. Mechanical engineering occupations
- 008. Chemical engineering occupations
- 010. Mining and petroleum engineering occupations
- 011. Metallurgy and metallurgical engineering occupations
- 012. Industrial engineering occupations
- 013. Agricultural engineering occupations
- 014. Marine engineering occupations
- 015. Nuclear engineering occupations
- 017. Draftsmen, n.e.c.
- 018. Surveyors, n.e.c.
- 019. Occupations in architecture and engineering, n.e.c.

#### 02 Occupations in Mathematics and Physical Sciences

- 020. Occupations in mathematics
- 021. Occupations in astronomy
- 022. Occupations in chemistry
- 023. Occupations in physics
- 024. Occupations in geology
- 025. Occupations in meteorology
- 029. Occupations in mathematics and physical sciences, n.e.c.

#### 04 Occupations in Life Sciences

- 040. Occupations in agricultural sciences
- 041. Occupations in biological sciences
- 045. Occupations in psychology
- 049. Occupations in life sciences

#### 05 Occupations in Social Sciences

- 050. Occupations in economics
- 051. Occupations in political science
- 052. Occupations in history
- 054. Occupations in sociology
- 055. Occupations in anthropology
- 059. Occupations in social sciences, n.e.c.

#### 07 Occupations in Medicine and Health

- 070. Physicians and surgeons
- 071. Osteopaths
- 072. Dentists
- 073. Veterinarians
- 074. Pharmacists
- 075. Registered nurses
- 077. Dietitians
- 078. Occupations in medical and dental technology
- 079. Occupations in medicine and health, n.e.c.

#### 09 Occupations in Education

- 090. Occupations in college and university education
- 091. Occupations in secondary school education
- 092. Occupations in primary school and kindergarten education
- 094. Occupations in education of the handicapped
- 096. Home economists and farm advisers
- 097. Occupations in vocational education, n.e.c.
- 099. Occupations in education, n.e.c.

#### 10 Occupations in Museum, Library, and Archival Sciences

- 100. Librarians
- 101. Archivists
- 102. Museum curators and related occupations
- 109. Occupations in museum, library, and archival sciences, n.e.c.

#### 11 Occupations in Law and Jurisprudence

- 110. Lawyers
- 111. Judges
- 119. Occupations in law and jurisprudence, n.e.c.

#### 12 Occupations in Religion and Theology

- 120. Clergymen
- 129. Occupations in religion and theology, n.e.c.

#### 13 Occupations in Writing

- 130. Freelance writers
- 131. Writers and editors, motion pictures, radio, and television
- 132. Writers and editors, publications
- 137. Interpreters and translators
- 139. Occupations in writing, n.e.c.

#### 14 Occupations in Art

- 141. Commercial artists
- 142. Designers
- 143. Occupations in photography
- 144. Painters and related occupations
- 148. Sculptors and related occupations
- 149. Occupations in art, n.e.c.

#### 15 Occupations in Entertainment and Recreation

- 150. Occupations in dramatics
- 151. Occupations in dancing
- 152. Occupations in music
- 153. Occupations in athletics and sports
- 159. Occupations in entertainment and recreation, n.e.c.

#### 16 Occupations in Administrative Specializations

- 160. Accountants and auditors
- 161. Budget and management analysis occupations
- 162. Purchasing management occupations
- 163. Sales and distribution management occupations
- 164. Advertising management occupations
- 165. Public relations management occupations
- 166. Personnel and training administration occupations
- 168. Inspectors and investigators, managerial and public service
- 169. Occupations in administrative specializations, n.e.c.

#### 18 Managers and Officials, N.E.C.

- 180. Agriculture, forestry, and fishing industry managers and officials
- 181. Mining industry managers and officials
- 182. Construction industry managers and officials
- 183. Manufacturing industry managers and officials
- 184. Transportation, communication, and utilities industry managers and officials
- 185. Wholesale and retail trade managers and officials
- 186. Finance, insurance, and real estate managers and officials
- 187. Service industry managers and officials
- 188. Public administration managers and officials
- 189. Miscellaneous managers and officials, n.e.c.

#### 19 Miscellaneous Professional, Technical, and Managerial Occupations

- 191. Agents and appraisers, n.e.c.
- 193. Radio operators
- 194. Sound recording, transcribing, and reproduction occupations
- 195. Occupations in social and welfare work
- 196. Airplane pilots and navigators
- 197. Ship captains, mates, pilots, and engineers
- 198. Railroad conductors
- 199. Miscellaneous professional, technical, and managerial occupations, n.e.c.

CLERICAL AND SALES OCCUPATIONS

20 Stenography, Typing, Filing, and Related Occupations

- 201. Secretaries
- 202. Stenographers
- 203. Typists
- 204. Correspondence clerks
- 205. Personnel clerks
- 206. File clerks
- 207. Duplicating-machine operators
- 208. Miscellaneous office machine operators
- 209. Stenography, typing, filing, and related occupations, n.e.c.

21 Computing and Account-Recording Occupations

- 210. Bookkeepers
- 211. Cashiers
- 212. Tellers
- 213. Automatic data-processing equipment operators
- 214. Billing-machine operators
- 215. Bookkeeping-machine operators
- 216. Computing-machine operators
- 217. Account-recording-machine operators, n.e.c.
- 219. Computing and account-recording occupations, n.e.c.

22 Material and Production Recording Occupations

- 221. Production clerks
- 222. Shipping and receiving clerks
- 223. Stock clerks and related occupations
- 224. Weighers
- 229. Material and production recording occupations, n.e.c.

23 Information and Message Distribution Occupations

- 230. Messengers, errand boys, and office boys and girls
- 231. Mail clerks
- 232. Mail carriers
- 234. Mail-preparing-and-mail-handling-machine operators
- 235. Telephone operators
- 236. Telegraph operators
- 237. Receptionists and information clerks
- 239. Information and message distribution occupations, n.e.c.

24 Miscellaneous Clerical Occupations

- 240. Collectors
- 241. Adjusters
- 242. Hotel clerks, n.e.c.
- 243. Direct service clerks, n.e.c.
- 249. Miscellaneous clerical occupations, n.e.c.

25 Salesmen, Services

- 250. Salesmen, real estate and insurance
- 251. Salesmen, securities
- 252. Salesmen, travel and transportation services
- 253. Salesmen, radio and television broadcast advertising services
- 254. Salesmen, hotel services
- 255. Salesmen, transportation services
- 256. Salesmen, maintenance and repair services
- 257. Salesmen, utilities
- 258. Salesmen, printing and advertising
- 259. Salesmen, services, n.e.c.

26, 27, 28 Salesmen and Salespersons, Commodities

- 269. Salesmen and salespersons, horticultural and nursery products
- 261. Salesmen and salespersons, agricultural products, n.e.c.
- 262. Salesmen and salespersons, foodstuffs, beverages, and tobacco
- 263. Salesmen and salespersons, textiles, textile products, and apparel
- 264. Salesmen and salespersons, leather and leather products
- 265. Salesmen and salespersons, paper and paper products
- 266. Salesmen and salespersons, chemicals and drug preparations
- 267. Salesmen and salespersons, fuel and petroleum products
- 268. Salesmen and salespersons, plastic products
- 269. Salesmen and salespersons, rubber products
- 271. Salesmen and salespersons, stone, clay, and glass products
- 273. Salesmen and salespersons, metal and metal products
- 274. Salesmen and salespersons, housefurnishing
- 275. Salesmen and salespersons, hotel and restaurant equipment and supplies
- 276. Salesmen and salespersons, industrial, construction, mining, and drilling equipment and supplies
- 277. Salesmen and salespersons, farm and garden equipment and supplies
- 278. Salesmen and salespersons, household appliances and electrical machinery, equipment, and supplies
- 280. Salesmen and salespersons, transportation equipment
- 281. Salesmen and salespersons, business and commercial machines, equipment, and supplies
- 282. Salesmen and salespersons, medical and dental equipment, supplies, and appliances
- 283. Salesmen and salespersons, jewelry and silverware
- 284. Salesmen and salespersons, scientific apparatus
- 285. Salesmen and salespersons, photographic equipment and supplies
- 286. Salesmen and salespersons, amusement and sporting goods
- 287. Salesmen and salespersons, music and musical instruments
- 289. Salesmen and salespersons, commodities, n.e.c.

29 Merchandising Occupations, Except Salesmen

- 290. Sales clerks
- 291. Peddlers
- 292. Boutemen
- 293. Canvassers and solicitors
- 294. Auctioneers
- 296. Shoppers
- 297. Demonstrators and models
- 298. Display men and window trimmers
- 299. Merchandising occupations, except salesmen, n.e.c.

## SERVICE OCCUPATIONS

### 30 Domestic Service Occupations

- 301. Day workers
- 302. Laundresses, private family
- 303. Housekeepers, private family
- 304. Housemen and yardmen
- 305. Cooks, domestic
- 306. Maids, domestic
- 307. Nursemaids
- 309. Domestic service occupations, n.e.c.

### 31 Food and Beverage Preparation and Service Occupations

- 310. Hostesses and stewards, food and beverage service, except ship stewards
- 311. Waiters, waitresses, and related food serving occupations
- 312. Bartenders
- 313. Chefs and cooks, large hotel and restaurants
- 314. Chefs and cooks, small hotels and restaurants
- 315. Miscellaneous cooks, except domestic
- 316. Meatcutters, except in slaughtering and packing houses
- 317. Miscellaneous food and beverage preparation occupations
- 318. Kitchen workers, n.e.c.
- 319. Food and beverage preparation and service occupations, n.e.c.

### 32 Lodging and Related Service Occupations

- 320. Boardinghouse and lodginghouse keepers
- 321. Housekeepers, hotels and institutions
- 322. Maids and housemen, hotels, restaurants, and related establishments
- 324. Bellmen and related occupations
- 329. Lodging and related service occupations, n.e.c.

### 33 Barbering, Cosmetology, and Related Service Occupations

- 330. Barbers
- 331. Manicurists
- 332. Hairdressers and cosmetologists
- 333. Make-up occupations
- 334. Masseurs and related occupations
- 335. Bath attendants
- 338. Embalmers and related occupations
- 339. Barbering, cosmetology, and related service occupations, n.e.c.

### 34 Amusement and Recreation Service Occupations

- 340. Attendants, bowling alley and billiard parlor
- 341. Attendants, golf course, tennis court, skating rink, and related facilities
- 342. Amusement device and concession attendants
- 343. Gambling hall attendants
- 344. Ushers
- 346. Wardrobe and dressing-room attendants
- 349. Amusement and recreation service occupations, n.e.c.

### 35 Miscellaneous Personal Service Occupations

- 350. Ship stewards and related occupations
- 351. Pullman porters and train attendants
- 352. Hostesses and stewards, n.e.c.
- 353. Guides, except hunting and fishing
- 354. Unlicensed midwives and practical nurses
- 355. Attendants, hospitals, morgues, and related health services
- 356. Occupations in animal care, n.e.c.
- 357. Baggage porters
- 358. Checkroom, locker room, and restroom attendants
- 359. Miscellaneous personal service occupations, n.e.c.

### 36 Apparel and Furnishings Service Occupations

- 361. Laundering occupations
- 362. Dry cleaning occupations
- 363. Pressing occupations
- 364. Dyeing and related occupations
- 365. Shoe and luggage repairmen and related occupations
- 366. Bootblacks and related occupations
- 369. Apparel and furnishings service occupations, n.e.c.

### 37 Protective Service Occupations

- 371. Crossing watchmen and bridge tenders
- 372. Guards and watchmen, except crossing watchmen
- 373. Firemen, fire department
- 375. Policemen and detectives, public service
- 376. Policemen and detectives, except in public service
- 377. Sheriffs and bailiffs
- 378. Soldiers, sailors, marines, airmen, and coast guardsmen, n.e.c.
- 379. Protective service occupations, n.e.c.

### 38 Building and Related Service Occupations

- 381. Porters and cleaners
- 382. Janitors
- 388. Elevator operators
- 389. Building and related service occupations, n.e.c.

## FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

### (FARMING, FISHERY, FORESTRY, AND RELATED WORK)

#### 40 Plant Farming Occupations (Plant Farming)

- 401. Grain farming occupations  
(Grain farming)
- 402. Cotton farming occupations  
(Cotton farming)
- 403. Vegetable farming occupations  
(Vegetable farming)
- 404. Fruit and nut farming occupations  
(Fruit and nut farming)
- 405. Crop specialty farming occupations  
(Crop specialty farming)
- 406. Horticultural specialty occupations  
(Horticultural specialty work)
- 407. Gardening and groundskeeping occupations  
(Gardening and groundskeeping)
- 409. Plant farming occupations, n.e.c.  
(Plant farming, n.e.c.)

#### 41 Animal Farming Occupations (Animal Farming)

- 411. Dairy farming occupations  
(Dairy farming)
- 412. Poultry farming occupations  
(Poultry farming)
- 413. Livestock farming occupations  
(Livestock farming)
- 419. Animal farming occupations, n.e.c.  
(Animal farming, n.e.c.)

#### 42 Miscellaneous Farming and Related Occupations (Miscellaneous Farming and Related Work)

- 421. General farming occupations  
(General farming)
- 422. Farm irrigation workers  
(Farm irrigation)
- 423. Farm couples  
(Farm couples)
- 424. Farm machinery operators, n.e.c.  
(Farm machinery operating, n.e.c.)
- 429. Miscellaneous farming and related occupations, n.e.c.  
(Miscellaneous farming and related work, n.e.c.)

#### 43 Fishery and Related Occupations (Fishery and Related Work)

- 431. Net, seine, and trap fishermen  
(Net, seine, and trap fishing)
- 432. Line fishermen  
(Line fishing)
- 433. Fishermen, miscellaneous gear  
(Fishing, miscellaneous gear)
- 435. Whaling occupations  
(Whaling)
- 436. Marine life cultivation and related occupations  
(Marine life cultivation and related work)
- 437. Sponge and seaweed gatherers  
(Sponge and seaweed gathering)
- 439. Fishery and related occupations, n.e.c.  
(Fishery and related work, n.e.c.)

#### 44 Forestry Occupations (Forestry)

- 441. Forest conservation occupations  
(Forest conservation work)
- 442. Occupations in production of forest products, except logging  
(Forest products production, except logging)
- 449. Forestry occupations, n.e.c.  
(Forestry, n.e.c.)

#### 45 Hunting, Trapping, and Related Occupations (Hunting, Trapping, and Related Services)

- 451. Hunting and trapping occupations  
(Hunting and trapping)
- 452. Hunting and fishing guides  
(Guide services, hunting and fishing)

#### 46 Agricultural Service Occupations (Agricultural Services)

- 461. Cotton ginning and compressing occupations  
(Cotton ginning and compressing)
- 465. Blight and pest control and bindweed eradication occupations  
(Blight and pest control and bindweed eradication)
- 466. Animal caretaking occupations  
(Animal care)
- 467. Animal husbandry service occupations  
(Animal husbandry services)
- 469. Agricultural service occupations, n.e.c.  
(Agricultural services, n.e.c.)

## PROCESSING OCCUPATIONS

### 50 Occupations in Processing of Metal

- 500. Electroplating occupations
- 501. Dip plating occupations
- 502. Melting, pouring, casting, and related occupations
- 503. Pickling, cleaning, degreasing, and related occupations
- 504. Heat-treating occupations
- 505. Metal spraying, coating, and related occupations
- 509. Occupations in processing of metal, n.e.c.

### 51 Ore Refining and Foundry Occupations

- 510. Mixing and related occupations
- 511. Separating, filtering, and related occupations
- 512. Melting occupations
- 513. Roasting occupations
- 514. Pouring and casting occupations
- 515. Crushing and grinding occupations
- 518. Molders, coremakers, and related occupations
- 519. Ore refining and foundry occupations, n.e.c.

### 52 Occupations in Processing of Food, Tobacco, and Related Products

- 520. Mixing, compounding, blending, kneading, shaping, and related occupations
- 521. Separating, crushing, milling, chopping, grinding, and related occupations
- 522. Culturing, melting, fermenting, distilling, saturating, pickling, aging, and related occupations
- 523. Heating, rendering, melting, drying, cooling, freezing, and related occupations
- 524. Coating, icing, decorating, and related occupations
- 525. Slaughtering, breaking, curing, and related occupations
- 526. Cooking and baking occupations, n.e.c.
- 529. Occupations in processing of food, tobacco, and related products, n.e.c.

### 53 Occupations in Processing of Paper and Related Materials

- 530. Grinding, beating, and mixing occupations
- 532. Cooking and drying occupations
- 533. Cooling, bleaching, screening, washing, and related occupations
- 534. Calendering, sizing, coating, and related occupations
- 535. Forming occupations, n.e.c.
- 539. Occupations in processing of paper and related materials, n.e.c.

### 54 Occupations in Processing of Petroleum, Coal, Natural and Manufactured Gas, and Related Products

- 540. Mixing and blending occupations
- 541. Filtering, straining, and separating occupations
- 542. Distilling, subliming, and carbonizing occupations
- 543. Drying, heating, and melting occupations
- 544. Grinding and crushing occupations
- 546. Reacting occupations, n.e.c.
- 549. Occupations in processing of petroleum, coal, natural and manufactured gas, and related products, n.e.c.

### 55 Occupations in Processing Chemicals, Plastics, Synthetics, Rubber, Paint, and Related Products

- 550. Mixing and blending occupations
- 551. Filtering, straining, and separating occupations
- 552. Distilling occupations
- 553. Heating, baking, drying, seasoning, melting, and heat-treating occupations
- 554. Coating, calendering, laminating, and finishing occupations
- 555. Grinding and crushing occupations
- 556. Casting and molding occupations, n.e.c.
- 557. Extruding occupations
- 558. Reacting occupations, n.e.c.
- 559. Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products, n.e.c.

### 56 Occupations in Processing of Wood and Wood Products

- 560. Mixing and related occupations
- 561. Wood preserving and related occupations
- 562. Saturating, coating, and related occupations, n.e.c.
- 563. Drying, seasoning, and related occupations
- 569. Occupations in processing of wood and wood products, n.e.c.

### 57 Occupations in Processing of Stone, Clay, Glass, and Related Products

- 570. Crushing, grinding, and mixing occupations
- 571. Separating occupations
- 572. Melting occupations
- 573. Baking, drying, and heat-treating occupations
- 574. Impregnating, coating, and glazing occupations
- 575. Forming occupations
- 579. Occupations in processing of stone, clay, glass, and related products, n.e.c.

### 58 Occupations in Processing of Leather, Textiles, and Related Products

- 580. Shaping, blocking, stretching, and tenting occupations
- 581. Separating, filtering, and drying occupations
- 582. Washing, steaming, and saturating occupations
- 583. Ironing, pressing, glazing, staking, calendering, and embossing occupations
- 584. Mercerizing, coating, and laminating occupations
- 585. Singeing, cutting, shearing, shaving, and happing occupations
- 586. Felting and fulling occupations
- 587. Brushing and shrinking occupations
- 589. Occupations in processing of leather, textiles, and related products, n.e.c.

### 59 Processing Occupations, N.E.C.

- 590. Occupations in processing products from assorted materials
- 599. Miscellaneous processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal Machine Occupations

- 600. Machinists and related occupations
- 601. Toolmakers and related occupations
- 602. Gear machining occupations
- 603. Abrading occupations
- 604. Turning occupations
- 605. Milling and planing occupations
- 606. Boring occupations
- 607. Sawing occupations
- 609. Metal machining occupations, n.e.c.

61 Metalworking Occupations, N.E.C.

- 610. Hammer forging occupations
- 611. Press forging occupations
- 612. Forging occupations, n.e.c.
- 613. Sheet and bar rolling occupations
- 614. Extruding and drawing occupations
- 615. Punching and shearing occupations
- 616. Fabricating machine occupations
- 617. Forming occupations, n.e.c.
- 619. Miscellaneous metalworking occupations, n.e.c.

62-63 Mechanics and Machinery Repairmen

- 620. Motorized vehicle and engineering equipment mechanics and repairmen
- 621. Aircraft mechanics and repairmen
- 622. Rail equipment mechanics and repairmen
- 623. Marine mechanics and repairmen
- 624. Farm mechanics and repairmen
- 625. Engine, power transmission, and related mechanics
- 626. Metalworking machinery mechanics
- 627. Printing and publishing mechanics and repairmen
- 628. Textile machinery and equipment mechanics and repairmen
- 629. Special industry machinery mechanics
- 630. General industry mechanics and repairmen
- 631. Powerplant mechanics and repairmen
- 632. Ordnance and accessories mechanics and repairmen
- 633. Business and commercial machine repairmen
- 637. Utilities service mechanics and repairmen
- 638. Miscellaneous occupations in machine installation and repair
- 639. Mechanics and machinery repairmen, n.e.c.

64 Paperworking Occupations

- 640. Paper cutting, winding, and related occupations
- 641. Folding, crassing, scoring, and gluing occupations
- 642. Paper sewing occupations
- 643. Corrugating occupations
- 644. Fastening occupations, n.e.c.
- 649. Paperworking occupations, n.e.c.

65 Printing Occupations

- 650. Typesetters and composers
- 651. Printing press occupations
- 652. Printing machine occupations
- 653. Bookbinders and related occupations
- 654. Typecasters and related occupations
- 659. Printing occupations, n.e.c.

66 Wood Machining Occupations

- 660. Cabinetmakers
- 661. Patternmakers
- 662. Sanding occupations
- 663. Shearing and shaving occupations
- 664. Turning occupations
- 665. Milling and planing occupations
- 666. Boring occupations
- 667. Sawing occupations
- 668. Chipping occupations
- 669. Wood machining occupations, n.e.c.

67 Occupations in Machining Stone, Clay, Glass, and Related Materials

- 670. Stonecutters and related occupations
- 673. Abrading occupations
- 674. Turning occupations
- 675. Planing and shaping occupations, n.e.c.
- 676. Boring and punching occupations
- 677. Chipping, cutting, sawing, and related occupations
- 679. Occupations in machining stone, clay, glass, and related materials, n.e.c.

68 Textile Occupations

- 680. Carding combing, drawing, and related occupations
- 681. Twisting, beaming, warping, and related occupations
- 682. Spinning occupations
- 683. Weavers and related occupations
- 684. Hosiery knitting occupations
- 685. Knitting occupations, except hosiery
- 686. Punching, cutting, forming, and related occupations
- 689. Textile occupations, n.e.c.

69 Machine Trades Occupations, N.E.C.

- 690. Plastics, synthetics, rubber, and leather working occupations
- 691. Occupations in fabrication of insulated wire and cable
- 692. Occupations in fabrication of products from assorted materials
- 693. Modelmakers, patternmakers, and related occupations
- 694. Occupations in fabrication of ordnance, ammunition, and related products, n.e.c.
- 599. Miscellaneous machine trades occupations, n.e.c.



70 BENCH WORK OCCUPATIONS

- 70 Occupations in Fabrication, Assembly, and Repair of Metal Products, N.E.C.
- 700. Occupations in fabrication, assembly, and repair of jewelry, silverware, and related products
  - 701. Occupations in fabrication, assembly, and repair of tools and related products
  - 703. Occupations in assembly and repair of sheet-metal products, n.e.c.
  - 704. Engravers, etchers, and related occupations
  - 705. Filing, grinding, buffing, cleaning, and polishing occupations, n.e.c.
  - 706. Metal unit assemblers and adjusters, n.e.c.
  - 709. Miscellaneous occupations in fabrication, assembly, and repair of metal products, n.e.c.

- 71 Occupations in Fabrication and Repair of Scientific and Medical Apparatus, Photographic and Optical Goods, Watches and Clocks, and Related Products
- 710. Occupations in fabrication and repair of instruments for measuring, controlling, and indicating physical characteristics
  - 711. Occupations in fabrication and repair of optical instruments and lenses
  - 712. Occupations in fabrication and repair of surgical, medical, and dental instruments and supplies
  - 713. Occupations in fabrication and repair of ophthalmic goods
  - 714. Occupations in fabrication and repair of photographic equipment and supplies
  - 715. Occupations in fabrication and repair of watches, clocks, and parts
  - 716. Occupations in fabrication and repair of engineering and scientific instruments and equipment, n.e.c.
  - 719. Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products, n.e.c.

- 72 Occupations in Assembly and Repair of Electrical Equipment
- 720. Occupations in assembly and repair of radio and television receiving sets and phonographs
  - 721. Occupations in assembly and repair of motors, generators, and related products
  - 722. Occupations in assembly and repair of communications equipment
  - 723. Occupations in assembly and repair of electrical appliances and fixtures
  - 724. Occupations in winding and assembling coils, magnets, armatures, and related products
  - 725. Occupations in assembly and repair of light bulbs and electronic tubes
  - 726. Occupations in assembly and repair of electronic components and assemblies, n.e.c.
  - 727. Occupations in assembly and repair of storage batteries
  - 728. Occupations in fabrication of electrical wire and cable
  - 729. Occupations in assembly and repair of electrical equipment, n.e.c.

- 73 Occupations in Fabrication and Repair of Products Made from Assorted Materials
- 730. Occupations in fabrication and repair of musical instruments and parts
  - 731. Occupations in fabrication and repair of games and toys
  - 732. Occupations in fabrication and repair of sporting goods
  - 733. Occupations in fabrication and repair of pens, pencils and office and artists' materials, n.e.c.
  - 734. Occupations in fabrication and repair of notions
  - 735. Occupations in fabrication and repair of jewelry, n.e.c.
  - 736. Occupations in fabrication and repair of ordnance and accessories
  - 737. Occupations in fabrication of ammunition, fireworks, explosives, and related products
  - 739. Occupations in fabrication and repair of products made from assorted materials, n.e.c.

- 74 Painting, Decorating, and Related Occupations
- 740. Painters, brush
  - 741. Painters, spray
  - 742. Painting, waxing, and related occupations
  - 749. Painting, decorating, and related occupations, n.e.c.

- 75 Occupations in Fabrication and Repair of Plastics, Rubber, Synthetics, and Related Products
- 750. Occupations in fabrication and repair of tires, tubes, tire treads, and related products
  - 751. Laying out and cutting occupations, n.e.c.

- 752. Fitting, shaping, cementing, finishing, and related occupations, n.e.c.
- 753. Occupations in fabrication and repair of rubber and plastic footwear
- 754. Occupations in fabrication and repair of miscellaneous plastic products
- 759. Occupations in fabrication and repair of plastics, synthetics, rubber, and related products, n.e.c.

- 76 Occupations in Fabrication and Repair of Wood Products
- 760. Bench carpenters and related occupations
  - 761. Occupations in laying out, cutting, carving, shaping, and sanding wood products, n.e.c.
  - 762. Occupations in assembling wood products, n.e.c.
  - 763. Occupations in fabrication and repair of furniture, n.e.c.
  - 764. Cooperage occupations
  - 769. Occupations in fabrication and repair of wood products

- 77 Occupations in Fabrication and Repair of Sand, Stone, Clay, and Glass Products
- 770. Occupations in fabrication and repair of jewelry, ornaments, and related products
  - 771. Stone cutters and carvers
  - 772. Glass blowing, pressing, shaping, and related occupations
  - 773. Occupations in coloring and decorating brick, tile, and related products
  - 774. Occupations in fabrication and repair of pottery and porcelain ware
  - 775. Grinding, filing, polishing, frosting, etching, cleaning, and related occupations, n.e.c.
  - 776. Occupations in fabrication and repair of asbestos and polishing products, abrasives, and related materials
  - 777. Modelmakers, patternmakers, moldmakers, and related occupations
  - 779. Occupations in fabrication and repair of sand, stone, clay, and glass products, n.e.c.

- 78 Occupations in Fabrication and Repair of Textile, Leather, and Related Products
- 780. Occupations in upholstering and in fabrication and repair of mattresses and bedsprings
  - 781. Laying out, marking, cutting, and punching occupations, n.e.c.
  - 782. Hand sewers, menders, embroiderers, knitters, and related occupations, n.e.c.
  - 783. Fur working occupations
  - 784. Occupations in fabrication and repair of hats, caps, gloves, and related products
  - 785. Tailors and dressmakers
  - 786. Sewing machine operators, garment
  - 787. Sewing machine operators, nongarment
  - 788. Occupations in fabrication and repair of footwear
  - 789. Occupations in fabrication and repair of textile, leather, and related products, n.e.c.

- 79 Bench Work Occupations, N.E.C.
- 790. Occupations in preparation of food, tobacco, and related products, n.e.c.
  - 794. Occupations in fabrication of paper products, n.e.c.
  - 799. Miscellaneous bench work occupations, n.e.c.





## STRUCTURAL WORK OCCUPATIONS

- 80 Occupations in Metal Fabricating, N.E.C.
800. Riveters  
 801. Fitting, bolting, screwing, and related occupations  
 804. Tinsmiths, coppersmiths, and sheet metal workers  
 805. Boilermakers  
 806. Transportation equipment assemblers and related occupations  
 807. Bodymen, transportation equipment  
 809. Miscellaneous occupations in metal fabricating, n.e.c.
- 81 Welders, Flame Cutters, and Related Occupations
810. Arc welders  
 811. Gas welders  
 812. Combination arc welders and gas welders  
 813. Resistance welders  
 814. Brazing, braze-welding, and soldering occupations  
 815. Lead burning occupations  
 816. Flame cutters and arc cutters  
 819. Welders, flame cutters, and related occupations, n.e.c.
- 82 Electrical Assembling, Installing, and Repairing Occupations
820. Occupations in assembly, installation, and repair of generators, motors, accessories, and related powerplant equipment  
 821. Occupations in assembly, installation, and repair of transmission and distribution lines and circuits  
 822. Occupations in assembly, installation, and repair of wire communication, detection, and signaling equipment  
 823. Occupations in assembly, installation, and repair of electronic communication, detection, and signaling equipment  
 824. Occupations in assembly, installation, and repair of lighting equipment and building wiring, n.e.c.  
 825. Occupations in assembly, installation, and repair of transportation and materials handling equipment, n.e.c.  
 826. Occupations in assembly, installation, and repair of industrial apparatus, n.e.c.  
 827. Occupations in assembly, installation, and repair of large household appliances and similar commercial and industrial equipment  
 828. Occupations in fabrication, installation, and repair of electrical and electronic products, n.e.c.  
 829. Occupations in assembly, installation, and repair of electrical products, n.e.c.
- 84 Painting, Plastering, Waterproofing, Cementing, and Related Occupations
840. Construction and maintenance painters and related occupations  
 841. Paperhangers  
 842. Plasterers, and related occupations  
 843. Waterproofing and related occupations  
 844. Cement and concrete finishing and related occupations  
 845. Transportation equipment painters and related occupations  
 849. Painting, plastering, waterproofing, cementing, and related occupations, n.e.c.
- 85 Excavating, Grading, Paving, and Related Occupations
850. Excavating, grading, and related occupations  
 851. Drainage and related occupations  
 852. Concrete paving occupation  
 853. Asphalt paving occupations  
 859. Excavating, grading, paving, and related occupations, n.e.c.
- 86 Construction Occupations, N.E.C.
860. Carpenters and related occupations  
 861. Brick and stone masons and tile setters  
 862. Plumbers, gas fitters, steam fitters, and related occupations  
 863. Asbestos and insulation workers  
 864. Floor laying and finishing occupations  
 865. Glaziers and related occupations  
 866. Roofers and related occupations  
 869. Miscellaneous construction occupations, n.e.c.
- 89 Structural Work Occupations, N.E.C.
891. Occupations in structural maintenance, n.e.c.  
 892. Hoisting and conveying occupations, n.e.c.  
 899. Miscellaneous structural work occupations, n.e.c.

## MISCELLANEOUS OCCUPATIONS

- 90 Motor Freight Occupations
900. Concrete-mixing-truck drivers  
 902. Dump-truck drivers  
 903. Truck drivers, inflammables  
 904. Trailer-truck drivers  
 905. Truck drivers, heavy  
 906. Truck drivers, light  
 909. Motor freight occupations, n.e.c.
- 91 Transportation Occupations, N.E.C.
910. Railroad transportation occupations  
 911. Water transportation occupations  
 912. Air transportation occupations  
 913. Passenger transportation occupations, n.e.c.  
 914. Pumping and pipeline transportation occupations  
 915. Attendants and servicemen, parking lots and service facilities  
 919. Miscellaneous transportation occupations, n.e.c.
- 92 Packaging and Materials Handling Occupations
920. Packaging occupations  
 921. Hoisting and conveying occupations  
 922. Occupations in moving and storing materials, n.e.c.  
 929. Packaging and materials handling occupations, n.e.c.
- 93 Occupations in Extraction of Minerals
930. Boring, drilling, cutting, and related occupations  
 931. Blasting occupations  
 932. Loading and conveying occupations  
 933. Crushing occupations  
 934. Screening and related occupations  
 939. Occupations in extraction of minerals, n.e.c.
- 94 Occupations in Logging
940. Timber cutting and related occupations  
 941. Log inspecting, grading, scaling, and related occupations  
 942. Log sorting, gathering, storing, and related occupations  
 949. Occupations in logging, n.e.c.
- 95 Occupations in Production and Distribution of Utilities
950. Stationary engineers  
 951. Firemen and related occupations  
 952. Occupations in generation, transmission, and distribution of electric light and power  
 953. Occupations in production and distribution of gas  
 954. Occupations in filtration, purification, and distribution of water  
 955. Occupations in disposal of refuse and sewage  
 956. Occupations in distribution of steam  
 957. Occupations in transmission of communications, n.e.c.  
 959. Occupations in production and distribution of utilities, n.e.c.
- 96 Amusement, Recreation, and Motion Picture Occupations, N.E.C.
960. Motion picture projectionists  
 961. Models and stand-ins, n.e.c.  
 962. Occupations in production of motion pictures, n.e.c.  
 963. Occupations in radio and television production, n.e.c.  
 964. Occupations in theatrical and related entertainment production, n.e.c.  
 969. Miscellaneous amusement, recreation, and motion picture occupations, n.e.c.
- 97 Occupations in Graphic Art Work
970. Art work occupations, brush, spray, or pen  
 971. Photoengraving occupations  
 972. Lithographers and related occupations  
 973. Hand compositors, typesetters, and related occupations  
 974. Electrotypers and related occupations  
 975. Stereotypers and related occupations  
 976. Darkroom occupations, n.e.c.  
 977. Bookbinders and related occupations  
 979. Occupations in graphic art work, n.e.c.

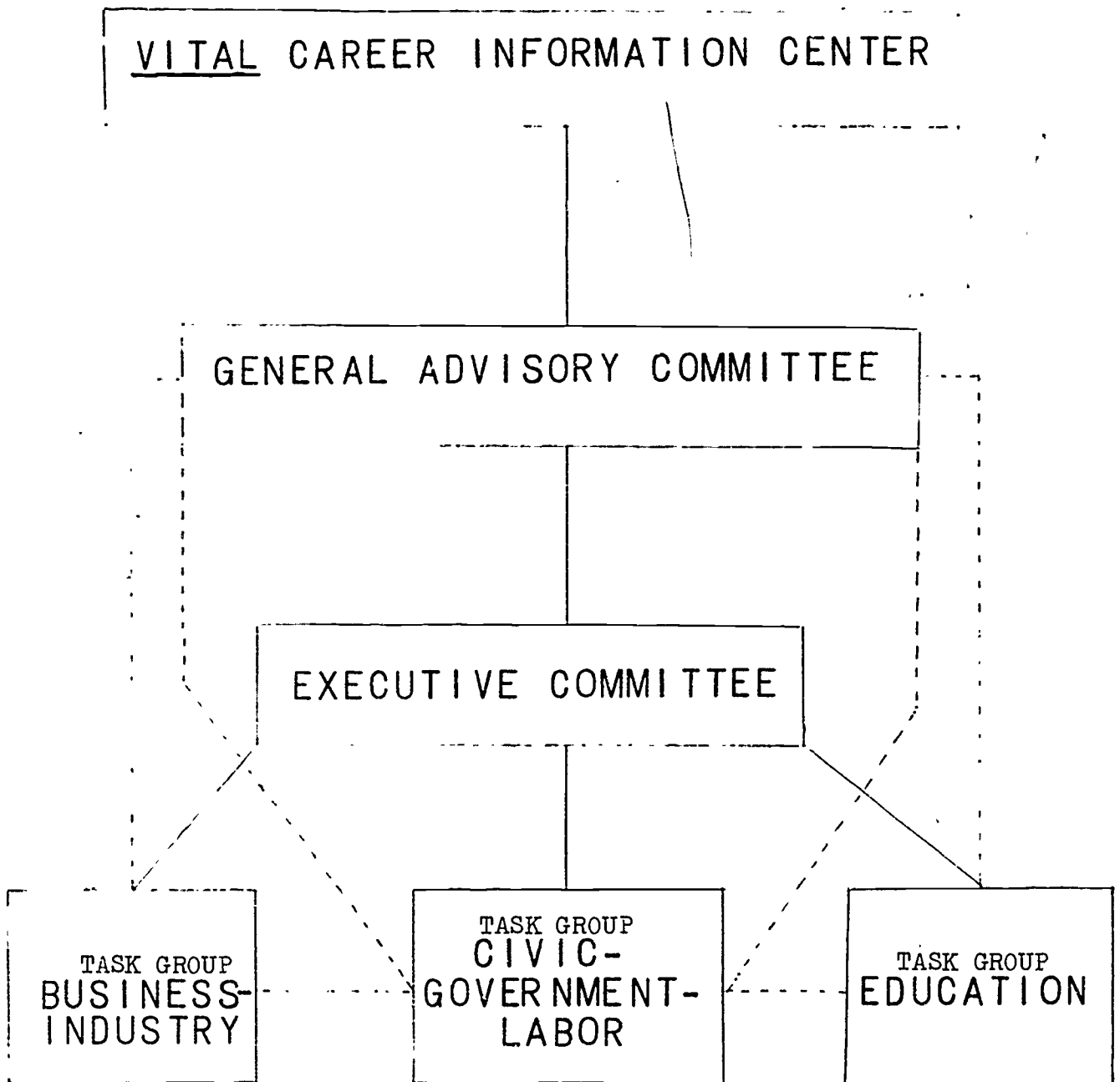


Figure 8. Organizational Chart of VITAL Advisory Committee

VITAL CAREER INFORMATION CENTER  
P. O. BOX 44064, CAPITOL STATION,  
BATON ROUGE, LOUISIANA 70804  
FORM 5

WHAT ARE YOUR HUMAN RESOURCES?

To determine your human resources, check in the spaces below the: (a) occupational categories in which you have done work, (b) Types of work that interest you most, (c) Special talents, skills, and abilities you have developed, (d) The hobbies or leisure time activities you have participated in, (e) Your feelings about certain occupational experiences and situations, (f) The accomplishments you have achieved.

A. OCCUPATIONAL CATEGORIES IN WHICH I HAVE DONE WORK (Check)

1.  Professional
2.  Technical
3.  Managerial or Supervisory
4.  Clerical
5.  Sales
6.  Services
7.  Farming (plants or animals)
8.  Commercial Fishing
9.  Forestry
10.  Processing (Processing of metal, food, paper, petroleum, chemical, wood, stone, clay, glass, leather, textile products)
11.  Machine Trades (Setting up and repairing machinery)

B. MY MAIN INTERESTS ARE IN:

1.  Outdoor Work
2.  Mechanical Work
3.  Computational Work
4.  Scientific Work
5.  Persuasive Work (Managing, Supervising, Influencing, and Selling)
6.  Artistic Work
7.  Literary Work
8.  Musical Work
9.  Social Service Work (Helping Others)

C. MY TALENTS, SPECIAL SKILLS, AND ABILITIES ARE IN WORKING WITH:

1.  Data
2.  People
3.  Things
4.  Data and People
5.  Data and Things
6.  People and Things
7.  Data, People and Things

D. I HAVE HOBBIES OR LEISURE TIME ACTIVITIES THAT CAN BE RELATED TO CAREERS (Such as: reading, collecting, displaying, showing and telling about things, giving demonstrations, and participating in civic, business, professional, sports, or service organization activities)

\_\_\_\_\_

E. I HAVE WORKED IN SPECIAL SITUATIONS AND HAD UNIQUE EXPERIENCES IN MY WORK WHICH MAY BE OF INTEREST AND VALUE TO OTHERS (Such as: work in a foreign country, unusual environment, working conditions or incidents)

\_\_\_\_\_

F. I HAVE MADE CERTAIN ACCOMPLISHMENTS IN WORK OR OTHER ACTIVITIES (Such as: receiving honors, awards or recognitions; writing books, articles, or papers published; election to offices in organizations, sponsoring youth groups or clubs, serving as a leader in civic, religious, political, fraternal, or social groups)

\_\_\_\_\_

NAME: \_\_\_\_\_

FIRM: \_\_\_\_\_

BUS. ADDRESS: \_\_\_\_\_

BUS. PHONE: \_\_\_\_\_

FORM 6  
HOW CAN YOUR HUMAN RESOURCES BE FULLY USED?

VITAL CAREER INFORMATION CENTER  
 P O BOX 44064, CAPITOL STATION,  
 BATON ROUGE, LOUISIANA 70804

1. RESOURCE PERSONS ARE NEEDED FOR THE CAREER EDUCATION PROGRAM IN THE SCHOOLS.  
 2. RESOURCE PERSONS ARE PEOPLE WHO CAN "TEACH" OUR CHILDREN ABOUT CAREERS FROM THE "TEXTBOOK OF THEIR EXPERIENCES."  
 3. RESOURCE PERSONS "TEACH" THROUGH INTERVIEWS, TALKS, DISCUSSIONS, DEMONSTRATIONS, AND SHOWING ILLUSTRATIONS ON CAREERS THEY KNOW ABOUT.  
 4. PEOPLE QUALIFY AS RESOURCE PERSONS BECAUSE OF THE WORK DONE IN THEIR OCCUPATIONS, THE INTERESTS, KNOWLEDGES, SKILLS AND ABILITIES THEY HAVE DEVELOPED, THE RELATED HOBBIES OR LEISURE TIME EXPERIENCES THEY HAVE HAD, OR THE ACCOMPLISHMENTS THEY HAVE ACHIEVED.

Please check which of the following career-related activities that you think you are able to serve as a Resource Person for, based on your work experience:

Professional, Technical, and Managerial Occupations

1. Planning and making architectural drawings
2. Designing roads, bridges, dams, and making and solving engineering problems
3. Running chemical, physical tests
4. Doing land, water, or mineral surveys
5. Experimenting with plants or animals
6. Studying the behavior of people
7. Collecting, compiling and analyzing economic statistics
8. Preparing a brief for a legal case
9. Researching local or regional history
10. Studying, excavating, and reconstructing past Indian cultures
11. Performing an operation on or treating a patient
12. Nursing the ill or infirm
13. Instructing others in the learning of skills
14. Providing counseling and guidance
15. Writing newspaper articles, T-V continuity, or books
16. Drawing advertising layouts
17. Acting, singing or dancing in plays; being an athlete, coach, T.V. or radio sports announcer
18. Running or supervising a business, industry, service or governmental organization or office

Clerical and Sales Occupations

19. Taking and transcribing dictation
20. Typing
21. Answering the phone, receiving clients
22. Operating business machines
23. Operating data processing machines
24. Selling in a store, home, office, or outside

Service Occupations

25. Doing domestic work or housekeeping
26. Cooking in a cafe or restaurant; preparing food products
27. Being a barber, hairdresser, or cosmetologist
28. Serving as a hostess, guide or attendant
29. Operating a laundry and dry-cleaning business
30. Serving as a policeman, investigator, or other law enforcement officer

Farming, Fishery, Forestry, and Related Occupations

31. Raising plants or animals for the market or display
32. Catching large quantities of fish or shell fish for marketing
33. Doing forestry work

Processing Occupations

33. Making paper
34. Processing food products
35. Operating a petroleum refinery still or catalytic cracking unit
36. Making petro-chemical products
37. Molding clay or cement tile, bricks, pipe, or blocks
38. Engraving leather or metal

Machine Trades Occupations

39. Setting up and operating turning, milling, planing, boring or sawing machines
40. Repairing machines, engines, motors or other power equipment
41. Operating printing press
42. Repairing watches, cameras, jewelry, radios, or electronic equipment
43. Selecting colors, blending, and applying paints
44. Making or repairing furniture, cabinets, houses, and wooden buildings

Bench Work Occupations

- 45. \_\_\_ Doing fabrication, assembly, and repair of metal products
- 46. \_\_\_ Doing fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks
- 47. \_\_\_ Doing assembly and repair of electrical appliances, radios, T-V, coils, motors, batteries

Structural Work Occupations

- 48. \_\_\_ Doing metal fabricating and riveting, welding and sheet metal or boiler work
- 49. \_\_\_ Repairing and painting auto bodies
- 50. \_\_\_ Doing electrical wiring installation or repair
- 51. \_\_\_ Doing carpentry, insulation, and roofing work
- 52. \_\_\_ Laying bricks, tile, or concrete blocks
- 53. \_\_\_ Fixing pipe, drains or faucets
- 54. \_\_\_ Doing painting, plastering and cementing
- 55. \_\_\_ Operating hoisting, conveying equipment, or excavating equipment

Miscellaneous Occupations

- 56. \_\_\_ Operating trucks, buses, taxis, planes, or boats for transportation
- 57. \_\_\_ Packing, hauling, and moving
- 58. \_\_\_ Drilling oil, gas, sulfur, water wells
- 59. \_\_\_ Doing logging
- 60. \_\_\_ Operating generators, and power distribution facilities
- 61. \_\_\_ Operating movie projectors, T-V or theatrical equipment
- 62. \_\_\_ Doing graphic art work, blueprinting or books
- 63. \_\_\_ Drawing or stenciling posters and signs
- 64. \_\_\_ Developing and printing pictures
- 65. \_\_\_ Other work: (state): \_\_\_\_\_

66. \_\_\_ Other: \_\_\_\_\_

NAME: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

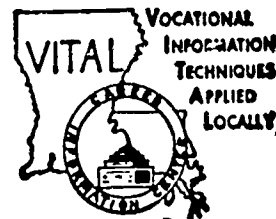
BUSINESS ADDRESS: \_\_\_\_\_

BUSINESS PHONE: \_\_\_\_\_

# VITAL CAREER INFORMATION CENTER

LOUISIANA STATE DEPARTMENT OF EDUCATION  
421 NORTH STREET P. O. BOX 44064  
BATON ROUGE, LOUISIANA 70804

VOCATIONAL  
INFORMATION  
TECHNIQUES  
APPLIED  
LOCALLY



## FORM 7--LETTER

SUGGESTED FORM LETTER TO BE USED IN SECURING APPROPRIATE RESOURCE PERSONS FOR LISTING IN THE VITAL CAREER RESOURCES INFORMATION DIRECTORY FOR SCHOOLS\*

Your cooperation is requested in a project to secure resource persons who will aid the schools in the career information program. Resource persons are people who can "teach" our children about careers from the "textbook of their work experiences." They are persons who can help boys and girls find out things they need and want to know about careers, and who can help them learn "how and why" to do the things they need and want to be able to do. Resource persons have a wealth of career information, knowledges, skills, abilities, and experiences that can be shared with students beyond what is learned from books and in the classroom.

You can help us by completing and returning the "Resource Persons and Materials Inventory."<sup>1</sup> A copy is for you, to keep for reference. As a successful person in your field of work you can make a valuable contribution to the career education of students by sending the completed form to us.

After you return the form we will make a record of how your career experiences fit into the occupational types which occur in the regional businesses, industries, professional, and governmental organizations. We will also list the types of occupational information and materials you can provide, such as talks on the descriptions, duties, requirements and benefits of specific occupations; audio-visual aids, reading material, programmed data, and resource materials you can loan or furnish; interviews, worker observations, and on-site visitations you can provide. Later on, we will make a Career Resource Persons Directory containing the above type of information for all the careers of resource persons from whom we receive forms. The use of resource persons will be controlled.

We are asking all persons who are willing and able to serve as resource persons to fill out a form so no one person will be overburdened. You can help assure the success of our children having the best career information and education program by completing and returning the form now. Thank you for your cooperation.

<sup>1</sup> Please fill in as much of the form as you can and state when and where you are available.

Yours very sincerely,

\*

\*Can be issued by administrator, principal, teacher, counselor, club leader, advisory committee member; business, industrial, civic, service, or governmental organization official

The VITAL Project is co-sponsored by the Louisiana State Department of Education and School Boards of the following Parishes. Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, West Feliciana.

VITAL CAREER INFORMATION CENTER

P. O. BOX 44064, CAPITOL STATION,  
BATON ROUGE, LOUISIANA 70804  
FORM 7A

REGISTRATION AND MATERIALS INVENTORY FORM

Students want to know what career opportunities and requirements occur in our local area. You can make a valuable contribution toward the career guidance and education of students by serving as a resource person. Please complete this form so we can know you better and now you can best assist students in an advisory capacity. You will have the satisfaction of knowing that the data you provide will be used for the benefit of students, teachers, counselors and others interested in career information. Please return the completed form to the VITAL Career Information Center at the above address. Thank you for your cooperation.

1. Name: \_\_\_\_\_  
Last First Middle
2. Title of Position or Occupation: \_\_\_\_\_
3. Brief Description of Work Done: \_\_\_\_\_
4. Name of Business, Industry, or Organization By Which Employed: \_\_\_\_\_
5. Business Address: (Street No. and Name) \_\_\_\_\_; (P.O. Box) \_\_\_\_\_  
(City) \_\_\_\_\_; (Parish) \_\_\_\_\_; (Zip) \_\_\_\_\_
6. Business Phone: \_\_\_\_\_; 7. Building: \_\_\_\_\_; Room No. \_\_\_\_\_
8. Other Jobs I have held: (a) \_\_\_\_\_; (b) \_\_\_\_\_  
\_\_\_\_\_; (c) \_\_\_\_\_; (d) \_\_\_\_\_
9. Career Fields I Can Talk and Show Things About: (a) \_\_\_\_\_  
\_\_\_\_\_; (b) \_\_\_\_\_
10. The Kinds of Occupational Information and Materials I Can Talk About, Show and/or Provide:  
(a) Information: (Check)  Job Duties,  Pay, Benefits,  Employment Demand,  
 Job Descriptions,  Entry Requirements,  Advancement,  Future Outlook
- (b) Audio-Visual Aids:  Films,  Pictures,  Transparencies,  Charts,  
 Displays,  Filmstrips,  Slides,  Recordings, \_\_\_\_\_
- (c) Reading Materials:  Bibliographies,  Job Descriptions,  Personnel Handbook,  
 Books,  Booklets,  Directories,  Periodicals,  Train. Manual, \_\_\_\_\_
- (d) Programed Data: \_\_\_\_\_  
 Information from Processed Information on Jobs, Training;  Other: \_\_\_\_\_
- (e) Sample Materials:  Equipment Operated,  Example, Services Rendered,  
 Sample(s) of Work,  Model(s),  Sample(s) Products,  Tools Used, \_\_\_\_\_
11. Method(s) of Presentation: (Check)  Demonstration,  Discussion,  Talk,  
\_\_\_\_\_
12. Equipment I will supply for presentation:  Projector,  Screen,  Sound System,  
\_\_\_\_\_
13. Equipment I will need for presentation:  Projector,  Screen,  Sound System,  
\_\_\_\_\_
14. Facilities I will need:  Classroom,  Auditorium (Size) \_\_\_\_\_
15. Other facilities or plans needed:  Related Instruction,  Teacher Visit Firm,  
\_\_\_\_\_
16. Will you be able to help I can provide after presentation: (date) \_\_\_\_\_



Resource Persons and Materials Inventory Form  
(Continued)

17. I will make arrangements at my place of business or organization for: (Check)
- (a)  Interviews, by appointment as a consultant on: \_\_\_\_\_;
- (b)  On-site Visitation of: (State Parts of Organization): \_\_\_\_\_  
(State Occupations of Workers): \_\_\_\_\_;
- (c)  Observation of Individual Worker by a Student Interested in Entering a Specific Job \_\_\_\_\_;
- (d)  Other Activities: \_\_\_\_\_;

18. In making arrangements for interviews, visitations, observations and presentations I prefer:
- (a) Advance notice of  days ; (b) By:  Phone,  Letter,  In Person,  Other: \_\_\_\_\_
- (c) For participation by:  Students, Grades:  through  ;  Teachers;  Counselors;  Parents;  Others: \_\_\_\_\_
- (d) Size of Group-  ; (e) Month(s) of Year: J F M A M J J A S O N D ;
- (f) Day(s) of Week: M T W T F S S ; (g) Hours of Day: 8 9 10 11 12 1 2 3 4 5;
- (h) Place of Assembly or Meeting: \_\_\_\_\_;
- (i) Restrictions: \_\_\_\_\_;

19. My Special Interest Areas: \_\_\_\_\_;

20. My Talents or Special Skills: \_\_\_\_\_;

21. Hobbies I can Share Information About: \_\_\_\_\_;

22. Unique Experiences I Have Had During Work Life (Career Related): \_\_\_\_\_;

23. Accomplishments, Honors, Awards, or Recognitions Earned: \_\_\_\_\_;

24. Organizations I belong to, Committees I am on, and Activities Participated In:

(a) ORGANIZATIONS	(b) COMMITTEES/OFFICES	(c) ACTIVITIES

25. Books, Reports, Articles, or Papers written/ published:
- (a) \_\_\_\_\_
- (b) \_\_\_\_\_;

26. I have lived here  years. Before this I lived  years in other places, including: \_\_\_\_\_;

27. My education and training have been mainly in the field(s) of: \_\_\_\_\_

Obtained at: \_\_\_\_\_

For Which I Received A: \_\_\_\_\_

28. Date Form Was Completed: \_\_\_\_\_; Signed: \_\_\_\_\_





Resource Persons Form  
(Continued)

13. I will make arrangements at my place of business or organization for: (Check)

(a) Interviews \_\_\_\_\_ Yes, \_\_\_\_\_ No

(b) On-site Visitations \_\_\_\_\_ Yes, \_\_\_\_\_ No

(c) Observation of Individual Worker by a Student Interested in Entering a Specific Job  
\_\_\_\_\_ Yes, \_\_\_\_\_ No

(d) Other Activities: \_\_\_\_\_ Yes, \_\_\_\_\_ No

14. My Special Interest Areas: \_\_\_\_\_ ;

15. My Talents or Special Skills: \_\_\_\_\_ ;

16. Hobbies I can Share Information About: \_\_\_\_\_ ;

17. Organizations I belong to, Committees I am on, and Activities Participated In:

(a) ORGANIZATIONS                      (b) COMMITTEES/OFFICES                      (c) ACTIVITIES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. My training has been mainly in the field(s) of: \_\_\_\_\_

\_\_\_\_\_

19. Unique Career Experiences I have had: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

20. Other Comments: \_\_\_\_\_

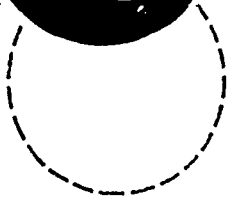
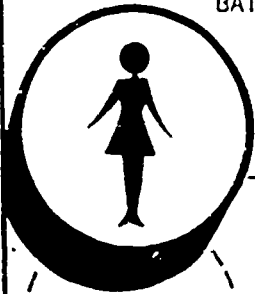
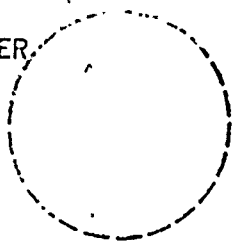
\_\_\_\_\_  
\_\_\_\_\_

21. This information on this form may be printed in a Community Resource Directory. Would you be willing to be a resource in other schools throughout the parish? \_\_\_\_\_ Yes \_\_\_\_\_ No.

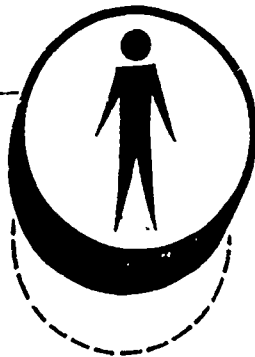
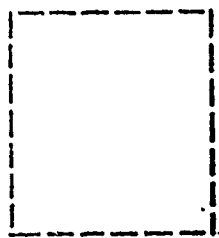
Date Form Was Completed: \_\_\_\_\_ ; Signed: \_\_\_\_\_



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BATON ROUGE, LOUISIANA 70804



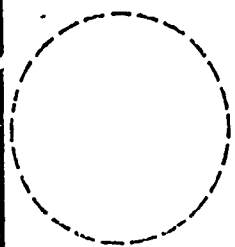
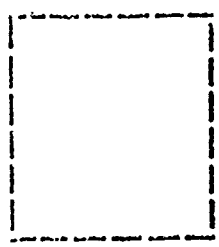
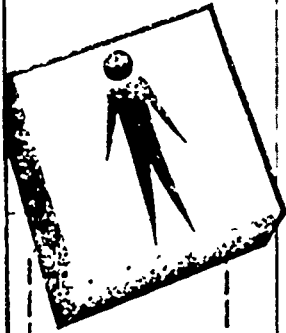
# PROJECT VOLUNTEER



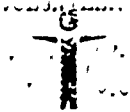
VOLUNTEER

NAME \_\_\_\_\_

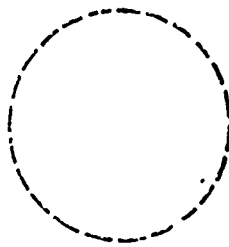
VOPT



From: FR JUNE  
VOLUNTEER



R 1011 703 / 211 CALHOUN ST.  
NEW ORLEANS LA 70130



PROJECT VOLUNTEER

Join the Ranks of Involved People!

PROJECT VOLUNTEER is designed to help you zero in on YOUR area of interest, taking YOUR available time and YOUR special skills into full consideration. Specifically PROJECT VOLUNTEER is a free computerized system to match your background and your interest as a citizen volunteer with the needs of community service agencies in the \_\_\_\_\_ Area. For you to receive the most benefits from this program you must be SPECIFIC, particularly in the area of your interests and be as COMPLETE as you can throughout the questionnaire.\*

Project Volunteer

A computerized system to match the interests and backgrounds of citizen volunteers with the needs of community service agencies.

CC
1 -5 _____ Code
6 _____ Card Number
7 -12 _____ Date
13-14 _____ Reference
14-16 _____ Accepted

Name \_\_\_\_\_

Home Address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Occupation \_\_\_\_\_

Employer \_\_\_\_\_

Standard Industrial Classification Code: \_\_\_\_\_

Business Address \_\_\_\_\_

Business Phone \_\_\_\_\_

Please list social and service organizations of which you are now a member:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* This can supplement the "VITAL Resource Persons and Materials Inventory Form"

FORM 7C

Section VI

17-18 - Your age \_\_\_\_\_

In the space provided for each question, enter the appropriate number which best describes you:

19\_\_Sex

1 - Male

2 - Female

20\_\_Marital Status:

1 - Married

2 - Divorced

2 - Single

2 - Widowed

2 - Separated

21\_\_Race:

1 - White

2 - Black

3 - Other (specify) \_\_\_\_\_

22\_\_Do you have use of a personal car?

0 - No

1 - Yes

23\_\_Religion:

0 - Non-denominational

3 - Jewish

1 - Protestant

4 - Other (specify) \_\_\_\_\_

2 - Catholic

24\_\_Are you interested in working with a religious organization?

0 - No

1 - Yes

(If yes, enter an "X" next to the one closest to your interests)

25\_\_Non-denominational

26\_\_Protestant

27\_\_Catholic

28\_\_Jewish

29\_\_Other (specify) \_\_\_\_\_

Section V2. Enter an "X" for yes. Leave blank for no.

30\_\_Is work not involved directly with people acceptable?

Indicate "X" for all groups which you will be willing to work with.

14.

120B

With what cultural or racial group(s) would you be willing to work?

- 31 \_\_\_ Any racial groups
- 32 \_\_\_ Very predominately white
- 33 \_\_\_ Very predominately black
- 34 \_\_\_ Mixed
- 35 \_\_\_ Other \_\_\_\_\_

For which of the following age group(s) would you prefer to do volunteer work?

- 36 \_\_\_ All age groups
- 37 \_\_\_ Very young (less than 5 years of age)
- 38 \_\_\_ Children (5-12 years)
- 39 \_\_\_ Young adults (13-20 years)
- 40 \_\_\_ Adults (21 years and older)
- 41 \_\_\_ Elderly

What times would you usually be available for volunteer service?

- 42 \_\_\_ Almost any time
- 43 \_\_\_ Weekday morning
- 44 \_\_\_ Weekday afternoon
- 45 \_\_\_ Weekday night
- 46 \_\_\_ Saturday (day)
- 47 \_\_\_ Sunday (day)

Section V3. Fill blank at beginning of question with appropriate number.

48 \_\_\_ How often would you be available for volunteer service?

- |                         |                           |
|-------------------------|---------------------------|
| 1 - Spot job or on call | 4 - Once per week         |
| 2 - Once per month      | 5 - More than once a week |
| 3 - Every two weeks     |                           |

49 \_\_\_ About how many hours per "shift" would you be available?

- |                  |                  |
|------------------|------------------|
| 1 - 1 to 2 hours | 3 - 6 to 8 hours |
| 2 - 3 to 5 hours | 4 - Over 8 hours |

50 \_\_\_ How long have you been a resident of the \_\_\_\_\_ Area?

- |                    |                        |
|--------------------|------------------------|
| 1 - 1 year or less | 5 - 5 years            |
| 2 - 2 years        | 6 - 6 to 10 years      |
| 3 - 3 years        | 7 - 11 to 15 years     |
| 4 - 4 years        | 8 - more than 20 years |

51. On how many boards have you served?

- 0 - None
- 1 - One
- 2 - Two
- 3 - Three
- 4 - Four
- 5 - Five or more

52. Amount of education you have completed:

- 1 - Less than 8th Grade
- 2 - Through 8th Grade
- 3 - Through 12th Grade
- 4 - Some College
- 5 - Junior College Graduate
- 6 - BA or BS
- 7 - Graduate Degree

Section A4 - Please 'X' all appropriate responses in each group:\*

Have you had a formal or vocational training in any of the following general areas?

- 53. Building trades
- 54. Electronics (electrical)
- 55. Finishing crafts
- 56. Graphic arts
- 57. Mechanics (service and general)
- 58. Metal trades
- 59. Woodworking
- 60. Secretarial skills
- 61. Sewing
- 62. Other (specify) \_\_\_\_\_

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If you have received a Bachelor's or Junior College Degree, what was (were) your major field(s)?

- 63. Business
- 64. Education
- 65. Engineering
- 66. Home Economics
- 67. Performing Arts
- 68. Pre-Med, Nursing or related fields
- 69. Social Science
- 70. Social Work
- 71. Science
- 72. Humanities/Liberal Arts
- 73. Other (specify) \_\_\_\_\_

If you have received a graduate degree, what was your major field?

- 74. Business
- 75. Education
- 76. Engineering
- 77. Performing Arts

\* This information can be related to the Dictionary of Occupational Titles "Occupational Categories, Divisions,

- 78\_\_Medical (specify) \_\_\_\_\_  
 79\_\_Social Science \_\_\_\_\_  
 80\_\_Social Work \_\_\_\_\_  
 6 2 (For keypunch use only) -  
 7\_\_Sciences \_\_\_\_\_  
 8\_\_Law \_\_\_\_\_  
 9\_\_Humanities/Liberal Arts \_\_\_\_\_  
 10\_\_Other (specify) \_\_\_\_\_

In which of the following areas have you had prior volunteer service experience?

- 11\_\_Direct service with people, groups or individuals  
 12\_\_Indirect service, such as administrative  
 13\_\_Working with things, or using manual abilities  
 14\_\_Fund raising

If you have had prior volunteer service, in what general field(s) was it?

- 15\_\_Cultural activities  
 16\_\_Economic development  
 17\_\_Education  
 18\_\_Youth programs  
 19\_\_Governmental, foreign or metropolitan affairs  
 20\_\_Health  
 21\_\_Human relations  
 22\_\_Recreation or sports  
 23\_\_Social service  
 24\_\_Beautification and/or ecologically oriented  
 25\_\_Other (specify) \_\_\_\_\_

In what language(s), other than English, do you have conversational proficiency?

- 26\_\_Spanish  
 27\_\_French  
 28\_\_German  
 29\_\_Italian  
 30\_\_Chinese  
 31\_\_Japanese  
 32\_\_Other (specify) \_\_\_\_\_

Section V5. Please indicate by an "X" if you have skills in any of the following\*

Skills in sports

- 33\_\_Camping  
 34\_\_Hiking

\* This information can be related to the VITAL "Hobbies and Leisure Time Activities" form.



- 35\_\_Baseball
- 36\_\_Football
- 37\_\_Basketball
- 38\_\_Volley Ball
- 39\_\_Bowling
- 40\_\_Fishing
- 41\_\_Golf
- 42\_\_Tennis
- 43\_\_Swimming
- 44\_\_Track
- 45\_\_Other sports (specify) \_\_\_\_\_

Art Skills

- 46\_\_Sculpture, Pottery
- 47\_\_Dancing (ballet, tap, social or prof.)
- 48\_\_Drawing, painting
- 49\_\_Instrumental music (specify) \_\_\_\_\_
- 50\_\_Vocal music
- 51\_\_Theatre arts
- 52\_\_Modeling, grooming, personal hygiene
- 53\_\_Reading aloud
- 54\_\_Musical appreciation
- 55\_\_Other arts (specify) \_\_\_\_\_
- 56\_\_Home crafts (needlework, decoupage, knitting, etc.)
- 57\_\_Handicrafts (woodworking, metal working, do-it-yourself, etc.)
- 58\_\_Home decorating
- 59\_\_Gardening
- 60\_\_Cooking
- 61\_\_Flower arrangement
- 62\_\_Sewing
- 63\_\_Auto repairing
- 64\_\_Other home crafts (specify) \_\_\_\_\_

Hobby Skills

- 65\_\_Modeling
- 66\_\_Stamp collecting
- 67\_\_Coin, doubloon collecting
- 68\_\_Rock collecting
- 69\_\_Photography
- 70\_\_Bird watching
- 71\_\_Chess
- 72\_\_Bridge
- 73\_\_Square and round dancing
- 74\_\_Other hobby skills (specify) \_\_\_\_\_
- 75 NC (For keypunch use only)

120D

Technical Skills \*

- 6 3 (For keypunch use only)
- 7\_\_Bookkeeping
  - 8\_\_Academic Tutoring
  - 9\_\_Salesmanship
  - 10\_\_Typing
  - 11\_\_Public speaking
  - 12\_\_Creative writing
  - 13\_\_Library - bookbinding
  - 14\_\_Keypunching
  - 15\_\_Other technical skills (specify) \_\_\_\_\_

Section V6. In which of the following possible types of service would you be interested? \*\*

- 16\_\_Work with the physically sick
- 17\_\_Work on civic projects
- 18\_\_Teach groups how to do something
- 19\_\_Deal with numbers and figures
- 20\_\_Teach or utilize handicraft skills
- 21\_\_Serve on an agency board
- 22\_\_Public speaking
- 23\_\_Handle correspondence
- 24\_\_Organize activities of others
- 25\_\_Teach an individual how to do something
- 26\_\_Telephoning
- 27\_\_Work in the area of ecology
- 28\_\_Visit and encourage a lonely person
- 29\_\_Fund raising
- 30\_\_Serve in an agency administration

Section V7. In which of the following fields would you like to do volunteer work? \*\*\*

- 31\_\_Performing for individuals or groups for instruction, entertainment or therapy
- 32\_\_Working for a cultural agency in a clerical, research or writing capacity
- 33\_\_Fund raising for a cultural organization
- 34\_\_Serving on the board of a cultural agency

Economic development

- 35\_\_Bringing new business and industry to \_\_\_\_\_
- 36\_\_Assisting minority businessmen
- 37\_\_Serving on the board of an organization devoted to advancing economic development

\* Relate to VITAL "Talents and Special Skills" form

\*\* Relate to VITAL "How Can Your Human Resources Be Fully Used" form

\*\*\* Related to VITAL "Knowledges and Skills Needed in Occupation" form

- 38\_\_\_Assisting with the education of individuals or groups in a special subject or skill  
 39\_\_\_Working for an educational institution in a clerical, research or writing capacity  
 40\_\_\_Serving on the board of an organization devoted to the advancement of education

## Foreign Affairs

- 41\_\_\_Helping in offices that are involved in foreign affairs  
 42\_\_\_Serving as an interpreter or translator  
 43\_\_\_Entertaining foreign visitors  
 44\_\_\_Serving on the board of an organization devoted to the advancement of foreign affairs

## Governmental or Metropolitan \_\_\_\_\_ Affairs

- 45\_\_\_Working with a neighborhood improvement association  
 46\_\_\_Participating in groups working toward improving interparish affairs  
 47\_\_\_Helping in the preservation of local landmarks  
 48\_\_\_Serving on the board of a specific agency or organization devoted to advancement of \_\_\_\_\_ affairs

## Health

- 49\_\_\_Working directly with people with health problems  
 50\_\_\_Working in a health agency or institution in a clerical, research or writing capacity  
 51\_\_\_Fund raising for a health organization  
 52\_\_\_Serving on the board of a specific health agency or organization devoted to the advancement of health

## Human Relations

- 53\_\_\_Working with group to develop better black-white relationships  
 54\_\_\_Working in an office whose primary concern is human relations  
 55\_\_\_Serving on the board of an organization devoted to human relations

## Recreation and Sports

- 56\_\_\_Helping to teach leisure-time activities to individuals or groups  
 57\_\_\_Working as a coach or assistant coach in a sport  
 58\_\_\_Assisting in the recreation field in an administrative position  
 59\_\_\_Serving on the board of a specific recreational agency

120E



## PROJECT VOLUNTEER\*

A computerized system to match the background and interests of citizen volunteers with the needs of community service agencies.

### AGENCY REQUEST

Through the use of this Request you will be able to enlist the help of 'pre screened' volunteers who are specifically interested in YOUR area and who will best satisfy YOUR needs and qualifications. However, for greatest effectiveness, it is very important that you keep the following hints in mind

1. Be as specific as possible. Your Request is in "competition" with all other Requests. Even though a volunteer may satisfy a number of Requests, top priority is given to the Request that most closely and completely matches his qualifications.
2. Complete as much of the Request as possible. Because of the matching system used, it is best to be as complete as possible.
3. Use additional Requests for different types of volunteers. Because you must generalize to include different types, you will penalize yourself. Three different Requests for two volunteers each has a better chance of being satisfied than one Request for six people.

1207

### AGENCY REQUEST FORM

CC

1-3 \_\_\_\_\_ Agency(SIC) Agency \_\_\_\_\_

4-5 \_\_\_\_\_ Request Address \_\_\_\_\_

6 \_\_\_\_\_ Card \_\_\_\_\_

7-12 \_\_\_\_\_ Date \_\_\_\_\_

Telephone \_\_\_\_\_

Name of Contact \_\_\_\_\_

Title \_\_\_\_\_

\* This can be used to supplement the "VITAL Resource Persons and Materials Inventory Form"

General nature of volunteer work to be done: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How many volunteers with the qualifications indicated below can you effectively use at this time? \_\_\_\_\_

This request should be kept in effect:

Until cancelled \_\_\_\_\_  
For \_\_\_\_\_ months

Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15-16 \_\_\_\_\_ Youngest age acceptable  
17-18 \_\_\_\_\_ Oldest age acceptable

Fill in appropriate number for each group which best describes the volunteer characteristics desired:

- 19 \_\_\_\_\_ Sex
- |                        |            |
|------------------------|------------|
| 0 - Of no significance | 2 - Female |
| 1 - Male               |            |
- 20 \_\_\_\_\_ Marital status:
- |                        |                                    |
|------------------------|------------------------------------|
| 0 - Of no significance | 2 - Single                         |
| 1 - Married            | 3 - Separated, Divorced or Widowed |

21 \_\_\_ Race:

150

0 - Of no significance

2 - Black

1 - White

3 - Other (specify) \_\_\_\_\_

22 \_\_\_ Use of personal car:

0 - Of no significance

1 - Required

23 \_\_\_ Religion

0 - Of no significance

3 - Jewish

1 - Protestant

4 - Other (specify) \_\_\_\_\_

2 - Catholic

24 \* \_\_\_ Do you require a volunteer for religious work?

0 - No

1 - Yes

If yes, indicate the appropriate denomination with a 1.

25 \_\_\_ Non-denominational

26 \_\_\_ Protestant

27 \_\_\_ Catholic

28 \_\_\_ Jewish

29 \_\_\_ Other (specify) \_\_\_\_\_

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For each possibility enter a check (✓) in the space if choice is appropriate.

30 \_\_\_ Volunteer will work directly with people

If yes, for what cultural or racial groups(s) will this volunteer service be performed?

31 \_\_\_ Any race group

32 \_\_\_ Very predominately white

33 \_\_\_ Very predominately black

34 \_\_\_ Spanish speaking

35 \_\_\_ Other

For what age group(s) will this volunteer service be performed?

36 \_\_\_ All age groups

37 \_\_\_ Very young (less than 5 years of age)

38 \_\_\_ Children (5-12 years)

39 \_\_\_ Young adults (13-20)

- 40 \_\_\_ Adults (21 and older)  
 41 \_\_\_ Elderly

When would the volunteer's service be performed?

- 42 \_\_\_ Almost any time volunteer is available  
 43 \_\_\_ Weekday morning  
 44 \_\_\_ Weekday afternoon  
 45 \_\_\_ Weekday night  
 46 \_\_\_ Saturday (day)  
 47 \_\_\_ Sunday (day)

Fill in the blank at beginning of question with appropriate number.

48 \_\_\_ How often should the volunteer be available?

- |                         |                           |
|-------------------------|---------------------------|
| 0 - Of no significance  | 3 - Every two weeks       |
| 1 - Spot job or on call | 4 - Once per week         |
| 2 - Once per month      | 5 - More than once a week |

49 \_\_\_ How many hours per "shift" would be required?

- |                  |                  |
|------------------|------------------|
| 1 - 1 to 2 hours | 3 - 6 to 8 hours |
| 2 - 3 to 5 hours | 4 - Over 8 hours |

50 \_\_\_ How long should the volunteer have been a resident of the \_\_\_\_\_ Area?

- |                        |                        |
|------------------------|------------------------|
| 0 - Of no significance | 5 - 5 years            |
| 1 - 1 year             | 6 - 6 to 10 years      |
| 2 - 2 years            | 7 - 11 to 15 years     |
| 3 - 3 years            | 8 - 16 to 20 years     |
| 4 - 4 years            | 9 - more than 20 years |

51 \_\_\_ On how many boards should the volunteer have served?

- |                        |               |
|------------------------|---------------|
| 0 - Of no significance | 3 - 3         |
| 1 - 1                  | 4 - 4         |
| 2 - 2                  | 5 - 5 or more |

52 \_\_\_ Amount of education necessary:

- |                         |                             |
|-------------------------|-----------------------------|
| 0 - Of no significance  | 4 - Some college            |
| 1 - Less than 8th grade | 5 - Junior college graduate |
| 2 - Through 8th grade   | 6 - BA or BS                |
| 3 - Through 12th grade  | 7 - Graduate degree         |



For each possibility in each group do one of the following: \*

Enter 0 or leave blank if of no significance

Enter 1 if required

Enter 2 if not required, but desirable

Vocational training of volunteer:

- 53 \_\_\_ Building trades  
54 \_\_\_ Electronics (electrical)  
55 \_\_\_ Finishing crafts  
56 \_\_\_ Graphic arts  
57 \_\_\_ Mechanics (service and general)  
58 \_\_\_ Metal trades  
59 \_\_\_ Woodworking  
60 \_\_\_ Secretarial skills  
61 \_\_\_ Sewing  
62 \_\_\_ Other (specify) \_\_\_\_\_

Bachelor's or junior college degree in:

- 63 \_\_\_ Business  
64 \_\_\_ Education  
65 \_\_\_ Engineering  
66 \_\_\_ Home Economics  
67 \_\_\_ Performing Arts  
68 \_\_\_ Pre-Med, Nursing or related fields  
69 \_\_\_ Social Science  
70 \_\_\_ Social Work  
71 \_\_\_ Science  
72 \_\_\_ Humanities/Liberal Arts  
73 \_\_\_ Other (specify) \_\_\_\_\_

Graduate Degree in:

- 74 \_\_\_ Business  
75 \_\_\_ Education  
76 \_\_\_ Engineering  
77 \_\_\_ Performing Arts  
78 \_\_\_ Medical (specify)  
79 \_\_\_ Social Science  
80 \_\_\_ Social Work  
7 \_\_\_ Sciences  
8 \_\_\_ Law  
9 \_\_\_ Humanities/Liberal Arts  
10 \_\_\_ Other (specify) \_\_\_\_\_

\* This information can be related to the Dictionary of Occupational Titles "Occupational Categories, Divisions, and Groups."

Areas of prior volunteer service:

- 11 \_\_\_ Direct service with people, groups or individuals
- 12 \_\_\_ Indirect service, such as administrative
- 13 \_\_\_ Working with things, or using manual abilities
- 14 \_\_\_ Fund raising

Fields of prior volunteer service:

- 15 \_\_\_ Cultural activities
- 16 \_\_\_ Economic development
- 17 \_\_\_ Education
- 18 \_\_\_ Youth programs
- 19 \_\_\_ Government, foreign or metropolitan affairs
- 20 \_\_\_ Health
- 21 \_\_\_ Human relations
- 22 \_\_\_ Recreation or sports
- 23 \_\_\_ Social service
- 24 \_\_\_ Beautification and/or ecologically oriented
- 25 \_\_\_ Other (specify) \_\_\_\_\_

Conversational proficiency in a language other than English

- 26 \_\_\_ Spanish
- 27 \_\_\_ French
- 28 \_\_\_ German
- 29 \_\_\_ Italian
- 30 \_\_\_ Chinese
- 31 \_\_\_ Japanese
- 32 \_\_\_ Other (specify)

For each possibility, enter a check if skill is desired. Otherwise leave blank.\*

Skill in sports

- 33 \_\_\_ Camping
- 34 \_\_\_ Hiking
- 35 \_\_\_ Baseball
- 36 \_\_\_ Football
- 37 \_\_\_ Basketball
- 38 \_\_\_ Volleyball
- 39 \_\_\_ Bowling
- 40 \_\_\_ Fishing
- 41 \_\_\_ Golf
- 42 \_\_\_ Tennis
- 43 \_\_\_ Swimming
- 44 \_\_\_ Track
- 45 \_\_\_ Other sports (specify) \_\_\_\_\_

\* This information can be related to the VITAL "Hobbies and Leisure Time Activities" form

## Art Skills

- 46 \_\_\_ Sculpture, Pottery  
 47 \_\_\_ Dancing (ballet, tap, social or prof.)  
 48 \_\_\_ Drawing, painting  
 49 \_\_\_ Instrumental music (specify)  
 50 \_\_\_ Vocal music  
 51 \_\_\_ Theatre arts  
 52 \_\_\_ Modeling, grooming, personal hygiene  
 53 \_\_\_ Reading aloud  
 54 \_\_\_ Musical appreciation  
 55 \_\_\_ Other arts (specify) \_\_\_\_\_

## Home Craft skills

- 56 \_\_\_ Home crafts (needlework, decoupage, knitting, etc.)  
 57 \_\_\_ Handicrafts (woodworking, metal working, do-it-yourself, etc.)  
 58 \_\_\_ Home decorating  
 59 \_\_\_ Gardening  
 60 \_\_\_ Cooking  
 61 \_\_\_ Flower arranging  
 62 \_\_\_ Sewing  
 63 \_\_\_ Auto repairing  
 64 \_\_\_ Other home crafts (specify) \_\_\_\_\_

## Hobby skills

- 65 \_\_\_ Magic  
 66 \_\_\_ Stamp collecting  
 67 \_\_\_ Coin, doubloon collecting  
 68 \_\_\_ Rock collecting  
 69 \_\_\_ Photography  
 70 \_\_\_ Bird watching  
 71 \_\_\_ Chess  
 72 \_\_\_ Bridge  
 73 \_\_\_ Square and round dancing  
 74 \_\_\_ Other hobby skills (specify) \_\_\_\_\_

## Technical skills \*

- 7 \_\_\_ Bookkeeping  
 8 \_\_\_ Academic Tutoring  
 9 \_\_\_ Salesmanship  
 10 \_\_\_ Typing  
 11 \_\_\_ Public speaking  
 12 \_\_\_ Creative writing  
 13 \_\_\_ Library - book binding  
 14 \_\_\_ Key punching  
 15 \_\_\_ Other technical skills (specify) \_\_\_\_\_

Relate to the VITAL "Talent and Special Skills" form

Possible types of service \*\*

- 16 \_\_\_ Work with the physically sick
- 17 \_\_\_ Work on civic projects
- 18 \_\_\_ Teach groups how to do something
- 19 \_\_\_ Deal with numbers and figures
- 20 \_\_\_ Teach or utilize handicraft skills
- 21 \_\_\_ Serve on an agency board
- 22 \_\_\_ Public speaking
- 23 \_\_\_ Handle correspondence, mailouts and envelope stuffing
- 24 \_\_\_ Organize activities of others
- 25 \_\_\_ Teach an individual how to do something
- 26 \_\_\_ Telephoning
- 27 \_\_\_ Work in the area of conservation or ecology
- 28 \_\_\_ Visit and encourage a lonely person
- 29 \_\_\_ Fund raising
- 30 \_\_\_ Serve on an agency administration sub-committee

In what fields would this volunteer's services be required?  
(Check all that apply.) \*\*\*

Cultural activities

- 31 \_\_\_ Performing for individuals or groups for instruction, entertainment or therapy
- 32 \_\_\_ Working for a cultural agency in a clerical, research or writing capacity
- 33 \_\_\_ Fund raising for a cultural organization
- 34 \_\_\_ Serving on the board of a specific cultural agency or an organization devoted to advancing culture at large

Economic development

- 35 \_\_\_ Bringing new business and industry to \_\_\_\_\_
- 36 \_\_\_ Offering advice and assistance to minority businessmen
- 37 \_\_\_ Serving on the board of a specific agency or an organization devoted to advancing economic development at large

Education

- 38 \_\_\_ Assisting with the education of individuals or groups in a special subject or skill
- 39 \_\_\_ Working for an educational institution in a clerical, research or writing capacity, or assisting the library staff
- 40 \_\_\_ Serving on the board of a specific educational institution or an organization devoted to the advancement of education

\*\* Relate to the VITAL "How Can Your Human Resources Be Fully Used" form, also

\*\*\* Relate to the VITAL "Knowledge and Skills Needed in an Occupation" form

## Foreign affairs

- 41 \_\_\_ Helping in offices that are involved in foreign affairs
- 42 \_\_\_ Serving as an interpreter or translator
- 43 \_\_\_ Entertaining foreign visitors
- 44 \_\_\_ Serving on the board of a specific agency or organization devoted to the advancement of foreign affairs

## Government or Metropolitan \_\_\_\_\_ affairs

- 45 \_\_\_ Working with a neighborhood improvement association
- 46 \_\_\_ Participating in groups working towards improving inter-parish affairs
- 47 \_\_\_ Helping in the preservation of local landmarks
- 48 \_\_\_ Serving on the board of a specific agency or organization devoted to advancement of \_\_\_\_\_ affairs

## Health

- 49 \_\_\_ Working directly with people with health problems
- 50 \_\_\_ Working in a health agency or institution in a clerical, research or writing capacity
- 51 \_\_\_ Fund raising for a health organization
- 52 \_\_\_ Serving on the board of a specific health agency or organization devoted to the advancement of health

## Human relations

- 53 \_\_\_ Working with group to develop better black-white relationships
- 54 \_\_\_ Working in an office whose primary concern is human relations
- 55 \_\_\_ Serving on the board of a specific agency or organization devoted to the advancement of human relations

## Recreation and sports

- 56 \_\_\_ Helping to teach leisure-time activities to individuals or groups
- 57 \_\_\_ Working as a coach or assistant coach in a sport
- 58 \_\_\_ Assisting in the recreation field in an administrative position
- 59 \_\_\_ Serving on the board of a specific recreational agency or organization devoted to the advancement of recreation and sports

## Youth program

- 60 \_\_\_ Working with an individual young person
- 61 \_\_\_ Working with a group of young people
- 62 \_\_\_ Working in an administrative position of an organization dealing with youth
- 63 \_\_\_ Serving on the board of a specific agency or organization devoted to the betterment of youth

Social service

- 64 .. Working with individuals, families or groups to meet physical and emotional needs
- 65 ... Working for a social service agency in a clerical, research or writing capacity
- 66 .. Fund raising for a particular social agency or a federated campaign
- 67 .. Serving on the Board of a specific social service agency or organization devoted to the advancement of social services

Beautification or ecologically oriented projects

- 68 .. Family planning population planning
- 69 .. Working on projects to physically improve or beautify neighborhoods
- 70 .. Working on air, water or waste pollution problems
- 71 .. Serving on the board of a specific agency or organization devoted to the advancement of beautification or ecology
- 72 XXX
  
- 73 .. Zip Code of Agency .....

VITAL CAREER INFORMATION CENTER  
 P. O. BOX 44064, CAPITOL STATION,  
 BATON ROUGE, LOUISIANA 70804

RESOURCE PERSONS AND ON-SITE VISITS RECOMMENDED FOR CAREER INFORMATION DIRECTORY

1. PERSONS COMPLETING FORM: \_\_\_\_\_; 2. TITLE: \_\_\_\_\_; 3. SUBJECT AREA(S): \_\_\_\_\_; 4. GRADE LEVEL(S): \_\_\_\_\_; 5. SCHOOL: \_\_\_\_\_; 6. ADDRESS: \_\_\_\_\_; 7. DATE: \_\_\_\_\_

INSTRUCTIONS: Please fill in the appropriate information in the spaces below for resource persons and on-site visits that you recommend as being helpful in career guidance and education programs. The information you furnish will be useful in the compiling of a Career Information Directory for school use. As soon as you have completed the form return it to the person coordinating the gathering of this information in your school for the VITAL Center.

RESOURCE PERSONS

8. NAME OF RESOURCE PERSON	9. POSITION	10. ORGANIZATION	11. ADDRESS	12. PHONE	13. OCCUPATIONAL OR CAREER AREA(S)	14. METHOD(S) OF PRESENTATION
Example: John Dowe	President	Community Bank	Room 11, Com. Bk. Bldg. 1000 Center St., City	224-5678 224-5679	banking services, accounting, machines, jobs from janitor to president	16 mm film, charts, discussion, questions

ON-SITE VISITS

15. NAME OF ORGANIZATION VISITED	16. ADDRESS	17. CONTACT PERSON/TITLE	18. PHONE	19. OCCUPATIONS OBSERVED	20. MATERIALS/ PROCESSES/ ACTIVITIES/ SERVICES
Example: Community Bank	Community Bank Building, 1000 Center St., City	John Dowe, President	224-5678 224-5679	janitor, messenger, cashier, teller, mch. opr, certy., pres.	Traced steps so through with deposits, loans, checks







VITAL CAREER INFORMATION CENTER  
 P O BOX 44064, CAPITOL STATION,  
 BATON ROUGE, LOUISIANA 70804

FORM 10

OCCUPATIONAL INFORMATION REPORTING AND EVALUATING FORM

Please complete a separate copy of this form for each type of occupational information or material that you use or can rate. Check the appropriate category and fill in the information requested below. Then, rate the material on the back of this sheet. Please return the completed form to the coordinator and the VITAL Career Information Center at the above address. The information you supply on the form for each piece of material will be used in compiling a resource materials bibliography to use in career guidance and education.

I. TYPE OF OCCUPATIONAL INFORMATION OR MATERIAL (Check)

A. AUDIO-VISUAL AIDS:

<input type="checkbox"/> CHART	<input type="checkbox"/> PHOTOGRAPH	<input type="checkbox"/> RECORDING TAPE (Cassette)
<input type="checkbox"/> DISPLAY	<input type="checkbox"/> PICTURE (Drawing)	<input type="checkbox"/> RECORDING TAPE (Reel)
<input type="checkbox"/> FILM (MOVIE)	<input type="checkbox"/> SLIDE	<input type="checkbox"/> PHONOGRAPH RECORD
<input type="checkbox"/> FILMSTRIP	<input type="checkbox"/> TRANSPARENCY	<input type="checkbox"/> OTHER TYPE: (State) _____
<input type="checkbox"/> MICROFILM	<input type="checkbox"/> TV OR VIDEO TAPE	

B. PUBLISHED MATERIALS:

<input type="checkbox"/> AUTOBIOGRAPHY	<input type="checkbox"/> JOB CLASSIFICATION PLAN IN SPECIFIC ORGANIZATION	
<input type="checkbox"/> BIOGRAPHY	<input type="checkbox"/> MAGAZINE, JOURNAL, OR PERIODICAL WITH CAREER INFO.	
<input type="checkbox"/> CAREER FICTION	<input type="checkbox"/> MANUAL FOR EXAMINING, SELECTING, CLASSIFYING,	
<input type="checkbox"/> DIRECTORY (CAREER INFO.)	<input type="checkbox"/> PLACING, TRAINING PERSONNEL	
<input type="checkbox"/> JOB DESCRIPTION	<input type="checkbox"/> RECRUITMENT LITERATURE	
<input type="checkbox"/> JOB FAMILY (CLUSTER)	<input type="checkbox"/> PERSONNEL HANDBOOK	<input type="checkbox"/> OTHER PUBLISHED
<input type="checkbox"/> JOBS IN SPECIFIC FIRM	<input type="checkbox"/> PAY PLAN OR SCHEDULE	MATERIALS: (State) _____

C. DATA PROCESSED INFORMATION OR PROGRAMMED INSTRUCTIONAL MATERIALS:

PRINTOUTS FROM DATA PROCESSED INFORMATION ON CAREERS  
 STUDENT INVENTORY, RECORDS, OR FOLLOW-UP DATA FOR USE IN CAREER GUIDANCE, EDUCATION  
 OTHER TYPES (State) \_\_\_\_\_

D. RESOURCE MATERIALS:

<input type="checkbox"/> ARTICLES HANDLED/SOLD	<input type="checkbox"/> PRODUCT(S) PRODUCED (SAMPLES OR EXAMPLES)
<input type="checkbox"/> ARTIFACTS/OBJECTS ACQUIRED	<input type="checkbox"/> SERVICES RENDERED-DEMONSTRATION, DRAMATIZATION
<input type="checkbox"/> EQUIPMENT OPERATED ON JOB	<input type="checkbox"/> TOOLS/ MATERIALS/ UNIFORMS USED ON THE JOB
<input type="checkbox"/> EQUIPMENT-MOCK-UP, MODEL, SIMULATED	<input type="checkbox"/> OTHER RESOURCE MATERIALS:(State) _____

II. DESCRIPTION OF INFORMATION

A. TITLE OR NAME: \_\_\_\_\_

B. AUTHOR OR RESOURCE PERSON: \_\_\_\_\_

C. PUBLISHER, PRODUCER, OR SOURCE: \_\_\_\_\_

D. ADDRESS OF SOURCE: \_\_\_\_\_

E. COPYRIGHT OR ISSUE DATE (if any): \_\_\_\_\_

F. LENGTH \_\_\_\_\_; SIZE: \_\_\_\_\_; SPEED:(FILM,TAPE,RECORD) \_\_\_\_\_

G. ILLUSTRATIONS:  COLOR;  BLACK AND WHITE; AMOUNT: \_\_\_\_\_; MATERIAL: \_\_\_\_\_

H. GRADE LEVEL(S) (Circle) PRE-,K 1 2 3 4 5 6 7 8 9 10 11 12 POST HIGH SCHOOL - \_\_\_\_\_

I. COST (if any): \_\_\_\_\_, DEWEY DECIMAL CLASSIFICATION (if known): \_\_\_\_\_; NO. \_\_\_\_\_

J. USEFUL TO:  STUDENT,  TEACHER;  COUNSELOR;  ADMINISTRATOR;  PARENT

K. OCCUPATIONS OR CAREERS RELATED TO: \_\_\_\_\_

II. PERSON REPORTING: \_\_\_\_\_; TITLE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_; ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_; PHONE: \_\_\_\_\_; DATE: \_\_\_\_\_

III. RATING OF OCCUPATIONAL INFORMATION OR MATERIAL

Please rate the occupational information or resource material previously listed by placing a check (✓) in the appropriate column for each of the following standards, using the rating scale given at the right below. An example is given.

After rating all of the items add the number of checks in each column and multiply the number of checks by the point value assigned, then add the sub-totals to supply a grand total.

RATING STANDARDS

RATING SCALE POINTS

A. BASIC PREPARATION:

	4 Excellent	3 Good	2 Average	1 Below Av.	0 Inferior/ Poor
Example: Expands knowledge of world of work			✓		
1. Author's or Resource Person's background, competencies stated					
2. Purposes, uses, and limitations clearly stated					
3. Timeliness and up-to-dateness (data, terms, charts, illustrations)					
4. Accurate statistical data, pertinent regionally, adequately stated					
5. Social and Economic Setting (nationally/locally) adequately covered					
6. Sources of information fully credited and identified (documented)					
7. Objectivity used in gathering and presenting material					
8. Style is clear, concise; suitable vocabulary; interesting; inviting					
9. Sufficient contents, index, and bibliography					

B. RELATIONSHIPS TO CAREER GUIDANCE AND EDUCATION:

1. Expands students' knowledge of the world of work					
2. Provides awareness of contributions of workers at various levels					
3. Stimulates appreciation of satisfactions found in/through work					
4. Relates to classroom subject matter and curriculum					
5. Provides orientation to concepts and skills needed for work					
6. Encourages using exploration skills to learn job characteristics					
7. Aids skill development in career choice, preparation, employment					
8. Fits pattern of curriculum scope and sequence for career education					
9. Stimulates setting of realistic aspirations, motivates reaching					
10. Appropriate to level of human growth and developed on level appropriate					
12. Allows for individual differences in self-concepts, interests, abilities, personal traits, knowledges, skills, and background					
a. Total number of checks in each column-----					
b. Sub-totals (Number of checks multiplied by point value of column)					
c. GRAND TOTAL (Total value of all sub-totals added together)-----					

**VITAL CAREER INFORMATION CENTER**  
**P. O. BOX 44064, CAPITOL STATION,**  
**BATON ROUGE, LOUISIANA 70804**

FORM 11 -- CHECK LIST FOR REQUESTING SPEAKER  
 (Adaptable for Interviews, On-Site Visits, Observations)

This is a teacher's guide for requesting a speaker. By contacting the counselor-coordinator you would locate the most appropriate resource person. The counselor can be of optimum service to you if you will do the following things needed for requesting a speaker:

- | <u>THINGS TO DO</u>   | <u>DATE</u> | <u>DONE</u> |
|---|-------------|-------------|
| 1. See three to four weeks before presentation .....  | _____       | _____       |
| 2. Contact counselor-coordinator .....  | _____       | _____       |
| 3. State the topic you would like to have presented .....   | _____       | _____       |
| 4. Describe the kind of speaker who would best meet the needs of your group, i.e. a. e. sex, ethnic background, size .....                                    | _____       | _____       |
| 5. Describe the unique needs and age group of your students .....   | _____       | _____       |
| 6. Contact speaker, discuss topic, needs, arrangements .....  | _____       | _____       |
| 7. Provide information about the location of your school, room: _____; date: _____, time: _____   | _____       | _____       |
| 8. Tell where the speaker will be met (school office, etc.) and the name of the person who will meet him (student host, etc.) Location: _____; Student: _____ | _____       | _____       |
| 9. Ask if the speaker has need of special equipment, facilities, project or extension card, etc., or pre-planning materials .....                             | _____       | _____       |
| 10. Be exact as to the amount of time provided for the speaker, and student's questions. Total time: _____  | _____       | _____       |
| 11. Request career literature if you want to use such information in a follow-up session .....  | _____       | _____       |
| 12. Follow up with speaker by mail with a letter and suggestions...   | _____       | _____       |
| 13. Thank the speaker by mail or in person to resource person.....  | _____       | _____       |
| 14. Fill in the back of this form and return to counselor) _____  | _____       | _____       |

LECTURER \_\_\_\_\_; CLASS PERIOD \_\_\_\_\_

NAME OF RESOURCE PERSON \_\_\_\_\_

TITLE OF POSITION \_\_\_\_\_

FIRM OR ORGANIZATION \_\_\_\_\_

TELEPHONE \_\_\_\_\_

CAREER COUNSELOR (COUNSELOR) \_\_\_\_\_

RECOMMENDATIONS \_\_\_\_\_

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VITAL CAREER INFORMATION CENTER  
P. O. BOX 44064, CAPITOL STATION,  
BATON ROUGE, LOUISIANA 70804

FORM 12

SUGGESTED LETTER TO RESOURCE PERSONS

(The items to be covered will vary with the developmental levels of the students to be served in line with an experience-based, sequential plan for career information, guidance, and education)

Dear \_\_\_\_\_:

Our \_\_\_\_\_ class, room \_\_\_\_\_, \_\_\_\_\_ School

wants to thank you for agreeing to be a resource person to help us in our career education program by making a presentation, providing interviews, on-site visitation, observation of workers, resource materials. We have made arrangements for this at \_\_\_\_\_ (location) \_\_\_\_\_, on \_\_\_\_\_, \_\_\_\_\_, at \_\_\_\_\_ (address) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, at \_\_\_\_\_ (day of week) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, at \_\_\_\_\_ (mo. day year) \_\_\_\_\_, \_\_\_\_\_ (time).

The following guide is suggested for your information, but this is flexible. It is important for this to be as current, concise, realistic and clear as possible for the age, development, grade level, and interests of students. The most appropriate items are checked, **which we need information on for the career(s) of \_\_\_\_\_.**

1. Name of occupation (Local job titles and Dictionary of Occupational Titles classifications may be used)
2. Types of employing establishments in which the occupations occur (the Standard Industrial Classification categories and names of local examples of businesses, industries, organizations may be used)
3. What you do in this job (Description of job duties, activities, and responsibilities; relationship of work to total organizational operation) (Illustrations, slides, production/organizational charts)
4. Where you work (Work location, environment, equipment (tools), clothes, conditions) (Illustrations, slides, photos, or other examples may be used)
5. When you work (Hours and days of work, including shifts, overtime, seasonal)
6. What this work will pay you (Amount of earnings per hour, day, week, month, or year - entry level, average, maximum gross and net pay)
7. Other benefits you have to help you on this job (Fringe benefits-- insurance, leave, bonuses, discounts, retirement, social security, union)
8. What future you have in this job (Prospects for employment now and in the future, opportunities for advancement within and beyond the job--ladder or promotion from entry level to highest attainable position in career area and in organization, technological changes)

9. What you should be like to do this job (Personal traits, attitudes, temperaments, interests, values, goals suitable for a career in this occupation; for promotion, advancement; organization's requirements)
10. What you need to know and be able to do in this job (Mental and physical abilities--aptitudes, knowledges, vocabulary, skills--level of speed and accuracy of abilities to work with data, ideas, people or things)
11. School work needed for this job (Course preparation and training needed)
12. Where you can learn how to do this job (Previous experience, activities at school or in career-related school, leisure-time, part-time, periodic, or full time jobs; on-the-job training, in-plant, apprenticeship, special vocational, technical, or college training; or other types of training)
13. Things you need to have before looking for this job (School records, applications, interview, certificate, license, physical exam, pre-employment tests, union membership or apprenticeship, tools, and other requirements)
14. Where to find this work around here (Places to apply for work and information needed)
15. Where else you can find out more about this kind of work (Job descriptions, audio-visual aids, published or duplicated materials, programmed print-out data processed information, resource materials, sources and addresses)
16. Other kinds of work almost like this occupation which you may consider
17. Any other information sought by students, such as; how and why you got into your job, what are the values, good/bad features, affect on family life, leisure time activities, hobbies, accomplishments, and other questions related to the career or occupation
18. Suggested follow-up activities to gain first-hand job knowledge, you can help with (In school; on-site visitations, interviews, observations, etc)

We appreciate your cooperation with us in our career education program, and look forward to participation in this activity.\*

Very truly yours,

\*State in which of the following areas you are available to serve as a resource person: 1) this school: \_\_\_\_\_, 2) other school within a designated area of the community as follows: \_\_\_\_\_, 3) all of the community \_\_\_\_\_, 4) parish \_\_\_\_\_, 5) region \_\_\_\_\_, 6) statewide \_\_\_\_\_.

VITAL CAREER INFORMATION CENTER  
P. O. BOX 44064, CAPITOL STATION,  
BATON ROUGE, LOUISIANA 70804

FORM 13  
GUIDELINES FOR SPEAKERS

We are very appreciative that you are willing to give up time from your busy schedule to talk with students about your career field. It has been our experience that students have concerns about things that are listed in the following questions, in addition to the basic occupational information requested in our letter. Would you please consider these in your presentation.

1. Why did you choose this type of work?
2. How did you get into your present occupation?
3. Why did you take this job?
4. Do you enjoy your work?
5. What do you especially like, find satisfying, and rewarding about your job?
6. What do you like least about your work?
7. How do you adjust to these dissatisfactions?
8. How hard is your work?
9. What kind of work load do you have?
10. What are the pressures, strains, or anxieties of your work?
11. Are you tired when you finish work?
12. Who depends on your work?
13. Upon whom do you depend?
14. Do you have security in your job?
15. Do you receive enough encouragement, credit, and recognition for your work?
16. How do you see your relationships to others in the business?
17. How do you see your job in relation to the organization as a whole?
18. How does your job affect your personal life?
19. Would you want your son or daughter to enter your career field?

- \_\_\_20. If so, what would be your advice to them?
- \_\_\_21. What difficulties do beginners often have in getting started in this career area?
- \_\_\_22. Are there problems getting this work because of sex, race, creed, color, or national origin?
- \_\_\_23. What special problems do entry workers have in adjusting to their first job?
- \_\_\_24. How can the school help prepare students for entering in this career?
- \_\_\_25. What other ways can you spend your time preparing for this career?

FORM 14 A  
SUGGESTED FORM FOR "EVALUATION OF RESOURCE PERSON"

Please complete this form after each use of a resource person and send a copy to the coordinator to assist you and the school in evaluating the benefits experienced and making improvements in future use of resource persons.

RESOURCE PERSON: \_\_\_\_\_; CAREER AREA/OCCUPATION: \_\_\_\_\_

SCHOOL: \_\_\_\_\_; COURSE TITLE: \_\_\_\_\_

GRADE LEVEL(S): \_\_\_\_\_; PERIOD/SECTION(S): \_\_\_\_\_; GROUP SIZE: M  F  T; TEACHER: \_\_\_\_\_

ACTIVITIES BEING EVALUATED	RATINGS (Check)					COMMENTS (Write/Type)
	Very Good	Good	Average	Below Average	Poor	
Type: (Check) A. <input type="checkbox"/> Speaker, B. <input type="checkbox"/> Interview, C. <input type="checkbox"/> On-site visitation, D. <input type="checkbox"/> Observation of worker	1.	2.	3.	4.	5.	
1. Planning						
2. Preparation						
3. Presentation as a whole						
4. Information supplied requested and needed about career area/occupation						
5. Kept students' attention						
6. Appropriate for students' developmental age and grade level(s)						
7. Data exact, current, factual, realistic with local applications						
8. Effective use of audio-visual aid, reading/resource materials						
9. Style is clear, concise, suitable vocabulary						
10. Stimulates students' awareness of, appreciation for, contributions of workers in the career area(s)/ occupation(s)						
11. Motivates and encourages further investigation of and preparation for career/occupations						
12. Related to school curriculum/course/classroom subject matter						
13. Overall learning purposes adequately fulfilled						
14. Resulted in profitable follow-up activities						
15. Recommendation for using resource person again						

(over) 130



State suggestions for improving future use:

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School	Teacher	Date
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Please complete this form after you have completed your activity, the benefits experienced, and the future.

RESOURCE PERSON: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE LEVEL(S): \_\_\_\_\_

ACTIVITIES BEING EVALUATED														
Type: (Check) A. Speaker,														
B. Interview, C. One-to-one														
ation, D. Observation of work														
1. Planning for presentation														
2. Preparation for presentation														
3. Presentation as a whole														
4. Information supplied regarding needed about career area														
5. Kept students' attention														
6. Appropriate for students' level mental age and background														
7. Data exact, current, factually true with local application														
8. Effective use of audio-visual reading material														
9. Appropriate use of materials available														
10. Stimulated interest in a presentation by worker or other occupational representative														
11. Motivated students to investigate the career														
12. Related to other subjects classroom subject matter														
13. Overall learning objectives fulfilled as a result of activity														
14. Resulted in students acting on their own														
15. Recommended for future use														

FORM 1  
TEACHER'S REPORTING FORM

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(Please complete each time you have used a resource person and return to school coordinator)

1. RESOURCE PERSON \_\_\_\_\_; 2. POSITION \_\_\_\_\_

3. BUSINESS NAME \_\_\_\_\_; 4. ADDRESS \_\_\_\_\_

5. ACTIVITY TYPE:	Presentation	Interview	On-Site Visitation	Workshop observation	Provided Materials:	Audio-Visual	Reading Material	Projected Data	Articles	Equipment	Models	Sample Products	Other (State)	6. ACTIVITY DATE
(Check) --	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. CAREER/OCCUPATIONAL AREA(S) \_\_\_\_\_

8. SCHOOL \_\_\_\_\_; 9. TEACHER \_\_\_\_\_; 10. COURSE \_\_\_\_\_

11. EVALUATION \_\_\_\_\_

12. SUGGESTIONS TO IMPROVE \_\_\_\_\_

VITAL CAREER INFORMATION CENTER

P. O. BOX 14064, CAPITOL STATION  
BATON ROUGE, LOUISIANA 70804

FORM 1  
RESOURCE PERSON'S REPORTING FORM

(Please complete each time you have used a resource person and return to school coordinator)

1. RESOURCE PERSON \_\_\_\_\_; 2. POSITION \_\_\_\_\_

3. BUSINESS NAME \_\_\_\_\_; 4. ADDRESS \_\_\_\_\_

5. ACTIVITY TYPE:	Presentation	Interview	On-Site Visitation	Workshop observation	Provided Materials:	Audio-Visual	Reading Material	Projected Data	Articles	Equipment	Models	Sample Products	Other (State)	6. ACTIVITY DATE
(Check) --	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. CAREER/OCCUPATIONAL AREA(S) \_\_\_\_\_

8. SCHOOL \_\_\_\_\_; 9. TEACHER \_\_\_\_\_; 10. COURSE \_\_\_\_\_

11. EVALUATION \_\_\_\_\_

12. SUGGESTIONS TO IMPROVE \_\_\_\_\_



EMPLOYEE  
INTERVIEW QUESTIONNAIRE

FORM 17

Participant \_\_\_\_\_

Employee \_\_\_\_\_

- I. Why are you working? \_\_\_\_\_
- A. Are you the major wage earner in your family? \_\_\_\_\_
- B. Do you enjoy your work? \_\_\_\_\_
- C. Why did you choose this type of work? \_\_\_\_\_
- D. Do you plan to stay with this type of work in the future? \_\_\_\_\_
- E. Have you ever thought of quitting? \_\_\_\_\_
- II. How hard do you work? \_\_\_\_\_
- A. Can you determine your overtime? \_\_\_\_\_
- B. What kind of work load do you have? \_\_\_\_\_
- C. What are your hours? \_\_\_\_\_
- D. Salary? Minimum \_\_\_\_\_ Maximum \_\_\_\_\_
- E. Other fringe benefits? \_\_\_\_\_
- III. Are there pressures, strains, or anxieties in your work? \_\_\_\_\_
- IV. What special problems do new employees frequently have in adjusting to the job? \_\_\_\_\_
- V. What are the most important personal characteristics for being successful in the job? \_\_\_\_\_
- VI. What other requirements are necessary for the job? \_\_\_\_\_
- A. Education? \_\_\_\_\_
- B. Special skills? \_\_\_\_\_
- C. On-the-job training? \_\_\_\_\_
- VII. In your opinion, what are the opportunities for advancement in your job? \_\_\_\_\_
- VIII. Are you secure in your job? \_\_\_\_\_
- IX. Do you get enough recognition from your work? \_\_\_\_\_
- X. What are your attitudes toward unions and union membership? \_\_\_\_\_

XI. Would you object to working with someone in a minority group?

\_\_\_\_\_

A. Do you have any minority group members working here? \_\_\_\_\_

XII. Does your employer encourage you to get more training? \_\_\_\_\_

\_\_\_\_\_

A. Do you feel limited because of your level of training? \_\_\_\_\_

\_\_\_\_\_

B. Would you change your background of training if you could? \_\_\_\_\_

\_\_\_\_\_

C. Do you want to have your son or daughter follow in your footsteps? \_\_\_\_\_

XIII. How do you see your relationship to the company as a whole? \_\_\_\_\_

\_\_\_\_\_

XIV. In your opinion, what can the school do to do a better job of preparing people to fit into your kind of job? \_\_\_\_\_

\_\_\_\_\_

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NOTES

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The following is an outline to aid you in determining what you ought to investigate under the various areas of a job analysis. Not all areas noted here will apply to every job or job field you study.

A. Nature of the work

1. What kind of a job is this?
2. What work would I actually be doing if I were to enter this field?
3. Why does this sort of work exist?
4. Could I really do this? If not, why?

Be thorough if you do this part.

B. Personal Requirements

1. What type of interests does this job require?
  - a. Do I possess these interests?
  - b. How do my interests relate to the interest requirements of this job?
  - c. Do my hobbies and leisure activities relate to the types of interests required by this job?
  - d. How do my abilities relate to the job requirements?

2. What abilities would I need in order to enter and perform this job?
  - a. Do I have the necessary abilities?
  - b. How do my abilities relate to the job requirements?
  - c. Do my school grades and test scores indicate that I have the necessary abilities?
  - d. Do my past experiences indicate that I have the necessary abilities?

3. What personality traits would I need in order to enter and perform this job?
  - a. Do I have the necessary personality traits?
  - b. How do my personality traits relate to the job requirements?
  - c. Do my past experiences indicate that I have the necessary personality traits?

4. What physical and health requirements of this job would I need to meet?
  - a. Do I have the necessary physical and health requirements?
  - b. How do my physical and health requirements relate to the job requirements?

5. What other requirements of this job would I need to meet?
  - a. Do I have the necessary other requirements?
  - b. How do my other requirements relate to the job requirements?

NY M 13 A2

VITAL CAREER INFORMATION CENTER  
PERSONAL QUALIFICATIONS FOR WORK -- SELF-EVALUATION

Please complete this form after you have read the occupational information on a VITAL Viewscript microfilm aperture card.

Name of the Job Title on the card used to complete this form: \_\_\_\_\_; D.O.T. No. \_\_\_\_\_

Listed below are some points covered on the card to help you see if the picture of yourself is similar to that for the occupation described on the card. Please place a check mark after each point in one of the three columns under the terms which seem to best describe your feelings about these.

	NOT SURE		NOT SURE	
	YES	NO	YES	NO
A. Would I like to do the duties of this job?				
B. Would I be willing to work where this type of job is located and under conditions existing?				
C. Would I work during the hours and the days given?				
D. Would I work at the rate of pay for this job?				
E. Does the job have the other benefits I want?				
F. Does the job offer the opportunities for getting started and the advancement I want?				
G. Do I have the personality traits for this job?				
H. Do I have the abilities (aptitudes) to do the job?				
I. Do I have the physical abilities to do this job?				
K. Have I used all the help available at my school to get ready for the job?				
L. Do I know the kinds of preparation and training necessary for this work?				
M. Do I know where I can learn how to do this job in school, on job, other way?				
N. Do I know the things that I need to get together before looking for work?				
O. Do I know where to look for this kind of work around here?				
P. Do I know where to find out more about this kind of work?				
Q. Do I know the other kinds of work almost like this that I can check on?				

If you have answered some of these questions "not sure" or "no" and you still wish to consider this occupation as a career, check the following steps you would like to take:  Talk this matter over with the counselor and/or a teacher;  Discuss this matter with your parents;  Talk to someone who knows more about the occupation;  Read additional information about the job. If you want to discuss this further with the counselor and/or teacher please fill out the following information about the job. The information on this form will be used to help you and not hurt your grades. Name \_\_\_\_\_, Age \_\_\_\_\_, School \_\_\_\_\_; Average Grades for \_\_\_\_\_; Grade \_\_\_\_\_

School Subjects: A B C D E, Best Subjects: \_\_\_\_\_; Poorest Subjects: \_\_\_\_\_

If you have taken the following please list the areas in which you received the highest scores: Kuder Interest Inventory: 1. \_\_\_\_\_; 2. \_\_\_\_\_; 3. \_\_\_\_\_; 4. \_\_\_\_\_

General Aptitude Test Battery (GATB): 1. \_\_\_\_\_; 2. \_\_\_\_\_; 3. \_\_\_\_\_; 4. \_\_\_\_\_; 5. \_\_\_\_\_; 6. \_\_\_\_\_

VITAL CAREER INFORMATION CENTER  
INTERESTS AND TEMPERAMENT (PERSONALITY CHARACTERISTICS)  
 SELF-EVALUATION FORM

Please complete this form on your interests and temperament (personality traits or characteristics) as you see them.

INTERESTS	TEMPERAMENT (PERSONALITY CHARACTERISTICS)																																																																																																																																																																						
<p>State your main interests _____</p> <p>State your main leisure time activities: _____</p> <p>If you have taken the Kuder Interest Inventory check the areas in which you had the highest scores: Outdoor Work _____; Mechanical _____; Computational _____; Scientific _____; Persuasive _____; Artistic _____; Literary _____; Musical _____; Social Service _____; Clerical _____</p>	<p>State those things that best describe your personality-- the real you: _____</p> <p>What do you think are your best personal characteristics: _____</p>																																																																																																																																																																						
<p style="text-align: center;"><b>INTEREST ACTIVITIES</b></p> <p>For <u>each</u> of the activities listed below check the <u>amount</u> of interest you have in it:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="5" style="text-align: center;">AMOUNT</th> </tr> <tr> <th style="text-align: center;">1. High</th> <th style="text-align: center;">2. Above Average</th> <th style="text-align: center;">3. Average</th> <th style="text-align: center;">4. Below Average</th> <th style="text-align: center;">5. Low</th> </tr> </thead> <tbody> <tr> <td>1. Working with things and objects</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>2. Dealing with people in the selling, providing, use of goods and services</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>3. Doing the same kinds of things in a set way</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>4. 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If you are not sure about some of your interests and temperaments and want to discuss these with your counselor and/ or teacher complete the following and bring this form in with you when you come for an interview:

Name: \_\_\_\_\_, Age: \_\_\_\_\_, School: \_\_\_\_\_, Grade: \_\_\_\_\_; Date: \_\_\_\_\_



FORM 182  
VITAL CAREER INFORMATION CENTER  
 PERSONAL TRAITS  
 SELF-EVALUATION FORM

Please check the amount that each one of the statements below describes how you look, work, or act.

PERSONAL TRAITS		AMOUNT				
RATE YOURSELF ON EACH STATEMENT	WAYS YOU LOOK, WORK OR ACT	Great Amount	Above Average	Average	Below Average	Little
		1	2	3	4	5
1.	Am attractive and keep neat					
2.	Am courteous, think of and respect others' feelings					
3.	Am dependable, complete jobs assigned					
4.	Use abilities to "think-up," start and make or do things					
5.	Am loyal, stand up for my school, group or church					
6.	Can remember and repeat things exactly as they were					
7.	Follow directions quickly					
8.	Am orderly and accurate					
9.	Keep cool, at ease, sure of self and abilities					
10.	Am prompt and do things on time					
11.	Am friendly, pleasant, easy to get along with					
12.	Am tactful, have skill in dealing with people					
13.	Other people trust and believe in me					
14.	Other ways work or act:					
	a.					
	b.					

If you are not sure about some of your traits and want to discuss these with your counselor and/or teacher, complete the following and bring this form in with you when you come for an interview:

Name: \_\_\_\_\_; Age: \_\_\_\_\_; School: \_\_\_\_\_; Grade: \_\_\_\_\_; Date: \_\_\_\_\_



VITAL CAREER INFORMATION CENTER  
 PHYSICAL ABILITIES AND ENVIRONMENTAL/WORKING CONDITIONS  
 SELF-EVALUATION FORM

Please complete this form only for physical abilities and the environmental or working conditions you prefer. For each physical ability, check the amount that you find you have. Also check the degree to which you prefer each environmental/working condition. Your main physical abilities are:

ABILITIES	PHYSICAL ABILITIES					ENVIRONMENTAL AND WORKING CONDITIONS				
	1. High	2. Above Average	3. Average	4. Below Average	5. Low	1. High	2. Above Average	3. Average	4. Below Average	5. Low
1. Standing						1. Indoors				
2. Walking						2. Outdoors				
3. Sitting						3. Inside container (Inner space)				
4. Lifting						4. Outside container (Outer space)				
5. Carrying						5. Deal with people				
6. Pushing						6. Be around people (not deal with)				
7. Pulling						7. Work alone, be by yourself				
8. Hand/Arm Use						8. Extreme Cold				
9. Foot/Leg Use						9. Extreme Heat				
10. Strength						10. Wet and/or Humid				
11. Climbing/Balancing						11. Noise and/or Vibration				
12. Stooping						12. Mechanical Hazards				
13. Kneeling						13. Electrical Hazards				
14. Crouching						14. Burn Hazards				
15. Crawling						15. Explosive Hazards				
						16. Radiant Energy Hazards (X-Ray)				
						17. Toxic/Allergy Hazards				
						18. Fumes				
						19. Odors				
						20. Dusts				
						21. Mists (liquid droplets in air)				
						22. Gases				
						23. Slow movement of air				
						24. Moving objects				
						25. Cramped Quarters				
						26. Other:				
						27. (				
						28. (				
						29. (				
						30. (				

If you want to discuss this form with your counselor and/or teacher in relation to occupations you are best suited for please state: Name \_\_\_\_\_; Age \_\_\_\_\_; School \_\_\_\_\_; Grade: \_\_\_\_\_, Date: \_\_\_\_\_ \$  
 Bring this completed form in with you when you come for an interview with your counselor and/or teacher. It will be used to help you.

VITAL CARD REPRODUCTION CENTER  
 FEDERAL BUREAU OF INVESTIGATION  
 U. S. DEPARTMENT OF JUSTICE

Please print name and address of person to whom this card should be mailed. If you are a member of the FBI, please print your name and address.

	Area	C	S	I	T
1. NAME					
2. ADDRESS					
3. PHONE NUMBER					
4. OCCUPATION					
5. EDUCATION					
6. RELIGION					
7. POLITICAL AFFILIATION					
8. MARITAL STATUS					
9. NUMBER OF CHILDREN					
10. MOTHER'S NAME					

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10. MOTHER'S NAME					



VITAL CAREER INFORMATION CENTER

1000 W. 14th Street, Baton Rouge, Louisiana 70804

Phone: (504) 388-7100

APPLICANT'S NAME: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_  
 CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 THIS FORM IS TO BE FILLED OUT BY THE APPLICANT OR BY THE MEMBER OF THE FAMILY WHO IS MOST FAMILIAR WITH THE APPLICANT'S INTERESTS AND ACTIVITIES. IT SHOULD BE COMPLETED BY THE MEMBER OF THE FAMILY WHO IS MOST FAMILIAR WITH THE APPLICANT'S INTERESTS AND ACTIVITIES. IT SHOULD BE COMPLETED BY THE MEMBER OF THE FAMILY WHO IS MOST FAMILIAR WITH THE APPLICANT'S INTERESTS AND ACTIVITIES. IT SHOULD BE COMPLETED BY THE MEMBER OF THE FAMILY WHO IS MOST FAMILIAR WITH THE APPLICANT'S INTERESTS AND ACTIVITIES.

ACTIVITY	INTERESTS				
	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
MAKE-UP (COSMETICS)					
METAL WORKING					
MODEL MAKING					
PHOTOGRAPHY					
PRINTING LITHO-GRAPHIC, COPIER, MAPS, ETC.					
SHIRT-MAKING/SEWING					
READING-NEWS, MAGAZINES, SERIALS, ETC.					
TELETYPE/TELETYPE					
TRAVELING (SEASIDE, AIRCRAFT)					
WATCHING TV, MOVIES, ETC.					
WORKING WITH TOOLS					
WORKING WITH MACHINES					
WORKING WITH ELECTRICITY					
WORKING WITH MECHANICAL DEVICES					
WORKING WITH METALS					
WORKING WITH WOOD					
WORKING WITH YARN					



HOBBIES AND LEISURE ACTIVITIES

INTERESTS

COLLECTING ACTIVITIES INTERESTS

LEISURE ACTIVITIES INTERESTS

STUDENT \_\_\_\_\_

SCHOOL \_\_\_\_\_

GRADE \_\_\_\_\_ CLASS \_\_\_\_\_

DATE \_\_\_\_\_

1. VERY MUCH  
2. MUCH  
3. SOME  
4. LITTLE  
5. NONE

1. VERY MUCH  
2. MUCH  
3. SOME  
4. LITTLE  
5. NONE

	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
ANTIQUES					
AUTOMOBILES					
BOOKS					
BOTTLES					
CHINA					
CARDS					
DISCS					
FLORA					
INDIAN ARTS					
INSECTS					
MINERALOGY					
ARTS					
PHOTOGRAPHY					
STAMP COLLECTING					
TOYS					
WILD BIRDS					
WILD FLOWERS					

ARTS					
ASTRONOMY					
CULTURE					
EXERCISE					
EXHIBITIONS					
FIELD TRIPS					
FIELD STUDY					
GARDENING					
GEOMETRY					
HISTORY					
LANGUAGE					
MAPS					
MATH					
MUSIC					
PHYSICS					
RECREATION					
SCIENCE					
SPORTS					
TELEVISION					
TRAVEL					
VIDEO					
WATER					
WEATHER					
WILDLIFE					
ZOOLOGICAL					



## HOBBIES AND LEISURE TIME ACTIVITIES (CONTINUED)

<u>COMPETITIVE SPORTS AND GAMES</u>		<u>INTERESTS</u>					<u>NON-COMPETITIVE SPORTS AND GAMES</u>		<u>INTERESTS</u>											
STUDENT _____	SCHOOL _____					STUDENT _____	SCHOOL _____					STUDENT _____	SCHOOL _____							
GRADE _____	CLASS _____	1. VERY MUCH 2. MUCH 3. SOME 4. LITTLE 5. NONE					GRADE _____	CLASS _____	1. VERY MUCH 2. MUCH 3. SOME 4. LITTLE 5. NONE					GRADE _____	CLASS _____	1. VERY MUCH 2. MUCH 3. SOME 4. LITTLE 5. NONE				
DATE _____	DATE _____						DATE _____	DATE _____						DATE _____	DATE _____					
ARCHERY						ACROBATICS						ACTING /								
AUTO-CYCLE						AMERICAN SPEAKING						ARTS /								
BALLET						BASKETBALL						BUILDING /								
BASEBALL						BOWLING						CAMPING /								
BASKETBALL						BOXING						CAR /								
BOWLING						BOY/GIRL SCOUTS						CHESS								
BOXING						CLUBS						COLLECTING								
CHASADRA						COMICS						COOKING								
CHESS						CONSTRUCTION						CRAFTS								
CLUBS						COURTSHIP						DANCE								
COMICS						CRAFTS						DRIVING								
CONSTRUCTION						COURTSHIP						EXERCISE								
COURTSHIP						DANCE						FISHING								
CRAFTS						DRIVING						GARDENING								
COURTSHIP						EXERCISE						GOLF								
DANCE						FISHING						GUNSHOOTING								
DRIVING						GARDENING						HUNTING								
EXERCISE						GOLF						INTERESTS								
FISHING						GUNSHOOTING						KNITTING								
GARDENING						HUNTING						MODELING								
GOLF						INTERESTS						PAINTING								
GUNSHOOTING						KNITTING						READING								
HUNTING						MODELING						REST								
INTERESTS						PAINTING						TRAVEL								
KNITTING						READING						WORK								
MODELING						REST														
PAINTING						TRAVEL														
READING						WORK														

HOBBIES AND LEISURE TIME ACTIVITIES (CONTINUED)

SPECTATOR ACTIVITIES

INTERESTS

(WATCHING/ LISTENING TO)

STUDENT \_\_\_\_\_

GRADE \_\_\_\_\_ CLASS \_\_\_\_\_

SCHOOL \_\_\_\_\_

DATE \_\_\_\_\_

	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
BALLETS					
CONCERTS					
MOVIES					
OPERAS					
PLAYS					
RADIO					
RECORDINGS					
SPORTING EVENTS					
TELEVISION					
OTHER : _____					





VITAL CAREER INFORMATION CENTER

P. O. BOX 44064, CAPITOL STATION,

BATON ROUGE, LOUISIANA 70804

FORM 20

TALENTS AND SPECIAL SKILLS FORM

CHECK THE AMOUNT THAT YOU LIKE EACH OF THE FOLLOWING ACTIVITIES ON THE RATING SCALE TO THE RIGHT, USING THE FOLLOWING GUIDE:  
 (1) HIGH, (2) ABOVE AVERAGE, (3) AVERAGE, (4) BELOW AVERAGE, (5) LOW INTEREST.

RATING SCALE

STUDENT \_\_\_\_\_

SCHOOL \_\_\_\_\_, GRADE \_\_\_\_\_

TYPE OF ACTIVITIES AND WHAT YOU DO

DEALING WITH DATA OR IDEAS-

0. SYNTHESIZING (PUTTING TOGETHER IDEAS, DATA, INFORMATION TO DISCOVER FACTS AND/OR DEVELOP UNDERSTANDINGS)

1. COORDINATING (SETTLING UP ORDERLY STEPS FOR GETTING WORK DONE OR ACTION TO BE TAKEN, ON BASIS OF DATA ANALYZED)

2. ANALYZING (EXAMINING/TESTING AND FINDING OUT THE ACCURACY AND VALUE OF DATA TO STATE HOW IT IS USEFUL)

3. COMPILING (GATHERING, PUTTING TOGETHER, OR CLASSIFYING INFORMATION ABOUT DATA, PEOPLE, THINGS OR ANY RECOMMEND OR CARRY OUT ACTION NEEDED)

4. COMPUTING (SOLVING MATHEMATICAL PROBLEMS AND REPORT RESULTS AND STATE WHAT ACTION CAN BE TAKEN FROM RESULTS)

5. COPYING (PUTTING DOWN IN WRITING SOMETHING HEARD OR READ, AND RECORING WORDS OR NUMBERS IN CERTAIN STEPS OR ORDER)

6. COMPARING (SEEING HOW DATA, PEOPLE, OR THINGS ARE THE SAME OR DIFFERENT BY USING SOME STANDARD TO SELECT, SORT, INSPECT, EXAMINE AND MAKE JUDGEMENTS ABOUT)

	1. HIGH	2. ABOVE AVERAGE	3. AVERAGE	4. BELOW AVERAGE	5. LOW
0. SYNTHESIZING (PUTTING TOGETHER IDEAS, DATA, INFORMATION TO DISCOVER FACTS AND/OR DEVELOP UNDERSTANDINGS)					
1. COORDINATING (SETTLING UP ORDERLY STEPS FOR GETTING WORK DONE OR ACTION TO BE TAKEN, ON BASIS OF DATA ANALYZED)					
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TALENTS AND SPECIAL SKILLS FORM (CONTINUED)

PLEASE CHECK THE AMOUNT THAT YOU LIKE EACH TYPE ACTIVITY:

TYPES OF ACTIVITIES AND WHAT YOU DO (CONTINUED)

RATING SCALE

1. HIGH	2. ABOVE AVERAGE	3. AVERAGE	4. BELOW AVERAGE	5. LOW
---------	------------------	------------	------------------	--------

DEALING WITH PEOPLE-

0. MENTORING (ADVISING, COUNSELING, GUIDING TO ASSIST OTHERS IN SOLVING THEIR PROBLEMS)									
1. NEGOTIATING (EXCHANGING IDEAS, INFORMATION, AND OPINIONS WITH OTHERS TO REACH AGREEMENT ON DECISIONS, CONCLUSIONS, OR SOLUTIONS TO PROBLEMS)									
2. INSTRUCTING (TEACHING OR TRAINING OTHERS BY EXPLAINING, SHOWING, SUPERVISING ACTIVITIES, AND RECOMMENDING IMPROVEMENTS)									
3. SUPERVISING (FINDS OUT THE WORK TO BE DONE, ASSIGNS AND TRAINS OTHERS WHAT TO DO, AND GETS THE WORK DONE THROUGH DIRECTION, COOPERATION AND ENCOURAGING WORKERS' PRODUCTION)									
4. DIVERTING (ENTERTAINING OR AMUSING OTHERS, USUALLY BY ACTING, SINGING, DANCING OR OTHER PERFORMANCES)									
5. PERSUADING (GETTING OTHERS TO BUY A PRODUCT, SERVICE, OR ACCEPT A POINT OF VIEW)									
6. SPEAKING-SIGNALING (EXCHANGING INFORMATION, GIVING ASSIGNMENTS OR DIRECTIONS BY TALKING OR USING SYMBOLS OR SIGNS)									
7. SERVING (ATTENDING TO THE NEEDS OR REQUESTS OF OTHERS BY QUICK ACTION)									
8. TAKING INSTRUCTIONS-HELPING (FOLLOWS ORDERS, HELPS AND ASSISTS WORKERS)									

TALENTS AND SPECIAL SKILLS FORM (CONTINUED)

RATING SCALE

PLEASE CHECK THE AMOUNT YOU LIKE EACH TYPE ACTIVITY:

TYPES OF ACTIVITIES AND WHAT YOU DO (CONTINUED)

1. HIGH	2. ABOVE AVERAGE	3. AVERAGE	4. BELOW AVERAGE	5. LOW
---------	------------------	------------	------------------	--------

DEALING WITH THINGS--

1. <u>PRECISION WORKING</u> (USING SPECIAL SKILLS AND ABILITIES TO PUT THINGS IN PROPER PLACE ON MACHINE OR ELSEWHERE AND SELECTING THE TOOLS OR MATERIALS NEEDED TO DO THE JOB, THEN CARRYING OUT THE TASKS NECESSARY TO COMPLETE THE JOB)					
2. <u>OPERATING-CONTROLLING</u> (STARTING, ADJUSTING, PLACING MATERIALS IN AND RUNNING A MACHINE, READING GAUGES, METERS, DIALS, TURNING VALVES TO REGULATE SPEED, VOLUME, TEMPERATURE, PRESSURE, MOTION OF EQUIPMENT AND MATERIALS)					
3. <u>DRIVING-OPERATING</u> (STARTING, STEERING, GUIDING, AND MOVING CONTROLS ON MACHINES OR EQUIPMENT TO FOLLOW A COURSE: MAKE, SHAPE OR RESHAPE MATERIALS: AND/OR MOVE THINGS OR PEOPLE)					
4. <u>MANIPULATING</u> (WORKING, MOVING, GUIDING, OR PLACING OBJECTS OR MATERIALS WITH THE USE OF HANDS, FINGERS, FEET, TOOLS OR OTHER EQUIPMENT)					
5. <u>TENDING</u> (STARTING, STOPPING, AND WATCHING THE OPERATION OF MACHINES AND EQUIPMENT, MAKING SIMPLE ADJUSTMENTS AND CHANGES IN PARTS)					
6. <u>FEEDING-OFFBEARING</u> (PUTS MATERIALS IN MACHINE, TAKES OUT AND MOVES)					
7. <u>HANDLING</u> (LIFTS, CARRIES, MOVES, OR HANDLES OBJECTS WITH HANDS/HANDTOOLS)					

VITAL CAREER INFORMATION CENTER

P. O. BOX 44064, CAPITOL STATION,  
BATON ROUGE, LOUISIANA 70804

FORM 21  
OCCUPATIONAL VALUES

RANK IN ORDER FROM HIGHEST (1) TO LOWEST (7) THE IMPORTANCE TO YOU  
OF THE OCCUPATIONAL VALUES LISTED BELOW:

<u>RANK</u>	<u>OCCUPATIONAL VALUES</u>	<u>DESCRIPTIONS</u>
_____	INTEREST AND SATISFACTION	- I VALUE AN OCCUPATION THAT CAN: - GIVE ME A CHANCE TO DO THE KIND OF WORK I LIKE - MAKE ME FEEL PLEASED AND HAPPY WHEN I DO IT
_____	ADVANCEMENT/ PROMOTION	- I VALUE AN OCCUPATION THAT CAN: - GIVE ME A CHANCE TO GET AHEAD BY LEARNING MORE - PROVIDE A GOOD OPPORTUNITY FOR ME TO ADVANCE - MAKE IT POSSIBLE FOR ME TO MOVE UP OR GET PROMOTED
_____	SALARY/WAGES/ EARNINGS/PAY	- I VALUE AN OCCUPATION THAT CAN: - PAY ME ENOUGH MONEY TO GET THINGS I NEED AND WANT - GIVE ME A GOOD INCOME - PROVIDE ME A GOOD LIVING
_____	PRESTIGE/ RECOGNITION	- I VALUE AN OCCUPATION THAT CAN: - CAUSE PEOPLE TO TRUST AND DEPEND UPON ME - LET ME GET CREDIT AND RESPECT FOR THE WORK I DO - MAKE ME FEEL IMPORTANT AND LOOKED UP TO BECAUSE OF IT
_____	PERSONAL/ INDIVIDUAL	- I VALUE AN OCCUPATION THAT CAN: - FIT IN WITH MY WAY OF LIFE - ALLOW ME TO DO WHAT I HAVE ALWAYS WANTED TO - PROVIDE AN IDEAL TYPE OF WORK FOR ME
_____	PREPARATION/ ABILITY	- I VALUE AN OCCUPATION IN WHICH I CAN: - USE MY EDUCATION AND TRAINING - APPLY MY APTITUDES AND TALENTS TO LEARN AND DO THINGS - DEVELOP SKILLS BY BECOMING GOOD AT THE THINGS I DO - DO THE KIND OF WORK FOR WHICH I AM BEST SUITED
_____	SECURITY/ PROTECTION	- I VALUE AN OCCUPATION IN WHICH: - I CAN GET STEADY, REGULAR WORK - THERE WILL USUALLY BE A DEMAND FOR WORKERS - JOB OPENINGS WILL OFTEN OCCUR - I CAN GET A JOB AND KEEP IT - I CAN GET SOME THINGS IN ADDITION TO PAY, SUCH AS: VACATIONS, SICK LEAVE, INSURANCE, SOCIAL SECURITY, RETIREMENT, PENSIONS, AND OTHER EMPLOYEE BENEFITS

STUDENT \_\_\_\_\_, SCHOOL \_\_\_\_\_

GRADE \_\_\_\_\_, DATE \_\_\_\_\_

VITAL CAREER INFORMATION CENTER

P. O. BOX 44064, CAPITOL STATION,

BATON ROUGE, LOUISIANA 70804

FORM 22

OCCUPATIONAL GOALS

RANK IN ORDER FROM HIGHEST (1) TO LOWEST (7) THE GOALS WHICH YOU WOULD LIKE TO REACH IN A CAREER, LISTED BELOW:

- | <u>RANK</u> | <u>GOALS</u>           | <u>DESCRIPTIONS</u>  |
|-------------|------------------------|--|
| _____       | FINANCIAL GOAL         | - WANT TO MAKE AS MUCH MONEY AS POSSIBLE<br>- BE ABLE TO GET THE THINGS YOU WANT.<br>- TO BUILD UP A COLLECTION, KEEP AND PRESERVE OBJECTS<br>- HAVE SAVINGS, OR INVESTMENTS FOR FUTURE INCOME AND SECURITY  |
| _____       | SOCIAL ACCEPTANCE GOAL | - WANT TO BE LOOKED UP TO BY OTHERS<br>- RECEIVE ATTENTION OF OTHERS AND BE ACCEPTED BY THEM<br>- GET OTHERS TO LIKE AND RESPECT YOU<br>- FEEL NEEDED AND WANTED AS A MEMBER OF THE GROUP  |
| _____       | AUTHORITY-POWER GOAL   | - WANT TO BE A BOSS, SUPERVISOR, MANAGER, OR LEADER<br>- BE ABLE TO CONTROL AND RUN THINGS<br>- HAVE THE RIGHT TO LEAD PEOPLE OR TELL THEM WHAT TO DO AND THE WAY TO DO IT   |
| _____       | WORK-CENTERED GOAL     | - WANT TO LEARN ALL YOU CAN ABOUT A JOB AND HOW TO DO IT<br>- DO A GOOD JOB SO YOU CAN GO AS FAR AS YOU CAN IN IT<br>- ENJOY WORKING AT A JOB THAT YOU LIKE IN BUSINESS, INDUSTRY, GOVERNMENT, OR IN WORK ON YOUR OWN  |
| _____       | SERVICE-CENTERED GOAL  | - WANT TO HELP OR BE OF SERVICE TO OTHERS<br>- BE ABLE TO TEACH OR TRAIN OTHERS<br>- HELP DEFEND OR PROTECT OTHERS<br>- ASSIST OTHERS TO IMPROVE THEMSELVES OR MEET THEIR PERSONAL NEEDS AS A PERSON AND MEMBER OF THE GROUP<br>- GUIDE OR COUNSEL OTHERS TO HELP THEM SOLVE PROBLEMS ABOUT JOBS, SCHOOL, DEALING WITH OTHERS AND THEMSELVES<br>- WANT OTHERS TO IMPROVE THEIR HEALTH OR CONDITION               |
| _____       | PERSONAL SUCCESS GOAL  | - WANT TO MAKE A NAME FOR YOURSELF TO PLEASE YOU<br>- BE SATISFIED WITH YOURSELF BY REACHING THE OBJECTIVE YOU SET FOR YOURSELF IN YOUR JOB OR CAREER<br>- MAKE THE MOST OF WHAT YOU HAVE LEARNED AND ARE ABLE TO DO WELL IN A JOB OR CAREER<br>- USE YOUR TALENTS, OR THE WAYS YOU THINK, LOOK AND ACT TO EXPRESS YOUR FEELINGS, AND IDEAS BY PERFORMANCES, WRITING, DRAWING, SINGING AND/OR PLAYING GAMES ETC. |
| _____       | FAMILY-CENTERED GOAL   | - WANT TO PROVIDE YOUR FAMILY A GOOD HOME LIFE<br>- KEEP YOUR WAY OF LIFE GOING IN YOUR FAMILY   |

STUDENT \_\_\_\_\_, BORN \_\_\_\_\_, GRADE \_\_\_\_\_

DATE \_\_\_\_\_

FORM 23  
DIMENSIONS OF VOCATIONAL NEEDS

Ask Yourself: How important is it to an ideal job for me, the kind of job I would most like to have?

Check the box on the right indicating the degree of importance you would personally attach to each item.

	Very Important 1.	Important 2.	Un- important 3.	Neither Important Nor Un- important 4.	Very Un- important 5.
1. <u>Ability Utilization</u> : I could do something that makes use of my abilities.					
2. <u>Achievement</u> : The job could give me a feeling of accomplishment.					
3. <u>Activity</u> : I could be busy all the time.					
4. <u>Advancement</u> : The job would provide an opportunity for advancement.					
5. <u>Authority</u> : I could tell people what to do.					
6. <u>Company Policies &amp; Practices</u> : The company would administer its policies fairly.					
7. <u>Compensation</u> : My pay would compare well with that of other workers.					
8. <u>Co-workers</u> : My co-workers would be easy to make friends with.					
9. <u>Creativity</u> : I could try out some of my own ideas.					







FORM 24. PEER EVALUATION

I am interested in learning more about how I work in a group. Would you please help me rate my behavior in this group? My name: \_\_\_\_\_

- 1. Behavior - observed very often
- 2. Behavior - observed often
- 3. Behavior - observed some
- 4. Behavior - observed little
- 5. Behavior - observed none

	Very Often	Often	Some	Little	None
	1.	2.	3.	4.	5.
1. Honest with other members.					
2. Contributes to the group.					
3. Expresses self clearly.					
4. Summarizes what is happening.					
5. Yields to group pressure, conforms.					
6. Provides helpful feedback to group members.					
7. Listens with understanding to what others say.					
8. Takes lead in selecting topics.					
9. Shows interest in people and their ideas.					
10. Knows when to talk and when to listen.					
11. Helps others feel at ease.					
12. Helps group to stay on subject.					
13. Shows that he likes us.					
14. Tends to wander off the topic.					
15. Annoys others.					
16. Sets himself apart from the group.					
17. Runs away when faced with a problem.					
18. Shows evidence of being well-informed regarding the task.					
19. Contributes ideas that move the group toward its goal.					
20. Applies knowledge to solution of problems.					
21. Functions, in general, as a helpful and productive group member.					

FORM 5  
KNOWLEDGES AND SKILLS NEEDED IN AN OCCUPATION

KNOWLEDGES AND SKILLS - LANGUAGE ARTS

DIRECTIONS: WRITE CODE LETTERS IN SPACES ON RIGHT TO INDICATE THE DEGREE OR AMOUNT OF KNOWLEDGE AND/OR SKILL NEEDED FOR THE PARTICULAR OCCUPATION. (CODE SCHOOL LEVEL: E - ELEMENTARY, JH - JUNIOR HIGH, SH - SENIOR HIGH SCHOOL; C-COLLEGE)

OCCUPATION: \_\_\_\_\_

RATING				
Very High	High	Moderate	Low	None
1	2	3	4	5

		Very High	High	Moderate	Low	None	
		1	2	3	4	5	
6. <u>EVALUATION</u>	1. MAKE JUDGEMENTS ON:						
	a. TECHNIQUES USED BY A SPEAKER IN ORAL PRESENTATIONS						
	b. INVOLVING THE COMPARISON OF READING SELECTIONS TO PERSONAL EXPERIENCES						
	c. GROUP DISCUSSIONS ON BASIS OF TECHNIQUES AND CONTENT						
	d. PERFORMANCE OF A MODERATOR IN A DISCUSSION						
	e. OPTIONS OF JOB OPPORTUNITIES ON BASIS OF INTERESTS, GOALS						
	f. READING MATERIALS						
	2. COMPARE AND/OR CONTRAST:						
	a. DIFFERENT AUTHORS' STYLES OF WRITING						
	b. ONE PERSON OR THING WITH ANOTHER PERSON OR THING						
	c. COMPARE AND EVALUATE MAJOR ALTERNATIVES						
	d. WRITTEN STATEMENTS, EDITORIALS, NEWS ARTICLES						
	e. THE RELEVANCY OF SCHOOL SUBJECTS TO PRESENT-DAY WORLD						
	3. INFER THE AUTHOR'S PURPOSE IN A BOOK OR ESSAY						
	5. <u>SYNTHESIS</u>	1. COMBINE CONCEPTS, PRINCIPLES, GENERALIZATIONS BY ORGANIZING SENTENCES AND PARAGRAPHS TO DEVELOP A TOPIC					
		2. PRODUCE A FACTUAL REPORT FROM NOTES AND OUTLINE					
		3. WRITE ORIGINAL STORIES, POEMS, COMPOSITIONS					
		4. DEVELOP DRAMATIC TECHNIQUES					
5. DESIGN A METHOD FOR MASTERING THE SPELLING OF WORDS							
6. EXPRESS IDEAS IN VARIOUS WAYS ORALLY AND IN WRITING							
7. ORGANIZE WORK ASSIGNMENTS							
8. WRITE A NEWS ARTICLE							
9. TELL A PERSONAL EXPERIENCE EFFECTIVELY							
10. PLAN A DEBATE, PANEL DISCUSSION							
11. WRITE A RESEARCH PAPER							
4. <u>ANALYSIS</u>	1. READ CRITICALLY						
	2. MAKE INFERENCES DERIVED FROM A GIVEN PARAGRAPH						
	3. DETERMINE RELATIONSHIPS AMONG IDEAS IN A PARAGRAPH						
	4. DETERMINE FORM AND MATTER IN A LITERARY WORK						
	5. PERCEIVE:						
	a. CONTENT AND SPEECH TECHNIQUES FROM ORAL PRESENTATIONS						
	b. DIFFERENCES IN WRITTEN PRESENTATIONS						
	c. AUTHOR'S INTENT OR POINT OF VIEW, HIDDEN MEANING						
	d. TECHNIQUES USED IN WRITTEN WORKS						
	6. ANALYZE:						
	a. VIEWPOINTS IN EDITORIALS, NEWS ARTICLES						
	b. WRITTEN AND ORAL PRESENTATIONS						
	c. OBSERVATIONS						
d. TV PROGRAMS OR MOVIES							
7. DIFFERENTIATE SIMILARITIES AND DIFFERENCES							
8. DEDUCE DETAIL IN WRITTEN AND ORAL PRESENTATIONS							
3. <u>APPLICATION</u>	1. READ WITH MEANING						
	2. WRITE WITH CLARITY						
	3. INTERACT VERBALLY WITH OTHERS						
	4. LISTEN INTENTIVELY						
	5. USE CORRECTLY:						
	a. SPELLING RULES						
	b. GRAMMATIC PRINCIPLES						
	c. PUNCTUATION AND CAPITALIZATION RULES						
	d. DICTIONARY AND REFERENCE MATERIALS						
	e. TECHNIQUES OF CREATIVE WRITING						
6. FOLLOW ORAL AND WRITTEN INSTRUCTIONS, DIRECTIONS							
2. <u>COMPREHENSION</u>	1. INTERPRET:						
	a. WRITTEN INSTRUCTIONS, DIRECTIONS, AND INFORMATION						
	b. ORAL INSTRUCTION, DIRECTIONS, AND INFORMATION						
	c. PICTORIAL, GRAPHICAL, AND SYMBOLIC INFORMATION						
	2. RECOGNIZE:						
	a. WORDS						
	b. SENTENCES						
	c. PARAGRAPHS						
	d. MAIN IDEAS						
	SUMMARIZE:						
	a. PARAGRAPHS						
	b. STORIES						
	c. REPORTS						

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**LANGUAGE KNOWLEDGES AND SKILLS BASED UPON THE D.O.T. Scale of General Education (GED)**

LEVEL	REASONING DEVELOPMENT	Language Development	LANGUAGE DEVELOPMENT
6	<p>Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (graphs, musical notation) in its most difficult phases. Deal with a variety of abstract and concrete variables. Appreciate the most abstruse classes of concepts.</p>	<p>Comprehension and expression of a level to</p> <ul style="list-style-type: none"> <li>- Report, write, or edit article for such publications as newspapers, magazines, and technical or scientific journals.</li> <li>- Prepare and draw up deeds, leases, wills, mortgages, and contracts.</li> <li>- Prepare and deliver lectures on politics, economics, education, or science.</li> <li>- Interview, counsel, or advise such people as students, clients, or patients, in such matters as welfare eligibility, vocational rehabilitation, mental hygiene, or marital relations.</li> <li>- Evaluate engineering technical data to design buildings and bridges.</li> </ul>	<p><b>Reading:</b> Read literature, book and play reviews, scientific and technical journals, abstracts, financial reports, and legal documents.</p> <p><b>Writing:</b> Write novel, plays, editorials, letters, speeches, manuals, critiques, poetry, and songs.</p> <p><b>Speaking:</b> Conversant in the theory, principles, and methods of effective and persuasive speaking, voice and diction, phorhetics, and discussion and debate.</p>
5	<p>Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables.</p>	<p>Same as Level 6.</p>	<p>Same as Level 6.</p>
4	<p>Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.</p>	<p>Comprehension and expression of a level to</p> <ul style="list-style-type: none"> <li>- Transcribe dictation make appointments for executive and handle his personal mail, interview and screen people wishing to speak to him, and write routine correspondence on own initiative.</li> <li>- Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in services of agency.</li> <li>- Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.</li> </ul>	<p><b>Reading:</b> Read novels, poems, newspapers, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias.</p> <p><b>Writing:</b> Prepare business letters, expostions, summaries, and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction, and style.</p> <p><b>Speaking:</b> Participate in panel discussions, dramatizations, and debates. Speak extemporaneously on a variety of subjects.</p>

<p>Apply commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.</p>	<p>Comprehension and expression of a level to</p> <ul style="list-style-type: none"> <li>—File, post, and mail such material as forms, checks, receipts, and bills.</li> <li>—Copy data from one record to another, fill in report forms, and type all work from rough draft or corrected copy.</li> <li>—Interview members of household to obtain such information as age, occupation, and number of children, to be used as data for surveys, or economic studies.</li> <li>—Guide people on tours through historical or public buildings, describing such features as size, value, and points of interest.</li> </ul>	<p><b>Reading:</b> Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work.</p> <p><b>Writing:</b> Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.</p> <p><b>Speaking:</b> Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.</p>
<p>Apply commonsense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.</p>	<p>Comprehension and expression of a level to</p> <ul style="list-style-type: none"> <li>—Learn job duties from oral instructions or demonstration.</li> <li>—Write identifying information, such as name and address of customer, weight, number, or type of product, on tags, or slips.</li> <li>—Request orally, or in writing, such supplies as linen, soap, or work materials.</li> </ul>	<p><b>Reading:</b> Passive vocabulary of 5,000-6,000 words. Read at rate of 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation. Read instructions for assembling model cars and airplanes.</p> <p><b>Writing:</b> Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.</p> <p><b>Speaking:</b> Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.</p>
<p>Apply commonsense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.</p>	<p>Comprehension and expression of a level to</p> <ul style="list-style-type: none"> <li>—Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute.</li> <li>—Compare similarities and differences between words and between series of numbers.</li> <li>—Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.</li> </ul>	<p><b>Reading:</b> Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.</p> <p><b>Writing:</b> Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.</p> <p><b>Speaking:</b> Speak simple sentences, using normal word order, and present and past tenses.</p>

3

2

1

KNOWLEDGES AND SKILLS NEEDED IN AN OCCUPATION

KNOWLEDGES AND SKILLS - MATHEMATICS

DIRECTIONS: WRITE CODE LETTER(S) IN SPACES ON RIGHT TO INDICATE THE DEGREE OR AMOUNT OF KNOWLEDGE AND/OR SKILL NEEDED FOR THE PARTICULAR OCCUPATION. (CODE SCHOOL LEVEL: E - ELEMENTARY; JH - JUNIOR HIGH; SH - SENIOR HIGH SCHOOL; C-COLLEGE)

OCCUPATION: \_\_\_\_\_

Very High	High	Intermediate	Low	None
1	2	3	4	5

- 6. EVALUATION
  - 1. EVALUATE:
    - 1. DETERMINANT FACTORS
    - 2. CONSUMER BUYING
    - 3. COST OF LIVING
  - 2. MAKE DECISIONS CONCERNING:
    - 1. PERSONAL FINANCES
    - 2. COMPARATIVE BUYING
    - 3. COST ESTIMATING
    - 4. PROBLEM SOLVING
  - 3. APPRAISE:
    - 1. BUSINESS, INDUSTRIAL, FINANCIAL MARKET QUOTATIONS
    - 2. VALUE OF THE DOLLAR
  - 4. JUDGE THE ADEQUACY WITH WHICH CONCLUSIONS ARE SUPPORTED BY STATISTICAL DATA
  - 5. JUDGE LOGICAL FALLACIES IN STATISTICAL DATA
  - 6. COMPARE INTEREST RATES OF MONEY LENDERS
  - 7. COMPARE EARNINGS FROM PAYMENTS PER HOUR VERSUS PIECEWORK
  - 8. COMPARE COST OF NEW VERSUS COST OF OLD ITEMS
  - 9. COMPARE NUMERICAL VALUES (LOWEST-HIGHEST; LARGEST-SMALLEST)
- 5. SYNTHESIS
  - 1. DESIGN TABLES, GRAPHS, AVERAGES, AND OTHER DATA
  - 2. PLAN NEW SOLUTIONS TO NUMERICAL PROBLEMS
  - 3. PRODUCE GRAPHIC REPRESENTATIONS
  - 4. DEVELOP FORMULAS
  - 5. PREPARE FLOW CHARTS
  - 6. PLAN GEOMETRIC EXPERIMENTS
  - 7. PLAN PERSONAL FINANCES (BUDGETS)
  - 8. ORGANIZE STATISTICAL DATA
  - 9. COMBINE CONCEPTS, PRINCIPLES, GENERALIZATIONS IN PROBLEM SOLVING
- 4. ANALYSIS
  - 1. DETERMINE PROCEDURES IN PROBLEM SOLVING
  - 2. EVALUATE THE RELEVANCY OF DATA
  - 3. DRAW CONCLUSIONS REGARDING PROBLEMATIC SITUATIONS
  - 4. ANALYZE MATHEMATICAL SOLUTIONS
  - 5. FORM GENERALIZATIONS FROM CONCEPTS
  - 6. DETERMINE BASIC ARITHMETIC REASONING
  - 7. DIFFERENTIATE BETWEEN MATHEMATICAL CONCEPTS AND OPERATIONS
- 3. APPLICATION
  - 1. MAKE GRAPHIC REPRESENTATIONS OF NUMERICAL QUANTITIES
  - 2. USE MEASUREMENT EQUIVALENTS, RATIOS, AND PROPORTIONS
  - 3. READ DISTANCES AND SCALES (CALENDARS, SOCIAL RECORDS, METERS)
  - 4. APPLY MATHEMATICAL MANIPULATIONS
  - 5. SOLVE MATHEMATICAL PROBLEMS:
    - 1. USE BASIC MATH FACTS
    - 2. COMPUTE
    - 3. CALCULATE
- 2. CONCEPTS
  - 1. UNDERSTAND MATHEMATICAL TERMS
  - 2. UNDERSTAND THE USE OF:
    - 1. WHOLE NUMBERS
    - 2. PLACE VALUE
    - 3. FRACTIONS
    - 4. MEASUREMENT
    - 5. GEOMETRIC CONCEPTS
    - 6. ALGEBRAIC CONCEPTS
    - 7. PERCENTAGE FORMULAS
    - 8. CALCULUS
    - 9. STATISTICS
    - 10. TIME AND CHRONOLOGY
- 1. KNOWLEDGE
  - 1. MATHEMATICAL TERMS
  - 2. BASIC MATH FACTS
  - 3. NUMERICAL AND ALGEBRAIC FACTS
  - 4. GRAPHICS
  - 5. GEOMETRY
  - 6. SETS AND LOGIC
  - 7. PROBLEM SOLVING
  - 8. TIME AND CHRONOLOGY
  - 9. FRACTIONS
  - 10. MATH SYMBOLS





# MATHEMATICS

## KNOWLEDGES AND SKILLS BASED UPON THE D.O.T. Scale of General Education Development (GED)

LEVEL	REASONING DEVELOPMENT	Mathematical Development	MATHEMATICAL DEVELOPMENT
6	<p>Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstract classes of concepts.</p>	<p>Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations.</p>	<p>Advanced calculus: Work with limits, continuity, real number systems, mean value theorems, and implicit function theorems.</p> <p>Modern algebra: Apply fundamental concepts of theory of groups, rings, and fields. Work with differential equations, linear algebra, finite series, advanced operations methods and functions of real and complex variables.</p> <p>Statistics: Work with mathematical statistics, mathematical probability and applications, experimental design, statistical inference and econometrics.</p>
5	<p>Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables.</p>	<p>Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.</p>	<p>Algebra: Work with exponents and logarithms, linear equations, quadratic equations, mathematical induction and binomial theorem, and permutations.</p> <p>Calculus: Apply concepts of analytic geometry, differentiations and integration of algebraic functions with applications.</p> <p>Statistics: Apply mathematical operations to frequency distributions, reliability and validity of tests, normal curve, analysis of variance, correlation techniques, chi-square application and sampling theory and factor analysis.</p>
4	<p>Apply principles of rational systems<sup>1</sup> to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.</p>	<p>Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.</p>	<p>Algebra: Deal with system of real numbers, linear, quadratic, rational, exponential, logarithmic, angle and circular functions and inverse functions; related algebraic solution of equations and inequalities, limits and continuity, and probability and statistical inference.</p> <p>Geometry: Deductive axiomatic geometry, plane and solid; and rectangular coordinates.</p> <p>Shop Math: Practical application of fractions, percentages, ratio and proportion, mensuration, logarithms, slide rule, practical algebra, geometric construction, and essentials of trigonometry.</p>

3	<p>Apply commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.</p>	<p>Make arithmetic calculations involving fractions, decimals and percentages.</p>	<p>• Compute discount, interest, profit, and loss; commission, markup, and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures.</p> <p>Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals.</p> <p>Geometry: Calculate plane and solid figures; circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles.</p>
2	<p>Apply commonsense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.</p>	<p>Use arithmetic to add, subtract, multiply, and divide whole numbers.</p>	<p>Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.</p>
1	<p>Apply commonsense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.</p>	<p>Perform simple addition and subtraction, reading and copying of figures, or counting and recording.</p>	<p>Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5.</p> <p>Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.</p>



KNOWLEDGES AND SKILLS NEEDED IN AN OCCUPATION

KNOWLEDGES AND SKILLS - SCIENCE

DIRECTIONS: WRITE CODE LETTER(S) IN SPACES ON RIGHT TO INDICATE THE DEGREE OR AMOUNT OF KNOWLEDGE AND/OR SKILL NEEDED FOR THE PARTICULAR OCCUPATION. (CODE SCHOOL LEVEL: E - ELEMENTARY; JH - JUNIOR HIGH; SH - SENIOR HIGH SCHOOL; C - COLLEGE)

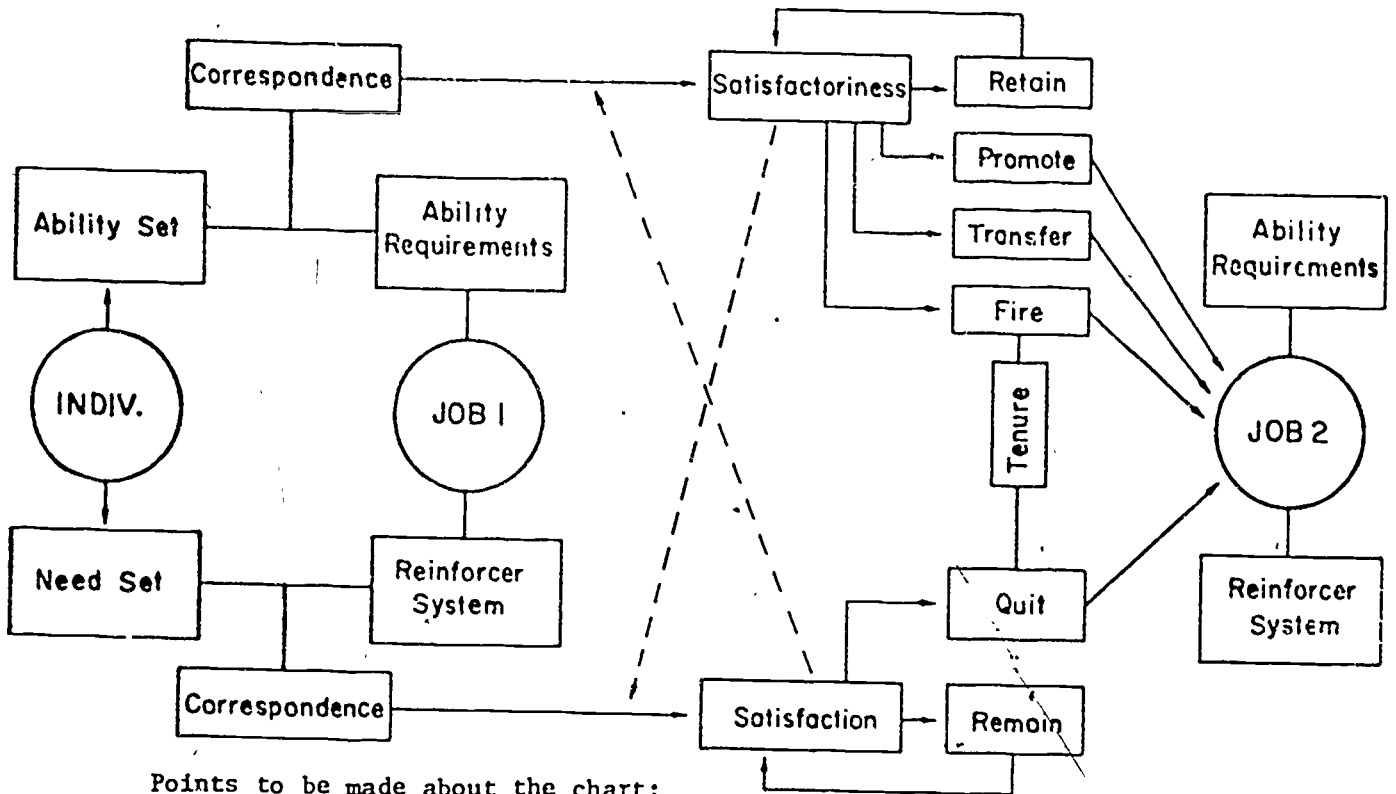
OCCUPATION: \_\_\_\_\_

RATING				
Very High	High	Moderate	Low	None
1	2	3	4	5

6. REASONING	1. MAKE JUDGMENT ON: 1.1. CONTACT OF AN ENVIRONMENT 1.2. CHARACTERISTICS OF PROPERTIES 1.3. ORAL AND WRITTEN INFORMATION OR REPORT 1.4. MAKE DECISIONS IN TERMS OF RELEVANT CRITERIA 1.5. DECIDE ON FACTORS USED AS DETERMINANTS 1.6. USE DATA AND CRITERIA TO MAKE DECISIONS 1.7. DECIDE EFFICACY OF PERFORMING EXPERIMENTS 1.8. MAKE DECISION ON SCIENCE EQUIPMENT NEEDED 1.9. EVALUATE THE EXTENT SCIENCE METHODS ARE USED				
5. SYNTHESIS	2. DESIGN EXPERIMENT 2.1. DESIGN AND PRESENT DEMONSTRATION 2.2. DESIGN CHEMICAL REPRESENTATION 2.3. DESIGN PROCEDURE FOR STUDYING PROBLEMS 2.4. DESIGN INVESTIGATION OF PROBLEMS 2.5. PRODUCE NEW IDEAS OR PLAN FOR SOLUTION OF PROBLEM 2.6. COMBINE CONCEPTS, GENERALIZATIONS, PRINCIPLES 2.7. ORGANIZE INFORMATION AND IDEAS				
4. ANALYSIS	3. DETECT LOGICAL ERRORS, UNSTATED ASSUMPTIONS 3.1. QUESTION UNSUPPORTED GENERALIZATION 3.2. ANALYZE INFORMATION AND DEFINE PROBLEM 3.3. FORM GENERALIZATION REGARDING CONCEPT AND PRINCIPLES 3.4. DETERMINE LOGICAL FALLACIES IN REASONING 3.5. DISTINGUISH BETWEEN FACTS AND INFERENCE 3.6. ANALYZE LAWS AND PRINCIPLES				
3. APPLICATION	4. APPLY FACTS, CONCEPTS, LAWS, PRINCIPLES 4.1. USE SUITABLE SCIENCE TERMS 4.2. USE SUITABLE SCIENCE EQUIPMENT 4.3. CLASSIFY GROUP OF OBJECTS 4.4. USE SYMBOLS TO EXPRESS, RECORD, AND INTERPRET DATA 4.5. PREPARE DEMONSTRATION 4.6. PERFORM EXPERIMENTS 4.7. USE APPROPRIATE CATEGORIES TO ORGANIZE KNOWLEDGE 4.8. WRITE ORAL AND WRITTEN REPORTS				
2. COMPREHENSION	5. RECOGNIZE SCIENTIFIC TERMS 5.1. SKILL IN OPERATION OF SCIENCE EQUIPMENT 5.2. DESCRIBE COMMON CHARACTERISTICS OF ELEMENTS 5.3. TAKE IN OBSERVATION OF NATURAL PHENOMENA 5.4. INTERPRET SCIENTIFIC INFORMATION 5.5. DESCRIBE PROPERTIES, FEATURES, AND STRUCTURES OF OBJECTS 5.6. UNDERSTAND SPECIFIC PROCEDURES AND PRINCIPLES 5.7. INTERPRET EFFECT OF SCIENCE AND TECHNOLOGY ON SOCIETY 5.8. MAKE APPROPRIATE GENERALIZATION 5.9. RECOGNIZE TECHNIQUE OF OBSERVING, MEASURING, CLASSIFYING 5.10. DESCRIBE SCIENTIFIC PROBLEMS AND ISSUES				
1. KNOWLEDGE	6. SCIENTIFIC TERMS 6.1. NAMES OF EQUIPMENT 6.2. LIFE SCIENCE 6.3. PHYSICAL SCIENCE 6.4. EARTH SCIENCE 6.5. SCIENTIFIC SYMBOLS 6.6. LAWS AND PRINCIPLES 6.7. BASIC CONCEPTS 6.8. COMMON VULGAR TERMS SCIENTIFIC IN USE 6.9. FUNDAMENTAL TECHNIQUE ASSOCIATED WITH INQUIRY a. OBSERVING b. MEASURING c. CLASSIFYING d. COMMUNICATING e. PREDICTING f. INFERRING 6.10. APPROPRIATE SOURCE OF INFORMATION 6.11. SCIENTIFIC EXPERIMENT				

200





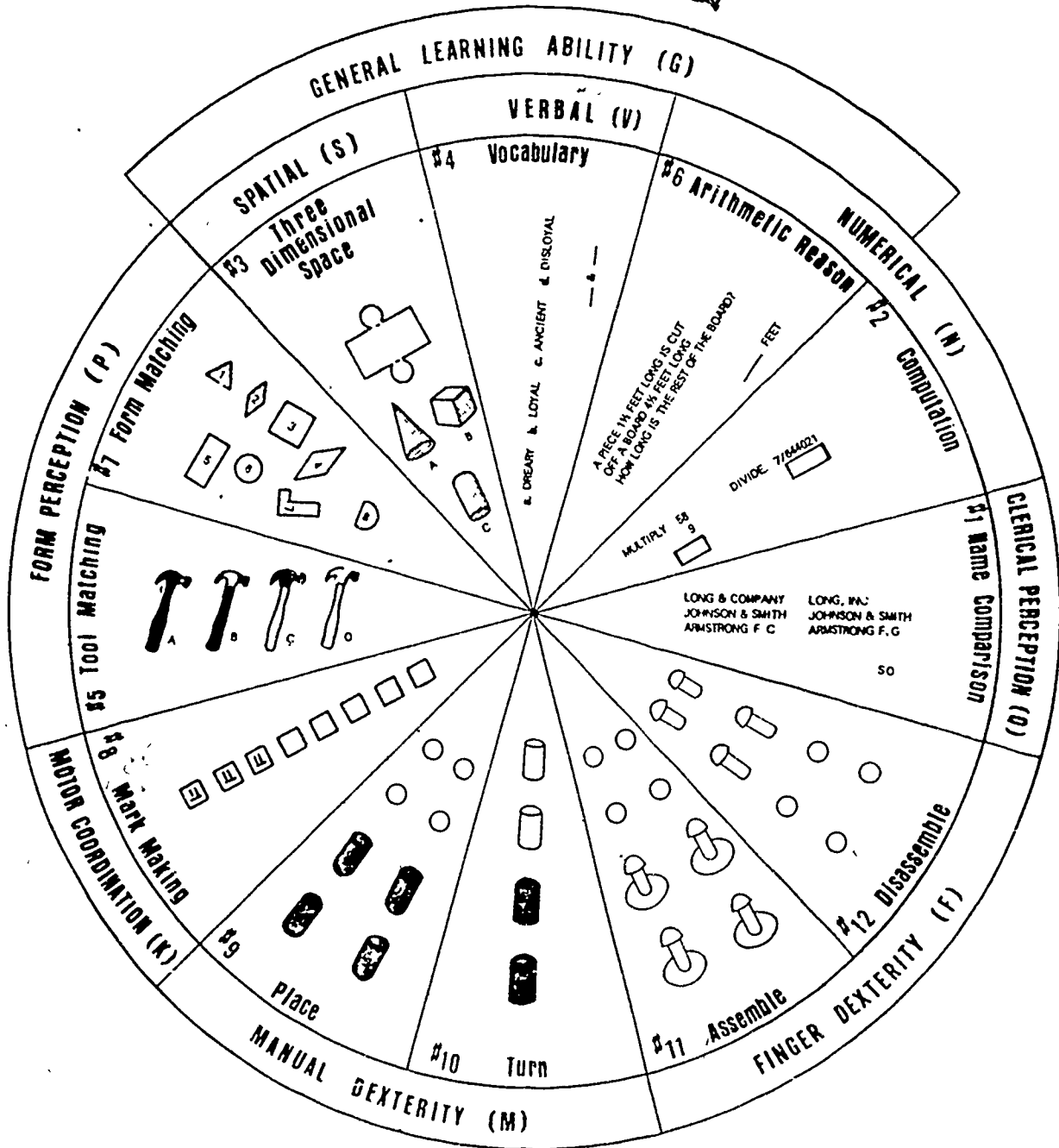
Points to be made about the chart:

- a. Jobs can be described in terms of the abilities required. (e.g., clerical skills, ability to sell, mathematical ability, etc.).
- b. Individuals can be described in terms of the abilities they have (e.g., clerical, artistic, technical knowledge, etc.).
- c. "Satisfactoriness" -- the employer's evaluation of the employees -- depends on the correspondence between the abilities required and the abilities possessed by employees.
- d. Jobs can also be described in terms of the "reinforcers" or rewards that are available to workers (e.g., responsibility, social service, variety, etc.).
- e. Individuals can be described in terms of the psychological needs they have (e.g., advancement, variety, authority). (See list in Appendix to this unit).
- f. Job "satisfaction" depends on the extent to which a job provides the "reinforcers" or rewards which meet the individual's needs.
- g. Satisfactoriness - ability to perform the job well - and satisfaction - the extent to which the job satisfies psychological needs - are interdependent. (E.g., If one performs well he is likely to get a sense of achievement, recognition, more responsibility, etc. Or, if one is satisfied he is more likely to be motivated to use his abilities in performing well.)
- h. When one is choosing an occupation, he should consider whether he has the abilities required and if the occupation offers the rewards he seeks.

# Aptitude-Parts Chart

The parts Chart below shows a sample item for each of the twelve test parts of the General Aptitude Test Battery. One purpose of the chart might be to help you recall your experiences in responding to each test part. Notice that there are nine aptitudes being measured by the GATB.

APTITUDE - PARTS CHART



VITAL CAREER INFORMATION CENTER

P. O. BOX 44064, CAPITOL STATION,

BATON ROUGE, LOUISIANA 70804

FORM 27

FORM FOR RATING OF UNIT ACTIVITIES

BY STUDENT

YOUR NAME: \_\_\_\_\_; TEACHER: \_\_\_\_\_; GRADE: \_\_\_\_\_; DATE: \_\_\_\_\_

Directions: For each statement listed below place a check mark (✓) under the word which you think tells how much this was done during the unit.

Add any other comments for improvement of unit on back.

STATEMENT

RATINGS (Check one for each statement)

	Very Much	Much	Some	Little	None
1. Helped me learn more about the opportunities for occupations and careers in the World of Work					
2. Helped me learn more about what you do; need to know; be able to do; what you deal with; when, where and how you use the skills needed in a job					
3. Helped me to learn more about my interests, abilities, personal strengths and limits which can be useful in studying about occupations and careers					
4. Helped me to learn how to find out more about the occupations and careers which I am interested in and have the abilities to learn					
5. Helped me to learn how to find out about other fields of work and related occupations and careers besides those covered in the unit					
6. Helped me to learn how to work with others in a group and in the class, to be used on the job					
7. Helped me to learn what personal ways of acting and doing things are needed for job success					
8. Helped me see how my present school subjects are useful in preparing for, getting, holding, and advancing in a career					
9. Helped me learn how to get the necessary information on occupations and careers so that I can compare the requirements with my abilities and make up my mind what I want to do					
10. Helped me to make plans for the subjects, skill-training, and knowledge I will need to have to get ready for occupations in which I am interested					
11. Helped me learn how to find out more about when, where, and how to get the training needed for different types of occupations and careers					
12. Helped to locate and use career resource persons, organizations, publications, and audio-visual aids					

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# STUDENT SELF-GRADING SHEET

ON OCCUPATIONS UNIT OR CAREER COURSE ACTIVITY RELATED TO A COMPANY ORGANIZATION

NAME \_\_\_\_\_ OCCUPATION \_\_\_\_\_

Obtaining a job is often a big problem, but more important is your ability to keep your job and fulfill your employer's expectations.

The following check list will allow you an opportunity to evaluate your work habits during this unit.

Think over each question carefully and try to see yourself as your employer would evaluate you. Rate yourself on each question by writing in the blank one of the following numbers for the rating which best fits you on the question as it relates to the job you have done in school on this unit:

(1) always, (2) most of the time, (3) some of the time, (4) little, (5) none

- \_\_\_ 1. Did I come to work on time each day?
- \_\_\_ 2. Did I get right to work?
- \_\_\_ 3. Was I honest with the supplies?
- \_\_\_ 4. Did I make all days of work?
- \_\_\_ 5. Did I follow company rules? (school/ class/ group rules)
- \_\_\_ 6. Did I get along well with others?
- \_\_\_ 7. Did I do my fair share of work?
- \_\_\_ 8. Was I willing to learn how to do new things?
- \_\_\_ 9. Did I take care of my equipment, supplies, and working place?
- \_\_\_ 10. Did I complete each job on time?
- \_\_\_ 11. Did I keep others from working?
- \_\_\_ 12. Was I courteous to my fellow workers?
- \_\_\_ 13. Was I friendly and cheerful without wasting time?
- \_\_\_ 14. Was I willing to help others when they needed it?
- \_\_\_ 15. Did I show respect for the things other people knew that I did not know?
- \_\_\_ 16. Did I take criticism without becoming upset?
- \_\_\_ 17. Did I follow orders and instructions?
- \_\_\_ 18. Did I use safety and health care?
- \_\_\_ 19. Did I keep neat and dress appropriately for the work?









1. Name									
2. F									
3. Address									
4. City									
5. State									
6. Zip									
7. Phone									
8. Education									
9. Experience									
10. Skills									
11. Interests									
12. Goals									
13. Comments									
14. Signature									
15. Date									

VITAL CAREER INFORMATION CENTER  
P. O. Box 44000, AMT 14000  
BATON ROUGE, LOUISIANA 70804





RANDOM LOG OF CAREER DEVELOPMENT ACTIVITIES

Date \_\_\_\_\_  
 Project Educator \_\_\_\_\_  
 Non-Project Educator \_\_\_\_\_  
 Grade Level or Specialty \_\_\_\_\_

Total Number of Activities	Purpose Student Outcome Objectives	Time Involved
<u>Career Development Activities</u>		
1. <u>Classroom Activities</u>		
A. Teacher Presentations		
B. Student Presentations		
C. Outside Resource Presentations		
D. Library Research		
E. Materials Display		
F. Audio-Visual Presentation		
G. Other _____		
_____		
_____		
2. <u>School Activities</u>		
A. Committee Meetings		
B. Faculty Meetings		
C. Parent Meetings (Include PTA)		
D. Individual Staff Conferences		
E. Individ. Student Conferences		
F. Individual Parent Conferences		
G. Large Group Student Programs		
H. Other _____		
_____		
_____		
3. <u>Community Activities</u>		
A. Field Trip Planning		
B. Resource Speaker Planning		
C. Touring Work Stations		
D. Interviewing Workers		
E. Other _____		
_____		
_____		

FORM 31  
PROGRAM REACTION SURVEY

Project Educator

Non-Project Educator

1. In what ways has the Career Development Program helped you to do a better job professionally?

- A. Increased my knowledge of career development concepts.
- B. Provided a vehicle for increasing curriculum relevancy.
- C. Provided useable materials for my work.
- D. Stimulated more team work.
- E. Increased community assistance in education.
- F. Other \_\_\_\_\_

G. No help

2. Did you feel you had a voice in the implementation of the program, if you desired?

Yes

No

3. The amount of time required for this project was:

\_\_\_\_\_ Too much

\_\_\_\_\_ OK

\_\_\_\_\_ Too little

4. The major objectives of the project as you see them are: (Check all appropriate answers)

- A. Meet national manpower needs.
- B. Develop specific student job skills before graduation.
- C. Integrate vocational and academic education.
- D. Help students select an occupation before graduation.
- E. Increase the use of community resources.
- F. Other \_\_\_\_\_

G. Impossible to determine.

5. What are the highlights of the program? \_\_\_\_\_

6. In your opinion were the parents supportive in this program?

Much

Little

Some

None

FOR: 32  
COMMUNITY REACTION SURVEY

1. How has the Career Development Program helped you contribute more to the school and the students?

- a. Increased my knowledge of career development concepts.
- b. Made it easier for me to influence school curriculum.
- c. Increased my knowledge of school objectives, materials, methods.
- d. Other \_\_\_\_\_
- e. No help.

2. Did you feel you had a voice in the implementation of the program if you desired?

- Yes
- No

3. The amount of time required for this project was:

- Too much
- OK
- Too little

4. The major objectives of the project as you see them are:  
(Check all appropriate answers)

- a. Meet national manpower needs
- b. Develop specific student job skills before graduation
- c. Integrate vocational and academic education
- d. Help students select an occupation before graduation
- e. Increase the use of community resources
- f. Other \_\_\_\_\_
- g. Impossible to determine.

5. What are the highlights of the program? \_\_\_\_\_  
\_\_\_\_\_

6. In your opinion is the school staff supportive of the program?

- Much
- Little
- Some
- No support

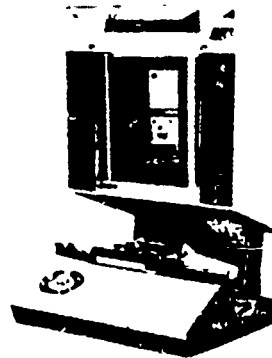
7. In your opinion are the parents supportive of the program?

- Much
- Little
- Some
- No support

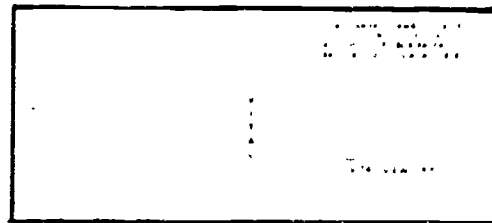
- Better prepares students for entry in labor market on realistic basis
- Offers employers better qualified and occupationally oriented job applicants
- Provides more applicants with potential for success and satisfaction on job
- Tends to reduce employee dissatisfaction and turnover - improving stability and productivity of work force
- Stimulates better student-teacher-counselor-parent relations - helping "bridge the gap"
- Allows students a smoother change-over from school work to employment
- Helps coordinate work of educators with employment counselors, personnel and resource people in the community
- Establishes a means of encouraging and following-up the career development and progress of an individual throughout his work life
- Provides a centrally located clearing house for local, regional, state, and national occupational and career development information
- Brings together more effectively the services of all organizations and establishments which affect the education, guidance and employment of individuals.

For further information, see the vocational guidance counselor or other person responsible for the VITAL occupational information and career development program in your school or community.

The VITAL Career Information Center  
 State Department of Education  
 P. O. Box 44064  
 Capitol Station  
 Baton Rouge, Louisiana 70804



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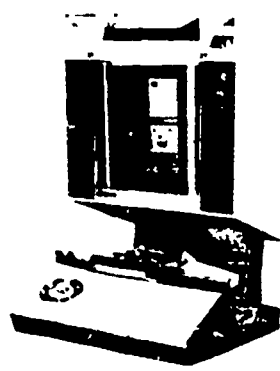
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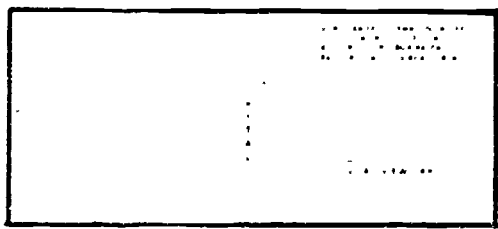
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For further information, see the  
vocational guidance counselor or other  
person responsible for the VITAL  
occupational information and career  
development program in your school or  
community.

The VITAL Career Information Center  
State Department of Education  
P. O. Box 44064  
Capitol Station  
Baton Rouge, Louisiana 70804



Reader-Printer



Microfilm Aperture Card

# WHAT IS VITAL TO YOU?

Vocational  
Information  
Techniques  
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Locally

by the

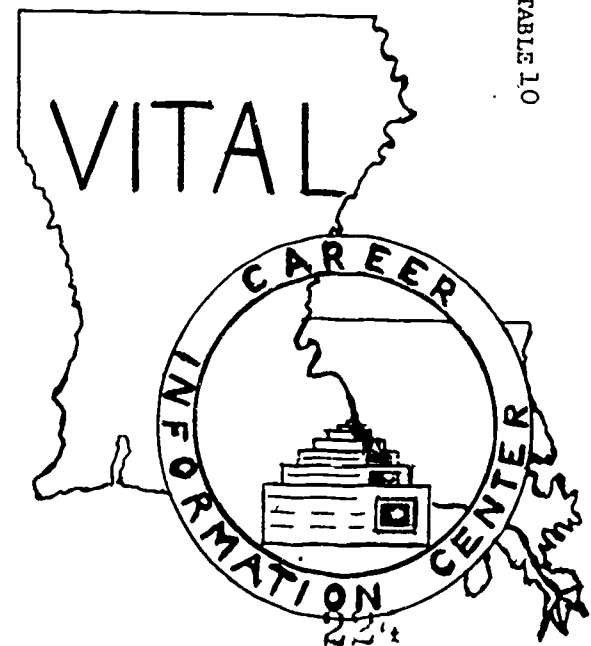


TABLE 10

Here's more about this service ---

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What are the services of the VITAL Career Information Center?

Serves:

Students, Parents, Teachers,  
Counselors, Librarians, Alumni  
Employers

Furnishes:

Schools -

- Up-to-date, easy-to-use local occupational information
- Reader-Printers for reading and printing out copies of microfilmed data

Students -

- A wide range of reliable, current, pertinent local, regional, and national occupational information for vocational guidance
- Educational requirements and training opportunities for jobs
- Easily readable vocational orientation data for disadvantaged, dropout and handicapped
- Economical print-outs of data selected from microfilm aperture card for further exploration and discussion with parents, counselors and teachers
- Method of relating students' interests, abilities, aptitudes and aspirations realistically to jobs

Parents -

- Opportunity to participate in children's vocational guidance by having access to print-outs of realistic occupational information

School Personnel -

- Means of keeping up with job requirements, markets, pay scales
- Way to have at fingertips a wide variety of information on world-of-work
- Equipment to encourage students' vocational guidance
- Sources of publications and materials on occupations
- Names of persons to contact in business, industry and government for further information on jobs and field trip arrangements
- Methods and materials for including vocational guidance in curriculum planning, development, and instruction

Values Rendered:

- Increases availability of relevant, reliable, readable local occupational information
- Broadens knowledge of "world of work"
- Allows exploration of many occupations

- Makes educational and relational
- Aids in occupational development
- Informs of opportunities, time work, school-workships
- Gives opportunity to aptitudes and aspirations to job requirements
- Provides opportunity to become successful in greater community and communication
- Stimulates creative thinking, goal setting, achieving
- Encourages and produces tagged, potential, handicapped
- Stimulates guidance
- Expands to chosen by
- Increases of offering vocational
- Promotes diligent program - grades and

of the VITAL  
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Parents -

- Opportunity to participate in children's vocational guidance by having access to print-outs of realistic occupational information

achers,  
s, Administrator

School Personnel -

- Means of keeping up with job requirements, markets, pay scales
- Way to have at fingertips a wide variety of information on world-of-work
- Equipment to encourage students' vocational guidance
- Sources of publications and materials on occupations
- Names of persons to contact in business, industry and government for further information on jobs and field trip arrangements
- Methods and materials for including vocational guidance in curriculum planning, development, and instruction

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Values Rendered:

- Increases availability of relevant, reliable, readable local occupational information
- Broadens knowledge of "world of work"
- Allows exploration of many occupations

- Makes education more realistic and related to career choices
- Aids in career planning and development to fullest potential
- Informs of "education for work" opportunities available - part-time work, vocational education, school-work programs, apprenticeships
- Gives opportunity to relate aptitudes, abilities, interests and aspirations realistically to job requirements
- Provides better preparation to become successful worker, and greater contributor to family and community
- Stimulates self-understanding, creative thinking, decision making, goal setting and achieving
- Encourages vocational orientation and productivity of the disadvantaged, potential dropouts, and handicapped
- Stimulates more use of vocational guidance and counseling services
- Expands the fields of study chosen by students
- Increases enrollment and number of offerings in business, vocational and technical courses
- Promotes motivation for more diligent application to education program - tending to increase grades and decrease drop-out rate

LIVE A VITAL LIFE!

HAVE A CAREER  
AND NOT JUST A LIVING--  
LEARN ABOUT VITAL!



SEE YOUR COUNSELOR  
FOR MORE VITAL  
INFORMATION!

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## TABLE 11. COMMON NEEDS

Who? When?

Career education should be designed to give every youngster a genuine choice, as well as the intellectual and occupational skills necessary to back it up. Any youngster leaving school at any level without a "saleable skill" needs career education.

Students lacking "saleable skills" are a diverse population in our society. They vary in characteristics to as large an extent as other students with such training. Labels are only arbitrary classifications used to describe persons with similar abilities or disabilities. A classification cannot serve as the basis for defining the type of program needed by a particular person. Each person should be individually assessed so that his program can be designed to meet specific needs.

There are common needs and characteristics of the students lacking "saleable skills" that should be recognized as programs of service are planned:

1. May fail to possess feelings of personal adequacy, self worth, and personal dignity; may have failed so often in school that he is provided with a feeling of hopelessness. May also be unable to accept the disability which has been reinforced by society's negative stereotyping.

2. May be frequently a disabled learner limited in his capacity to master basic communication skills and computational-quantitative skills.

3. May have limited mobility within his community and thus have little knowledge of not only the mechanics of getting about, of how to use public transportation, but also will lack important information regarding the community's geography. As a result, he may not view himself as part of his community.

4. May lack personal-social characteristics which interfere with his ability to function satisfactorily in a competitive work setting.

5. May lack goal orientation and particularly that which relates to the selection of an occupational training area and the anticipation of fulfillment in that area.

6. May have unrealistic notions as to what occupational area would be most appropriate.

7. May lack exposure to worker models. This is particularly true of the large number of youth whose families are plagued by chronic unemployment.

VITAL has been developed to fit into curriculum, instruction, and counseling, to help each student prepare for economic independence, personal fulfillment, and an appreciation for the dignity of work.

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NEED FOR CAREER INFORMATION,  
GUIDANCE AND EDUCATION

Career information, guidance and education is urgently needed in Louisiana for:

1. 87% of the students who enter the first grade and do not complete college
2. A wide range of reliable local and regional career information
3. Readily accessible and easily readable career information is needed particularly by each of the secondary school students in eight educational regions presently served by VITAL, including a large number of those who are disadvantaged, handicapped, and potential dropouts, not going to complete college
4. Motivation of each student to diligently pursue an educational program which will prepare him with saleable skills required for entry in the career field of his choice
5. Use of modern technology to assist students in efficiently selecting careers to investigate
6. A system whereby students can assess their interests, abilities, aptitudes, attitudes and aspirations and relate them to occupational requirements
7. Counselors and teachers to have readily available local occupational information for student use so their time can be better spent in career guidance and education
8. A center for coordinating career information-gathering and disseminating to prevent duplication of efforts
9. A systematic means of following up the career development of individuals on a continuing basis, and to use this information to improve career guidance and education
10. A clearing house for local, regional, state, and national occupational and career information, benefiting from the data and experiences of some thirty states having "VITAL-like" programs in operation
11. Bringing together more effectively the services of the multiplicity of organizations and establishments concerned with the career guidance, education, and employment of individuals

## NEED FOR CAREER GUIDANCE

Now, today's youth have more occupational choices available than ever before. As these choices increase in number, the problems of making reasoned choices becomes more and more complex.

When the increasing number of available choices is coupled with a realization of the increasing rate of change in our occupational society, it is obvious that, for most of today's youth, more than one occupational choice will be necessary during their working lives. This complicates matters still further. When, in addition, one considers that, increasingly, occupational entry requires a period of specific vocational skill training for most occupations, the occupational choice problems facing youth become even more complex.

Without systematic assistance in the making of informed and reasoned career choices, more and more youth will be faced with finding their occupational choices determined by chance factors rather than by their own decisions. Our most precious right is that of the freedom each of our citizens is given to lead his own life, make his own decisions, and, to the greatest extent possible, control his own destiny. We cannot allow this basic, human right to be eroded by the increasing complexity of our society.

Career guidance for youth is a responsibility that, in today's complex society, must be shared by many - including the schools, the home, and the business-labor-industry community. Professional career guidance specialists simply cannot do the job by themselves, no matter how hard they try or how much their number grows. Career guidance for youth must be a total community effort if it is to succeed. Given such an effort, each youth can be aided to make the kinds of career decisions that will provide maximum satisfaction to the individual and maximum benefit to society.

In these times, career guidance for girls, as well as for boys, assumes increasing importance. Career guidance for minorities and for the disadvantaged is essential for removal of the barriers of racism and poverty that still prevent many of our youth from realizing their potentialities. Career guidance for those faced now with problems of mid-career change is an increasingly serious national problem. Career guidance for the gifted, for the slow learners, for those who go to college and for those who do not are all obvious categories of persons in need of career guidance. In short, career guidance should be available to all persons of all ages in all settings throughout our land. It can and will happen in your community only if responsible persons, agencies, and organizations throughout the entire community are willing to join in a united effort to help meet these career guidance needs.

GUIDE FOR CAREER GUIDANCE  
Prepared by  
Student Services Bureau, State Department of Education

The operational definition of career education in the Louisiana State Plan for Career Education begins: "Career Education is a fundamentally student-oriented process, geared toward the acquisition of skills by students which will strengthen their ability to live meaningful, enjoyable, and economically rewarding lives."

To implement a statewide program of career education, ten general objectives are set forth:

1. To provide educational experience, which will significantly contribute to the natural maturation process, ultimately leading to the development of adults who are responsible and self-dependent;
2. To provide counseling services designed to facilitate each student's exploring the basic question, "Who am I?";
3. To incorporate into daily school life, via the total curriculum, experiences from kindergarten through post-secondary education which are oriented to career development;
4. To provide specific skills designated as basic for any job cluster;
5. To provide specific opportunities for students to define curricular experiences individually suited to their needs and interests;
6. To provide a continuous liaison between school and the outside world, particularly with reference to employment trends and the availability of work;
7. To provide schools where students express a feeling that they like being there;
8. To provide schools where young people and their experiences are the uppermost consideration and where the faculty and staff are freed from much of the busywork restricting their time;
9. To provide schools which complement to the fullest what has been learned in prior years and where articulation between school and existing institutions, such as government, religion, and the family, is maximized;
10. To provide schools which complement to the fullest what youth sees and experiences in the world outside--where articulation with business and industry is maximized.



## THE NEED FOR CAREER GUIDANCE

Today there are many social factors which converge to stimulate an interest in the career development needs of persons of all ages. Some of those are as follows:

1. Growing complexity in the occupational and organizational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate a career.
2. Ever more rapid technological change demanding human adaptability and responsiveness.
3. Increasing national concern with the need to develop all human talent, including the talents of women and minorities.
4. An ardent search for values which will give meaning to life.
5. The need for specialized training to obtain entry jobs.
6. The apparent disenchantment expressed by students who have difficulty relating their educations to their lives.

## THE NATURE OF CAREER GUIDANCE

A career guidance program assists the individual to assimilate and integrate knowledge, experience and appreciations related to the following career development elements:

1. Self-understanding, which includes a person's relationship to his own characteristics and perceptions, and his relationship to others and the environment.
2. Understanding the work society and those factors that affect its constant change, including worker attitudes and discipline.
3. Awareness of the part leisure time may play in a person's life.
4. Understanding of the necessity for and the multitude of factors to be considered in career planning.
5. Understanding of the information and skills necessary to achieve self-fulfillment in work and leisure.

An illumination of these content areas may include career guidance experiences to insure that each individual:

- Gathers the kinds of data necessary to make rational career decisions.

- Understands the necessary considerations for making choices and accepts responsibility for the decisions made.
- Explores the possible rewards and satisfactions associated with each career choice considered.
- Develops through work the attitude that he is a contributor to life and the community.
- Determines success and failure probabilities in any occupational area considered.
- Explores the possible work conditions associated with occupational options.
- Shows an understanding of the varied attitudes toward work and workers held by himself and by others.
- Recognizes how workers can bring dignity to their work.
- Considers the possible and even predictable value changes in society which could affect a person's life.
- Understands the important role of interpersonal and basic employment skills in occupational success.
- Classifies the different values and attitudes individuals may hold and the possible effects these may have on decisions and choices.
- Understands that career development is lifelong, based upon a sequential series of educational and occupational choices.
- Determines the possible personal risk, cost, and other related consequences of each career decision and is willing to assume responsibility for each consequence.
- Systematically analyzes school and nonschool experiences as he plans and makes career-related decisions.
- Explores the worker characteristics and work skills necessary to achieve success in occupational areas under consideration.
- Identifies and uses a wide variety of resources in the school and community to maximize career development potential.
- Knows and understands the entrance, transition and decision points in education and the problems of adjustment that might occur in relation to these points.
- Obtains necessary employability skills and uses available placement services to gain satisfactory entry into employment in line with occupational aspirations and beginning competencies.

## RESPONSIBILITIES FOR FACILITATING CAREER GUIDANCE

To assure program quality, consistency and sequence, some one person must be assigned responsibility for overall coordination of the career guidance program. The competencies needed by that person include the following:

1. A thorough understanding of career development theory and research
2. Group process, human relations and consultative skills.
3. A knowledge of curriculum and how curriculum is developed.
4. Understanding of the relationship between values, goals, choices and information in decision-making.
5. A knowledge of the history of work and its changing meanings.
6. An understanding of the changing nature of manpower, womanpower and economic outlooks.
7. Familiarity with various strategies and resources for facilitating career development, including the utilization of school, the community and the home.

It is the position of this paper that the guidance specialist possesses many of these qualifications and is in a position to coordinate the career guidance program. Other educational personnel having these qualifications also are in a position to coordinate the program.

The advent of career education has focused the interest of school people upon the career development needs of young people and has provided an opportunity for all educational personnel to extend their involvement. Career guidance, to be functional in meeting the career development needs of today's population, must be planned only after accounting for the needs of those to be served and the impinging environmental conditions that exist. This means, then, that the combined skills of the guidance team, vocational educators, academic teachers, administrators, parents, peers and others in the individual's environment need to be identified and appropriate learning experiences provided to make full use of the contributions they can provide. For

descriptive purposes these role definitions will be discussed under the headings Guidance Specialists, Vocational Educator, Academic Teacher, Principal, Peers, and Employers and Other Community Members.

#### GUIDANCE SPECIALISTS

The guidance team has appropriate understandings and competencies to serve as facilitator and change agent in (1) assisting in school curriculum development and instructional methods, (2) assisting the individual in his career development, and (3) communicating with parents and others. The guidance team is composed of a number of specialists including, but not limited to, education personnel with the following titles: Elementary Career Development Specialist, Elementary Counselors, Junior Career Exploratory Teacher, Orientation and Group Guidance Specialist, Occupational and Educational Information Specialist, Job Placement Specialist, Post-Secondary Student Personnel Workers, Guidance Counselor, Cooperative Work Experience Coordinator, Vocational Appraisal Specialist.

The responsibilities of the guidance team can be classified as follows:

#### A. Program Leadership and Coordination

1. Coordinate the career guidance program.
2. Provide staff with the understandings necessary to assist each student to obtain a full, competency-based learning experience.
3. Coordinate the acquisition and use of appropriate occupational, educational and labor market information.
4. Help staff understand the process of human growth and development and assess needs of specific individuals.
5. Help staff plan for sequential student learning experiences in career development.
6. Coordinate the development and use of a comprehensive, cumulative pupil data system that can be readily used by all students.
7. Identify and coordinate the use of school and community resources needed to facilitate career guidance.
8. Coordinate the evaluation of students' learning experiences and use the resulting data in counseling with students, in consulting with the instructional staff and parents, and in modifying the curriculum.
9. Coordinate a job placement program for the school and provide for job adjustment counseling.

10. Provide individual and group counseling and guidance so that students will be stimulated to continually and systematically interrelate and expand their experiences, knowledges, understandings, skills, and appreciation as they grow and develop throughout life.
- B.
1. Help each student to realize that each person has a unique set of characteristics and that, to plan realistically, each must appraise himself fairly.
  2. Enable each student to make use of available assessment tools and techniques in examining his personal characteristics.
  3. Assist students in identifying realistic role models.
  4. Assist students in developing the employability skills necessary for entry into employment where opportunities exist.

#### VOCATIONAL EDUCATORS

Vocational educators carry many of the same responsibilities as guidance specialists in facilitating the career development of students who are enrolled in vocational education courses. Their unique contributions to a comprehensive career education program may include the following:

1. Provide realistic educational and occupational information to students and staff based on knowledge of occupational fields and continuous contact with workers and work settings.
2. Identify and recruit resource persons in the employment community to assist in the school program.
3. Provide exploratory experiences in vocational classrooms, labs, and shops for students not enrolled in occupational preparation programs and assist those teachers who wish to incorporate "hands on" types of activities in their courses.
4. Identify basic and academic skills and knowledge needed to succeed in the occupations of their field and communicate this information to academic teachers and guidance specialists.
5. Assist academic teachers and guidance specialists in designing appropriate occupational exploration experiences.
6. Provide students with information about vocational offerings which guidance specialists can help relate to kinds of careers for which students can prepare.
7. Assist students enrolled in vocational programs to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.
8. Plan and provide vocational instruction which prepares students to enter, adjust, progress and change jobs in an occupational field.
9. Assist students in identifying a wide range of occupations for which vocational instruction is applicable.
10. Encourage employers to assist in expanding student awareness of career opportunities.
11. Arrange observation activities or part-time employment for students and school staff to help them learn more about occupations and work settings.
12. Participate in the planning and implementation of a comprehensive career education program.

## ACADEMIC TEACHERS

The academic teacher also has a vital set of responsibilities in career guidance which requires the ability to accomplish the following:

1. Provide for easy transition of students from home to school, from one school environment to another, and from school to further education or employment.
2. Provide students with curriculum and related learning experiences to insure the development of basic concepts of work and the importance of those who perform work.
3. Provide group guidance experiences, with appropriate aid from guidance specialists and vocational educators, to regularly demonstrate the relationship between learning and job requirements.
4. Help parents understand and encourage the career development process as it relates to their children.
5. Provide opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning.
6. Assist students in synthesizing accumulated career development experiences to prepare them for educational transitions.
7. Provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.
8. Provide experiences to help students increase their understanding of their own capabilities, interests and possible limitations.
9. Provide for career preparation experiences that will enable the individual to acquire skills necessary to enter and remain in the world of work at a level appropriate to his capabilities and expectations.
10. Provide, as an extension of the in-school learning experience, opportunities for the individual to experience work first-hand in a non-threatening environment.

## PRINCIPALS

The principal carries ultimate responsibility in his building for the guidance program. More specifically, his responsibilities are as follows:

1. Provide active encouragement and support of the program.
2. Espouse the idea of career guidance as a responsibility of each staff member.
3. Commit himself to experimentation and flexibility in program and curriculum.
4. Arrange for in-service education of staff in career guidance and human relations.
5. Organize and encourage the development of a career guidance committee composed of staff members, students, parents and community leaders.
6. Provide necessary personnel, space, facilities and materials.
7. Encourage constant evaluation and improvement of the program.

## COMMUNITY MEMBERS

Although school staff members are extremely important in assisting youths in their career development, there are other persons who also provide valuable assistance. They include parents, peers, and other community members.

1. Parents -- Without question parents can and should be the most influential role models and counselors to their children. Having some measure of direct control over the environment in which their children have been reared, they have the unique opportunity to expose them to experiences appropriate for self-fulfillment. As their children enter public education, parents share, but do not give up, the responsibility for their development. Parents who take full advantage of the information given them by school staff members concerning the interest aptitudes, failures and achievements of their children, can use this background of information to provide the following career guidance and counseling:
  - a. Assistance in analyzing their children's interests, capabilities and limitations.
  - b. Explanations of the traits required, and working conditions and life styles of workers in work areas with which they are most familiar.
  - c. Discussion of work values developed as a result of past experiences and of the consequences they have experienced.
  - d. Discussions of the economic condition of the family as it applies to the children's education and training needs and assistance in planning a course of action.
  - e. Help in using the knowledge, experience, and services of relatives, friends, fellow workers and other resources in exploring the world of work and in planning and preparing for their children's role in the work society.
  - f. Provision of a model and counseling to their children during critical developmental periods of their lives in an attempt to have children establish and maintain positive attitudes toward themselves and others.
  - g. Exemplification of the attitude that all persons have dignity and worth no matter what their position in the world of work.
  - h. Provision of situations that allow children to experience decision-making and to accept responsibility for the consequences of their decisions.
  - i. Maintenance of open communication between school and home so that the experiences of both settings can be used in meeting student needs.
  - j. Provision of opportunities for children to work and accept responsibility in the home and community.
2. Peers -- As youths establish and experience interpersonal relationships with their peers, they need to understand how to analyze and use these experiences in their career development. A person's friends and associates have an intense effect upon his values, attitude formation and career expectations. Opportunities should be provided to allow young persons to share their ideas with each other.



The guidance team is in a particularly strategic position to capitalize upon the influence that young persons may have upon each other. Research is beginning to demonstrate that peer influence can be harnessed and directed to contribute to the favorable development of youth. The strategy involves teaching selected youngsters certain skills of counseling and human relations and then using these young persons in a para-professional capacity. The use of this or similar strategies will enable youth and young adults to accurately perceive the challenges and responsibilities of being an active member of the school's guidance team.

3. Employers and Other Community Members -- As contemporary schools open their doors to allow for expanded community involvement, it is appropriate to discuss the possible roles members of the community may play. Employers, employees, clergy, retired workers, community agency personnel and others should be viewed as potential guidance team members. Educators and parents must be ready and willing to team up with other community members, especially when they find a child needs specialized information or assistance related to career development. Employers should provide work stations and observation experiences and be available as career speakers for school programs. Industry and business should demand a significant role in the education of youth, rather than the token role they've had in the past. Since employers can provide actual work settings, staff who understand the traits of workers, and skill competencies needed for entry jobs and job retention, it would be tragic if education failed to utilize this resource.

Career guidance specialists, working in cooperation with vocational educators, can do much to encourage full use of all community resources available for career development of young people.



Through the combined efforts in Career Guidance of the counselor, students, teachers, administrators, parents, and community, the student should be able to:

1. Identify and evaluate the values that govern his life.
2. Understand how his values affect his relationships with others.
3. Understand how his values may affect his career.
4. Identify his personality traits and distinguish those that are desirable from traits that should be changed.
5. Analyze feeling toward social situations.
6. Role play interpersonal conflict.
7. Assess intrapersonal and interpersonal skills.
8. Identify decisions in daily life--personal, social, and academic.
9. Recognize alternatives in decision-making situations.
10. Recognize and accept the consequences of his actions.
11. Observe and analyze systems others use in decision making.
12. Develop a personal system for decision-making.
13. Recognize how he has achieved some important goal in his life.
14. Examine daily activities and evaluate their contribution to attainment of set goals.
15. Assume greater responsibility for planning his high school curriculum.
16. Recognize various occupations compatible with his interests and abilities.
17. Be aware of postsecondary school catalogues, applications, financial aid information, etc., available from the school counselor.
18. Validate career decisions made in previous stages.
19. Demonstrate job interview skills.
20. Complete sample job and postsecondary school applications.
21. Demonstrate minimum skills for job entry.
22. Evaluate appropriateness of additional educational opportunities.



INFORMATION SHEET  
VITAL CAREER INFORMATION CENTER  
P O BOX 41004, POSTAL STATION  
BATON ROUGE, LOUISIANA 70804

PROJECT OBJECTIVE

To develop a regionally based career information center which will furnish its services statewide

OBJECTIVES OF CENTER

1. To provide current, reliable, localized career information for use in career guidance and education
2. Disseminate career information on large scale using modern technology including microfilm and data processing
3. Furnish materials for improving career guidance services
4. Develop student follow-up system
5. Improve effectiveness of counselor as a facilitator of career guidance and education
6. Develop lines of communication with counselors, faculty, community so they will be more involved in career guidance and education
7. Develop data on new advances and techniques in career education and technical-vocational fields from which new programs and curricula may be developed
8. Establish statewide program of occupational and career information

ACTIVITIES OF CENTER

1. Collect and assemble pertinent information on career opportunities using research and surveying procedures
2. Develop job descriptions of occupations, initially, for non-college bound student, disadvantaged, handicapped, potential dropouts
3. Prepare and process Viewscript, microfilm aperture data process cards containing specific occupational information
4. Disseminate microfilm aperture cards to schools
5. Research descriptive information about careers and occupations
6. Participate in developing Student Follow-up Studies and surveys
7. Conduct in-service training for counselor-coordinators
8. Establish state, regional and local VITAL Advisory Committees
9. Aid Advisory Committees in securing career information, guidance and educational materials and resource persons for directories
10. Develop instruments for securing student self-evaluation to use as data base to sort out Viewscripts for career exploration
11. Cooperate with other sections of the State Department and other agencies in coordination of manpower studies and career information gathering techniques
12. Develop instruments for students, counselors and teachers to evaluate occupational information, career resource persons, materials and activities locally, regionally and statewide
13. Encourage membership in LASCA, LVGA, LPGA, NVGA, APGA, other groups
14. Develop audio-visual aids on occupational information to supplement Viewscripts
15. Develop instruments to evaluate occupational literature and audio-visual aids
16. Expand Center's staff, supplies, and facilities to extend services statewide

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