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ABSTRACT

The goal of the placement component of the 3-year Lincoln Career Education Project, Nebraska, was to establish placement services for youth of participating project schools. "Placement" referred not only to helping exiting senior high youth find employment, but also to developing the knowledge, skills, and attitudes which lead to location of and placement in an appropriate job. Focus in the final year was on refining the exiting placement program model for high school seniors. Overall project results and accomplishments were these: Established and refined the general concept of career education among local school and central office staff, established and operated a community resource system, developed and pilot tested a model placement service for exiting seniors, and provided placement service to several hundred exiting seniors during the 3-year period. Evaluation and conclusions indicate that project components such as the community resource system and placement service were effective and useful. It is suggested that in order for placement services to be effective a set of knowledges, skills, and attitudes should be built up over a period of years through a comprehensive and continuing career development program as well as through the regular instructional program. Description of the placement component, the conceptual model in chart form, and operational steps are included. Forms and materials developed and used in this component are contained in Appendix A. Appendix B contains the revised community resource catalog. (TA)

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ED 136045

FINAL REPORT

1976

Placement Component, Lincoln Career Education Project

March, 1973 - June, 1976

The Placement Component is one phase of operations of the Lincoln Career Education Project which in its entirety was funded jointly by state and federal funds made available under Part D of Public Law 90-576. The entire project is reported in a separate document, Lincoln Career Education Project Final Report, 1976, submitted to the U.S. Office of Education.

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SUMMARY OF REPORT

Time Period

This is the final report of the Placement Component of the Lincoln Career Education Project, covering the total time period of its funding--from March 1, 1973 through June 10, 1976.

Goals and Objectives

First Year Goal. The original goal of the Placement Component was to establish placement services for youth of participating project schools as a part of the overall Lincoln Career Education Project. At the beginning of the project a broad definition was applied to "placement". This definition included not only helping exiting senior high youth find employment, but also developing the knowledge, skills, and attitudes which lead to location of and placement in an appropriate job. This broad interpretation also included placement in appropriate next steps of an educational or vocational training program for junior high as well as senior high students. And it assumed that "placement" in short term paid and non-paid work positions was an appropriate way to develop skills, knowledges, and attitudes necessary for eventual successful placement in full-time employment.

Second Year Goal. The second year goal maintained the same broad definition of placement. The objectives called for continued progress in the development of programs which would result in a "career plan" for each student, which specified the placement goal of the student and the activities the student would undertake to reach that goal.

Third Year Goal. During the third year of the project the definition of placement was narrowed to include placement for exiting seniors only. Emphasis was placed upon the development of a model for placement services. The model, which incorporated available school services, Nebraska Job Service, and a placement coordinator, was implemented in one high school.

Procedures Followed

During the first two years the Placement Component employed Career Education Coordinators who worked in the project schools to develop program activities to meet the broadly defined placement goals. An Exiting Placement committee developed procedures for helping graduating seniors find employment. The procedures were used in all high schools, but particularly at Lincoln High. Placement activities were supported by a Community Resource System which was established to identify, analyze, and catalog community resources, and make the information available to all school staff. The work of the Placement Component and of the other components of the Lincoln Career Education Project were highly interwoven.

During the third year the Placement Component focused on refining the exiting placement program model at Lincoln High School. The shift in activities was consistent with the narrower definition of placement and necessitated by a greatly reduced budget. This model was adapted for use at Northeast High School at the end of the year, and will be supported from local funds at Lincoln High School next year.

Results and Accomplishments

1. Established and refined the general concept of career education among local school and central office staff: Project staff working the Placement Component provided formal and informal staff development activities which contributed greatly to the understanding and teaching of career education concepts and activities.

2. Established and operated a Community Resource System: The Community Resource System provided a major support service for the general career education effort as well as specific sites for general placement and exiting placement.

3. Developed and pilot tested a model placement service for exiting seniors.

4. Provided placement service to several hundred exiting seniors during the three year period.

Evaluation

Sixty-two percent of the students that left school after the second and third quarters of the 1975-76 school year requested help in locating employment. All students that requested assistance were eventually placed in jobs. The results of follow-up studies of the employment status of students four to six weeks later indicated that two-thirds of the students were still employed.

The Placement Component also supported the development and operation of the Community Resource System. During the first two years of the Career Education Project more than 8,000 students participated in activities organized through the Community Resource System. Although detailed records are not available to estimate the extent of student

participation, the Community Resource System was expanded during the third year year of the project.

Conclusions and Recommendations

1. The Community Resources System helped teachers make use of community resources, both in and out of school.

2. Most teachers need assistance in order to make use of community resources, particularly if community experiences are to be effective.

3. Evidence from the first year of use of the model Placement Service indicates the service was effective in helping exiting students obtain employment.

4. In order for placement services to be effective, students need a well developed set of knowledges, skills, and attitudes. These should be built up over a period of years through a comprehensive and continuing career development program carried on in the guidance program and through the regular instructional program.

BODY OF THE REPORT

Problem Area Addressed

The Placement Component was originally conceived as one of several components of the Lincoln Career Education Project. In the original proposal, placement was defined broadly to include (1) placing students in paid and un-paid work situations as a way to help them develop career concepts; (2) assisting students in taking the next step in the implementation of their career plan, whether it was further education or training, or full-time employment.

In the application for funds for the third year of the project, placement was more narrowly defined to include only services to exiting students. Because of the change in definition and reduction in funds, this report must deal with two phases---(1) the original plan as implemented during the first two years, and (2) the more narrow conception of the third year.

In the original application, the Placement Component focused on the need of students for (1) direct experiences in the world of work, either on a volunteer or paid basis, (2) information useful in making realistic career decisions and (3) opportunities to develop skills and attitudes necessary to get jobs and perform well in these jobs. In addition, the component dealt with the school's obligation to help each student make the transition to the next step of the student's career plan, whether it was placement in the world of work or further training or education. Assistance to exiting senior high students was conceived as the culmination of the larger task of career development.

The application for the third year directed attention exclusively on providing services for exiting seniors. No specific data exists regarding success of graduating seniors in finding suitable employment, but the results of surveys of seniors indicated a significant need for assistance in making career plans and finding employment. Over one-third of the seniors surveyed in 1973 indicated they had no firm career plans, and nearly two-thirds said they could use help in deciding about and finding work. Also in 1973, nearly one-third of the graduating seniors at Lincoln High School requested assistance in finding a job and indicated they needed help in making career decisions.

Goals and Objectives

First Year Goal. The original goal of the Placement Component was to establish placement services for youth of participating project schools as a part of the overall Lincoln Career Education Project. At the beginning of the project a broad definition was applied to "placement". This definition included not only assisting exiting senior high youth find employment, but also developing the knowledge, skills, and attitudes which lead to the location of and placement in an appropriate job. This broad interpretation also included placement in appropriate next steps of an educational or vocational training program for junior high as well as senior high students. And it assumed that "placement" in short term paid and non-paid work positions was an appropriate way to develop skills, knowledges, and attitudes necessary for eventual successful placement in full-time employment.

Second Year Goal. The second year goal maintained the same broad definition of placement. The objectives called for continued progress

in the development of programs which would result in a "career plan" for each student, which specified the placement goal of the student and the activities the student would undertake to reach that goal.

Third Year Goal. During the third year of the project the definition of placement was narrowed to include placement for exiting seniors only. Emphasis was placed upon the development of a model for placement services. The model, which incorporated available school services, Nebraska Job Service, and a placement coordinator, was implemented in one high school.

General Project Design and Procedures

Career Education Coordinators. In the first and second years of the project, funds were used to employ coordinators who worked in assigned schools to meet the goals of the project, including placement as defined in the broad sense, as well as placement services for exiting students.

The job description for the Coordinators follows:

Job Descriptions for Coordinators of Out-of-School Learning. Each Coordinator fulfills three main functions: (1) to serve as a coordinator for out-of-school learning activities; (2) to serve as a coordinator of efforts to improve career education in buildings assigned; and (3) to manage or contribute to developmental efforts of the project as a whole when assigned.

- (1) Coordinators are assigned approximately 40% of their time to serve as facilitator and coordinator of local building efforts to improve career education opportunities and services. Their primary objective is to assist the principal and his staff in the construction of a plan for improving career education through staff development activities and through the implementation of career education

program developed centrally. To carry out this objective they must:

- (a) gain support for career education from the administrators and staff of the building through awareness activities.
 - (b) increase the commitment to do career education among building staff by arranging and/or conducting staff development programs.
 - (c) increase the understanding of career education by providing models and suggestions for various aspects of career education programming.
 - (d) coordinate the production of a plan in each building as called for in the project document.
 - (e) assist the administration in the implementation of that plan.
 - (f) whenever possible (without endangering credibility) attempt to have others carry out the implementation of the activities in order to establish the functions of career education among existing structures and staff.
- (2) Coordinators are assigned approximately 40% of their time to serve as coordinators of out-of-school learning activities in their buildings. Their primary objective is to increase the number of curriculum related learning/working experiences for students in their buildings. To do this they must:
- (a) work with the guidance programs to incorporate career education more fully by acquainting them with program suggestions, by assisting them in doing needs assessment and local program planning, and by giving leadership to establish career planning, services such as career information centers, exiting placement services, etc.

- (b) assist teachers, through administrative structures and directly, to use community resources by making sure they are aware of the community resource system, by showing them how to use it, by making suggestions for its use, by trouble shooting when dif se.
 - (c) serve temporarily supervisors of students placed on long term experiences until regular staff can assume that responsibility.
 - (d) assist staff in the incorporation of out-of-school experiences in their curriculum by acquainting them with materials through the materials resource center or by taking them directly to the teacher, by meeting with departments or other organizational structures and identifying ways of incorporating career education concepts, and by working directly with individual teachers when possible to enrich existing curriculum.
- (3) Coordinators are assigned by the Project Director to assist in the development or implementation of central project functions about 20% of their time. These functions may include construction of program pieces or carrying out such activities as needs assessment, public relations, etc. Staff development for coordinators, overall planning and management activities, and communications activities also are a part of this time.

In all cases Coordinators are to perceive themselves as acting as staff rather than line personnel at the level of the assistant principal in project schools with the assumption that they are temporary assistants in the planning and initiating of efforts which will be carried on by others after the project is completed.

Exiting Placement Services

One of the major tasks of the Coordinators was to provide services to exiting students. A task force of school and community persons was formed to develop these services. A short-range program was established, first at Lincoln High and then at other high schools.

Placement Model

Target: Career Job Placement Counseling and Referral Services for seniors seeking full-time permanent employment after graduation.

1. All seniors will complete an exiting interview to determine their job plans after graduation. It is suggested that this interview be accomplished by the student's counselor and follow the format outlined on the "Senior Job Placement Interview" form.

2. Completed "Senior Job Placement Interview" forms will be forwarded to the Career Education Placement Representative for screening to identify those students who indicate that they need help in locating and obtaining a job they have already selected or that they need help in making a job choice and locating and obtaining the job they choose.

3. Completed "Senior Job Placement Interview" forms will be matched against the list of current graduates to insure that all graduates are interviewed. The Career Education Placement Representative will be responsible for this task and will notify counselors and/or students who have not completed this exit interview prior to leaving school.

4. The Career Education Placement Representative will screen and identify students who indicate they are interested in summer employment,

part-time employment, or governmental work/training programs. These students will be interviewed and served as time permits. The first priority of service will be given to those students who are seeking full-time career placement. The Career Education Placement Representative may wish to respond to other student requests which indicate needs for occupational testing/counseling career information, etc.

5. Students who indicate that they want and need full-time employment placement service (items #3 and #9 on the "Senior Job Placement Interview" form) will be called by the Career Education Placement Representative for service as follows: (a) completion of the Career Education Job Placement Registration Record. This registration includes the basic student data necessary for job counseling, referrals, placement and follow-up; (b) employment counseling and personal interview to determine appropriate job referrals, and employability services necessary for the student to obtain employment; (c) special services such as the provision of career information, Job Bank information, participation in the Vocational Exploration Group experience, and aptitude and interest testing/counseling; (d) job referral appointments for interested students. Students will be given referral cards indicating the necessary appointment information; (e) follow-up contacts with students and employers as soon as possible after the interview date to determine the need for additional service, whether the student was hired or not, why or why not, etc.; and (f) information on how to conduct a job interview; how to complete employment applications, tips on employment testing and review basic employment procedures with students as needed. The information will be provided by Career Education Placement Representatives.

6. The Career Education Placement Representative will be responsible for maintaining a local file of employment opportunities for graduates and for maintaining the services of the State Employment Service Job Bank as a source of referral opportunities. The Career Education Representative will be the individual responsible for all transactions with the Job Bank; according to operating procedures agreed to with the Nebraska Division of Employment.

7. Career Education Placement Representative will promote the exiting placement services both in their assigned target school and in their relationships with the community.

8. The Career Education Placement Representative will coordinate employment opportunities with the Support Systems Coordinator in order that opportunities may be made available to all schools.

9. The Career Education Placement Representative will be responsible for maintaining records concerned with student screening interviews, registrations, referrals, placements follow-up contacts and employment opportunities in the local file.

10. It is suggested that these services be made available to graduates until they have secured suitable full-time employment. It may be that some graduates will not be in the active job market until mid-summer or perhaps fall and this service should be made available to them as needed.

11. The Career Education Placement Representatives will meet periodically to review progress, share information and suggest program improvements.

12. The Career Education Project Evaluation Team will be provided with all data relative to this short-term exiting placement service in

order to formally evaluate this effort. Project staff, advisory committees and school administrators will review this program and suggest long range program objectives and procedures as appropriate.

For the third year of the project, the focus of the Placement Component was narrowed to providing exiting placement services only, rather than giving general support to the development of career plans and decision-making skills. A more detailed plan for delivering placement services was constructed by staff of Lincoln High School, Project staff, and central office staff of the Lincoln Public Schools. This model was built upon materials and experiences of the preceding two years. The overall description of the model, the conceptual model in chart form, and the detailed steps describing the operation of the model are included on the following pages. The forms and materials developed and used can be found in Appendix A. The section is concluded with a report from the Lincoln High Staff.

DESCRIPTION OF THE PLACEMENT MODEL

Goals: The ultimate goal of the Placement Service is to assist those students wanting help to find employment. In order to be most successful with this goal, work is done on career exploration, career plans, and job getting skills, depending on the needs of the individual student.

Procedure:

Group sessions are conducted for all students desiring help with placement. These sessions are informational in nature, detailing what is available to the students through the Placement Office. Students are given the Personal Information Form to fill out, are given the opportunity of signing up for optional sessions of Vocational Exploration Group (VEG) or administration of the California Occupational Preference Survey (COPS).

Students are then seen individually for a placement conference. For those students needing further help, times are set up for remediation sessions. For those ready for placement, jobs are sought and the student sent out to apply.

Follow-up to verify placement is conducted on each student, by phone, at ten day and then six week intervals.

Evaluation of the placement program is done following the six week follow-up, using data collected from that follow-up.

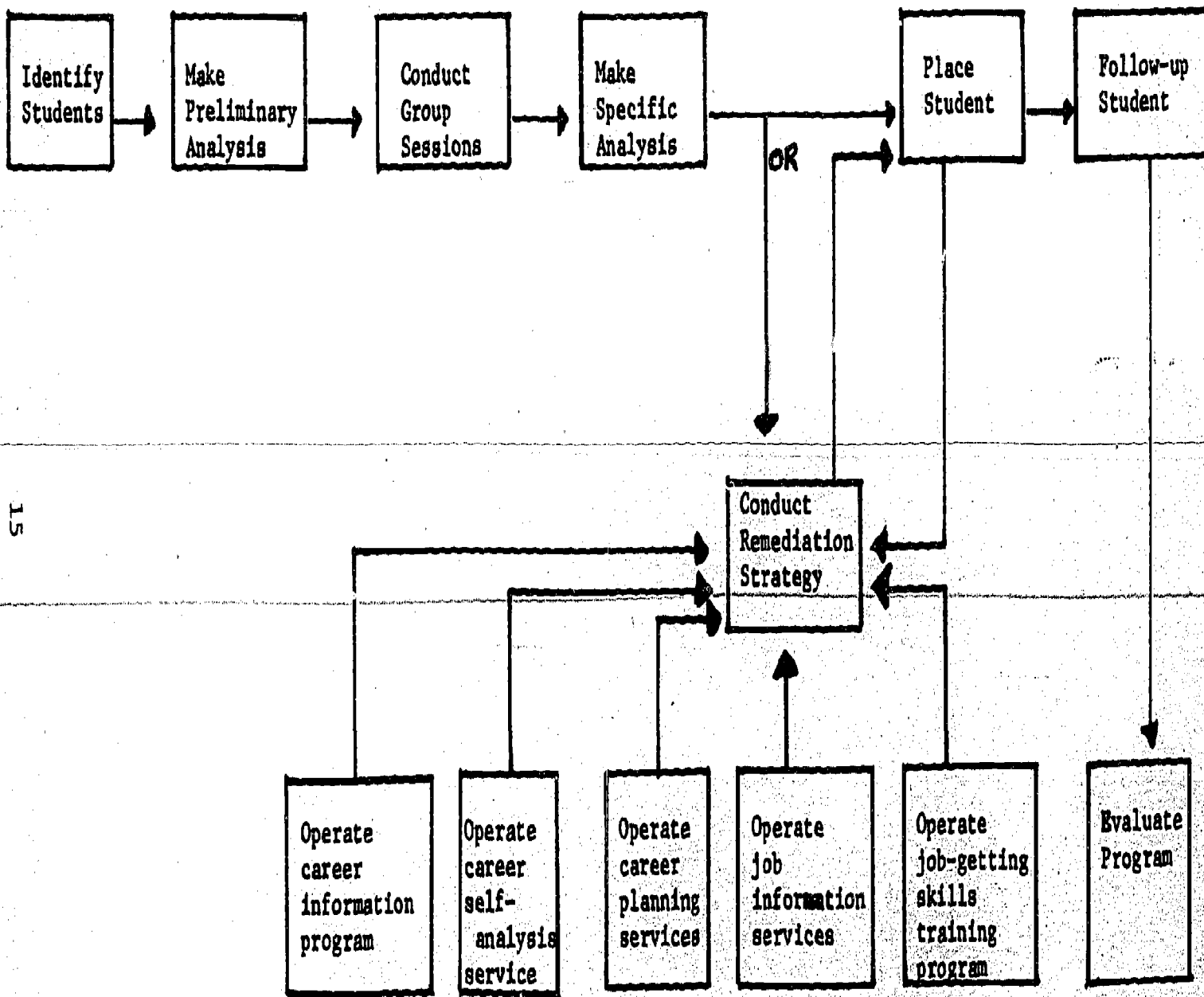
Major Thrusts:

1. Working with students on job-getting skills and placement.
2. Developing community placements through phone and personal interviews with potential employers.
3. Developing the model for implementation at Lincoln High School, with possibility of use in all high schools in Lincoln.
4. Development of a Career Center in the Lincoln High Media Center where information on job-getting skills and careers will be located.

Results:

By the end of the 1975-76 school year, the Placement Model will be developed at Lincoln High School to a point where it could be easily adopted by the other high schools.

CONCEPTUAL MODEL FOR PLACEMENT SERVICE



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STEPS IN THE IMPLEMENTATION OF THE
CONCEPTUAL MODEL FOR PLACEMENT SERVICES

Placement service for exiting students at Lincoln High School, 1975-76 (detailed description of steps shown in Conceptual Model)

1. Identify students exiting at mid-term
 - 1.1 Placement office will prepare and deliver job placement interview forms to counselors and answer counselors' questions.
 - 1.2 Counselors will call slip seniors for individual exiting conferences.
 - 1.3 Students will complete Job Placement Interview Forms during exiting conference with assistance of counselor.
 - 1.4 Counselor will deliver completed forms to placement office.
2. Make preliminary analysis of career plan from information on interview forms.
 - 2.1 Placement counselor will categorize students according to following categories:
 - 2.1.1 Seeking full-time permanent job. Has sufficient direction to set up career choice. Search files in career office for job in area of interest, if not successful, check Job Service for possible job; if still not successful, make contacts with potential employers for possible placement.
 - 2.1.2 Seeking full or part-time employment. Desire help in choosing an occupational area and eventually finding a specific job. Administer COPS (or other interest test) to help determine area of interest and aptitude, if needed. Interview may yield results without the COPS, however.
 - 2.1.3 Seeking assistance in determining career plan. Administration of COPS - determine if occupational choice necessitates more training;
 - 2.1.3.1 Part-time work and school
 - 2.1.3.2 Vocational school
 - 2.1.3.3 College
3. Upgrade career plans and job getting skills in group sessions.
 - 3.1 Placement counselor will make written assignment of each student to appropriate group session. Two group sessions will be held (no more than 15-20 students per session). These sessions will be held January 9, 1976 during 3rd and 5th periods. Students will be call slipped from class. Tuesday, January 6, 1976 via the school bulletin, teachers will be informed about these sessions so they will expect those seniors to be absent for that period.
 - 3.2 The group sessions will cover:
 - 3.2.1 Job applications, their purpose, how to fill them out best, etc. The Personal Information Form will be handed out and explained. Students will be asked to complete this form prior to the individual conference with the placement counselor (the next week).
 - 3.2.2 Resumes will be explained. Again, the Personal Information Forms can be used to write a resume.
 - 3.2.3 Interviews: The do's and don't's of interviews will be gone over (dress, appearance, punctuality, etc.), as well as the importance of the interview.

3.2.4 If time permits, a brief run-down of other job placement avenues will be given.

3.2.5 Distribution of wallet-size job getting hints booklet

4. Make specific _____ of career plan and _____ getting skills in individual session.

4.1 Placement counselor will call slip each qualifying student for individual placement conference. (To qualify a student must have attended one of group sessions, or have a good excuse for not having been there, i.e., sickness.)

4.2 Placement counselor will make further analysis of adequacy of career plan. An adequate plan includes (not necessarily in writing):

4.2.1 Indication of readiness for employment

4.2.2 Interview with placement counselor

4.2.3 Rationale stated for choosing among employment, further training, or part-time work and additional training or education.

4.3 Adequacy of career plan will be determined by placement counselor by:

4.3.1 Filling out job placement application forms.

4.3.2 Interview with placement counselor

4.3.3 Information supplied to placement office by counselors.

4.3.4 COPS (if necessary)

4.4 If plan is adequate, placement counselor begins placement activities with student (Box 6 with possible 12 and 13).

5. Conduct remediation strategy. If plan is inadequate placement counselor and student plan "crash program" to develop career plan using resources of career information, self assessment, and career planning services (see Box 9, 10, 11).

6. Place students who have adequate career plans.

6.1 Review student's career plan (what is student's training interest, ability for job wanted).

6.2 Develop list of job options in area of interest.

6.3 Search file for appropriate position to match with job options on list (local file of jobs provided by other agencies, e.g., Job Service)

6.4

6.4.1 Develop an appropriate position in the community, or

6.4.2 Counsel student into related area, thus increasing list of job options, or

6.4.3 Counsel student in different area, thus increasing list of job options, or

6.4.4 Counsel student into further preparation.

6.5 If appropriate job is found, check adequacy of job getting skills.

6.5.1 If adequate, refer appropriately to employer or to agency.

6.5.2 If inadequate, continue remediation strategy.

7. Follow-up of student on job

7.1 Verify placement (within 10 days)

7.1.1 Self-addressed, stamped referral card sent with employee to be returned by employer.

7.1.2 If card is not returned within 10 days, phone student for information

7.2 Follow-up six week check

7.2.1 If student is not on job, locate student and offer to help find a job.

7.2.2 If student is on job, note.

8. Evaluate service

- 8.1 Collect data from students after placement activities, during verification, and during six week check.
- 8.2 Collect data from employer during verification and at six week check.
- 8.3 Collect other data from staff, etc.
- 8.4 Collect data and write report.
- 8.5 Collect data at 1, 3, and 6 month intervals

(Note: 9 thru 13 are part of 5 - the remediation strategy)

9. Operate career information program.

- 9.1 Have available for students in placement office career information; e.g., job in area of interest, including companies in Lincoln that have these types of jobs.
- 9.2 Refer students for further information to:
 - 9.2.1 Media: Files on careers
 - 9.2.2 Counselors' office: to use the View Deck on Careers
 - 9.2.3 Teachers, especially co-op teachers
- 9.3 Help students understand and know what jobs are in their areas of interest. Resources: Dept. of Labor, Occupational Outlook Handbook, Job Service.

10. Operate career self-analysis service

10.1

- 10.1 For those students not knowing what kind of career they want to get into-- placement counselor will administer the COPS, then with the student analyze the results.
- 10.2 View Deck Service in media center
- 10.3 VEG sessions.

11. Operate career planning service

- 11.1 Along with knowledge of career interest gathered from COPS, review student's preparation for job interest and determine, together, what area of career interest is most feasible.
- 11.2 Give student printed matter to look over dealing with jobs, requirements, interests, etc.

12. Operate job information service.

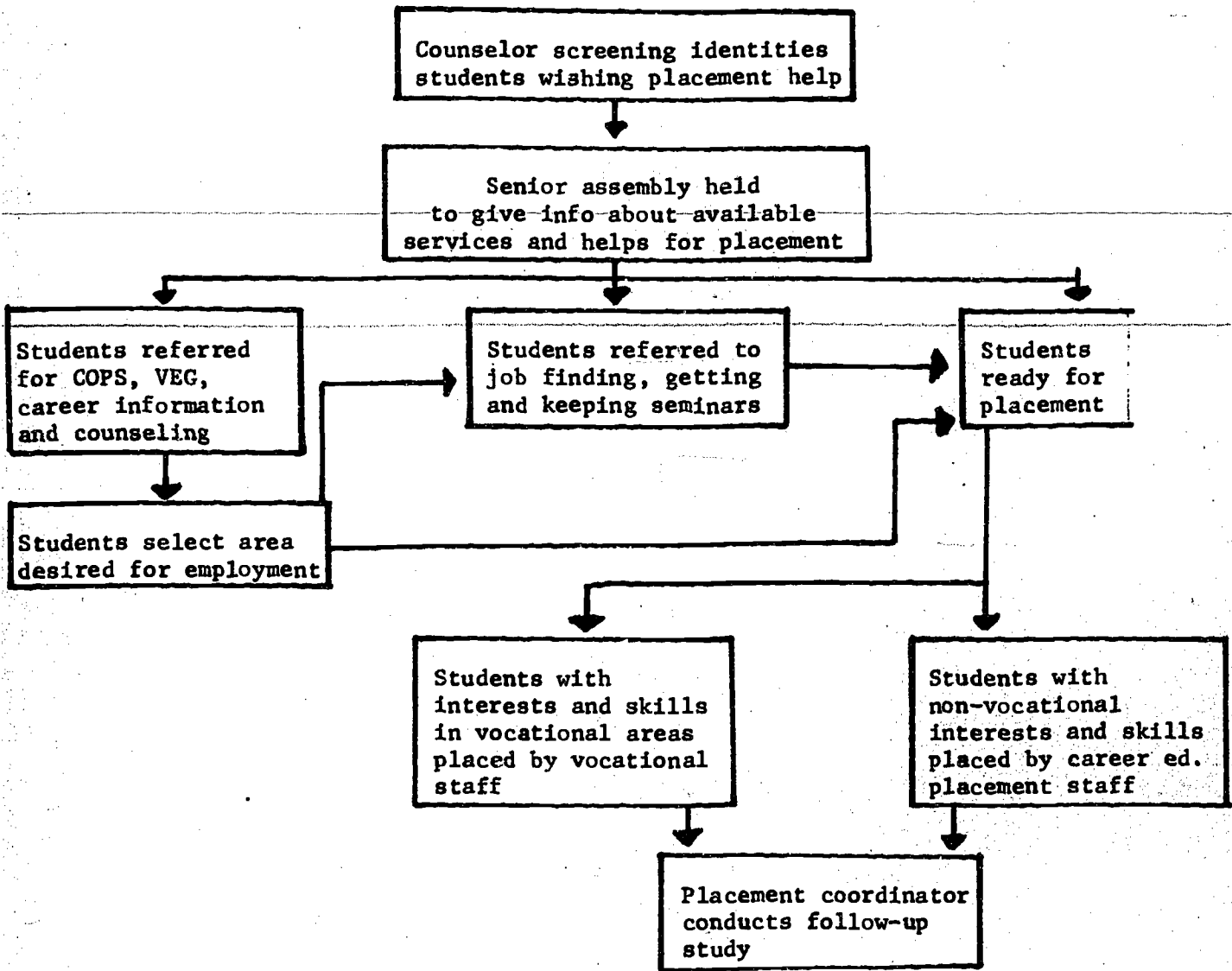
- 12.1 Placement office will have some listings of jobs available.
- 12.2 Placement office has access to job service information and helps students use this information.
- 12.3 Placement office will seek out, by contacting employers of possible jobs, if none are listed in area of interest of student.

13. Operate job getting skills training program

- 13.1 For students for whom the one individual meeting with placement counselors is not enough for them to know about application forms, interviews, etc. (either in the opinion of the student or placement counselor), further individual sessions will be scheduled to help the student acquire job getting skills.

EXITING PLACEMENT
LINCOLN HIGH SCHOOL
SPRING 1976

Flowchart of Model



EXITING PLACEMENT
LINCOLN HIGH SCHOOL
FINAL REPORT

During the three years of this program, the Exiting Placement has evolved from a purely job referral stage to a more complex model of guidance in the skills of job-getting and career planning, along with the actual referral of students to the job.

In the first year, a very extensive effort was made in contacting potential employers and having a job referral file. Many students were referred to jobs during the first year.

In the second year, that same trend was continued, with up-dates of employment possibilities. A system of follow-up was developed in an attempt to find out, after referral, whether or not the students actually found employment.

During the third year, a model was formulated and put into operation. This model includes activities not previously used, to increase students' understanding of themselves and careers to enable them to make better decisions. It also included opportunities for students to learn job-seeking and job-getting skills not previously included. The major activities of the model included the following: (see accompanying charts also)

1. Senior assembly to inform all seniors of the services available to them through the placement office.
2. Seminars on job-getting skills, including how to find a job, how to apply for a job, and how to keep a job, held for students who signed up for them.
3. Vocational Exploration Group sessions held for those who wished.

(approximately 180 students). The Vocational Exploration Group is a program developed and distributed by Studies for Urban Man, Inc., Tempe, Arizona, P.O. Box 1039. A brochure describing VEG follows this report.

4. Individual interview/counseling sessions held with each student requesting assistance with job-getting. Students in vocational programs of the school were referred for individual sessions to appropriate vocational teachers. Others were the responsibility of the placement staff person, who worked half-time.
5. Ascertainment of available jobs through (a) interviews with community personnel directors (b) checking newspapers and other sources of job information and (c) use of job information provided as service of the Job Service on a microfiche listing jobs in Eastern Nebraska, updated daily.
6. Referral of students to jobs. Direct referrals were not made. Placement staff sent the students to job interviews if jobs were not listed with Job service. Students desiring jobs listed with Job Service were referred directly to Job Service.
7. Follow-up on students who were assisted by placement service. (The June exiting student follow-up will be completed in August, 1976.)

Two hundred and sixty-eight exiting seniors were referred to the Placement Office by the Counselors (see Senior Job Placement Interview Form). One hundred forty-eight of these did not need help in finding employment. Of the remaining 120, 84 requested help in finding full time employment and 36 students were wanting help in finding part-time employment or summer employment. Priority was given to those students seeking full time employment, as these are the students who do not have plans to go on to school.

It was found that, generally, students are very ill-prepared for seeking employment. Although many have had jobs, they are jobs that do not require much skill in the art of "job-getting". Few students have made viable career choices - they still think in terms of "a job". There is a great need for career planning activities and job getting skill training. We also found that, if left on an optional, voluntary basis, most students will not avail themselves of services.

The model, as conceived and used during this year, has proven to be a workable one. The changes that ought be made are: integrate the seminars into the school day; create self-directed packets on job-getting skills that could be used individually by students, or as a classroom project; and create a method, using available, commercial materials, for career planning and exploration to be done by all students.

EXITING PLACEMENT - JANUARY 1976

STATISTICS

Students not seeking help:

- 10 - University or other training
- 7 - have full-time jobs
- 2 - dropped out of school
- 1 - moving

Students wanting help:

- 14 - want full-time jobs
- 2 - want part-time jobs
- 6 - think they'll go on to school later
- 2 - don't know

Follow-up March 1976:

Follow-up March 1976:

Of those wanting help:

- 13 - have jobs now
- 1 - is unemployed
- 5 - cannot be contacted

EXITING PLACEMENT - MARCH, 1976

I. STATISTICS:

Total number of students: 21

A. Students not needing help: 8

- 1 has full time job, then college
- 1 marriage, then full time job
- 1 go into military
- 1 moving
- 3 have full time jobs
- 1 going to school full time

B. Students wanting help: 13

- 12 want full time jobs*
- 1 wants part time job and will attend school later
- 2 will go to school in the fall

(* some students will fall into more than one category)

II. FOLLOW-UP: APRIL, 1976

Of those wanting help:

- 5 now have full time jobs
- 1 is unemployed
- 1 is unemployed but will attend UNL
- 1 is unemployed and is considering the military
- 2 have part time jobs
- 2 have not yet been contacted.

PLACEMENT

LINCOLN HIGH SCHOOL - 1976

June Placement Activities:

1. Senior Job Placement interview forms began coming in from Counselors in April. Seniors began to be called in for help with placement as per these forms.
2. In May: a senior assembly was held for all Seniors, explaining services offered by the Placement Office. Seniors were given the opportunity of signing up for any or all of three seminars dealing with job getting skills and/or VEG. Seniors were all given a Career Planning booklet to be used on their own or at the seminars.
3. During April and May, VEG sessions were held with approximately 180 students. These sessions were conducted by four career education staff.
4. During the week of May 17, 2 sessions of each of the 3 seminars were held with those students who signed up at the assembly. Sixty students signed up for these seminars.
5. The COPS was made available to students wanting to use it. Few students took advantage of this option.
6. Students indicating the desire to have help in finding placement are interviewed by the Placement Coordinator as time permits. An attempt is made to help all of those students by the end of the school year, and hopefully find placement for them. At least, all students will have received help with job-getting skills and career choices, so that they may be better able to secure jobs on their own.

EXITING PLACEMENT - JUNE, 1976

STATISTICS:

Total number of students identified (from Counselor referral forms): 268

148 students did not need help
74 students want full time jobs
35 students want part time or summer jobs
11 plan to go into the military

Of those wanting help with full time jobs: 44 have filled out applications and have had a personal interview with the placement coordinator so far. Most of those interviewed have been sent to a job to apply.

Of those wanting part time or summer positions, about half have received placement help, either by direct application, or through use of the Job Service micro-fische.

OBTAINING INSTRUCTIONAL MATERIALS FOR VEG

Conducting VEG sessions requires the use of a VEG kit.

The Lincoln Career Education Project owns ten kits which may be checked out through the project office in PSAB.

Persons outside of Lincoln may purchase the kits, after completing training, from Studies for Urban Man, Inc.

Some materials in the kit are consumable. Lincoln staff members may replace expendable supplies from supplies maintained at the project office.

The Lincoln Career Education Project is an Exemplary Program in Career Education funded under Part D of the Vocational Amendments of 1968.



THE LINCOLN CAREER EDUCATION PROJECT

Of The
Lincoln Public Schools

presents

VEG

VOCATIONAL EXPLORATION GROUP*

FURTHER QUESTIONS?

Contact:

Dr. Allen Blezek, Trainer
Vocational Exploration Group
Lincoln Career Education Project
Lincoln Public Schools
P. O. Box 82889
Lincoln, Nebraska 68501
402-466-9541

or
402-475-1081

or

Studies for Urban Man, Inc.
P. O. Box 1039
Tempe, Arizona 85281



*a product of Studies
for Urban Man, Inc.
Tempe, Arizona

WHAT IS THE VOCATIONAL EXPLORATION GROUP?

VEG is a group process to help persons make career planning decisions.

During the process participants

- clarify interests and abilities relative to careers
- learn the most important factors necessary to consider when choosing a career
- identify the necessary qualifications to get and keep a job
- learn a process for making career decisions
- apply that process to their own situation
- make a tentative choice of career, and think about alternative choices
- determine the significant "next step" and plan to take that step



HOW DOES THE VOCATIONAL EXPLORATION GROUP WORK?

A trained group leader conducts a group of 5 participants.

The group process follows a series of well-defined steps:

- clarification of interest and values through the MILLION DOLLAR STORY (what would you do...)
- identification of most-liked and least-liked jobs
- The COOL SEAT: what the group thinks you would be good at doing in life
- using wall pictures and posters and job information books to identify possible career choices
- discussing job satisfiers such as money, prestige, supervision....
- discussing interests and skills required to do well in particular jobs
- making tentative career choices and identifying alternatives
- committing to take the "next step"

HOW TO GET INVOLVED WITH VOCATIONAL EXPLORATION GROUP

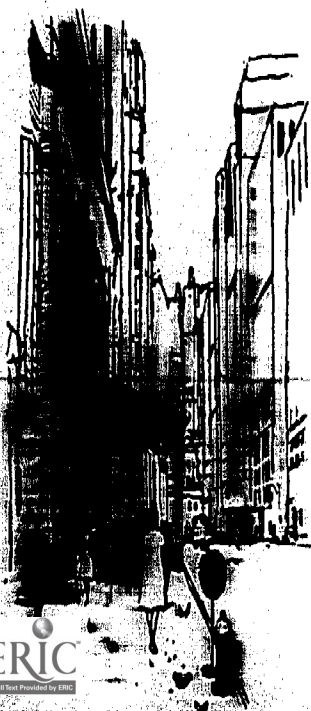
The Lincoln Career Education Project has trained a number of counselors, teachers, and administrators to be group leaders.

To qualify as a group leader, one must undertake two days of intensive training. Trainees are awarded a certificate upon successful completion of the training program.

The Lincoln Career Education Project is qualified to provide necessary training to become a Group Leader.

The Lincoln Career Education Project provides training on a no-cost basis to educators in the Lincoln community. The only requirement is that the educational agency and the trainee must agree to use VEG on a regular basis in their educational program.

Persons outside the Lincoln Community may be trained by Dr. Blazek through special agreement with Studies for Urban Man, Inc.



Community Resource System

The Community Resource System designed and operated under the auspices of the Placement Component was a major support component of the entire Career Education movement in the Lincoln schools. The rationale for such a system lies in the fact that only in the community are their sufficient resources for students to become aware of the many occupational opportunities available, the characteristics of these various occupations, and opportunities to become informed about and to try out various hypotheses regarding the possible choice of this occupation as a major career step. In some cases it is necessary for students to actually visit the work site to achieve the results necessary; in other cases the community resource may achieve the objectives by coming into the classroom. The use of long-term work situations for high school students comes out of the same rationale--a certain amount of work experience is necessary for a student to understand the nature of work. This experience is best provided during high school when the opportunity exists through the guidance program to help the students internalize this experience and analyze its career significance. So the Community Resource System was established to provide experiences in the following areas: (1) speakers to share information in classroom settings in the school, (2) general field trips, (3) field trips with specific emphasis upon career learnings, and (4) observations, excursions, interviews, shadowing experiences, etc., designed for individual students at the work site.

Placement Component staff identified such resources, located them, interviewed them for analysis of their possible uses, and filed the information for quick and efficient retrieval. The information was

then made available to teachers, counselors and students through a catalog and a telephone info service. When information was needed which was not in the catalog or in the file, the Community Resource Coordinator operated a "hot line" to locate the needed resource. The "hot line" services were used by many teachers who needed a speciality resource. Assistance was given to teachers who were trying to locate short term work experiences for their program (e.g., coop business education course). Needs of students for part or full time employment were also handled through the "hot line" rather than compiling and publishing a catalog. It was the policy of Lincoln Public School not to duplicate or compete with the Nebraska Job Service, but to make use of their services by referring appropriate students to them.

The Community Resource Catalog was first published in late summer, 1974. This catalog contained more than 175 entries on 120 pages, plus 50 pages of materials used during inservice of teachers in how to make good use of community resources. The catalog was published in second edition in the summer of 1975 with additional entries and a revised inservice section. A copy of the revised catalog is included as Appendix B. The catalogs were published as a "suppressed index". That is, only the type of resource and the type of opportunities available for students were listed. Teachers were instructed to contact the Community Resource Office for further information when they located a resource in the catalog which seemed appropriate. In this manner the Office of Community Resources was able to assist teachers to make good use of resources, to monitor the use of each resource, and to collect information from the teachers later about the value of the experience provided.

In the meantime Coordinators of Career Education in local schools worked with school staff members to establish procedures for using community resources and to incorporate their use as a part of programs to assist students in career development. That is, guidance departments and instructional departments made plans for using community resources to broaden students' knowledge of career possibilities and the nature of the world of work, to give hands-on experiences to students who had well-developed ideas about their career which needed testing, and to provide career information of many kinds to students in regular classes. The project's objective was to assist students to make informed career plans based on these experiences and other experiences provided by the guidance and instructional programs of the school, so they would be well-prepared for placement in the next step of their career plan whether it be employment, or further training or education.

Placement of Students in Part-time Employment. As soon as students became aware of placement services being offered under the auspices of the project, they put considerable pressure upon local Coordinators for assistance in finding part-time paid employment. The project took the position that it had insufficient resources to make placement in part-time employment a priority. However, it was decided that during the third year attention would be given to developing a rationale for including some paid employment to determine how such employment fit with the development of career plans. When possible students were referred to existing placement services, primarily the work-study counselor. On numerous occasions, however, the Coordinator was able to suggest part-time employment possibilities from the list of requests phoned in to

them by employers who were aware of the placement services being performed.

Placement of Students in Co-op Vocational Programs

Both the central office staff and the local Career Education coordinators assisted in the establishments of several new co-op programs during the school year, namely Business Education programs at Pius, Southeast and Lincoln High, a HERO program at Lincoln High, and a Health Related Program at East High.

Inservice for Lincoln Teachers

Each teacher was presented a Community Resources catalog and was given a 40-minute inservice session on the use of the catalog and the resources in it. In addition, the project conducted a number of district-wide inservice sessions on the use of community resources. These workshops received some of the highest ratings of all those presented on those occasions.

Public Relations

Because of the experience of the Coordinator of Community Resources with media, and because she was contacting a number of people in the community, she was asked to supervise the production of a tape/slide presentation of the project for use with community groups. This tape/slide was constructed under her supervision by the Office of Public Relations of Lincoln Public Schools, and used by her and other staff members on numerous occasions. In her interviews with employers, the Coordinator of Community Resources included information about the Career Education Project as a whole and also about other programs of the Lincoln Public Schools which involved the use of community resources,

such as co-op vocational programs, work-study programs, volunteer learning/or service programs, etc.

Evaluation of the Project

Evaluation of the Placement Component in and of itself has been largely descriptive. Specific services to exiting seniors using the model program in 1976 were evaluated through follow-up studies. At the end of the second quarter 16 of 26 exiting students requested assistance in locating employment. Six weeks later 13 of the 16 students were employed. At the end of the third quarter 13 of 21 exiting students desired assistance. A check of these students in April indicated that 5 were employed on a full-time basis and 2 were employed on a part-time basis. Follow-up data on students who graduated at the end of the year will not be collected until September.

Because placement was broadly defined during the first two years of the project, the contribution of project staff employed with Placement Component funds was included in the overall accomplishments of the project as a whole. In brief the evaluation of the overall project showed a steady increase in the number and quality of career development experiences provided to students, but no significant change in the student outcomes measured on standardized instruments. This lack of significant change may in part be explained by inadequacies in the sampling plan: all students were sampled regardless of whether they might have been directly involved in a career education activity. Therefore the estimates of program effects may be conservative since not all the students in the career education sample actually participated in a career education program. The problem was complicated by the fact that it was impossible to identify participants until the end of the school year.

Finally the Placement Component supported the development and operation of the Community Resource System. Resources were located, analyzed, and catalogued. The catalogs were distributed to teachers in project schools, who could contact the Community Resource Office to set up field trips, speakers, shadowing experiences, etc. If resources needed by a teacher were not listed in the catalog, the Resource Office searched the community to try to locate the resources.

During the first year of operation, forty teachers used the Community Resource System to organize 81 activities, that reached approximately 2500 students. During the second year the number of activities increased from 81 to 337 and the number of students reached increased from 2500 to 5750.

Because of changes in emphasis and funding for the third year, project staff was not available to operate the system as it had been operated during the first two years or to keep detailed records. However, the Community Resource Catalog was expanded and republished, and copies were distributed to teachers in all high schools. It is estimated that the community resources was used even more extensively during the third year of the project than during the previous two years.

Conclusions and Recommendations

1. The Community Resources System helped teachers make use of community resources, both in and out of school.
2. Most teachers need assistance in order to make use of community resources, and especially if community experiences are to be effective.
3. Evidence from the first year of use of the model Placement Service indicates the service was effective in helping exiting students obtain employment.

4. In order for placement services to be effective, students need a well developed set of knowledges, skills, and attitudes. These should be built up over a period of years through a comprehensive and continuing career development program carried on in the guidance program and through the regular instructional program.

APPENDIX A
FORMS AND MATERIALS DEVELOPED AND USED
Placement Component

services checklist for students

LINCOLN HIGH SCHOOL
CAREER EDUCATION
EXITING PLACEMENT SERVICES

Name _____ Phone _____ Counselor _____

Class Schedule: room # _____ room # _____
1st period _____ 4th period _____
2nd period _____ 5th period _____
3rd Period _____ 6th period _____

Are you in a Co-op program? Yes _____ No _____ If yes, which one? _____

Request for Placement Services

Instructions: Please check which seminar(s) you would be interested in attending. They will be held 6th and 7th periods. You will receive notification from the Placement Office to let you know when the seminar that you signed up for will be held. You will be expected to attend the seminar(s) for which you signed up unless we receive word from you.

1. Seminar 1: Locating a Job -

This seminar will explore how to find a job on your own, through the newspapers, employment agencies, etc.

2. Seminar 2: Applying for the Job -

This seminar will cover how to best fill out application forms, how to write a resume, how to go through a successful interview, and other related skills.

3. Seminar 3: Getting along on the Job -

This seminar will cover how to keep your job, get promotions, benefit from your job the most, unions, insurance, social security, and other job satisfiers.

4. VEG - Vocational Exploration Group -

This is a small group process where careers are explored and some goals set for each person about their career interests. This is a tool to help you not only decide what career you are interested in, but also a help in finding out how to attain that goal.

5. COPS - California Occupational Preference Survey

This is a self-administered interest survey which helps in job-choice decision making. It helps narrow down your field of interest so that you can better decide what career might be good for you.

6. Personal Job Placement Interview -

Each student who has filled out a Senior Job Placement Interview form that counselors have, and indicated a desire for help in finding a job, will be called-slipped and interviewed and helped by the Job placement Counselor.



**CAREER EDUCATION
SENIOR JOB PLACEMENT INTERVIEW**

H.S. Program

_____ Vocational
_____ General

School

Name: _____ Counselor: _____

Address: _____ Telephone: _____ Age: _____

MY JOB PLAN

INSTRUCTIONS: Please check the MOST APPROPRIATE BOXES and complete the blanks where required.

1. ___ I will have a full time permanent job as a _____
Will be working for _____
(Employer)
2. ___ I want full time permanent job as a _____
or work in the field of _____
I do not need help in obtaining this job.
- * 3. ___ I need help in locating and getting the job described in question #2.
- * 4. ___ I want a full-time permanent job: But I need help in making a job choice
and locating a job after choosing one.
5. ___ I will attend school and I am not interested in any work at this time.
- ** 6. ___ I will attend school full-time in Lincoln and would like help in obtaining
part-time employment.
7. ___ I plan to stay at home and not seek a job.
8. ___ I plan to enter military service.
- ** 9. ___ I am interested in enrolling in a work program such as NYC or some other
government work/training program such as MDTA, JOB CORP, Etc.
- **10. ___ I am interested in temporary or summer work because: _____

11. ___ I would like help in choosing an occupational training program.
12. ___ I have other plans -- Explain: _____

*Students checking questions #3 and #4 are to be immediately referred to the Career Placement office for assistance.

**Students checking Questions #6, #9, and #10 may be referred to the Career Placement office for service; however, placement priority will be given students wanting permanent placement.



CAREER EDUCATION

Job Application Data Sheet

Personal Information:

1. Name _____ Age _____ Date of Birth _____
 Sex _____ Height _____ Weight _____

2. Address _____ Telephone _____ Soc. Security No. _____

3. Marital Status (check): Single Married Separated Divorced

If married, name of spouse _____
 occupation of spouse _____

4. Parents: Father _____ Occupation _____
 Mother _____ Occupation _____

Do you live with your parents? Yes () No (). If No, then where?

5. Do you have any physical limitations? Yes () No () If yes, what are they?

6. Do you have a car? Yes () No () A Driver's License? Yes () No ()

If No - how would you get to and from the job? _____

Work Experience (Begin with your present or last job.)

Employer (or Company)	Job Duties	Dates Employed	Salary	Reason for Leaving

List any other experience (including Volunteer work): _____

Education:

1. List any job related subjects you have completed (such as courses in typing, journalism, electronics, health occupations, etc.)

2. List your current class schedule:

Class	Room Number	Teacher's Name

3. Year in school: Soph. ___ Junior ___ Senior ___

4. What are your plans after graduation from high school? _____

5. What high school activities are you involved in? _____

6. ~~What are~~ your special ~~interests~~, hobbies, etc.? _____

Job Objectives:

1. List three kinds of jobs that you would like to have:

- a. _____
- b. _____
- c. _____

2. Can you work: Afternoons ___ Evenings ___ Week-ends ___

3. How many hours would you like to work per week? 10 ___ 15 ___ 20 ___ 25 ___

4. Do your parents (or guardians) approve of your working part time while in high school? _____

For office use Do not write below this line

Referral Record

Date	Sent To	Type of Job	Sent By	Results

Comments: _____

Personal Information Form

Complete all the questions on this form. You will then have all of the information that you will need to properly fill out most application forms for most jobs. Some of this information you will have to look up or ask somebody about. Do that now-- so that you know the answers when you go to find a job!

I Personal Data

(Please Print)

Name _____ Telephone _____
Last First Middle

Present Address _____
Number Street City State Zip

Previous Address _____
Number Street City State Zip

Social Security Number _____ Driver's License No. _____

Age _____ Date of Birth _____ Place of Birth _____

Marital Status: Single _____ Married _____ Widowed _____ Divorced _____ Separated _____

If married, is spouse employed? Yes _____ No _____
Position _____ Company _____ How long? _____

Dependents: No. of Children _____ Ages _____
Other Dependents _____

Family: Father's Chief Occupation _____ Company _____

Mother's Chief Occupation _____ Company _____

In Case of Emergency Notify _____
Address _____ Telephone _____

To what organizations do you belong? _____

Offices Held? _____

II EDUCATION

Last Grade in School Completed: _____

Name of School _____

Address _____

Month and Year Started _____ Month and Year Left _____

Special Training: Type of Training _____

Name of School or Business _____

Address _____

Month and Year Started _____ Month and Year Left _____

Special License or Certificate Held _____

Special Skills _____

III EMPLOYMENT RECORD

(Begin with the job you had last, then the job before that, and work back to the earliest job)

Present Job (or job you had last)

Name of Company _____
 Address _____
 Immediate Supervisor _____ Your Position _____
 Month and Year Started _____ Month and Year Left _____
 Reason for Leaving _____

Other Jobs you have had:

1. Name of Company _____
 Address _____
 Immediate Supervisor _____ Your Position _____
 Month and Year Started _____ Month and Year Left _____
 Reason for Leaving _____

2. Name of Company _____
 Address _____
 Immediate Supervisor _____ Your Position _____
 Month and Year Started _____ Month and Year Left _____
 Reason for Leaving _____

3. Name of Company _____
 Address _____
 Immediate Supervisor _____ Your Position _____
 Month and Year Started _____ Month and Year Left _____
 Reason for Leaving _____

IV REFERENCES

(List four people, not related to you, who know you well, think highly of you, and have good jobs themselves. Your minister, former teachers or school counselor, local businessmen, your doctor, etc., make good references.)

1. Name _____ Occupation _____
 Address _____ Phone _____

2. Name _____ Occupation _____
 Address _____ Phone _____

3. Name _____ Occupation _____
 Address _____ Phone _____

4. Name _____ Occupation _____
 Address _____ Phone _____

V HEALTH RECORD

(Be sure to include everything that could affect your performance on a job)

List any physical defects or major health problems _____

What serious accidents, operations, or illnesses have you had? _____

How much time have you lost from school or work because of illness in the past two years? _____

Height _____ Weight _____ Eyesight (good, average, poor) _____

Wear glasses or contact lenses? _____

VI MILITARY RECORD

Were you ever in the military? _____ Branch _____

Beginning Rank _____ Highest Rank _____

Length of Service _____ Type of Release _____

Any experience or training in the service which might be helpful on a job?

VII SKILLS AND APTITUDES

What is your regular line of work? _____

What tools, machines, and equipment do you operate? _____

What kinds of work do you have the ability to learn if employer would provide training? _____

What kind of work do you want? _____

VIII WORKING CONDITIONS

Will you work any shift, day or night? _____

Are you a union member? _____ If so, give name and number of local _____

Would you accept work outside your regular line and preference? _____

IX OTHER PERSONAL INFORMATION

(In the space below write any other information about yourself which would be helpful to a prospective employer - including any volunteer work not covered elsewhere.)

Date Form Completed _____

Applicant's Signature

DRAFT
CEP (Follow-up)

Date _____

FOLLOW-UP REPORT
EXITING PLACEMENT PROGRAM
CAREER EDUCATION PROJECT, LINCOLN PUBLIC SCHOOLS

STUDENT IDENTIFICATION

Name: _____ Address: _____ Telephone: _____
Graduation Date: _____

DATA

Current Labor Force Status: Check only one of the three categories.

- () Employed (If yes, then record additional data)
 Full time () Part time () Temporary ()
 Where: _____
 Type of job: _____
 How obtained: through school () Private employment agency ()
 State employment service () Want-ad ()
 Friends & Relatives () Direct application ()
 Worked there part time before leaving school () Other: _____
 Is this job related to your high school training? Yes () No ()
- () Unemployed (But looking for work)
 How long unemployed: less than 1 month () 1-3 months () over 3 mo. ()
 Type of job wanted: _____
- () Not in labor force (If checked, then record reason)
 () Attending school -- full time () part time ()
 () Illness
 () Housewife
 () In military
 () Other - explain _____

Career Planning and Preparation

Yes No

1. Do you plan further education to prepare you for a job? _____
 If yes, where? _____
2. Do you feel that you were prepared for most beginning jobs? _____
3. Have you received any training or assistance on career planning? _____
4. Which of the following people probably helped you the-most in making career decisions? Friends () Teacher ()
 Parents () Counselor () Employer () Other () _____

Comments:

Interviewer: _____

CAREER DEVELOPMENT

Exiting placement model - Lincoln High School

AGENCY INTERVIEW FORM

AGENCY _____ CONTACT PERSON _____

1. How many employees do you have? _____

2. Do you hire High School Graduates without additional training? _____

3. Do you have an on-the-job training program? _____

4. What qualifications are you looking for in employees? _____

5. What kinds of jobs do you have? _____

- Clerical? _____
- Custodial? _____
- Skilled? _____
- Unskilled? _____

6. Do you have an Employee's handbook? _____ May we have one for our files?

7. Do you have any problems with young employees? _____

- Absenteeism? _____
- Respect for rules? _____
- Other? _____

8. What is your application procedure? _____

Fill out applications first? - Does student need an appointment for that?

Interviews? How do the students set them up? _____

9. Referral system - Do our referral cards work for you? _____

(Importance of sending our cards back to us.)

10. Transportation: Is there a way for students (employees) to get to your agency if they don't have a car? _____

11. May we list you as a firm that will place High School Graduates? _____

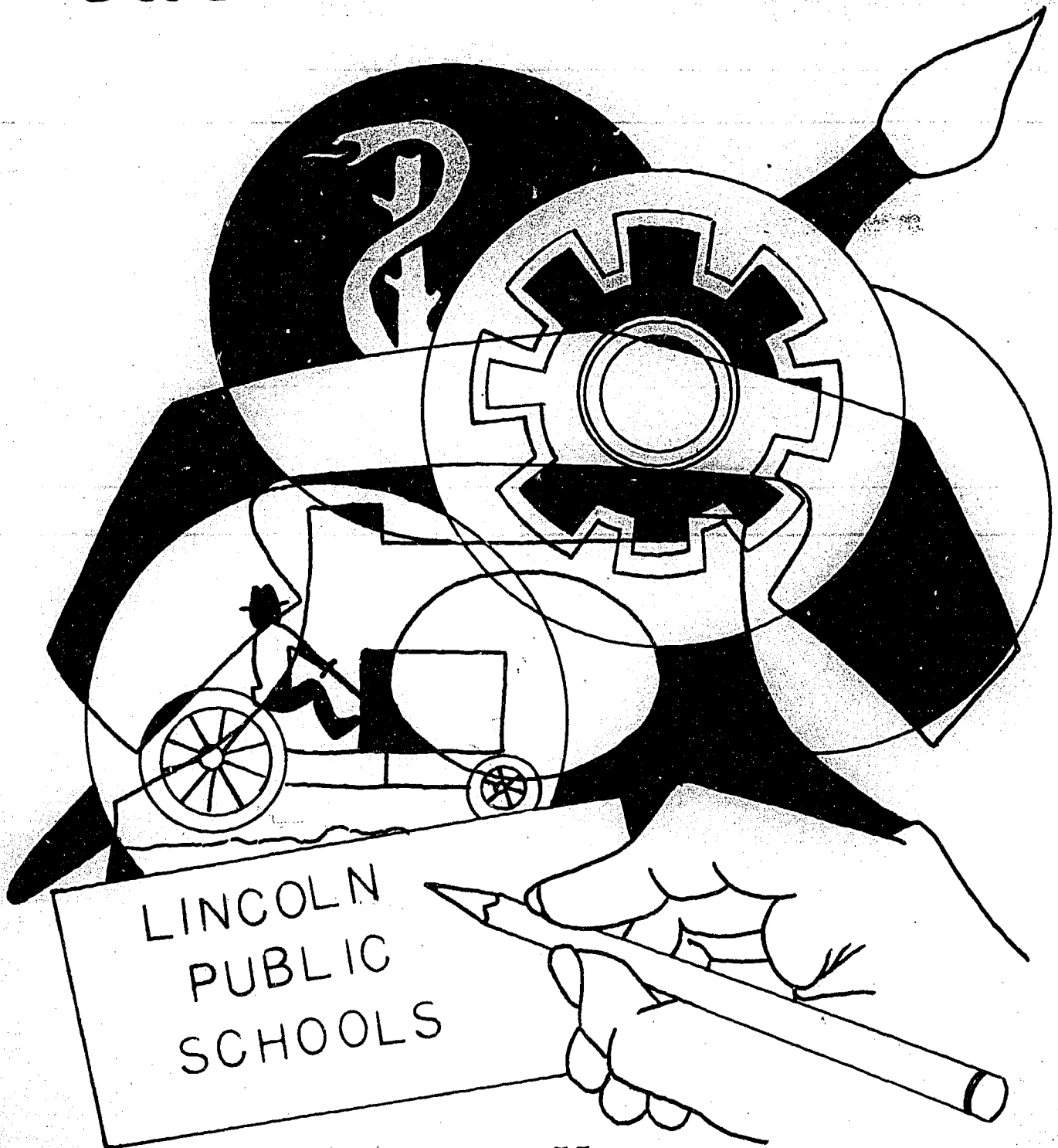
How many students would you want referred? _____

12. Do you ever have part time openings? _____

13. Do you list with Job Service? _____ 45

APPENDIX B
REVISED COMMUNITY RESOURCE CATALOG

community resources career education



**OFFICE OF STUDENT SERVICES
LINCOLN PUBLIC SCHOOLS**

**Eldon Heskett, Director
Ed Schwartzkopf, Supervisor
of Career Development
Susan Smeloff, Community
Resources Coordinator**

**Developed Cooperatively by
Office of Student Services and Lincoln Career Education Project
with funds granted under
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1974**

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Resource Speakers. Green Section

Field Trips. Yellow Section

Placement Experiences. Blue Section

Observation/Exploration
Volunteer Services

INTRODUCTION

Of all the many instructional aids available, community resources represents one of the most important. Our community has hundreds of business, industries and offices from which students can gain unlimited knowledge, skills and experiences. Workers in various careers are willing to share their understanding of their jobs, values and lifestyles with students. Bringing these people and places together with our students in more planned and varied educational experiences is now possible.

The recent emphasis on career education has heightened interest in the resources available in the community. Face-to-face meetings with a wide-range of workers and direct observations of work processes in various industries, businesses and offices are now a major part of the career education program. These kinds of direct contacts provide students with worker models for identification, with opportunities for inquiries, and with an expanded awareness of occupations and the community.

I. RESOURCE SPEAKERS

One of the simplest methods of exposing students to careers is to invite workers to class to speak about their jobs. These resources can enrich lessons in many ways; for instance, at the elementary level, an airline ticket agent can reinforce a math lesson by having the students figure mileage and fares for their families' trips. At the secondary level, an interior designer can show the math classes how to measure a window for draperies. Both of these resources would be speaking about their jobs, yet, letting the students get to know them, their work and its effect on the community.

Sometimes classroom visits are not as successful as all concerned would desire. Many guest resource speakers may not be certain of what they are to share with the students or unsure of returning to the school atmosphere as an "authority" on a given topic. Here are some suggestions to help make this a positive experience for both the students and the guest:

- A. Tell the speaker the purpose of the visit. If possible, give the speaker a list of topics to cover and questions you want answered. Mention unit or mini-course in which speaker will be included.
- B. Give the speaker a time limit, for example 15 to 30 minutes depending upon ages of students. Tell the speaker if there will be discussion afterwards. Ask if the speaker will give a formal or informal presentation (sitting or standing.)

- C. Advise speakers as to number of students who will be listening and type of room (classroom, auditorium, cafeteria, etc.)
- D. Ask the speaker to bring tools used in occupation, if possible. This increases the reality of the presentation.
- E. Inform the speaker of the students' learning level.
- F. Let a student or group of students act as hosts/hostesses for the speaker, meeting the speaker in the office and escorting to the room.
- G. If the age of your students is appropriate, have them make large name cards to be displayed on their desks. When a question and answer session is held, the speaker can refer to each student by name.
- H. Have a student write a thank you letter to the speaker outlining the highlights of the speaker's presentation. The speaker will then have the opportunity to evaluate the effectiveness of his presentation and the student will gain additional experience with using writing skills.

II. FIELD TRIPS

Field trips allow a large or small group of students to visit a community organization. These visits can not only answer many questions a student might have about a subject but can reinforce the in-school instructional program.

There are two kinds of field trips available in this catalog, the general tour and the occupational field trip. The general tour gives the students knowledge of the product or service and processes of the company. It can also focus on people pointing out the job responsibilities of certain workers. The occupational field trip is a shorter tour with the added emphasis of a question and answer session. Before the trip, students should be aware of the kinds of occupations they will observe. This will allow students to prepare the questions they would like answered. Here are some ideas on how to get maximum benefits from field trips.

- A. Have the trip be related to something the student is studying in school.
- B. Tell the business the purposes of your field trip so that the business might better plan what you will see.
- C. If you want a question and answer session, ask the business ahead of time if this is possible. (If they have no room big enough for your group, you might accomplish much the same purpose by having students ask the tour guide about workers' jobs as you are moving through the business-- providing the questions add to the tour and don't disrupt the business.)
- D. A recommended tour group size is 15 students. If your class consists of 30 students, ask the business if it is possible to divide the class into two groups.
- E. Plan a classroom activity as follow-up to the trip, for example, a writing or art assignment on a job viewed at the business, or a class discussion on what students thought the business would be like and what in reality it looked like.

- F. Have a student write a thank you letter to the business outlining the highlights of the field trip. The business tour guide will then have the opportunity to evaluate the effectiveness of the field trip, and the student will gain additional experience with using writing skills.

III. PLACEMENT EXPERIENCES

OBSERVATION/EXPLORATION

For the junior/senior high student, individual experiences are possible in the form of observation and exploration. This is an extension of an occupational field trip and allows one student to visit in a one-to-one situation with a worker.

An observation experience is one in which a student shadows a worker for one day or a part of a day. If an observation is not possible, perhaps because of the confidentiality of that occupation, an interview can be substituted.

An exploration experience includes an observation as well as an opportunity to perform at least one task related to that occupation. This hands-on experience enables the student to develop an awareness of what working in that occupation might be like. Here are some suggestions for making an observation or exploration experience more meaningful:

- A. Plan with the student to be sure that the student has a genuine interest in that occupation and that his day will be well spent. Employers will continue to work with schools if they feel the time they spend with students has been of educational value to the students.
- B. The students should be prepared to learn about the occupations they are visiting. Some things which might facilitate learning are:
 1. Have the students prepare a list of questions to ask
 2. Assist the students in developing a plan for taking notes during the experience
 3. Make it possible for the student to share the experiences with you and/or others upon returning.
- C. Be sure to comply with school policies on taking out-of-school trips.
- D. Have the student write a thank you letter to the worker outlining the highlights of the experience. The worker will then have the opportunity to evaluate the effectiveness of the experience, and the student will gain additional practice with using writing skills.

HOW TO USE THE CATALOG

I. CATALOG FORMAT

There are three general categories of community experiences included in this catalog. Each of the three categories is divided into a color-coded section:

- Section I Resource Speakers
- Section II Field Trips
- Section III Placement Experiences

All community resources experiences are categorized by the fifteen job clusters identified by the United States Office of Education. These clusters provide a way to relate careers in the community to courses taught in school. The fifteen clusters are:

- Agri-Business and Natural Resources
- Business and Office Occupations
- Communications and Media
- Construction
- Consumer and Homemaking--Related Occupations
- Environment
- Fine Arts and Humanities
- Health Occupations
- Hospitality and Recreation
- Manufacturing
- Marine Science
- Marketing and Distribution
- Personal Service
- Public Service
- Transportation

The fifteen clusters are further classified as to type of resource(s):

- S - Speaker
- F - Field Trip
 - Occupational Field Trip (O)
 - Tour (T)
- P - Placement Experiences
 - Observation (O)
 - Exploration (E)
 - Volunteer Services (V)

Each community experience has an identification code in the left hand margin to be used when requesting information about an experience. The code identifies the type of experience, USOE cluster(s), and the experience number.

Identification Code:

<u>Type of Resource</u>	<u>(Cluster)</u>	<u>Number</u>
S	(Comm.)	22

The following key is available on every other page to assist you in selecting a community experience:

***HOW TO USE THIS SECTION**

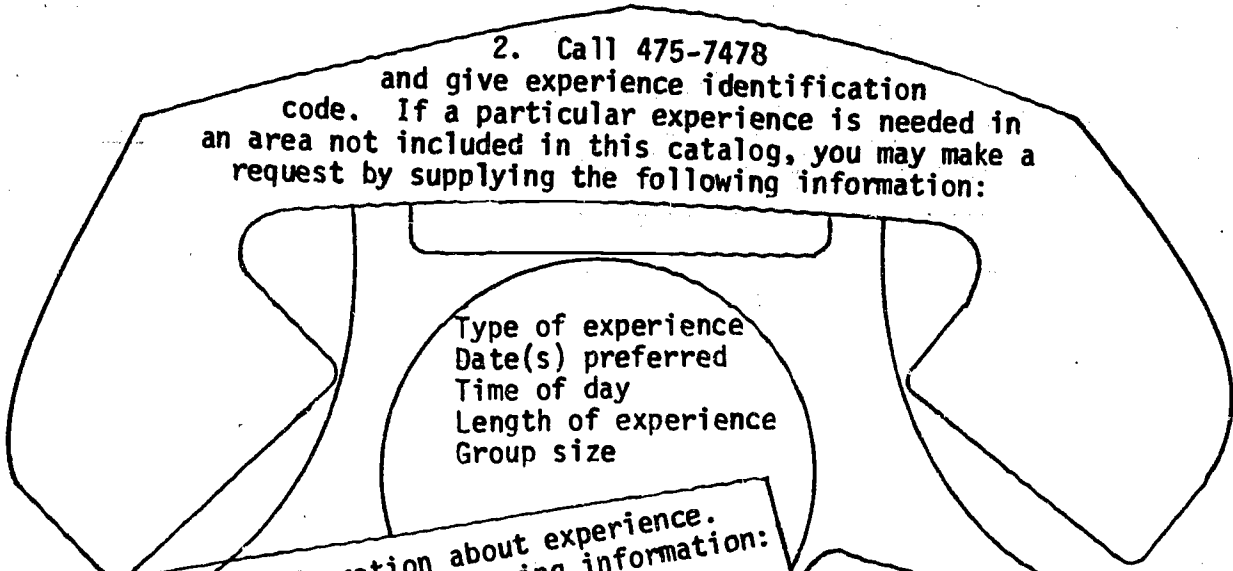
Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience, visit can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience Identification Code.

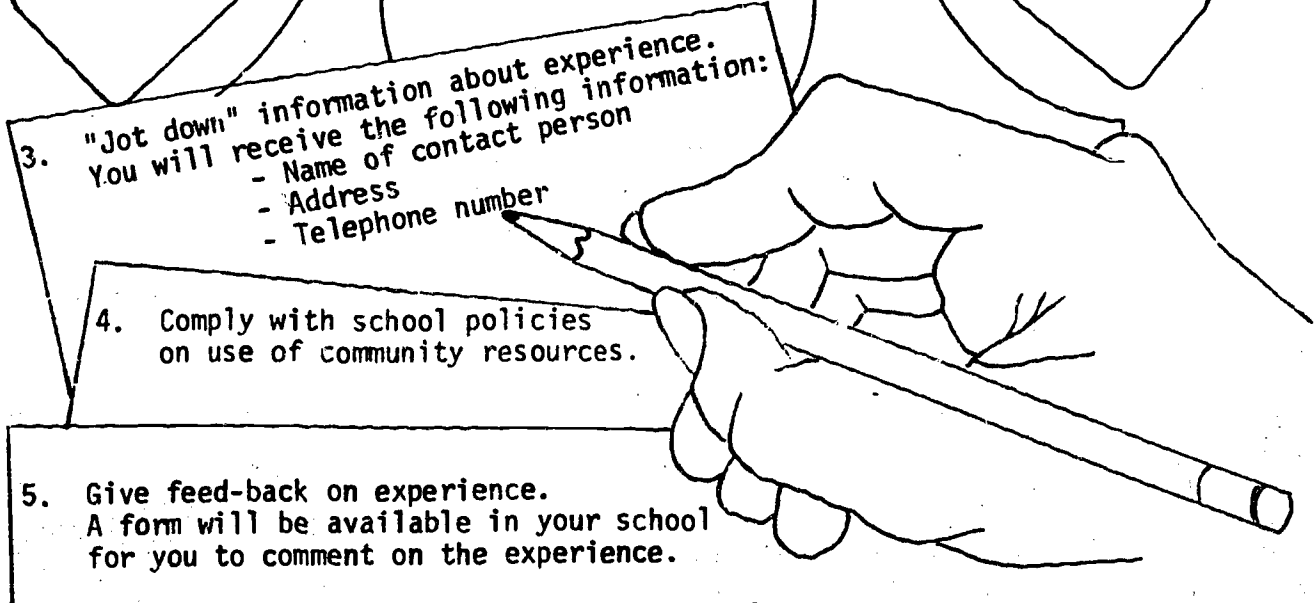
II. SUGGESTED STEPS FOR MAKING A REQUEST

1. Check catalog for desired experience.



2. Call 475-7478 and give experience identification code. If a particular experience is needed in an area not included in this catalog, you may make a request by supplying the following information:

Type of experience
Date(s) preferred
Time of day
Length of experience
Group size



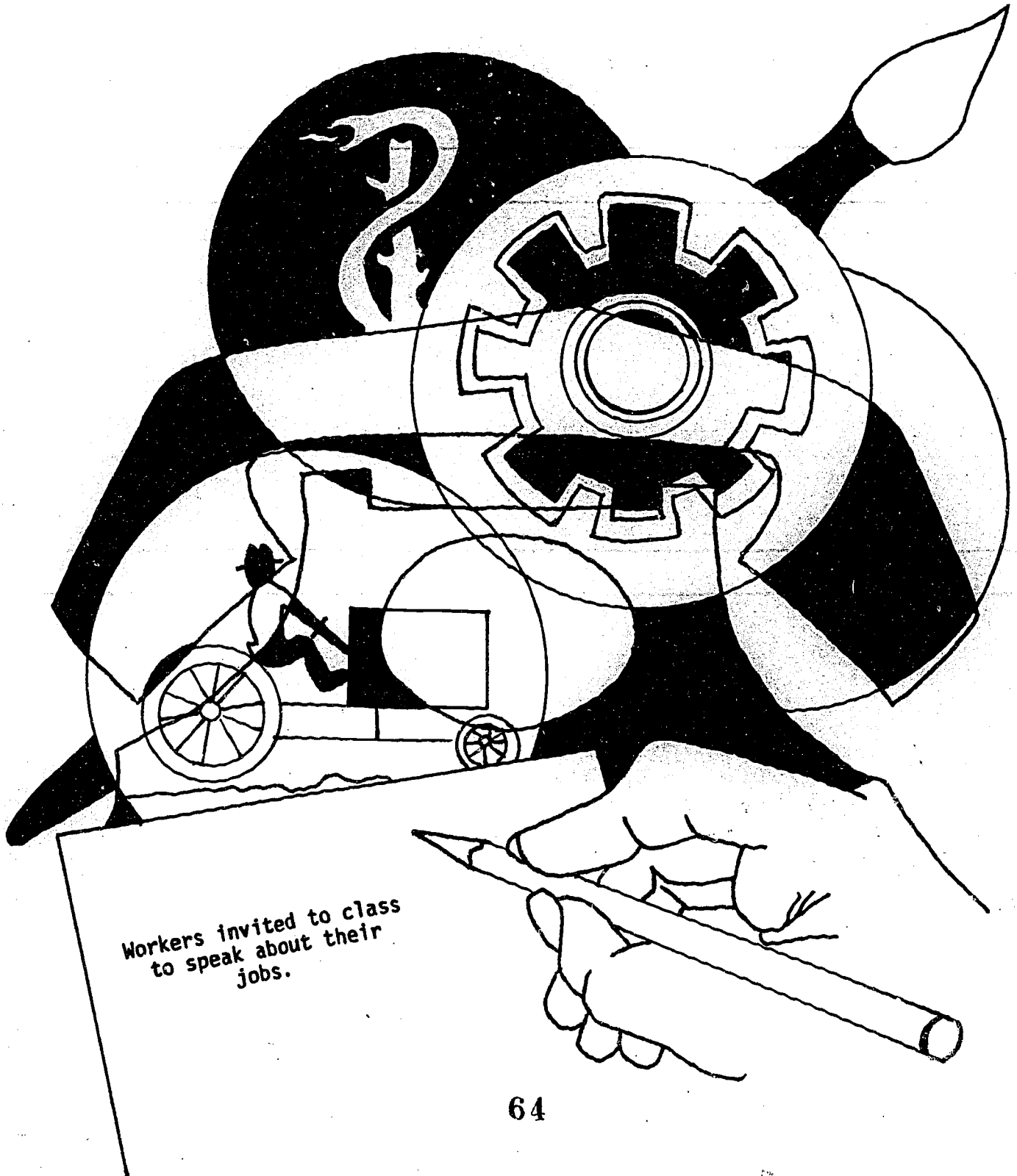
3. "Jot down" information about experience. You will receive the following information:

- Name of contact person
- Address
- Telephone number

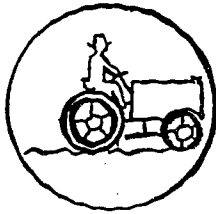
4. Comply with school policies on use of community resources.

5. Give feed-back on experience. A form will be available in your school for you to comment on the experience.

resource speakers



Workers invited to class
to speak about their
jobs.



AGRI-BUSINESS AND NATURAL RESOURCES

CODE

- | | | |
|--|---|---|
| S (Ag) 1 | Type:
Nature:
Interest: | Cultural center
Speaker tells about his culture - Nigeria
K-12 |
| S (Ag-Pub.
Serv.) 2 | Type:
Nature:
Interest: | High school equivalency program
Migrant and seasonal farm workers
Jr./Sr. high |
| S (Ag-Const.-
Envir.) 3 | Type:
Nature:
Interest:
Remarks: | Land surveying
Establishing/re-establishing property lines
K-12
Clients: home owners, construction companies |
| S (Ag-Envir.-
Mar. Sci.-
Hosp. Rec.) 4 | Type:
Nature:
Interest:
Remarks: | Game and Parks Commission
Environmental sciences, fisheries, recreation,
parks, hunting, boating, camping, hunting
and boating safety
K-12
Some careers would be: conservation officer,
fisheries biologist, outdoor maintenance
person. |
| S (Ag- 5
Mkt.) | Type:
Nature:
Interest:
Remarks: | Nursery and garden center
Plants, nursery business
K-12
Available January only |
| S (Ag-Envir) 6 | Type:
Nature:
Interest: | Soil conservation service
Soil, crops, engineering, agronomy, wild life,
forestry
K-12 |

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



BUSINESS AND OFFICE OCCUPATIONS

CODE

S (Bus) 1	Type:	Accounting firm
	Nature:	Accounting and statistical figures
	Interest:	Sr. high
S (Bus - 2 Pub.Serv.)	Type:	Computer facility
	Nature:	Computer use and management
	Interest:	Sr. high
S (Bus) 3	Type:	Data processing department
	Nature:	Computers
	Interest:	Sr. high
	Remarks:	Not available until second semester - 1975

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Bus) 4	Type:	Insurance firm
	Nature:	Economics and insurance
	Interest:	Sr. high
S (Bus) 5	Type:	Insurance company
	Nature:	Actuarial science
	Interest:	Sr. high
S (Bus) 6	Type:	Insurance company
	Nature:	Personnel and insurance, making application for employment
	Interest:	Jr./Sr. high
S (Bus) 7	Type:	Insurance company
	Nature:	Accounting as a profession
	Interest:	Sr. high



COMMUNICATION AND MEDIA

CODE

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Comm- 1 Mkt)	Type: Nature: Interest:	Broadcasting equipment company Broadcasting equipment - for schools, business, homes, hospitals, etc./sales Jr./Sr. high
S (Comm) 2	Type: Nature: Interest:	Printing company Publishing/occupations within Jr./Sr. high
S (Comm) 3	Type: Nature: Interest: Remarks:	Publishing company Proof reading braille K-12 Transportation must be provided as speaker is blind
S (Comm) 4	Type: Nature: Interest: Remarks:	Radio station On-air personality K-12 Will speak after 10:00 a.m.
S (Comm) 5	Type: Nature: Interest:	Television station Cinematography, still photography Jr./Sr. high
S (Comm-Manf) 6	Type: Nature: Interest: Remarks:	Communications manufacturing company Electronics communications - amateur and citizens' band radio/careers within Sr. high Jr. high only if a career unit

S (Comm-Pub.
Serv.) 7

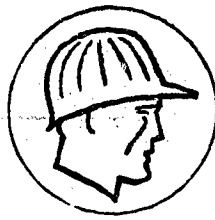
Type: Publishing company
Nature: Proof reading braille
Interest: K-12
Remarks: Transportation must be provided as speaker
is blind

***HOW TO USE THIS SECTION**

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type: Nature: Interest: Remarks:	Type of business Nature of presentation Of interest to --
---------------------	---	---

*Call 475-7478 and give experience ID Code



CONSTRUCTION

CODE

S (Const) 1	Type: Nature: Interest:	Architectural firm Architecture/occupations involved Architecture and drafting classes only
S (Const) 2	Type: Nature: Interest:	Architectural firm Architecture K-12
S (Const) 3	Type: Nature: Interest: Remarks:	Architectural firm Architecture/occupations involved K-12 One week notice minimum
S (Const) 4	Type: Nature: Interest:	Construction Building construction K-12
S (Const-Ag- Envir.) 5	Type: Nature: Interest: Remarks:	Land surveying Establishing/re-establishing property lines K-12 Clients: home owners, construction companies



CONSUMER AND HOMEMAKING--RELATED OCCUPATIONS

CODE

S (Con-Home) 1	Type:	Interior design firm
	Nature:	Interior design
	Interest:	Sr. high
S (Con-Home) 2	Type:	Modeling program
	Nature:	Nutrition, modeling, exercise, make-up and fashion
	Interest:	Intermediate/Jr./Sr. high
S (Con-Home) 3	Type:	Restaurant
	Nature:	Relates spelling to holding a job; may demonstrate how to make pizza
	Interest:	K-12

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



ENVIRONMENT

CODE

S (Envir.) 1 Type: Environmental improvement
Nature: Recycling in Lincoln
Interest: K-12

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Envir.-Ag- Const.) 2	Type:	Land surveying
	Nature:	Establishing/re-establishing property lines
	Interest:	K-12
	Remarks:	Clients: home owners, construction companies
S (Envir.- Trans.) 3	Type:	Meteorology
	Nature:	Weather as it relates to aviation; severe weather
	Interest:	Jr./Sr. high
S (Envir.-Ag- Mar. Sci.- Hosp.-Rec.) 4	Type:	Game and Parks Commission
	Nature:	Environmental sciences, fisheries, recreation, parks, hunting, boating, camping, hunting and boating safety
	Interest:	K-12
	Remarks:	Some careers would be: conservation officer, fisheries biologist, outdoor maintenance person
S (Envir.-Ag) 5	Type:	Soil conservation service
	Nature:	Soil, crops, engineering, agronomy, wild life, forestry
	Interest:	K-12



FINE ARTS AND HUMANITIES .

CODE

- | | | |
|----------------------|-----------|--|
| S (FA) 1 | Type: | Theater |
| | Nature: | Drama, play production, direction, community theater director, etc. |
| | Interest: | K-12 |
| S (FA-Publ. Serv.) 2 | Type: | Travelogue |
| | Nature: | Slide presentation on Johnny Tremain's Boston |
| | Interest: | Jr. high |
| S (FA) 3 | Type: | Writer |
| | Nature: | "Ghost stories". Author is writing a book on stories that seem untrue but are believed to be true by reputable people. |
| | Interest: | Sr. high |

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



HEALTH

CODE

S (Health) 1	Type: Nature: Interest:	Accoustically handicapped unit Accoustically handicapped K-12
S (Health) 2	Type: Nature: Interest: Remarks:	Audiology department Audiology or people having problems with hearing K-12 Prefers to speak to Home Ec. classes, Speech, or to a class where a child with an aid needs support from other children.
S (Health) 3	Type: Nature: Interest:	Dental office Dentistry as a career Jr./Sr. high
S (Health) 4	Type: Nature: Interest:	Physician's office Adolescent - youth medicine Jr./Sr. high
S (Health) 5	Type: Nature: Interest:	Physician's office General practice Sr. high
S (Health) 6	Type: Nature: Interest:	Physician's office General practice Sr. high
S (Health) 7	Type: Nature: Interest:	Physician's office Neurology, electroencephalography K-12
S (Health) 8	Type: Nature: Interest:	Physician's office Obstetrics and Gynecology Jr./Sr. high
S (Health) 9	Type: Nature: Interest:	Physician's office Pathology Jr./Sr. high
S (Health) 10	Type: Nature: Interest:	Physician's office Ophthalmology Sr. high

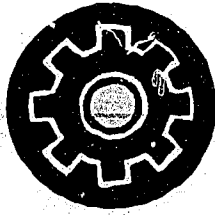
S (Health) 11	Type:	Physician's office
	Nature:	Ophthalmology
	Interest:	Sr. high
	Remarks:	Need several weeks notice
<hr/>		
S (Health) 12	Type:	Physician's office
	Nature:	Pediatrics and adolescent medicine
	Interest:	Jr./Sr. high
<hr/>		
S (Health) 13	Type:	Physician's office
	Nature:	Surgery
	Interest:	K-12
<hr/>		
S (Health) 14	Type:	Physical therapy clinic
	Nature:	Physical therapy
	Interest:	Sr. high
<hr/>		
S (Health) 15	Type:	Psychology department
	Nature:	School psychology
	Interest:	Sr. high

***HOW TO USE THIS SECTION**

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



MANUFACTURING

CODE

S (Comm.-
Manf.) 1 Type: Communications manufacturing company
 Nature: Electronics communications -- amateur and
 citizens' band radio/careers within
 Interest: Sr. high
 Remarks: Jr. high only if a career unit

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Hosp.Rec.-
Ag.-Envir.) 2 Type: Game and Parks Commission
 Nature: Environmental sciences, fisheries, recreation,
 parks, hunting, boating, camping, hunting
 and boating safety
 Interest: K-12
 Remarks: Some careers would be: conservation officer,
 fisheries biologist, outdoor maintenance
 person



MARINE SCIENCE OCCUPATIONS

CODE

S (Mar. Sci.-
Ag.-Envir.-
Hosp. Rec.) 1

Type: Game and Parks Commission
Nature: Environmental sciences, fisheries, recreation,
parks, hunting, boating, camping, hunting
and boating safety
Interest: K-12
Remarks: Some careers would be: conservation officer,
fisheries biologist, outdoor maintenance
person

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



MARKETING AND DISTRIBUTION OCCUPATIONS

CODE

S (Mkt.-Comm.) 1	Type:	Broadcasting equipment company
	Nature:	Broadcasting equipment - for schools, business, homes, hospitals, etc./sales
	Interest:	Jr./Sr. high
S (Mkt.) 2	Type:	Department store
	Nature:	How to apply for a job
	Interest:	Sr. high
S (Mkt.) 3	Type:	Department store
	Nature:	Retailing
	Interest:	Jr./Sr. high
	Remarks:	30 days in advance

* HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Ag.-Mkt.) 4	Type:	Nursery and garden center
	Nature:	Plants, nursery business
	Interest:	K-12
	Remarks:	Available January only



PERSONAL SERVICES OCCUPATIONS

CODE

S (Per. Serv.) 1	Type:	Mortician
	Nature:	Funeral customs
	Interest:	Sr. high
S (Per. Serv.) 2	Type:	Veterinary clinic
	Nature:	Veterinarian
	Interest:	Sr. high

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



PUBLIC SERVICE

CODE

- | | | |
|-------------------------|---|---|
| S (Pub. Serv.) 1 | Type:
Nature:
Interest: | Bank
Checking accounts, savings accounts, drive-in banking, loans
K-12 |
| S (Pub. Serv. - Bus.) 2 | Type:
Nature:
Interest: | Computer facility
Computer use and management
Sr. high |
| S (Pub. Serv.) 3 | Type:
Nature:
Interest: | Fire department
Fire prevention
K-12 |
| S (Pub. Serv. - Ag.) 4 | Type:
Nature:
Interest: | High school equivalency program
Migrant and seasonal farm workers
Jr./Sr. high |
| S (Pub. Serv.) 5 | Type:
Nature:
Interest:
Remarks: | Police department
Law enforcement, criminal justice (wide variety of subjects)
Elem./Jr. high
Contact resource officer for speaker/ experience. (at least 75 students) - police dog demonstrations (at least 150 - 200 students) helicopter demonstrations available. Helicopter may not always be available - must have adequate landing space at school. |
| S (Pub. Serv.) 6 | Type:
Nature:
Interest:
Remarks: | Police department
Law enforcement - criminal justice - (Wide variety of subjects)
Sr. high
(at least 75 students) - police dog demonstrations (at least 150-200 students) helicopter demonstrations available. Helicopter may not always be available - must have adequate landing space at school. |
| S (Pub. Serv.) 7 | Type:
Nature:
Interest:
Remarks: | Post Office
Post office, occupations within
Intermediate/Jr./Sr. high
A short film can be shown |

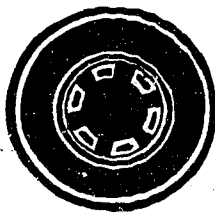
***HOW TO USE THIS SECTION**

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

***Call 475-7478 and give experience ID Code.**

S (Pub.Serv. - 8 Comm.)	Type:	Publishing company
	Nature:	Proof reading braille
	Interest:	K-12
	Remarks:	Transportation must be provided as speaker is blind
S (Pub.Serv.) 9	Type:	State employment office
	Nature:	Careers in Nebraska
	Interest:	Jr./Sr. high
S (Pub.Serv.) 10	Type:	State patrol
	Nature:	Career of state trooper, motor vehicle laws, highway safety, bicycle safety, drug edu- cation (slide presentations available) history of the patrol.
	Interest:	K-12
S (Pub.Serv.- FA) 11	Type:	Travelogue
	Nature:	Slide presentation on Johnny Tremain's Boston
	Interest:	Jr. high

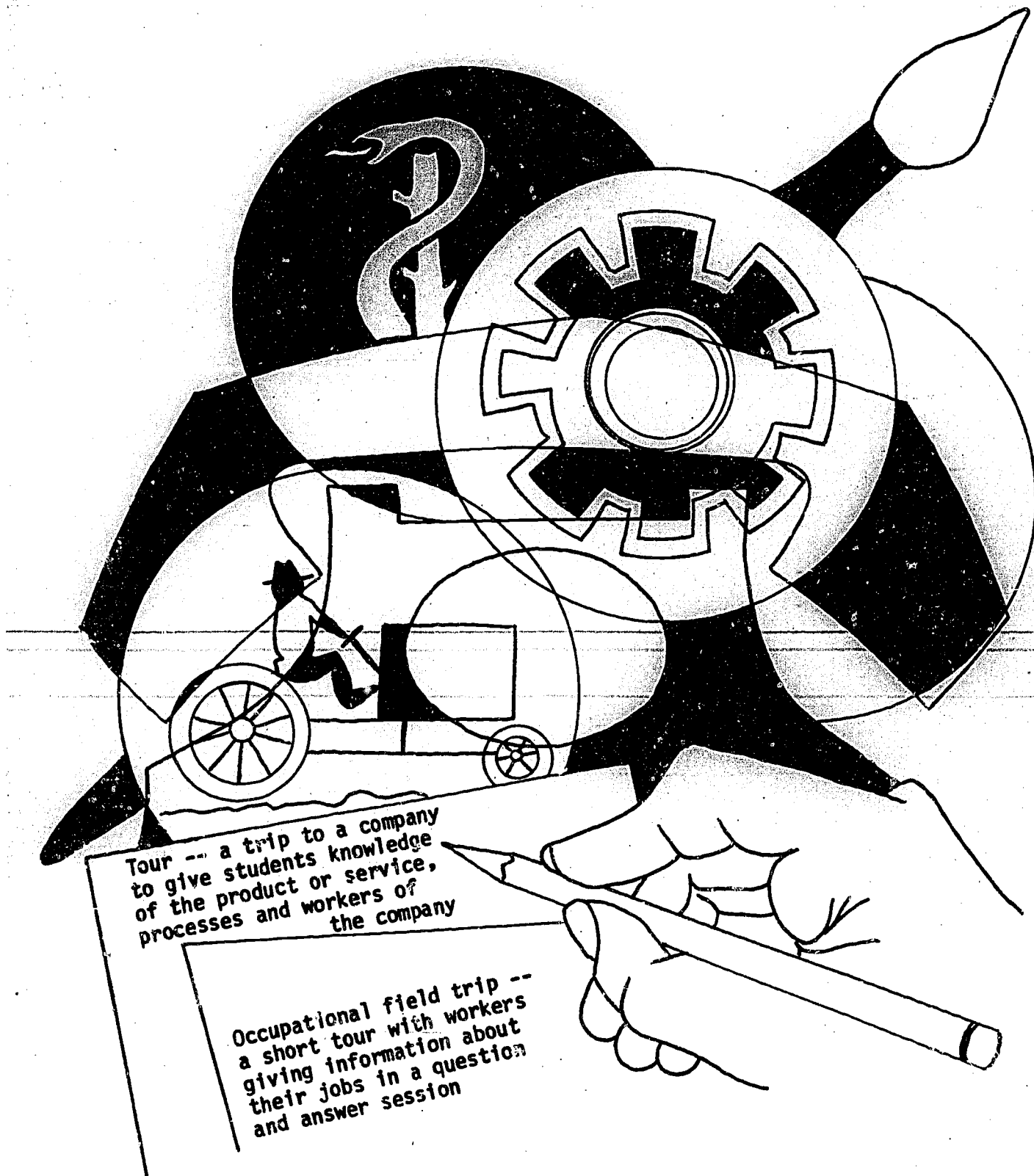


TRANSPORTATION

CODE

S (Trans) 1	Type: Nature: Interest:	Air craft supply parts company and airlines Pilot, general aviation, aviation mechanics K-12
S (Trans) 2	Type: Nature: Interest:	Bus company City bus lines/occupations within K-12
S (Trans - Envir.) 3	Type: Nature: Interest:	Meteorology Weather as it relates to aviation; severe weather Jr./Sr. high
S (Trans) 4	Type: Nature: Interest:	Railroad Trades: mechanic, pipefitter, electrician, painter, carpenter, carman, welder, sheet metal worker, blacksmith Operations: switchman, brakeman, conductor, locomotive engineer, laborer Clerical (general): messenger, file clerk, mail desk clerk, receptionist, typist, yard clerk, teletype operator, accounting, computer operator, office machine operator, key punch, stenographer, switchboard operator Technical: draftsman, press operator, communications worker K-12
S (Trans) 5	Type: Nature: Interest:	Trucking company Transportation, trucking, diesel driver K-12
S (Trans) 6	Type: Nature: Interest: Remarks:	Trucking company Diesel dispatcher, diesel driver Jr./Sr. high Available Tuesday through Friday

field trips



Tour -- a trip to a company to give students knowledge of the product or service, processes and workers of the company

Occupational field trip -- a short tour with workers giving information about their jobs in a question and answer session



AGRI-BUSINESS AND NATURAL RESOURCES

CODE

FT (Ag) 1	Type:	Grain elevator
	Time:	Mornings
	Length:	60 minutes
	Nature:	View grain handling at terminal elevator
	Size:	10-20
	Interest:	K-12
FT (Ag) 2	Type:	Hatchery
	Time:	Between 8:30 a.m. - 3:30 p.m. Monday, Tuesday, Thursday
	Length:	45-60 minutes
	Nature:	View egg processing, incubation - chicken growing
	Size:	Any size
	Interest:	K-12
FT (Ag-Pub. Serv.) 3	Type:	Hatchery
	Time:	Between 1-5 p.m.
	Length:	30-45 minutes
	Nature:	View the hatching of chickens and turkeys
	Size:	Open
	Interest:	Elementary
	Remarks:	Not always hatching but can tour complex: view new research. Afternoons only

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FTO (Ag-Const.) 4 Type: Land surveyor
Time: Open
Length: Open
Nature: View office or job site within city or county
Size: Open
Interest: Jr./Sr. high

FT (Ag-Pub. Serv.) 5 Type: Meat laboratory
Time: Between 1-5 p.m.
Length: 30-45 minutes
Nature: View meat processing and evaluation
Size: Open
Interest: Sr. high
Remarks: Afternoons only

FTO (Ag) 6 Type: Nursery and garden center
Time: Open
Length: Open
Nature: Tour of garden center - see grafting, potting, taking cuttings, seeding and transplanting at certain times of year
Size: Any size
Interest: K-12
Remarks: April - May tours welcomed, but no tour guide. Occupational field trip possible during January only

FTO (Ag-Envir.) 7 Type: Soil conservation service
Time: Open
Length: Open
Nature: Soil, crops, engineering, agronomy, wildlife, forestry
Size: 15-20
Interest: K-12

FT (Ag-Pub. Serv.) 8 Type: Tractor testing laboratory
Time: Between 1-5 p.m.
Length: 30-45 minutes
Nature: View the method by which all tractors coming into Nebraska are tested
Size: Open
Interest: Jr./Sr. high
Remarks: Give ample notice, can do demonstration. Afternoons only



BUSINESS AND OFFICE OCCUPATIONS

CODE

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to
	Remarks:	

*Call 475-7400 and give experience ID Code.

FT (Bus.- Mkt.) 2	Type:	Clothing Store
	Time:	Open
	Length:	30 minutes
	Nature:	Entire tour of store and operations is given; students watch the preparation of the items to be put on merchandise floor as well as store services
	Size:	20 or less
	Interest:	K-12
	Remarks:	Schedule tour at least one week in advance

FTD (Bus.- Pub.Serv.) 3	Type:	Computing center
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	30 - 60 minutes
	Nature:	Tour and/or discussion of computer facility
	Size:	12 or less
	Interest:	Jr./Sr. high
	Remarks:	Can tailor to interests of group. This is a large computer facility which provides an opportunity for direct access from 60 remote points. This facility completes up to 200,000 computer tasks daily. It has the capacity to do as much computation in 5 min. as a man could perform with paper and pencil in 50 years. Not available last 3 weeks of semester

FT (Bus.) 4 Type: Computer institute
 Length: 60 - 90 minutes
 Nature: See demonstration of Univac 9200 computer
 Size: 15 or less
 Interest: K-12
 Remarks: Information bulletin available. Will code -
 punch - run computer - run program through
 machine in some situations. Prefer high
 school students

FT (Bus.) 5 Type: Data processing department
 Time: Open
 Nature: Tour data processing center
 Interest: Jr./Sr. high
 Remarks: Not to be used until 2nd semester - '75

FT (Bus.) 6 Type: Insurance company
 Time: By appointment
 Length: Varies
 Nature: Tour of insurance company--free lunch in
 cafeteria
 Size: 20 or less
 Interest: Sr. high (11-12)

FT (Bus.) 7 Type: Insurance company
 Time: Between 8:30 a.m. - 4:00 p.m.
 Length: 60 minutes
 Nature: View office work in general - computer
 Size: 5-20
 Interest: Sr. high

FT (Bus.) 8 Type: Insurance company
 Time: Between 8:00 a.m. - 10:30 a.m., 12:30 p.m. -
 3:00 p.m.
 Length: 60 minutes
 Nature: View insurance company
 Size: 15 or less
 Interest: Sr. high
 Remarks: Photo of the individual or group is taken and
 a copy of the employee publication in which
 the group photo appears is given. Please
 notify at least one week in advance

FT (Bus.) 9 Type: Insurance company
 Time: Schedule in advance
 Length: 60 minutes or more
 Nature: View data processing, word processing or
 personnel department. Brief report on
 history, philosophy of company
 Size: 15 or less
 Interest: Jr./Sr. high
 Remarks: Free brochures, pens, etc. available
 depending on group size.



COMMUNICATION AND MEDIA

CODE

- FTO (Comm.) 1 Type: Military operation
Time: Arr. in advance
Length: 30 - 45 minutes
Nature: Tour is working with reconnaissance,
 photography using 9" square negatives
 loaded into automatic cameras. View
 work with rolls of film size of wallpaper
Size: Open
Interest: Jr./Sr. high
Remarks: Call in advance at least one week
- FT (Comm.) 2 Type: Bindery
Time: Open
Length: 30 - 60 minutes
Nature: View bindery
Interest: K-12
- FT (Comm. -
Pub. Serv.) 3 Type: Braille foundation
Time: Between 9:00 a.m. and 11:30 a.m., 2:00 p.m. and
 4:00 p.m., Wednesday and Thursday
Length: 45 - 60 minutes
Nature: This is the United States Headquarters of
 this foundation. Classes could see all
 the devices prepared such as brailled
 magazines, talking records, talking books,
 a braille lending library, taped material.
 Children would be there preparing for other
 schooling situations such as Nebraska City.
Size: Any size
Interest: K-12
Remarks: Samples of materials and descriptive
 brochures upon request
- FT (Comm.) 4 Type: Broadcast studio
Time: Between 7:30 a.m. - 4:30 p.m.
Length: 60 - 90 minutes
Nature: View radio broadcast work activity. Watch
 the general activities including tape
 production, EDP, printing, shipping and
 processing of the daily mail.
Size: 10 - 12
Remarks: Visitor packet to each person

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***HOW TO USE THIS SECTION**

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FTO (Comm.- Mkt.) 5	Type:	Broadcasting equipment company
	Time:	As available
	Length:	Open
	Nature:	View broadcasting equipment such as TV cameras, monitors, video cassette players
	Size:	Open
	Interest:	Jr./Sr. high

FTO (Comm.- Manf.) 6	Type:	Communications manufacturing plant
	Time:	3:15 p.m. or later
	Length:	45 minutes
	Nature:	View communications manufacturing plant. Maker of amateur and citizens band radio equipment
	Size:	15 or less
	Interest:	Sr. high

FT (Comm.) 7	Type:	Newspaper publishing company
	Time:	2:00 p.m., tour only
	Nature:	Tour of the plant showing complete process of news gathering to final press run and distribution. See editorial rooms, photography department, press room, majority of newspaper operations.
	Size:	Multiples of 8 to 12
	Interest:	10 years and older
	Remarks:	Arrange tour by notifying office at least 10 days in advance

FT (Comm.) 8	Type:	Outdoor advertising company
	Time:	Arranged in advance
	Length:	30 minutes
	Nature:	View sign painting of some type going on all the time. Will be able to see how painters "blow up" a small picture or drawing, billboard painting, etc.
	Size:	30 or less
	Interest:	K-12

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FT (Comm.) 9
 Type: Printing company
 Time: Between 8:00 a.m. - 4:00 p.m.
 Length: 60 minutes
 Nature: View the printing plant
 Size: 20 or less
 Interest: Jr./Sr. high

FT (Comm.) 10
 Type: Publishing company
 Time: Open
 Length: 30 - 60 minutes
 Nature: View publishing company
 Interest: K-12

FTO (Comm.) 11
 Type: Radio station
 Time: Between 9:00 a.m. - 11:00 a.m., 2:00 p.m. - 4:00 p.m.
 Length: 20 - 30 minutes
 Nature: Show various studios and equipment. Technicality of tour depends on students
 Size: 10 - 15
 Interest: Intermediate/Jr./Sr. high. Prefer journalism, broadcasting students

FT (Comm.) 12
 Type: Telephone company
 Time: Between 9:00 - 11:00 a.m., 2:00 - 3:30 p.m. Tuesday through Friday
 Length: 60 minutes (depends on size of group)
 Nature: See telephone equipment in operation, direct distance dialing, local dialing, long distance switchboards
 Interest: Elementary/Jr./Sr. high (3-12)
 Remarks: One week notice required for tour. Free memo pads

FTO (Comm.) 13
 Type: T.V. station
 Time: By appointment
 Length: 30 - 60 minutes
 Nature: Tour of telecommunications center including television studios, control rooms, a film and photo department, art department, and scene shop
 Size: Any group size. One tour guide will be assigned every 20 persons
 Interest: Intermediate/Jr./Sr. high (5-12)
 Remarks: All children or young people through high school age must come accompanied by one adult for every ten persons. Schedule minimum of two weeks in advance of planned tour

FT (Comm.) 14

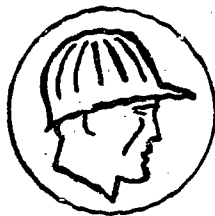
Type: T.V. station
Time: Between 8:00 a.m. - 12:00 a.m., 1:00 p.m. - 5:00 p.m.
Length: 30 minutes
Nature: View two studios, control room and newsroom; can watch live broadcast of local shows 9:00 - 9:30 a.m., 9:30-10:00 a.m., 12:00-12:30 p.m., 3:30-4:00 p.m. Take tours between broadcasts
Size: Any size group
Interest: Primary/Intermediate/Jr./Sr. high
Remarks: Souvenir or memento of the visit is given to each guest at the end of the tour

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	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

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CONSTRUCTION

CODE

- FTO (Const.) 1 Type: Architectural firm
Time: Between 8:00 a.m. - 5:00 p.m.
Length: Open
Nature: See firm and occupations within
Size: Open
Interest: Architecture and drafting classes only
- FTO (Const.) 2 Type: Architectural firm
Time: Between 8:00 a.m. - 5:00 p.m.
Length: Open
Nature: View firm and occupations within
Size: 15 or less
Interest: K-12
- FT (Const.-
Envir.-
Pub.Serv.) 3 Type: School of environmental development
Time: By arrangement
Length: 60 minutes
Nature: Tour and discussion of student projects
Size: Open
Interest: K-12
Remarks: Since students exhibitions form the basis of
tours in architecture, it is suggested
that groups plan tours between November
and May
- FT (Const.) 4 Type: Architectural and engineering firm
Time: Between 8:00 a.m. - 5:00 p.m.
Length: 30 - 60 minutes
Nature: See architectural-engineering firm
Size: 15
Interest: K-12
Remarks: One week notice minimum
- FTO (Const.) 5 Type: Construction department
Time: Between 8:00 a.m. - 5:00 p.m.
Length: Open
Nature: View university construction projects such
as the field house or law college
Size: Open
Interest: K-12
Remarks: Students will view the project from a safe
distance

FT (Const.-
Pub.Serv.) 6 Type: Engineering
 Time: 1:00 p.m. - 10:00 p.m. Friday and 10:00 a.m.
 - 5:00 p.m. Saturday during the Annual
 Engineer's Week Open House (in April)
 Length: 90 minutes or more
 Nature: Open house with many exhibits
 Size: Any size group
 Interest: K-12
 Remarks: Annual event (Engineer's Week) is planned
 and conducted by engineering students. It
 attracts several thousands of people of all
 ages each year

FT (Const.) 7 Type: Furniture manufacturing company
 Time: Open
 Length: 30 - 60 minutes
 Nature: w furniture being made
 Interest: K-12

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	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FT0 (Const.-
Ag.) 8 Type: Land surveyor
 Time: Open
 Length: Open
 Nature: View office or job site within city or county
 Size: Open
 Interest: Jr./Sr. high

FT (Const.-
Mkt.) 9 Type: Lumber company
 Time: Open
 Length: 20 - 30 minutes
 Nature: Tour of lumber yard, watch production of
 lumber and various steps involved
 Size: Any size
 Interest: K-12
 Remarks: Schedule tour at least one week in advance.
 Free samples given that vary from
 pencils to rulers



CONSUMER AND HOMEMAKING - RELATED OCCUPATIONS

CODE

- FTO (Con-Home) 1 Type: Interior design shop
 Time: Open
 Length: Open
 Nature: Tour either store or interior designer work-rooms
 Interest: Sr. high
 Remarks: Tour itself only a few minutes, then questions. Limited number of students to tour work rooms
- FT (Con-Home) 2 Type: Preparation kitchen for restaurants
 Time: Between 9:00 and 10:30 a.m.
 Length: 30 - 45 minutes
 Nature: The facility is the main commissary where food, such as hamburgers, cole slaw, onion rings and soups are made for all company-owned stores in Nebraska. Many of these items are sent to the two branch commissaries in Des Moines and Kansas City for distribution in Iowa, Kansas, and Missouri
 Size: 10 - 12 is the ideal size but larger groups may be divided and two guides would be used if notified far enough in advance
 Interest: Intermediate/Jr./Sr. high
 Remarks: Morning tour runs between 30 and 45 minutes depending on the age group and what is being made in the commissary on that day. Afternoon tours average about 20 minutes. A coupon is given to each person on the tour. Usually these coupons are for a free hamburger but may vary
- FT (Con-Home-
 Manf.) 3 Type: Testing kitchen for food manufacturing company
 Time: Between 9:00 - 10:00 a.m. and 1:00 - 3:00 p.m.
 Length: 60 minutes
 Nature: Tour of test kitchen where cookies and coffee are served. Free sample dinner is given
 Size: 15 - 20
 Interest: Jr./Sr. high
 Remarks: Need several weeks advance notice

***HOW TO USE THIS SECTION**

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FT (Con-Home) 4	Type:	Bakery
	Time:	Open
	Length:	30 - 45 minutes
	Nature:	View bakery
	Interest:	K-12
	Remarks:	Tours Monday through Thursday
FT (Con-Home) 5	Type:	Day care nursery school
	Time:	Between 10:00 - 11:30 a.m., 1:00-3:15 p.m.
	Length:	30 - 45 minutes
	Nature:	View day care and nursery school
	Interest:	Sr. high
FTO (Con-Home-Mkt.) 6	Type:	Department store
	Time:	Open
	Length:	Open
	Nature:	Will tailor to suit age group and interests - bakery, cafeteria, kitchen, marking room, packaging, display, electronic data processing, advertising, and personnel. Will also furnish a six month's agenda of impending promotions upon request. These may tie in with social studies such as their "Hail, Britannica," "Import Bazaar," "Hawaiian Holiday," etc.
	Interest:	K-12
	Remarks:	One weeks notice. Largest food service operation in Great Plains
FT (Con-Home) 7	Type:	Department store
	Time:	Between 9:30 a.m. and 3:30 p.m., Monday through Friday
	Length:	30 - 45 minutes
	Nature:	View candy factory, work rooms, etc.
	Size:	25 or less
	Interest:	K-7
	Remarks:	Free candy samples. Give number of students so guides may be provided. Mornings are the best time for the candy kitchen activity. Exhibits and/or shows in auditorium may prove of interest from time to time also.

<p>FT (Con-Home) 8</p>	<p>Type: Department store Time: Between 9:00 a.m. - 4:00 p.m. Length: Open Nature: View modeling program and classroom Size: Open Interest: Intermediate./Sr. high Remarks: One week notice minimum</p>
<p>FT (Con-Home) 9</p>	<p>Type: Furniture store Time: Open Length: Depends on interest, usually 45 minutes Nature: Receive lecture on types of furniture, color arrangements, questions answered Size: 25 or less Interest: Sr. high Remarks: Schedule tour at least a week in advance</p>



ENVIRONMENT

CODE

FT (Envir.-
Const.-
Pub.Serv.) 1

Type: School of environmental development
Time: By arrangement
Length: 60 minutes
Nature: Tour and discussion of student projects
Size: Open
Interest: K-12
Remarks: Since students exhibitions form the basis of tours in architecture, it is suggested that groups plan tours between November and May.

FTO (Envir.-
Ag) 2

Type: Soil conservation service
Time: Open
Length: Open
Nature: Soil, crops, engineering, agronomy, wild-
life, forestry
Size: 15 - 20
Interest: K-12



FINE ARTS AND HUMANITIES

CODE

FT (FA) 1 Type: Art gallery and sculpture garden
Time: Closed Mondays, Tuesday from 10:00 a.m. to
 10:00 p.m., Wednesday through Saturday
 from 10:00 a.m. to 5:00 p.m.
Length: 30 minutes minimum
Nature: Tour and discussion of art works
Size: 25 - with 1 adult sponsor for each 25 students
Interest: K-12
Remarks: The collection of paintings is valued at
 over \$3,000,000. The Gallery is regarded
 as having one of the finest art collections
 on any university campus. The exhibitions
 change continuously.

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FT (FA) 2	Type:	Floral company
	Time:	Open
	Length:	60 minutes
	Nature:	View operations and see details of floral company
	Size:	6 - 8
	Interest:	Sr. high

FT (FA) 3

Type: Motion picture, theaters
Time: Mornings (some afternoons)
Length: As desired
Nature: Tour of facilities, lecture on motion picture industry
Size: Any
Interest: K-12

FTO (FA) 4

Type: Theater
Time: Between 9:00 a.m. - 9:00 p.m.
Length: Open
Nature: View theater, backstage, makeup, etc.
Size: Open
Interest: K-12
Remarks: One week notice minimum

FT (FA-Pub.Serv.) 5

Type: University Department of Art
Time: By arrangement
Length: 60 minutes
Nature: Tour of art classrooms to view work in progress and completed works.
Size: 30 or less
Interest: Jr./Sr. high art classes only
Remarks: Sufficient advance notice

FT (FA-Pub.Serv.) 6

Type: University Department of Speech and Drama
Time: By arrangement
Length: 30 - 45 minutes
Nature: Tour and discussion of speech and drama
Size: 15 - 30
Interest: Students interested in drama



HEALTH OCCUPATIONS

CODE

FT (Health) 1	Type:	Consumer products testing laboratory
	Time:	Between 8:00 a.m. - 5:00 p.m. Evening tours can be arranged
	Length:	30 minutes to 120 minutes, depending on group interest
	Nature:	Independent research, development and safety testing of consumer products
	Size:	30 or less
	Interest:	K-12
	Remarks:	Tours can be adjusted for all age groups, but we suggest at least Jr. high school or older. Have handled groups of 4 year olds
FT (Health- Mkt.) 2	Type:	Dental supply company
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	Open
	Nature:	View dental supply company
	Size:	15 or less
	Interest:	Jr./Sr. high
FTO (Health) 3	Type:	Physician's office
	Time:	Open
	Length:	Open
	Nature:	View otolaryngology office
	Size:	2
	Interest:	Sr. high

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FTO (Health) 4	Type: Physician's office Time: Open Length: Open Nature: Tour office - pediatrics and adolescent medicine Size: 15 or less Interest: K-12
FTO (Health) 5	Type: Physician's office Time: Saturday morning Length: Open Nature: Tour office - ophthalmology Size: 12 or less Interest: Sr. high
FT (Health) 6	Type: Physician's office Time: Open Length: Open Nature: Tour office - ophthalmology Size: 1 Interest: Sr. high
FT (Health) 7	Type: Goodwill Industries, Inc. Time: Monday-Friday 8:00 a.m. - 3:00 p.m. Length: 30 - 45 minutes Nature: Learn how the work potential or work skills of handicapped individuals are evaluated, improved, and taught Size: Any size Interest: K-12
FT (Health) 8	Type: Health center Time: Monday or Friday mornings Length: Open Nature: Tour office - adolescent and youth medicine Size: 20 or less Interest: K-12
FTO (Health) 9	Type: Hospital Time: Thursdays only - any time of day except during visiting hours Length: 30 - 120 minutes Nature: Tour hospital facilities Interest: Age 14 and over - Remarks: Preferably only for high school students interested in pursuing a medical career
FTO (Health) 10	Type: Hospital Time: Open Length: Open Nature: Tour data processing, word processing, dietary area, maintenance, purchasing, administration, volunteers, business, radiology, lab, physical therapy and nursery Size: Open Interest: K-12 Remarks: Must state educational objective. Tour will vary depending upon age of students

FTO (Health) 11	Type: Time: Length: Nature: Size: Remarks:	Hospital Thursday only Open View nursing areas, supplies, lab, physical therapy Open Tour varies depending upon interest of group
FTO (Health) 12	Type: Time: Length: Nature: Size: Interest:	Physician's office Open Open Tour pathology lab 10 or less Jr./Sr. high

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Identification Code	Type: Time: Length: Nature: Size: Interest: Remarks:	Type of business Time experience can be held Length of experience Nature of experience Group size Of interest to --
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*Call 475-7478 and give experience ID Code.

FT (Health) 13	Type: Time: Length: Nature: Size: Interest:	Medical clinic Open Open Tour physician's office - obstetrics and gynecology 10 or less Sr. high
FT (Health- Manf.) 14	Type: Time: Length: Nature: Size: Interest: Remarks:	Pharmaceutical laboratory Between 8:00 a.m. and 2:00 p.m. 60 minutes Tour of pharmaceutical manufacturing plant 50 or less Sr. high (15 years or older) Can provide lunch or refreshments, samples available
FO (Health) 15	Type: Time: Length: Nature: Interest:	Pharmacy Open Open See pharmacy Sr. high

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FT (Health-
Pub.Serv.) 16

Type: University Behlen Laboratory of Physics
Time: Open
Length: 120 minutes
Nature: Tour of Behlen lab with short stops at
current experiments
Size: 10 or less
Interest: Sr. high (for students interested in Physics;
will accept general science classes)

FT (Health-
Pub.Serv.) 17

Type: University Department of Chemistry
Time: Between 9:00 a.m. - 5:00 p.m. Monday through
Friday
Length: 30 - 60 minutes
Nature: Visits to research and teaching laboratories
and facilities in the new Hamilton Hall
of Chemistry
Size: Open
Interest: Any with interests in Chemistry
Remarks: The facilities are comparable to most
Universities in the U.S.



HOSPITALITY AND RECREATION

CODE

FT (Hosp.-Rec.) 1 **Type:** Fairview - W.J. Bryan's Home
 Time: Thursday, Saturday and Sunday 1:00 p.m -
 4:00 p.m. through Fair week
 Length: 30 - 45 minutes
 Nature: Home of Nebraska's famed "Golden Orator,"
 William Jennings Bryan, has been restored
 and is now open to the public April to
 September. Detailed photographs of the
 home taken in 1908 were used to refurnish
 the house and decorate the rooms because
 the Bryans relocated in Florida in 1912.
 Until 1961, the home was used as a dorm
 for student nurses
 Size: Approximately 25, guides provided.
 Interest: 9 years and older
 Remarks: Group tours of 20 adults and more are 20 cents
 per adult, regular charges are 25 cents
 adult and school groups are always free

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*Call 475-7478 and give experience ID Code.

FT (Hosp.-Rec.) 2 **Type:** Governor's Mansion
 Time: April 1 to November 1 only; Thursdays
 between 10:00 a.m. - 11:00 a.m., 2:00 p.m.
 - 3:30 p.m.
 Length: 15 minutes
 Nature: Tour entire 1st floor
 Size: 20 or less
 Interest: K-12
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- FT (Hosp.-Rec.) 3 Type: Home for children
 Time: Between 1:00 p.m. - 4:00 p.m., no tours
 during morning hours
 Length: 30 minutes
 Nature: During school hours, children might see the
 housing situation and hear of the organiza-
 tion and plan for the children. Tour of
 the home would show the bedroom dorms,
 the dining hall, the kitchen, etc.
 Interest: Elementary
 Remarks: Schedule tour in advance
- FT (Hosp.-Rec.) 4 Type: Hotel
 Time: Between 9:30 a.m. - 11:00 a.m., 2:00 p.m.
 - 4:00 p.m., Monday through Friday
 Length: 60 minutes
 Nature: See a complete "behind the scenes" tour of
 the hotel, including the main kitchen,
 laundry and offices
 Size: Any size
 Interest: K-12
 Remarks: Arrange tours one week in advance
- FT (Hosp.-Rec.) 5 Type: Thomas P. Kennard Home
 Time: Sunday: 2:00 p.m. - 5:00 p.m., Tuesday through
 Saturday 9:00 a.m. to 4:00 p.m.
 Length: 45 minutes
 Nature: Entire restored house is open to the public
 Size: Open
 Interest: K-12 except very young children
 Remarks: Reservations not required
- FT (Hosp.-Rec.) 6 Type: Lincoln City Libraries
 Time: Main library hours 9:00 a.m. - 9:00 p.m.,
 Monday through Friday, 9:00 a.m. - 6:00 p.m.
 Saturday, 1:30 p.m. - 5:30 p.m. Sunday or
 branch hours
 Length: 30 - 60 minutes
 Nature: Tour of library facility and talk on library
 service program and activities. (Main
 library and branches)
 Size: Main library - 20, 25 or more. Branch
 libraries 20, 25
 Interest: K-12
 Remarks: Distribution materials including booklists,
 descriptive brochures on library service,
 programs, etc.
- FT (Hosp.-Rec.) 7 Type: Parks and recreation department
 Time: Between 8:00 a.m. - 4:30 p.m.
 Length: 60 minutes
 Nature: Tour facilities and activities
 Size: 10 - 15
 Interest: K-12

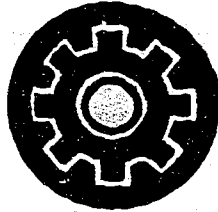
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	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FT (Hosp.-Rec.) 8	Type:	University of Nebraska State Museum/ Planetarium
	Time:	Slide orientation - 9:00 a.m. - 4:00 p.m. Plastic Woman - 9:00 a.m. - 3:00 p.m. Planetarium - make arrangements 2 weeks in advance for sky show
	Length:	Slide orientation: 25 minutes Ceres, the Plastic Woman: 25 minutes Planetarium: 40 minutes
	Nature:	We suggest that your visit begin with a 25 minute orientation which is an introductory slide tour designed to familiarize your group with the variety of displays and the general natural history theme of the Museum. Many actual specimens are brought out during the orientation to increase student's interest and understanding. We recommend that the orientation be followed by a teacher-guided Audio-Tour of the exhibits of special interest to the group. Each teacher is provided with two portable loudspeakers for \$1.50 which allows a class to be divided into smaller groups enabling everyone to easily hear the "talking labels." A demonstration in the Health Gallery of Ceres is also available.
	Size:	The Planetarium will hold about 100 persons. More than 100 may tour the Museum at once It is desirable to inform the Museum when you plan to visit, regardless of size.
	Interest:	K-12
	Remarks:	The Museum is known for its Hall of Elephants, the natural habitat groups, animals of ages in the past, animals of the current age, animals from this and other parts of the world, two health galleries, human development and a display of the human body, early man displays, and rocks and minerals. Specific planetarium programs have been designed for grades 1-12 or a school group may choose to see the current public planetarium program.



MANUFACTURING

CODE

FT (Manf.) 1	Type:	Brick manufacturing company
	Time:	Open
	Length:	Depends on interest
	Nature:	View mining operations and manufacturing
	Size:	Open
	Interest:	Sr. high
	Remarks:	Arrange in advance
FT (Manf.) 2	Type:	Business form manufacturing company
	Time:	Afternoons
	Length:	60 - 90 minutes
	Nature:	See the manufacture of various business forms
	Interest:	Sr. high
FT (Manf.) 3	Type:	Clock company
	Time:	Advance notice
	Length:	30 minutes
	Nature:	View clock repair and making of parts, also watch repair
	Size:	15 or less
	Interest:	10 years and over
	Remarks:	An advertising gift is given to guests, if possible

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	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FTO (Manf.- Comm.)	4	Type:	Communications manufacturing plant
		Time:	3:15 p.m. or later
		Length:	45 minutes
		Nature:	View communications manufacturing plant. Maker of amateur and citizens band radio equipment
		Size:	15 or less
		Interest:	Sr. high
FT (Manf.)	5	Type:	Concrete pipe manufacturing company
		Time:	Between 10:00 a.m. - 3:30 p.m.
		Length:	45 - 60 minutes
		Nature:	View reinforcing fabrication and concrete pipe manufacture
		Size:	15 or less
		Interest:	Jr./Sr. high
FT (Manf.)	6	Type:	Furniture manufacturing company
		Time:	Open
		Length:	30 - 60 minutes
		Nature:	View furniture being made
		Interest:	K-12
FT (Manf.)	7	Type:	Meat packing plant
		Time:	Between 8:00 a.m. - 11:00 a.m.
		Length:	60 minutes
		Nature:	View meat slaughter and processing plant. The kill area might well be avoided but the refrigeration, cutting, marking, whole- sale areas would be most interesting. Also, the specially processed meats such as weiners and the sausage would show many and varied methods
		Size:	5 - 45
		Interest:	Jr./Sr. high
FT (Manf.- Health)	8	Type:	Pharmaceutical manufacturing company
		Time:	Between 8:00 a.m. - 2:00 p.m.
		Length:	60 minutes
		Nature:	View pharmaceutical manufacturing
		Size:	Up to 50 at one time
		Interest:	15 years and older
		Remarks:	Can provide lunch or refreshments, samples available
FT (Manf.)	9	Type:	Potato chip factory
		Time:	Between 8:00 a.m. - 1:30 p.m.
		Length:	30 minutes
		Nature:	See where potatoes are brought in, watch processing and packaging
		Size:	15 - 20
		Interest:	K-12
		Remarks:	Free samples to guests. No tours Friday

***HOW TO USE THIS SECTION**

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FT (Manf.) 10	Type:	Rubber products manufacturing company
	Time:	Morning tours start no later than 9:00 a.m. afternoon no later than 1:00 p.m.
	Length:	90 minutes
	Nature:	View manufacture of rubber products
	Size:	Open
	Interest:	Jr./Sr. high (under 12 not permitted in factory)
	Remarks:	Arrange for tour in advance

FT (Manf.) 11	Type:	Scientific instruments manufacturing company
	Time:	Between 8:00 a.m. - 3:00 p.m.
	Length:	60 minutes
	Nature:	View manufacture of scientific instruments for research
	Size:	10 - 60
	Interest:	K-12

FT (Manf.) 12	Type:	Sheet steel manufacturing company
	Time:	Between 9:00 a.m. - 4:00 p.m.
	Length:	30 - 60 minutes
	Nature:	View sheet steel manufacturing
	Size:	12 or less
	Interest:	Jr./Sr. high (must be 14 years old)

FT (Manf.- Con-Home) 13	Type:	Testing kitchen for food manufacturing company
	Time:	Between 9:00 a.m. - 10:00 a.m. and 1:00 p.m. - 3:00 p.m.
	Length:	60 minutes
	Nature:	Tour of test kitchen where cookies and coffee are served. Free sample dinner is given
	Size:	15 - 20
	Interest:	Jr./Sr. high
	Remarks:	Need several weeks notice



MARKETING AND DISTRIBUTION OCCUPATIONS

CODE

FTO (Mkt.- Comm.) 1	Type: Time: Length: Nature: Size: Interest:	Broadcasting equipment company As available Open View broadcasting equipment such as TV cameras, monitors, video cassette players Open Jr./Sr. high
FTO (Mkt.) 2	Type: Time: Length: Nature: Interest: Remarks:	Car dealer Arranged Arranged See showroom, new cars Sr. high Arrange well in advance

*HOW TO USE THIS SECTION

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Identification Code	Type: Time: Length: Nature: Size: Interest: Remarks:	Type of business Time experience can be held Length of experience Nature of experience Group size Of interest to --
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*Call 475-7478 and give experience ID Code.

FT (Mkt.- Bus.) 3	Type: Time: Length: Nature: Size: Interest: Remarks:	Clothing store Arranged 30 minutes Entire tour of store and operations is given, watch the preparation of items to be put on merchandise floor, see all the store services 20 K-12 Schedule tour one week in advance
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FT (Mkt.-
Health) 4

Type: Dental supply company
Time: Between 8:00 a.m. - 5:00 p.m.
Length: Open
Nature: View dental supply company
Size: 15 or less
Interest: Jr./Sr. high

FTO (Mkt.-
Con-Home) 5

Type: Department store
Time: Open
Length: Open
Nature: Will tailor to suit age group and interest -
bakery, cafeteria, kitchen, marking room,
packaging, display, electronic data pro-
cessing, personnel, advertising. Will
also furnish a six month's agenda of
pending promotions upon request. These
may tie in with social studies such as their
"Hail, Britannica," "Import Bazaar,"
"Hawaiian Holiday," etc.

Interest: K-12
Remarks: One week's notice. Largest food service in
Great Plains

FTO (Mkt.) 6

Type: Department store
Time: Schedule ahead
Length: Open
Nature: Auto service, warehouse, store manager, PBX,
clerical, display, advertising sales films,
cosmetics, interior decoration, training
films and filmstrips available for check out
Interest: Jr./Sr. high
Remarks: Call thirty days in advance

FT (Mkt.-
Const.) 7

Type: Lumber company
Time: Schedule ahead
Length: 20 - 30 minutes
Nature: Tour of lumber yard, watch production of
lumber and various steps involved
Size: Any size
Interest: K-12
Remarks: Free samples given that vary from pencils to
rulers

FO (Mkt.) 8

Type: Department store
Time: Between 9:30 a.m. - 5:30 p.m.
Length: 60 minutes
Nature: Must specify which occupation
Size: 6 - 10 only
Interest: Jr./Sr. high

FO (Mkt.-
Health) 9

Type: Pharmacy
Time: Open
Length: Open
Nature: See pharmacy
Interest: Sr. high

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F-33



PUBLIC SERVICE

CODE

FT (Pub.Serv.) 1	Type: Bank Time: Between 9:30 a.m. - 10:30 a.m., 1:30 p.m. - 2:30 p.m. Length: Open Nature: View operations of the bank, see the works of art Size: 30 or less Interest: Jr./Sr. high
FT (Pub.Serv.) 2	Type: Bank Time: Between 9:00 a.m. - 3:00 p.m. Length: 30 - 60 minutes Nature: View the bank and related financial services for the community Size: 25 or less Interest: Jr./Sr. high Remarks: Limited "give-away" items available. See complete banking operation including main vault, computer room, money sorting and wrapping, photographing of checks, and an opportunity to hold and examine \$500 and \$1000 bills
FO (Pub.Serv.) 3	Type: Bank Time: Open Length: Open Nature: Topic: drive-in banking and loans Size: To be arranged Interest: Sr. high
FT (Pub.Serv.- Comm.) 4	Type: Braille Foundation Time: Between 9:00 a.m. - 11:30 a.m., 2:00 p.m. - 4:00 p.m., Wednesday and Thursday Length: 45 - 60 minutes Nature: This is the United States Headquarters of this foundation. Classes could see all the devices prepared such as braille magazines, talking records, talking books, a braille lending library taped material. Children would be there preparing for other schooling situations such as Nebraska City Size: Any size Interest: K-12 Remarks: Samples of materials and descriptive brochures upon request

FTO (Pub.Serv.-
Bus.) 5

Type: Computing center
Time: Between 8:00 a.m. - 5:00 p.m.
Length: 30 - 60 minutes
Nature: Tour and/or discussion of computer facility
Size: 12 or less
Interest: Jr./Sr. high
Remarks: Can tailor to interests of group. This is a large computer facility which provides an opportunity for direct access from 60 remote points. This facility completes up to 200,000 computer tasks daily. It has the capacity to do as much computation in 5 minutes as a man could perform with paper and pencil in 50 years. Not available last 3 weeks of semester.

***HOW TO USE THIS SECTION**

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	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FTO (Pub.Serv.) 6

Type: Electric company
Time: Arrange in advance
Length: 25 to 30 minutes
Nature: Tour through plant and its operations. System control, dispatching, telephone room, control of power - coming in - going out.
Size: 25 - 30
Interest: Jr./Sr. high
Remarks: Pamphlets, brochures upon request

FT (Pub.Serv.-
Const.) 7

Type: Engineering
Time: 1:00 p.m. to 10:00 p.m. Friday and 10:00 a.m. to 5:00 p.m. Saturday during the Annual Engineer's Week Open House (in April)
Length: 90 minutes or more
Nature: Open house with many exhibits
Size: Any size group
Interest: K-12
Remarks: Annual event (Engineer's week) is planned and conducted by engineering students. It attracts several thousands of people of all ages each year

FT (Pub.Serv.) 8 Type: Fire department
 Time: Between 10:00 a.m. - 3:00 p.m.
 Length: 30 - 45 minutes
 Nature: Tour of headquarters or 8 other stations
 Size: 20 - 30
 Interest: K-12

FT (Pub.Serv.- Ag.) 9 Type: Hatchery
 Time: Between 1:00 p.m. - 5:00 p.m.
 Length: 30 - 45 minutes
 Nature: View the hatching of chickens and turkeys
 Size: Open
 Interest: Elementary
 Remarks: Not always hatching but can tour complex:
 view new research

FT (Pub.Serv.- Ag.) 10 Type: Meat laboratory
 Time: Between 1:00 p.m. - 5:00 p.m.
 Length: 30 - 45 minutes
 Nature: View meat processing and evaluation
 Size: Open
 Interest: Sr. high

FT (Pub.Serv.) 11 Type: Penal complex
 Time: Between 9:00 a.m. - 10:00 a.m. and 1:00 p.m. - 2:00 p.m. Monday through Friday
 Length: 45 minutes
 Nature: Tour of minimum security facilities and skill training center
 Size: 50
 Interest: Jr./Sr. high
 Remarks: Brief daytime tours are available Monday through Friday except holidays. No weekend tours. Tour route includes trusty dormitory, hobby room, skill training center. The guide will explain the operation of the institution and answer questions. This tour is open to any age group but is recommended for junior high school age and above. No jeans of any type, cut offs or bermuda shorts permitted. Dresses must be of reasonable length.

FTO (Pub.Serv.) 12 Type: Police department
 Time: Weekdays and evenings but must be arranged in advance
 Length: 30 - 45 minutes
 Nature: See assembly room, visiting room, detective bureau and others. Size of group and age determine to a great extent what can be seen
 Size: 20 - 30
 Interest: K-12
 Remarks: We can fingerprint individuals on small bill-fold size card if they so desire. Our manpower shortage limits number of groups we can handle on any given day. Prefer Intermediate/Jr./Sr. high. K-9 ask your resource office to set up tour for you.

FTO (Pub.Serv.) 13 Type: Post office
 Time: Open
 Length: Open
 Nature: Tour post office
 Interest: Intermediate and above
 Remarks: Avoid 1st and last 2/3 days of each month

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	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FT (Pub.Serv.-
 Const.-
 Envir.) 14 Type: School of environmental development
 Time: By arrangement
 Length: 60 minutes
 Nature: Tour and discussion of student projects
 Size: Open
 Interest: K-12
 Remarks: Since students exhibitions form the basis of tours in architecture, it is suggested that groups plan tours between November and May

FT (Pub.Serv.) 15 Type: State patrol
 Time: Between 8:00 a.m. to 5:00 p.m.
 Length: 30 - 60 minutes
 Nature: Explanation of facilities and duties. See headquarters, communications center, criminal division, if possible
 Size: 25
 Interest: K-12
 Remarks: Free safety literature if desired

FT (Pub.Serv.) 16 Type: Tax administration
 Time: Between 9:00 a.m. - 11:00 a.m., 2:00 p.m. - 4:00 p.m.
 Length: 60 minutes
 Nature: Tax administration
 Size: 20 - 25
 Interest: Jr./Sr. high

FT (Pub.Serv.- Ag.) 17	Type: Time: Length: Nature: Size: Interest: Remarks:	Tractor testing laboratory Between 1:00 p.m. - 5:00 p.m. 30 - 45 minutes View the method by which all tractors coming into Nebraska are tested Open Jr./Sr. high Given ample notice, can demonstration
FT (Pub.Serv.- Health) 18	Type: Time: Length: Nature: Size: Interest: Remarks:	University Behlen Laboratory of Physics Open 120 minutes Tour of Behlen Lab with short stops at current experiments 10 or less Sr. high For students interested in Physics. Will accept general science classes
FT (Pub.Serv.- FA) 19	Type: Time: Length: Nature: Size: Interest: Remarks:	University Department of Art By arrangement 60 minutes Tour of art classrooms to view work in progress and completed works 30 Jr./Sr. high art classes only Must have adequate advance notice
FT (Pub.Serv.- Health) 20	Type: Time: Length: Nature: Size: Interest: Remarks:	University Department of Chemistry Between 9:00 a.m. - 5:00 p.m. 30 - 60 minutes Visits to research and teaching laboratories and facilities in the new Hamilton Hall of Chemistry Open Sr. high The facilities are comparable to most Universities in the U.S.
FT (Pub.Serv.- FA) 21	Type: Time: Length: Nature: Size: Interest:	University Department of Speech and Drama By arrangement 30 - 45 minutes Tour and discussion of speech and drama 30 or less Students interested in drama

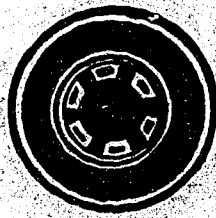
FT (Pub.Serv.) 22 Type: Nebraska Wesleyan University
 Time: Between 8:00 a.m. - 5:00 p.m. Monday through
 Friday, 8:00 a.m. - 12:00 a.m. Saturday
 Length: Arranged in advance
 Nature: General tour of campus. Specials: Elder
 G. Lery, Olin Hall of Science including
 Planetarium, Enid Miller Theatre and Loft,
 music, art, etc.
 Size: No limit
 Interest: K-12
 Remarks: Packets of promotional materials are given to
 groups when appropriate. Planetarium is
 not for public use but part of tours and
 activity for school and church groups

***HOW TO USE THIS SECTION**

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	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



TRANSPORTATION

CODE

FT (Trans.) 1	Type:	Airport
	Time:	Between 8:00 a.m. - 5:00 p.m.
	Length:	Depends on involvement
	Nature:	View the hangers, weather bureau, flight service station, air traffic control tower
	Size:	Any size
	Interest:	K-12
<hr/>		
FT0 (Trans.) 2	Type:	Bus system
	Time:	Open
	Length:	Open
	Nature:	View city bus garage and offices. Discuss careers within
	Size:	Open
	Interest:	K-12
<hr/>		
FT0 (Trans.) 3	Type:	Bus terminal
	Time:	Open
	Length:	Open
	Nature:	View bus terminal. Discuss careers within
	Size:	Open
	Interest:	K-12

*HOW TO USE THIS SECTION

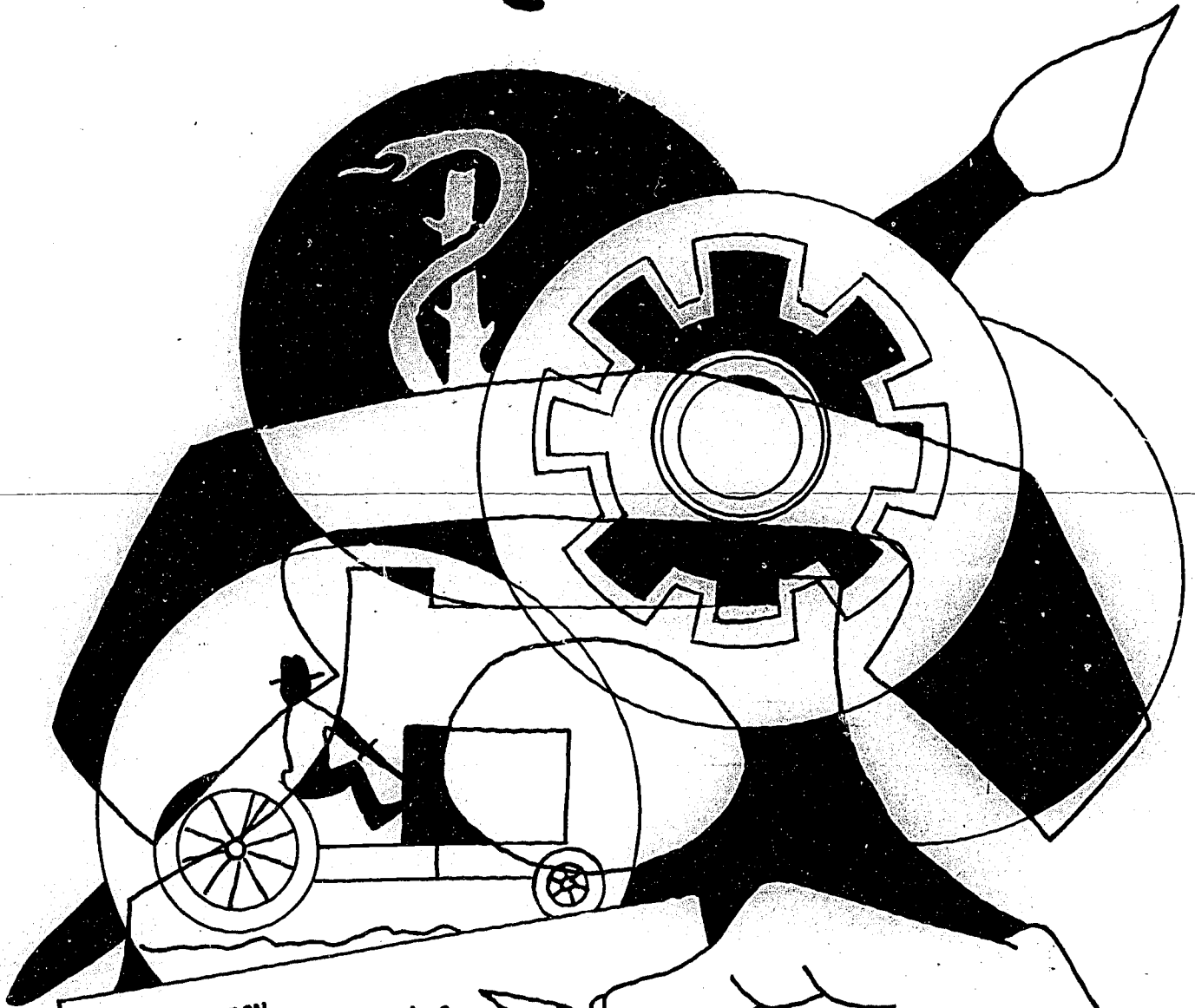
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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

FTO (Trans.) 4	Type: Time: Length: Nature:	Railroad Schedule in advance Schedule in advance View various details of the railroad and its operations. Careers in trades: mechanic, pipefitter, electrician, painter, carpenter, carman, welder, sheet metal worker, blacksmith. Operations: switchman, brakeman, conductor, locomotive engineer, laborer. Clerical and technical: draftsman, press operator, communications worker.
	Interest:	K-12
FTO (Trans.) 5	Type: Time: Length: Nature:	Trucking company Open Open View dock-loading and unloading. See handling of freight such as tires, fire extinguishers, man hole covers, carpets, books, farm machinery, cable
	Size:	10 or less
	Interest:	K-12
	Remarks:	Must schedule trip before 9:00 a.m. More to see on evening shift at 5:00 p.m.
FTO (Trans.) 6	Type: Time: Nature: Size: Interest: Remarks:	Trucking firm Open Trucking Large groups K-12 Wants to know the goal of teacher ahead of time
FTO (Trans.) 7	Type: Time: Nature:	Trucking firm Open View trucking firm. See careers of diesel driver and dispatcher
	Interest:	K-12
	Remarks:	No tours on Mondays

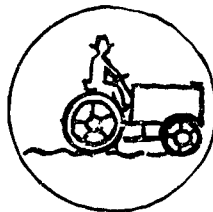
placement



OBSERVATION
An experience in which a student shadows or interviews a worker for one day or part of a day

EXPLORATION
An experience including an observation as well as an opportunity to perform at least one task related to that occupation

VOLUNTEER SERVICES
Placement in which students may volunteer their time to community agencies



AGRI-BUSINESS AND NATURAL RESOURCES

CODE

PO (Ag) 1	Type: Time: Length: Nature: Size: Interest:	Agronomy Open 4 hours Observe a geneticist 1 Sr. high
POE (Ag.- Envir.- Mar.Sci.- Hosp-Rec.) 2	Type: Time: Length: Nature: Size: Interest:	Game and Parks Commission Open 4 - 8 hours Observe a conservation officer, wild life biologist, fisheries biologist, outdoor maintenance man, photographer (still and/or cinematography). Exploration possible only in photography area 1 Jr./Sr. high
POE (Ag) 3	Type: Time: Length: Nature: Size: Interest: Remarks:	Nursery and garden center Open 2 hours Observe nursery person grafting, potting, taking cuttings, seeding and transplanting. Exploration possible 1 Jr./Sr. high Available January to March only

*HOW TO USE THIS SECTION

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Identification Code	Type: Time: Length: Nature: Size: Interest: Remarks:	Type of business Time experience can be held Length of experience Nature of experience Group size Of interest to --
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*Call 475-7478 and give experience ID Code.

POE (Ag-
Const.) 4

Type: Land surveying company
Time: Open
Length: 1 - 8 hours
Nature: Observe a land surveyor. Exploration
includes measuring, giving line through a
transit
Size: 1
Interest: Jr./Sr. high
Remarks: Exploration limited to 18 year olds

123

P-2



BUSINESS AND OFFICE OCCUPATIONS

CODE

PO (Bus.) 1 Type: Accounting firm
 Time: Open
 Length: 60 minutes
 Nature: Interview an accountant
 Size: 1
 Interest: Jr./Sr. high

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PE (Bus.) 2 Type: Computer institute
 Time: Open
 Length: 90 minutes
 Nature: Students have opportunity to run computer,
 run program, code and punch
 Size: Open
 Interest: Jr./Sr. high in business education
 Remarks: Prefer high school students

PO (Bus.) 3 Type: Data processing
 Time: Open
 Length: 60 minutes
 Nature: Interview a data processing supervisor
 Size: 1
 Interest: Jr./Sr. high
 Remarks: Possible 2nd semester '74-75



COMMUNICATION AND MEDIA

CODE

PO (Comm.- FA) 1	Type:	Advertising agency
	Time:	Open
	Length:	2-4 hours
	Nature:	Observe an account executive, copy writer, or commercial artist
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Prefers high school age, but will take Jr. high
PO (Comm.) 2	Type:	Radio announcer
	Time:	Open
	Length:	2-4 hours
	Nature:	Observe a disc jockey
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	No observations during December

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	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

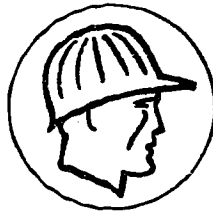
POE (Comm.- FA) 3	Type: Time: Length: Nature:	Art gallery Open Open Observe an art gallery director, a curator, art education director, film director, art shop supervisor. Exploration exper- iences available in cataloging, setting up an exhibition, assisting with tours
	Size: Interest: Remarks:	Open Sr. high Students interested in art
POE (Comm.) 4	Type: Time: Length: Nature:	Printing company Open 1-8 hours Observe occupations within printing company Exploration possible.
	Size: Interest: Remarks:	1 Sr. high Must be student with a definite interest in printing
POE (Comm.- Manf.) 5	Type: Time: Length: Nature:	Communications electronics manufacturing firm, Open 1-8 hours Observe in the plant, tool and dye area, machine shop. Exploration possible such as handing a tool to someone
	Size: Interest:	Open Sr. high (16 and older)

***HOW TO USE THIS SECTION**

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Identification Code	Type: Time: Length: Nature: Size: Interest: Remarks:	Type of business Time experience can be held Length of experience Nature of experience Group size Of interest to --
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*Call 475-7478 and give experience ID Code.



CONSTRUCTION

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business.
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

CODE

PO (Const.) 1	Type:	Architecture
	Time:	Open
	Length:	1-2 hours
	Nature:	Interview an architect
	Size:	1
	Interest:	Jr./Sr. high
POE (Const.- Ag.) 2	Type:	Land surveying company
	Time:	Open
	Length:	1-8 hours
	Nature:	Observe a land surveyor. Exploration includes measuring, giving line through a transit
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	Exploration limited to 18 year olds
POE (Const.- Con-Home) 3	Type:	Interior decorating firm
	Time:	Open
	Length:	1-4 hours
	Nature:	Observe an interior designer at work. In exploration, perform one task in interior design studio
	Size:	1
	Interest:	Sr. high



CONSUMER AND HOMEMAKING -- RELATED OCCUPATIONS

CODE

PO (Con -Home- Mkt.) 1	Type: Time: Length: Nature: Size: Interest:	Department store Open Open Teacher/school staff needs to identify area that student wants to observe in. Buyer not possible. 1 Jr./Sr. high
POE (Con-Home- Const.) 2	Type: Time: Length: Nature: Size: Interest:	Interior decorating firm Open 1-4 hours Observe an interior designer at work. In exploration, perform one task in interior design studio 1 Sr. high
PO (Con-Home) 3	Type: Time: Length: Nature: Size: Interest:	Modeling--department store Between 9:30 a.m. and 4:00 p.m. 1-4 hours Interview or observe a modeling director of a department store 1 Jr./Sr. high
PO (Con-Home) 4	Type: Time: Length: Nature: Size: Interest:	Nursery school/day care center Between 8:00 a.m. and 5:00 p.m. Open Observe a day care center or nursery school Open Jr./Sr. high

*HOW TO USE THIS SECTION

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Identification Code	Type: Time: Length: Nature: Size: Interest: Remarks:	Type of business Time experience can be held Length of experience Nature of experience Group size Of interest to --
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*Call 475-7478 and give experience ID Code.



ENVIRONMENT

CODE

POE (Envir.-	Type:	Game and Parks Commission
Ag.-	Time:	Open
Mar.Sci.-	Length:	4-8 hours
Hosp.Rec.) 1	Nature:	Observe a conservation officer, wild life biologist, fisheries biologist, outdoor maintenance man, photographer (still and/or cinematography). Exploration possible only in photography area
	Size:	1
	Interest:	Jr./Sr. high

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



FINE ARTS

CODE

PO (FA-Comm.) 1	Type: Time: Length: Nature: Size: Interest: Remarks:	Advertising Open 2-4 hours Observe an account executive, a copy writer, or a commercial artist 1 Jr./Sr. high Prefers high school age, but will take Jr. high
POE (FA) 2	Type: Time: Length: Nature: Size: Interest: Remarks:	Community theatre Morning-evening, Afternoon-evening Open Might observe play practice, help hang lights, etc. Open Jr./Sr. high Jr. high students would observe/explore children's theater. If student could come morning and evening or afternoon and evening, it would be best.

*HOW TO USE THIS SECTION

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Identification Code	Type: Time: Length: Nature: Size: Interest: Remarks:	Type of business Time experience can be held Length of experience Nature of experience Group size Of interest to --
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*Call 475-7478 and give experience ID Code.



HEALTH

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

CODE

PO (Health-Pub.Serv.) 1	Type:	Chemistry department
	Time:	Open
	Length:	Open
	Nature:	Observe any type of chemist available
	Size:	1
	Interest:	Sr. high
PO (Health) 2	Type:	Dentist's office
	Time:	Open
	Length:	2-8 hours
	Nature:	Observe a dentist
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	When a patient prefers confidentiality, the student will wait in another room
PO (Health) 3	Type:	Dentist's office
	Time:	Open
	Length:	4-8 hours
	Nature:	Observe a dentist
	Size:	1
	Interest:	Jr./Sr. high

PO (Health) 4	Type:	Dentist's office
	Time:	Open
	Length:	4 hours
	Nature:	Observe a dentist or a dental hygienist
	Size:	1
	Interest:	Jr./Sr. high
PO (Health) 5	Type:	Hospital
	Time:	To be arranged
	Length:	1 hour
	Nature:	Interview a hospital employee
	Size:	1
	Interest:	Sr. high
PO (Health) 6	Type:	Hospital
	Time:	Open
	Length:	4-8 hours
	Nature:	Interview or observe operating room trainee, physical therapy unit personnel, surgi-center personnel, other if possible
	Size:	1
	Interest:	Sr. high - 14 and up
	Remarks:	Whether an interview or observation depends upon occupation and hospital rules
PO (Health) 7	Type:	School of nursing
	Time:	Mornings
	Length:	1-4 hours
	Nature:	Sit in on regular classes
	Size:	Open
	Interest:	Jr./Sr. high
	Remarks:	Length depends on age of student
PO (Health) 8	Type:	Orthopedic clinic
	Time:	Open
	Length:	4 hours
	Nature:	Observe a physical therapist
	Size:	1
	Interest:	Sr. high

***HOW TO USE THIS SECTION**

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Health) 9	Type: Time: Length: Nature: Size: Interest:	Pharmacy Open Open Observe a pharmacist 1 Sr. high
POE (Health) 10	Type: Time: Length: Nature: Size: Interest:	Pharmacy Open 4-6 hours Observe a pharmacist. Explore how to work with patient in front of store, fill a prescription, mark merchandise. 1 Sr. high
POE (Health) 11	Type: Time: Length: Nature: Size: Interest: Remarks:	Pharmacy Open Open Observe a pharmacist; exploration possible. 1 Jr./Sr. high Might stay 1-2 days, if exploration
PO (Health) 12	Type: Time: Length: Nature: Size: Interest:	Physicians' Clinic Open Open Observe a pediatrician 1 Sr. high
PO (Health) 13	Type: Time: Length: Nature: Size: Interest:	Physician's office Open 4-8 hours Observe a physician specializing in internal medicine 1 Sr. high
PO (Health) 14	Type: Time: Length: Nature: Size: Interest: Remarks:	Physician's office Monday and Tuesday, Thursday and Friday 2 days -- 8:00 a.m. until 5:00 p.m. Observe ophthalmologist, nurse, optometrist, optician, contact lens assistant. Exploration possible 1 Sr. high Physician recommends a 2-day experience
PO (Health) 15	Type: Time: Length: Nature: Size: Interest:	Physician's office Open Open Interview a surgeon 1 Jr./Sr. high

PO (Health) 16	Type:	Physician's office
	Time:	Open
	Length:	One hour
	Nature:	Interview a thoracic/cardivascular surgeon
	Size:	1
	Interest:	Sr. high
PO (Health) 17	Type:	Physician's office
	Time:	Open
	Length:	One hour
	Nature:	Interview a specialist in pediatrics and adolescent medicine
	Size:	1
	Interest:	Sr. high
PO (Health) 18	Type:	Physician's office
	Time:	Open
	Length:	One hour
	Nature:	Interview an Ophthalmologist
	Size:	1
	Interest:	Sr. high
POE (Health) 19	Type:	Physician's office
	Time:	Open
	Length:	1-8 hours
	Nature:	Interview/observe an Ophthalmologist
	Size:	1
	Interest:	Sr. high
PE (Health) 20	Type:	Physician's office
	Time:	Open
	Length:	4-8 hours
	Nature:	Orthopedic surgeon
	Size:	1
	Interest:	Sr. high
	Remarks:	Crippled Children's Clinics only - Thursdays. Mature students requested

***HOW TO USE THIS SECTION**

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Health) 21	Type: Time: Length: Nature: Size: Interest:	Physician's office Open One hour Interview a pathologist 1 Jr./Sr. high
PO (Health) 22	Type: Time: Length: Nature: Size: Interest:	Psychologist Open One hour Interview a school psychologist 1 Sr. high
PE (Health -23 Pub. Serv.)	Type: Time: Length: Nature: Size: Interest: Remarks:	School for acoustically handicapped Open Open Explore working with acoustically handi- capped children 1 Sr. high Juniors and seniors in high school only
POE (Health- 24 Pub. Serv.)	Type: Time: Length: Nature: Size: Interest: Remarks:	School for retarded children Open Open Observe retarded children in an educational setting. Exploration possible 1 Jr./Sr. high Student might be able to assist teacher



HOSPITALITY AND RECREATION

CODE

POE (Hosp-Rec.- Ag.-Envir.- Mar.Sci.) 1	Type: Time: Length: Nature:	Game and Parks Commission Open 4-8 hours Observe a conservation officer, wild life biologist, fisheries biologist, outdoor maintenance man, photographer (still and/ or cinematography). Exploration possible only in photography area
	Size: Interest:	1 Jr./Sr. high

*HOW TO USE THIS SECTION

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



MARINE SCIENCE OCCUPATIONS

CODE

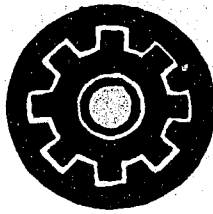
POE (Mar.-Sci.- Ag.-Envir.- Hosp.Rec.) 1	Type: Time: Length: Nature:	Game and Parks Commission Open 4-8 hours Observe a conservation officer, wild life biologist, fisheries biologist, outdoor maintenance man, photographer (still and/ or cinematography). Exploration possible only in photography area
	Size: Interest:	1 Jr./Sr. high

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.



MANUFACTURING

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

CODE

POE (Comm.-Manf.) 1	Type:	Communications electronics manufacturing firm
	Time:	Open
	Length:	1-8 hours
	Nature:	Observe in the plant, tool and dye area, machine shop. Exploration possible such as handing a tool to someone
	Size:	Open
	Interest:	Sr. high (16 and older)



MARKETING AND DISTRIBUTION OCCUPATIONS

CODE

PO (Mkt.) 1	Type:	New car dealer
	Time:	Arranged
	Length:	Arranged
	Nature:	Observe sales person
	Size:	1
	Interest:	Sr. high
	Remarks:	Arrange well in advance
<hr/>		
PO (Mkt.- Health) 2	Type:	Pharmacy
	Time:	Open
	Length:	Open
	Nature:	Observe a pharmacist
	Size:	1
	Interest:	Sr. high

*HOW TO USE THIS SECTION

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	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Mkt.- Con-Home) 3	Type:	Department store
	Time:	Open
	Length:	Open
	Nature:	Teacher/school staff needs to identify area that student wants to observe in. Buyer - not possible
	Size:	1
	Interest:	Jr./Sr. high

PO (Pub.Serv.) 4 Type: Fire department
 Time: Only available during training sessions
 Length: 4-8 hours
 Nature: Observe training facilities
 Size: 1
 Interest: Sr. high

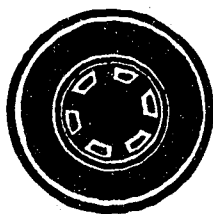
PO (Pub.Serv.) 5 Type: Law firm
 Time: Open
 Length: One hour
 Nature: Interview a lawyer. Introduction to trial
 law and corporation law. Will give
 schedules of upcoming trials to students.
 Will tell them the type of trial and
 points to watch for. Would attend trial
 by themselves
 Size: Open
 Interest: Jr./Sr. high

POE (Pub.Serv.) 6 Type: Post office
 Time: Open
 Length: Open
 Nature: Observe a postal worker. Exploration
 possible
 Size: 1
 Interest: Jr./Sr. high

PE (Pub.Serv.-
 Health) 7 Type: School for acoustically handicapped
 Time: Open
 Length: Open
 Nature: Explore working with acoustically handi-
 capped children
 Size: 1
 Interest: Sr. high
 Remarks: Juniors and seniors in high school only

POE (Pub.Serv.-
 Health) 8 Type: School for retarded children
 Time: Open
 Length: Open
 Nature: Observe retarded children in an educational
 setting. Exploration possible
 Size: 1
 Interest: Jr./Sr. high
 Remarks: Student might be able to assist teacher

PO (Pub.Serv.) 9 Type: State patrol
 Time: Open
 Length: 1-2 hours
 Nature: Observe training center
 Size: 1
 Interest: Jr./Sr. high



TRANSPORTATION

CODE

PO (Trans.) 1	Type: Aviation
	Time: Open
	Length: Open
	Nature: Interview/observe a pilot
	Size: 1
	Interest: Jr./Sr. high
	Remarks: Ground observation only
POE (Trans.) 2	Type: Bus terminal
	Time: Open
	Length: 1-8 hours
	Nature: Observe personnel working in bus terminal Exploration possible
	Size: 1
	Interest: Jr./Sr. high
PO (Trans.) 3	Type: City bus garage and offices
	Time: Open
	Length: 1-8 hours
	Nature: Observe city bus personnel working in garage and offices
	Size: 1
	Interest: Jr./Sr. high

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Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

PO (Trans.) 4

Type: Railroad
Time: Open
Length: 4-8 hours
Nature: Observe trades: mechanic, pipefitter, electrician, painter, carpenter, carman, welder, sheet metal worker, blacksmith. Operations: switchman, brakeman, conductor, locomotive engineer, laborer. Clerical: (general) messenger, file clerk, mail desk clerk, receptionist, typist, yard clerk, teletype operator, accounting, computer operator, clerical specialist, office machine operator, keypunch, general clerk, stenographer, switchboard operator. Technical: draftsman, press operator, communications worker.

Size: 1
Interest: Sr. high

POE (Trans.) 5

Type: Trucking
Time: Open
Length: Open
Nature: Observe occupations in a trucking company
Exploration possible

Size: 1
Interest: Jr./Sr. high

POE (Trans) 6

Type: Trucking
Time: Open - Tuesday through Friday
Length: 4-8 hours
Nature: Observe a diesel driver or dispatcher
Size: 1
Interest: Jr./Sr. high
Remarks: No rides allowed in trucks - individual observer can sit in a cab. Exploration only with dispatcher

VOLUNTEER SERVICES

CODE

PV 1

<p>Type:</p> <p>Nature:</p> <p>Skills:</p> <p>Time:</p> <p>Number:</p> <p>Age:</p> <p>Remarks:</p>	<p>Juvenile delinquency prevention center</p> <p>(1) Limited casework, (2) organize/plan learning center, (3) statistical, analysis assistant, (4) group participation with youth</p> <p>(1) Knowledge of community agencies and interest in social services, (2) ability to plan educationally-related activities and seek donations on needed books, materials, (3) knowledge of statistical record keeping, (4) ability to plan and participate in group activities.</p> <p>4 - 8 hours per week</p> <p>8</p> <p>Sr. high -- 15 years minimum</p> <p>Will provide further training</p>
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***HOW TO USE THIS SECTION**

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<p>Identification Code</p>	<p>Type:</p> <p>Nature:</p> <p>Skill:</p> <p>Time:</p> <p>Number:</p> <p>Age:</p> <p>Remarks:</p>	<p>Type of agency</p> <p>Nature of placement</p> <p>Skills required for placement</p> <p>Length and time of placement</p> <p>Number of students needed</p> <p>Age of student for placement</p>
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*Call 475-7478 and give experience ID Code.

PV 2

<p>Type:</p> <p>Nature:</p> <p>Skills:</p> <p>Time:</p> <p>Number:</p> <p>Age:</p> <p>Remarks:</p>	<p>Senior diners program</p> <p>Clerical, serving meals, programs and activity</p> <p>Ability to follow instructions, relate to older people</p> <p>1 - 2 hours per day, Monday through Friday between 9:30 a.m. and 1:30 p.m.</p> <p>7</p> <p>Jr./Sr. high</p> <p>Will provide training</p>
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PV 3

Type: Mental health therapy and related services agency
Nature: (1) Client contact, (2) client analysis, (3) business management, (4) office procedures
Skills: (1,2,3,4) Self-awareness, warmth, willingness to learn, (3,4) ability to conceptualize, plan and manage, (4) typing, general office skills
Time: 2 - 4 hours weekly
Number: Varies
Age: (1,2,4) Sr. high, appropriate maturity level, (3) 17
Remarks: Will provide further training

PV 4

Type: Birth control services
Nature: (1) Taking medical and social histories, (2) filing, addressing envelopes, etc.
Skills: (1) Ability to listen, to be non-judgmental, aware of culture influences, (2) ability to write neatly, accuracy
Time: (1) 2 - 3 hours per session, (2) 4 - 8 hours per week; between 9:00 a.m. and 9:00 p.m.
Number: 1 - 2
Age: (1) Mature 16, 17-18, (2) 17
Remarks: Will provide further training

PV 5

Type: Health agency
Nature: (1) Present anti-smoking program to 4th graders, (2) pack kits, (3) staff convention booths, (4) staff fund raising displays, (5) serve on committee to evaluate educational programs
Skills: Will train
Time: (1) Varies, (2) one Saturday in April, (3) October 23, 1974, 3:00 p.m. to 8:00 p.m.; October 24, 1974, 8:00 a.m. to 5:00 p.m., (4) varies, (5) 4 meetings per year
Number: 1 - 2 from each high school
Age: (1) Seniors -recruited through physiology teachers at each high school, (2,3,4,5) sr. high

PV 6

Type: American Red Cross
Nature: (1) Visit elderly or handicapped in homes, (2) water safety aide, (3) water safety instructor, (4) sewing, (5) assist a nurse in instructing classes in baby sitting and good grooming, (6) teach first aid to young children, (7) disaster preparedness, (8) make posters, displays, (9) work with junior high volunteers, (10) receptionist-secretary

PV 6 (cont'd)

Skills: (1) Friendly, ability to make conversation easily, (2) ability to assist in swimming lessons, (3) same as 2, (4) ability to use sewing machine, follow simple patterns, (5) ability to speak to small group, follow directions, (6) same as 5, (7) none, (8) artistic, neat, able to letter, (9) have driver's license, (10) ability to type, be friendly.

Time: (1) daytime, as available, (2) evenings, (3) 4-6 hours per week, (4) 4-8 hours per week, (5) 4 hours per week, (6) 4 hours per week, (7) open, (8) varies, (9) 4-6 hours weekly, (10) 4-6 hours per week

Number: Open

Age: (1,3) 17 years; (2) 14 years; (5,6,9) 16 years or older; all others open

Remarks: Amount of training would depend upon assignment

PV 7

Type: Community cultural center

Nature: (1) Receptionist and filing clerk, (2) working with children, (3) working with senior citizens, (4) coaching basketball, softball, modern dance, gymnastics

Skills: (1) Experience necessary, (2) none, (3) knowledge of arts and crafts, (4) knowledge of coaching area

Time: (1) 2:00 p.m. to 5:00 p.m., Monday through Friday, (2-4) weekends 4-6 hours, possible evenings

Number: Open

Age: 14 years minimum

***HOW TO USE THIS SECTION**

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Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of student for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 8	Type:	Veteran's hospital
	Nature:	(1) Ward assistants, (2) lab assistants, (3) recreation aides
	Skills:	(1) Interest in nursing, (2) background in chemistry, (3) physical education, recrea- tion, social activities
	Time:	Minimum of 2 hours at a time, Monday through Friday (1, 3) between 8:00 a.m. to 9:00 p.m., (2) between 8:00 a.m. and 4:30 p.m.
	Number:	Open
	Age:	15 years minimum
PV 9	Type:	In-home assistance
	Nature:	Visiting
	Skills:	Ability to communicate
	Time:	Amount varies, between 8:00 a.m. and 5:00 p.m.
	Number:	6
	Age:	14 years minimum
PV 10	Type:	Community center
	Nature:	(1) Office work (answer phone, check out equipment, keep attendance records), (2) youth workers (work with small groups of youngsters in game room and gym)
	Skills:	(1,2) Be neat, get along with others
	Time:	3:00 p.m. to 5:00 p.m., 7:00 p.m. to 10:00 p.m. Monday through Friday; 11:00 a.m. to 6:00 p.m. Saturdays. Minimum of 2 hours
	Number:	2 per time slot
	Age:	16 and above

***HOW TO USE THIS SECTION**

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Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of student for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 11 Type: Equal opportunity agency
Nature: Assist in filling out discrimination
 complaint forms and in publishing a
 news letter
Skills: Composition, ability to communicate,
 both orally and in writing
Time: Varies
Number: 1
Age: 17
Remarks: Thursday or Friday, either 2:00 p.m.,
 3:00 p.m., or 4:00 p.m.

PV 12 Type: Young peoples' clubs administrative agency
Nature: Clerical (typing, filing, operating ditto
 and mimeo, answering phone, filing orders)
Skills: General office skills, typing helpful but
 not required
Time: 2 hours per day, preferably 10:00 a.m. to
 12:00 a.m.
Number: 1
Age: 16
Remarks: Could arrange afternoon placement

PV 13 Type: Community center
Nature: (1) Coaching, (2) crafts, (3) supervision,
 (4) labor, (5) clerical
Skills: (1) Knowledge of sports, (2) imagination,
 ability to work with hands, (3) ability
 to get along with people, (4) desire to
 work, (5) typing, etc.
Time: 2-5 hours per day, Monday through Friday
 (11:00 a.m. to 4:00 p.m.)
Number: 2 each day
Age: Jr./Sr. high
Remarks: Some evening placement; 6:00 p.m. to 9:00 p.m.

PV 14 Type: Telephone service
Nature: (1) Telephone volunteer, (2) evaluation
 committee, (3) publicity committee,
 (4) newsletter committee
Skills: (1,2) Will train, (3,4) knowledge of
 journalism or related fields
Time: (1) 4-6 hours weekly, (2,3,4) to be
 arranged
Number: 1-2 students every hour, between 8:00 a.m.
 and 10:00 p.m.
Age: Jr./Sr. high

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Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 15

Type:	Mental retardation agency
Nature:	(1) Teacher aide - help one child with gross motor control, communication skills, creative interest center and music, (2) lunch program - help a child learn to feed himself as well as manners and coordination, (3) swimming helper - assist with swimming program focusing on one child with special needs, (4) cooking class - work with home economist in an adult cooking class helping clients learn to cook, measure, follow a recipe, etc., (5) art workshop - work with youth and adults in all areas of art helping clients with materials, etc., (6) recreation - help mentally retarded adolescents and adults learn to play softball, basketball, etc. and/or keep score or referee games.
Skills:	(1) Interest in the mentally retarded, ability to work under supervision of a teacher, (2) ability to work with children, patience and willingness to learn. Food handler's permit and ability to handle food, (3) proficient swimmer interested in helping mentally retarded children. Ability to remove and put on braces, (4) desire to work with mentally retarded adults and ability to follow directions from instructor. Basic knowledge of cooking helpful, (5) interest in art and desire to work with the mentally retarded, (6) interest in working with the mentally retarded and enjoyment of sports
Time:	(1) 2 hours per day, morning or afternoon, (2) 1 1/2 hours per day, 11:30 a.m. to 1:00 p.m., (3) 2 hours per week, (4) 2 hours per week on Wednesday evenings, (5) 2 hours per week Saturday afternoon, (6) 1 1/2 hours per week on Tuesday evenings

PV 15 (cont'd)

Number: Total of 12 for teacher aides, lunch program and swimming helper, 5-6 for art workshop, 2-3 for recreation, 6-7 for cooking class
Age: (1,2,3) Sr. high, (4,5,6) seniors or mature looking 10th or 11th graders
Remarks: All volunteers will be given approximately 20% regular educational component to their 80% practical experience. An individual project will be required.

PV 16

Type: Mental health center
Nature: (1) Recreation aides for adult day center -help plan field trips, picnics, etc. as well as lead indoor/outdoor games, sports, recreational activities for clients 18 and over, (2) current events discussion leaders for adult day center serving clients 18 and over, (3) recreation assistants for social get-together club serving former mental hospital patients living in board and room homes, (4) big brother program for boys under 12
Skills: (1) Interest in therapeutic recreation, knowledge of sports and games and ability to teach others (softball, volley-ball, badmitton, dancing, possibly guitar and piano). Knowledge of community recreation facilities, (2) good knowledge of current events and backaround information in govern-ment and history. Non-judgemental. Must know how to lead discussions, (3) recreation skills - games, sports, music, dancing. Ability to facilitate the involvement of clients in recrea-tional activities. Conversational skills. Interest in community mental health programs. Ability to work with people 18 and over, (4) dependable, good male model, should enjoy younger boys and helping them develop their skills, ability to work under supervision of client's therapist.
Time: (1) 2 hours once or twice a week 1:00 p.m. to 3:00 p.m., Tuesday or Thursday for one semester, (2) 1 hour, once or more mornings per week between 9:30 a.m. and 11:00 a.m. for one semester, (3) 2-3 hours per week Wednesday evenings for one semester, (4) 2-3 hours per week. Time to be arranged. Could be after school or weekends. Must be available for entire school year.

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VS-7

PV 18 Type: Diabetic childrens' summer camp
Nature: Jr. counselors
Skills: Empathy and ability to work with children
Time: 2 weeks each summer
Number: 2 boys and 2 girls
Age: 16 or older
Remarks: Need full time during 2 week summer session

PV 19 Type: Developmental child care centers
Nature: (1) child care assistant, (2) recreation assistant, (3) caregiver assistant
Skills: (1) Like and knowledge of children, maturity and patience, (2) knowledge of games of different age groups, (3) ability to work with special age groups or one-to-one
Time: Minimum of 2 hours a week between 8:00 a.m. and 12:00 noon; 3:30 p.m. and 5:30 p.m.
Number: 2 volunteers at each location at any one time
Age: 16 or older
Remarks: Would be best if could come every day for 2-4 hours. Will accept as little as 1 day a week. We have 44 homes.

PV 20 Type: Nursing services to families
Nature: (1) Nurse assistant at nursing stations, (2) baby clinics, (3) school nurse assistant
Skills: (1) Ability to get along with people, confidentiality, (2) will train, (3) must have completed first aid course, confidentiality, willingness to learn
Time: Between 9:00 a.m. and 4:00 p.m. (1,3) 2-4 hours per week, (2) 4 hours
Number: Up to 30 students
Age: 16 and older

PV 21 Type: Educational institution
Nature: Typing, filing, answer telephone
Skills: Typing
Time: 4-8 hours per day, between 8:00 a.m. and 4:00 p.m.
Number: Open
Age: 16 or older

PV 22

Type: Health agency
Nature: (1) Office work, (2) public relations,
(3) publicity, (4) telephone work,
(5) patient services
Skills: (1) Typing, filing, coding, (2) typing
contracts, (3) speaking, showing films,
contacts
Time: (1) 4 hours, (2) open, (3) 4 hours,
(4,5) open
Number: Up to 8
Age: 15 years minimum

PV 23

Type: Health agency
Nature: (1) Office duties, telephoning, etc., (2)
help organize local chapter teen
activities such as walkathon, teen
dances
Skills: Typing helpful
Time: (1) Could use 4 hours per day, (2)
seasonal
Number: Open
Age: Jr./Sr. high
Remarks: On a year round basis, could use volunteers
with office work. Hours are 9:00 a.m.
to 12:00 noon and 1:00 p.m. to 5:00 p.m.
Monday through Friday

PV 24

Type: Alternative to abortion agency
Nature: (1) Provide information about agency to
pregnant girls, (2) to be agency
representative to classes discussing
problem pregnancies
Skills: Compassion, understanding, pro-life
philosophy
Time: (1) Any time a girl is in need of
agencies services, (2) set according to
school curriculum
Number: Open
Age: Jr./Sr. high

PV 25

Type: Health agency
Nature: (1) Day camp counselors - working with
handicapped children in arts and crafts,
swimming and other activities, (2)
residential camp - working with camp
staff caring for handicapped campers,
(3) fund raising activities in office
Skills: (1,2) Training provided
Time: (1) One week in summer, (2) June -
August, (3) mid-February - mid-April
Number: Open
Age: Jr./Sr. high

PV 26

Type: Mental health agency
 Nature: (1) To assist in the conceptualization and development of a youth for mental health program, (2) to provide recreational and social experiences for members of the social club
 Skills: (1) Expressing ideas, communicating with peers and adults, pinpointing and identifying descriptively skills youth would need to participate in this program, talking formally and informally to youth to communicate about the program, writing skills as needed to effectively express the program on paper, (2) recreation skills-games, sports, music, dancing. Ability to facilitate the involvement of clients in recreational activities. Conversational skills, interest in community mental health programs, ability to work with people 18 and over
 Time: (1) Until project is completed, (2) 2-3 hours per week on Wednesday evenings for 1 semester
 Number: Open
 Age: (1) Sr. high, (2) 16 and over

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Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 27

Type: Recreation agency
 Nature: (1) Mentally retarded swim program, (2) recreation development program for mentally retarded, (3) mentally retarded bowling program, (4) mentally retarded fun club, (5) summer playground work

PV 27 (cont'd)

Skills: (1) Jr. life saving certificate, (2) interest in physical education, (3) know how to keep bowling score, (4) interest in people, (5) interest in children
Time: (1) 2 hours per week on Saturday mornings, (2) 2 hours per week on Tuesday evenings, (3) 2 hours per week on Friday afternoons, (4) 2 hours per week on Thursday evenings, (5) varies
Number: (1) 20, (2) 15, (3) 4, (4) 5, (5) 20
Age: (1,2,3,4) 14 years minimum, (5) 16 years and over
Remarks: Summer playground hours are 10:00 a.m. to 3:00 p.m. and 6:00 p.m. to 8:00 p.m.

PV 28

Type: Health agency
Nature: (1) Aid at day services center assisting nurse, speech and physical therapists or learning readiness instructor, (2) assistant in recreational activities and life enrichment project for teen handicapped, (3) campaign and committee organization experience, (4) publicity and public relations as pertaining to the health services field, planning, writing and executing projects
Skills: (1,2,3,4) interest in children, ability to take direction, dependability and some degree of maturity, (4) journalism experience helpful
Time: (1) At least 2-4 hours at each session between 10:00 a.m. and 2:00 p.m., (2) 2-3 hours in the afternoon or 2-4 hours at night once a month, (3) can be scheduled almost any weekday, (4) weekdays
Number: 10-15 for recreational aides, 1-4 for office work
Age: (1,2,3) 13 yrs. and older (4) 14 yrs and older

PV 29

Type: Youth agency
Nature: Office procedures, phoning, personnel work
Skills: Typing, get along with people, willing to work, pleasant phone voice
Time: Any amount of hours between 3:30 p.m. and 5:30 p.m. Monday to Friday, Saturday 8:30 a.m. to 12:30 p.m. Summer hours 9:00 a.m. to 5:00 p.m. Monday to Friday, Saturday 8:30 a.m. to 12:30 p.m.
Number: 1
Age: Sr. high

***HOW TO USE THIS SECTION**

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 30	Type:	Rental home agency
	Nature:	Conduct visits to elderly tenants in elderly adoption program
	Skills:	Interest in working with people, social services oriented
	Time:	One to two days per week
	Number:	2-3
	Age:	Jr./Sr. high
	Remarks:	Tuesday to Thursday, 2:00 p.m. to 5:00 p.m.; Wednesday to Friday, 10:00 a.m. to 12:00 noon
PV 31	Type:	Residential institution
	Nature:	(1) Arts and crafts, (2) men's shop, (3) cooking class, (4) sewing class, (5) physical therapy department, (6) musical program, (7) drama, literature
	Skills:	(1) Artistic talent, (2) shop knowledge, (3) home economics, (4) home economics, (5) physical education, (6) musical talents, (7) dramatic talents
	Time:	2 hours per session except physical therapy which requires more time
	Number:	Open
	Age:	14 years and older
PV 32	Type:	Nutrition program
	Nature:	Assist a nutrition aide at a mini-camp for children 4-9
	Skills:	Like children
	Time:	3 hours for each mini-camp, Monday to Wednesday mornings in summer
	Number:	Open
	Age:	13 years minimum

PV 33

Type: Poverty elimination agency
Nature: (1) File clerk, (2) recreation, (3) switchboard operator, (4) typing
Skills: (1) Filing, (2) organizing young people (3) pleasant voice, alterness, (4) typing and general office procedures
Time: (1) 1 hour per day, (2,3,4) 2 hours per day
Number: 9 in mornings, 2 in afternoons
Age: (1) 14 and older, (2) 17 and older, (3,4) 16 and older

***HOW TO USE THIS SECTION**

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skills:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 34

Type: Child care project
Nature: (1) Infant care center worker, (2) child care center worker, (3) summer learning program worker, (4) special project worker, (5) fund raiser
Skills: (1) Patience, interest in children 6 months to 3 years old, (2) patience, tolerance of noise, interest in 3-5 year old children, (3) patience and interest in elementary age children, (4) interest you wish to share with the children such as music, photography, animals, cooking, chess or any game, sports, etc., (5) work with parents on fund raising projects such as bake sales, car washes, stamp drives, etc.
Time: (1,2,3) 2-5 hours per week, (4,5) individually arranged. Between 9:00 a.m. and 3:30 p.m.
Number: (1,2,3) 2-6, (4,5) Open
Age: (1,2,3) 16 or older, (4,5) Jr./Sr. high

PV 35

Type: Girls' organization
Nature: (1) Assistant troop leader, (2) program consultant, (3) committee member, (4) assistant day camp leader
Skills: (1) Leadership skills, program skills, (2) program skills in a specific area, (3) committee work with ability to communicate the youth viewpoint to adults, (4) same as assistant troop leader, but in an outdoor setting
Time: (1) 1-2 hours weekly meeting time plus preparation, (2) as requested, (3) 2-3 hours per month at a meeting, (4) one week of day camp in June
Number: Open
Age: (1,4) High school juniors, (2,3) Sr. high

PV 36

Type: Volunteers agency
Nature: Student committee
Skills: Planning recruitment
Time: 2 hours per month
Number: Open
Age: 14 and older

PV 37

Type: Hospital
Nature: (1) Gift cart, (2) nourishment cart, (3) admitting, (4) flowers, (5) medical records, (6) central service, (7) physical therapy, (8) nursing units in pediatrics
Skills: (1) Ability to work with a variety of people, sales of items to patients, (2) ability to work with a variety of people, distributing juices to patients, (3) assisting admitted patients to their assigned rooms, (4) delivering flowers to patients' rooms, and keeping records of delivery of flowers, (5) general office work, typing, filing, recording, (6) folding linens and assisting with the preparation of sterilized items, (7) assisting patients when they are scheduled for physical therapy treatment, (8) helping patients in any way that is necessary to their needs under the supervision of the head nurse in that unit. Writing letters, reading, and making the patient feel at home
Time: (1,2,3,4,5) 2-2 1/2 hours an evening, (6) 1-2 hours an evening, (7,8) arranged
Number: Open
Age: 14 and older
Remarks: Day-time placement is possible.

PV 38

Type: Short-term residential treatment center
for children
Nature: (1) Assist recreation workers in super-
vising physical education activities,
(2) maintenance work in recreation areas
Skills: (1) Athletic background, (2) must be
dependable
Time: 2 hours in afternoon 1:30 p.m. to 3:30 p.m.
Number: 1 or more
Age: 17 or older

***HOW TO USE THIS SECTION**

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

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