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ABSTRACT

Focusing on counseling and related occupations, this document is one in a series of forty-one reprints from the Occupational Outlook Handbook providing current information and employment projections for individual occupations and industries through 1985. The specific occupations covered in this document include college career planning/placement counselors, college student personnel workers, employment counselors, psychologists, rehabilitation counselors, school counselors, and clergy (Protestant ministers, rabbis, and Roman Catholic priests). The following information is presented for each occupation or occupational area: a code number referenced to the Dictionary of Occupational Titles; a description of the nature of the work; places of employment; training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. In addition to the forty-one reprints covering individual occupations or occupational areas (CE 017 757-797), a companion document (CE 017 756) presents employment projections for the total labor market and discusses the relationship between job prospects and education. (BM)

Counseling and Related Occupations

CE

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Occupational Outlook Handbook,
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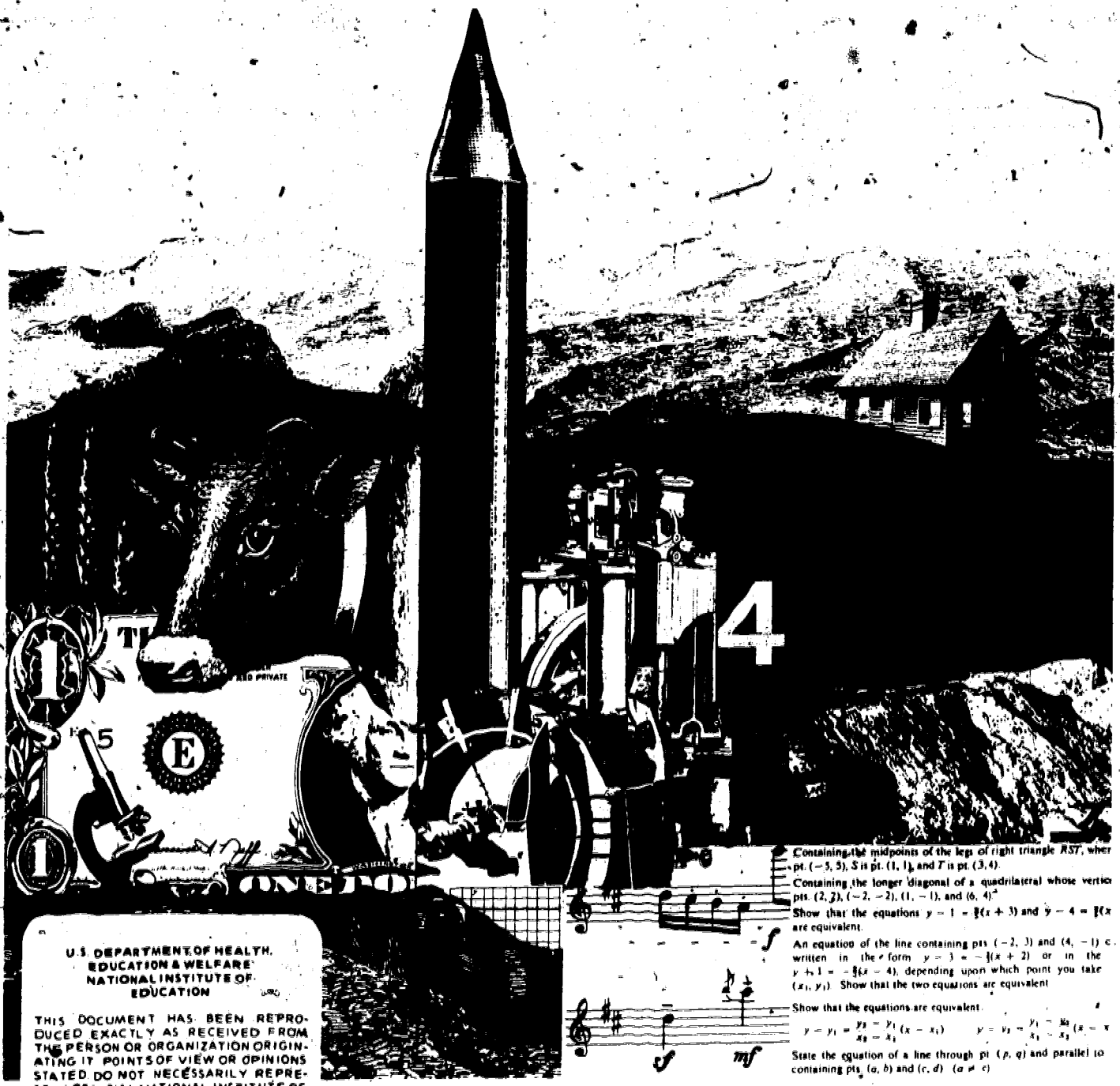


Containing the midpoints of the legs of right triangle *RST*, wher pt. (−5, 5), *S* is pt. (1, 1), and *T* is pt. (3, 4).

Containing the longer diagonal of a quadrilateral whose vertic pts. (2, 2), (−2, −2), (1, −1), and (6, 4).

Show that the equations $y - 1 = \frac{3}{4}(x + 3)$ and $y - 4 = \frac{3}{4}(x$ are equivalent.

An equation of the line containing pts (−2, 3) and (4, −1) c written in the form $y - 3 = -\frac{2}{3}(x + 2)$ or in the $y + 1 = -\frac{2}{3}(x - 4)$, depending upon which point you take (x_1, y_1). Show that the two equations are equivalent.

Show that the equations are equivalent.

$$y - y_1 = \frac{y_2 - y_1}{x_2 - x_1}(x - x_1) \qquad y - y_2 = \frac{y_1 - y_2}{x_1 - x_2}(x - x$$

State the equation of a line through pt (p, q) and parallel to containing pts (a, b) and (c, d) $(a \neq c)$

COLLEGE CAREER PLANNING AND PLACEMENT COUNSELORS

(D.O.T. 166.268)

Nature of the Work

Choosing a career is a decision faced by many college students. Finding an occupation that matches one's likes, dislikes, and talents can be difficult and time consuming. And, once the decision is made, there is still the problem of writing resumes, being interviewed, and searching out prospective employers—often an anxiety-producing and discouraging experience.

Career planning and placement counselors help bridge the gap between education and work by assisting students in all phases of career decisionmaking and planning. These counselors, sometimes called college placement officers, provide a variety of services to college students and alumni. They assist students in making career selections by encouraging them to examine their interests, abilities, and goals, and then helping them to explore possible career alternatives. They may, for example, arrange part-time or summer employment with a local government agency for an architectural student considering a career as a city planner. Or they may discuss employment options and training requirements with students majoring in history. Ofen, counselors suggest additional courses or further training to enchance employment prospects.

Career planning and placement counselors also arrange for job recruiters to visit the campus to discuss their firm's personnel needs and to interview applicants. They provide employers with information about students and inform students about business operations and personnel needs in industry. A counselor may, for example, explain to students that workers in certain industries are subject to layoffs. In order to counsel students adequately, counselors must keep abreast of job market developments by reading literature in the field and maintaining contact with industry and government personnel recruiters.

Some career planning and placement counselors, especially those in junior or community colleges, advise administrators on curriculum and course content. They may suggest courses that employers believe would train students more adequately. In addition, some counselors, especially those working in small schools, also teach. All counselors maintain a library of career guidance and recruitment information.

Placement counselors may specialize in areas such as law, education, or part-time and summer work. However, the extent of specialization usually depends upon the size and type of college as well as the size of the placement staff.

Places of Employment

Nearly all 4-year colleges and universities and many of the increasing

Counselor discusses career alternatives with college student.

number of junior colleges provide career planning and placement services to their students and alumni. Large colleges may employ several counselors working under a director of career planning and placement activities; in many institutions, however, a combination of placement functions is performed by one director aided by a clerical staff. In some colleges, especially the smaller ones, the functions of career counselors may be performed on a part-time basis by members of the faculty or administrative staff. Universities frequently have placement officers for each major branch or campus.

About 3,900 persons worked as career planning and placement counselors in colleges and universities in 1976. Nearly three-fourths worked in 4-year institutions. The remainer worked in junior and community colleges.

Training, Other Qualifications, and Advancement

Although no specific educational program exists to prepare persons for career planning and placement work, a bachelor's degree, preferably in a behavioral science, such as psychology or sociology, is customary for entry into the field, and a master's degree is increasingly being stressed.

In 1976, 120 colleges and universities offered graduate programs in college student personnel work. Graduate courses that are helpful for career planning and placement counseling include counseling theory and techniques, vocational testing, theory of group dynamics, and occupational research and employment trends.

Some people enter the career planning and placement field after gaining a broad background of experience in business, industry, government, or educational organizations. An internship in a career planning and placement office also is helpful.

College career planning and placement counselors must have an interest in people. They must be able to communicate with and gain the confidence of students, faculty, and employers in order to develop insight into the employment needs of both employers and students. People in this field should be energetic and able to work under pressure because they must organize and administer a wide variety of activities.

Advancement for career planning and placement professionals usually is through promotion to an assistant or associate position, director of career planning and placement, director of student personnel services, or some other higher level administrative position. However, the extent of such opportunity usually depends upon the type of college or university and the size of the staff.

Employment Outlook

Employment of college career planning and placement counselors is expected to increase through the mid-1980's. Demand will be greatest in junior and community colleges, where, in many cases, there are no career planning and placement programs at present. In addition, the large number of adults entering community colleges who have been out of the labor market or who are seeking a mid-career change will require specialized counseling.

Also contributing to the demand in all postsecondary institutions will be the expected continued expansion in services to students from minority and low-income groups, who require special counseling in choosing careers and assistance in finding part-time jobs. Growth also is expected in services to the handicapped and to adults participating in continuing education.

However, many institutions of higher education faced financial problems in 1976. If this situation persists, colleges and universities may be forced to limit expansion of counseling and placement services, resulting in competition for available positions.

Earnings and Working Conditions

Salaries vary greatly among educational institutions. According to the limited information available, the average salary of college career planning and placement directors was more than $17,000 a year in 1976.

Career planning and placement counselors frequently work more than a 40-hour week; irregular hours and overtime often are necessary, particularly during the "recruiting season." Most counselors are employed on a 12-month basis. They are paid for holidays and vacations and usually receive the same benefits as other professional personnel employed by colleges and universities.

Sources of Additional Information

A booklet on the college student personnel professions, as well as other information on career counseling and placement, is available from:

The College Placement Council, Inc., P.O. Box 2263, Bethlehem, Pa. 18001.

COLLEGE STUDENT PERSONNEL WORKERS

(D.O.T. 045.108, 090.118 and .168, 129.108, and 166.168)

Nature of the Work

A student's choice of a particular institution of higher education is influenced by many factors. Availability of a specific educational program, quality of the school, cost, and location all may play important roles.

For many students, however, an equally important factor is the institution's ability to provide for their housing, social, cultural, and recreational needs. Developing and administering these services are the tasks of college student personnel workers. The admissions officer, the registrar, the dean of students, and the career planning and placement counselor are probably the best known among these. Other workers that make up this broad occupational field include student activities and college union personnel, student housing officers, counselors in the college counseling center, financial aid officers, and foreign student advisers.

Titles of student personnel workers vary from institution to institution and from program to program within a single school. Titles also vary with

the level of responsibility within a student personnel program. The more common titles include dean, director, officer, associate dean, assistant director, and counselor.

The *dean of students*, or the vice president for student affairs, heads the student personnel program at a school. Among his or her duties are evaluating the changing needs of the students and helping the president of the college develop institutional policies. For example, to meet the needs of an increasing number of older, part-time students, colleges and universities have been changing policies in areas such as student housing and student participation in decisions on graduation requirements and course offerings. In addition, the dean of students generally coordinates a staff of associate or assistant deans who are in charge of the specific programs that deal directly with the students.

At some schools, the admissions office and the records office are separate. *Admissions counselors* interview and evaluate prospective students and process their applications. They may travel extensively to recruit high school, junior college, and older students and to acquaint them with opportunities available at their college. They work closely with faculty, administrators, financial aid personnel, and public relations staff to determine policies for recruiting and admitting students. Personnel in the office of the *registrar* maintain the academic records of students and provide current enrollment statistics to those who require them both within the college and in the community.

Student financial aid personnel help students obtain financial support for their education. Workers in this field must keep well-informed about the sources and management of all forms of financial aid—scholarships, grants, loans, employment, fellowships, and teaching and research assistantships. They work closely with administrators and the admissions, counseling, business, and academic office staffs.

Career planning and placement counselors, sometimes called college placement officers, assist students in career selections and also may help them get part-time and summer jobs. On many campuses, they arrange for prospective employers to visit the school to discuss their personnel needs and to interview applicants. (For further information on this field, see statement on college career planning and placement counselors.)

The student personnel staff in charge of *student activities* work with members of proposed and established student organizations, especially with student government. They help the student groups to plan, implement, and evaluate their activities. Often, the student activities staff will assist in the orientation of new students.

College union staff members work with students to provide intellectual, cultural, and recreational programs. Many college union staff members direct the operation of the physical facilities and services of the building, such as food and recreational services, building maintenance, fiscal planning, and conference facilities.

Student housing officers sometimes live in the dormitories and, in general, help the students to live together in harmony. They may serve as counselors to individual students with personal problems. Housing officers also may be involved in managing the fiscal, food service, and housekeeping operations of student residences.

Counselors help students with personal, educational, and vocational problems. Students may come to the counselors on their own or be referred by a faculty member, a residence hall counselor, or a friend. Counseling needs may arise from lack of self-confidence or motivation on the part of the student, failure in academic work, desire to leave college or transfer to another college, inability to get along with others, loneliness, drug abuse, or marriage problems. In addition, there is a growing trend for counselors to try to reach more students by establishing group sensitivity sessions and telephone "hotlines." Counselors often administer tests that indicate aptitudes and interests to students having trouble understanding themselves. Some also teach in the college or assist with admissions, orientation, and training of residence hall staff. (For further information on this field, see statement on psychologists.)

Foreign student advisers administer and coordinate many of the services that help to insure a successful academic and social experience for students from other countries. They usually assist with foreign student admissions, orientation, financial aid, housing, English as a foreign language, academic and personal counseling, student-community relationships, job placement, and alumni

Student financial aid personnel help students obtain financial support for their education.

relations. In addition, they may be an adviser for international associations and nationality groups and for U.S. students interested in study, educational travel, work, or service projects abroad.

Places of Employment

An estimated 57,000 college student personnel workers were employed in 1976. Every college and university, whether a 2-year or a 4-year school, has a staff performing student personnel functions. They are not always organized as a unified program. Large colleges and universities generally have specialized staffs for each personnel function. In many small colleges a few persons may carry out the entire student personnel program.

Training, Other Qualifications, and Advancement

Because of the diversity in duties, the education and backgrounds of college student personnel workers vary considerably. Generally, however, a master's degree is preferred and a doctoral degree may be necessary for advancement to top-level positions. Schools often prefer persons with a bachelor's degree in a social science, such as economics or history, and a master's degree in student personnel work. In 1976, 120 colleges and universities offered graduate programs in this area.

Other specialized training may also be required for some student personnel occupations. A master's degree in clinical or counseling psychology usually is required for work as a college counselor. This degree also is helpful in other student personnel fields such as career planning and placement. Familiarity with data processing is an asset, especially for work in admissions, records, or financial aid. Social science and recreation degrees also are useful, as is work experience in business, government, or educational associations.

College student personnel workers must be interested in, and able to work with, people of all backgrounds and ages. They must have the patience to cope with conflicting viewpoints of students, faculty, and parents. People in this field often deal with the unexpected and the unusual; therefore emotional stability and the ability to function while under pressure are necessities.

Entry level positions usually are those of student activities advisers, admissions counselors, financial aid counselors, residence hall directors, and assistants to deans. Persons without graduate degrees may find advancement opportunities limited. A doctorate usually is necessary for the top student personnel positions.

Employment Outlook

The employment outlook for college student personnel workers is likely to be somewhat competitive through 1985. Tightening budgets in both public and private colleges and universities, are expected to limit growth in employment. Student personnel positions least likely to be affected if some reduction becomes necessary are those in admissions, financial aid, and records. Most openings will result from the need to replace personnel who transfer to other positions, retire, or leave the field for other reasons.

Any employment growth that does occur is expected to be in junior and community colleges. Enrollment at this level of education has been rising and many new schools have opened. If these recent trends continue, some additional student personnel workers will be needed in 2-year institutions.

Earnings and Working Conditions

Salaries vary greatly depending on geographic location and the size of the school. According to the limited data available, top administrators with at least 5 years of experience averaged between $28,000 and $30,000 a year in 1976. In the larger colleges and universities, salaries reached as high as $46,000.

College student personnel workers frequently work more than a 40-hour week; often irregular hours and overtime work are necessary. Employment in these occupations usually is on a 12-month basis. In many schools, they are entitled to retirement, group medical and life insurance, and sabbatical and other benefits.

Sources of Additional Information

A pamphlet, *Careers in Higher Education*, is available from:

The American Personnel and Guidance Association, 1607 New Hampshire Ave. NW., Washington, D.C. 20009.

EMPLOYMENT COUNSELORS

(D.O.T. 045.108)

Nature of the Work

Uncertainty about career plans is a problem faced not only by youngsters in school but also by many adults. Many persons lack realistic career goals, adequate job training, or knowledge about the labor market. Some become unemployed. Veterans and school dropouts are examples of other individuals who often do not know how to turn their talents and abilities into marketable skills. Employment counselors (sometimes called vocational counselors) help these and other jobseekers.

Most employment counselors assist persons who turn to State or community agencies for advice. The handicapped, older workers, and individuals displaced by automation and industry shifts or unhappy with their present occupational fields are typical applicants. Some jobseekers are skilled in specific occupations and ready for immediate job placement; others, who have little education and lack marketable skills, need intensive training to prepare for jobs. In State employment services, the counselor also helps those who are least employable, such as welfare recipients, ex-prisoners, and the educationally and culturally deprived.

Counselors interview jobseekers to learn employment-related facts about their interests, training, work experience, work attitudes, physical capacities, and personal traits. If necessary, they may get additional data by arranging for aptitude and achievement tests and interest inven-

tories, so that more objective advice may be given. They also may get additional information by speaking with the applicant's former employer or school principal.

When a jobseeker's background—the person's abilities and limitations has been thoroughly reviewed, the employment counselor discusses occupational requirements and job opportunities in different fields within the potential of the jobseeker. Then the counselor and the client develop a vocational plan. This plan may specify a series of steps involving remedial education, job training, work experience, or other services needed to enhance the person's employability.

In many cases, employment counselors refer jobseekers to other agencies for physical rehabilitation or psychological or other services before or during counseling. If, for example, a person is hampered in a job search because of stuttering, the counselor might suggest visits with city or county medical personnel. Proper referrel requires that counselors be familiar with the available community services so that they can select those most likely to benefit a particular jobseeker.

Counselors may help jobseekers by suggesting employment sources and appropriate ways of applying for work. In some cases, counselors may contact employers about jobs for applicants, although in State employment services agencies, placement specialists often handle this work. After job placement or entrance into training, counselors may follow up to determine if additional assistance is needed.

The expanding responsibility of public employment service counselors for improving the employability of disadvantaged persons has increased their contacts with these persons during training and on the job. Also, it has led to group counseling and the stationing of counselors in neighborhood and community centers.

Places of Employment

In 1976, about 3,400 persons worked as employment counselors in State employment service offices, located in every large city and many smaller towns. In addition, about 3,000 employment counselors worked for various private or community agencies, primarily in the larger cities. Some worked in institutions such as prisons, training schools for delinquent youths, and mental hospitals. Also, the Federal Government employed a limited number of employment counselors, chiefly in the Veterans Administration and in the Bureau of Indian Affairs. Some counselors teach in graduate training programs or conduct research.

Training, Other Qualifications, and Advancement

The national qualification standard for first level employment counselors in State employment service offices calls for 30 graduate semester hours of counseling courses beyond a bachelor's degree. However, 1 year of counseling-related experience may be substituted for 15 graduate semester hours.

All States require counselors in their public employment offices to meet State civil service or merit system requirements that include minimum educational and experience standards.

Applicants with advanced degrees and additional qualifying experience may enter at higher levels on the counselor career ladder. Many States also make provision for individuals with extensive experience in the employment service, whether or not they have college degrees, to enter the counselor career ladder and move upward by acquiring the prescribed university coursework and qualifying experience for each level.

Although minimum entrance requirements are not standardized among private and community agencies, most prefer, and some require, a master's degree in vocational counseling or in a related field such as psychology, personnel administration, counseling, guidance education, or public administration. Many private agencies prefer to have at least one staff member who has a doctorate in counseling psychology or a related field. For those lacking an advanced degree, employers usually emphasize experience in closely related work such as rehabilitation counseling, employment interviewing, school or college counseling, teaching, social work, or psychology.

In each State, the public employment service offices provide some in-service training programs for their new counselors or trainees. In addition, both their new and experienced counselors often are given part-time training at colleges and universities during the regular academic year or at institutes or summer sessions. Private and community agencies also often provide in-service training opportunities.

College students who wish to become employment counselors should enroll in courses in psychology and basic sociology. At the graduate level, requirements for this field usually include courses in techniques of counseling, psychological principles and psychology of careers, assessment and appraisal, cultures and environment, and occupational information. Counselor education programs at the graduate level are available in more than 450 colleges and universities, mainly in departments of education or psychology. To obtain a master's degree, students must complete 1 to 2 years of graduate study including actual experience in counseling under the supervision of an instructor.

Persons aspiring to be employment counselors should have a strong interest in helping others make vocational plans and carry them out. They should be able to work independently and to keep detailed records.

Well-qualified counselors with experience may advance to supervisory or administrative positions in their own or other organizations. Some may become directors of agencies or of other counseling services, or area supervisors of guidance programs; some may become consultants; and others may become professors in the counseling field.

Employment Outlook

Employment counselors with master's degrees or experience in related fields are expected to face some competition in both public and community employment agencies through the mid-1980's. Actual

growth in employment of counselors will depend in large part on the level of Federal funding to State, local and community agencies to provide counseling services. Some openings for employment counselors will result, however, from the need to replace those who die, retire, or transfer to other occupations.

Earnings and Working Conditions

Salaries of employment counselors in State employment services vary considerably from State to State. In 1976, salaries ranged from about $7,000 for entry level positions to $21,000 for experienced counselors. The average starting salary for beginning workers was $10,506, while experienced counselors averaged $13,814.

According to the limited data available, the average starting salary for counselors in private, nonprofit organizations in 1976 was $8,500. The average for experienced workers was $16,000. In general, salaries of employment counselors are about 1 1/2 times as high as average earnings for all nonsupervisory workers in private industry, except farming.

Most counselors work about 40 hours a week and have various benefits, including vacations, sick leave, pension plans, and insurance coverage. Counselors employed in community agencies may work overtime.

Sources of Additional Information

For general information on employment or vocational counseling, contact:

National Employment Counselors Association, 1607 New Hampshire Ave., NW., Washington, D.C. 20009.

National Vocational Guidance Association, 1607 New Hampshire Ave. NW., Washington D.C. 20009.

U.S. Department of Labor, Employment and Training Administration, USES, Division of Counseling and Testing, Washington, D.C. 20210.

The administrative office for each State's employment security agency, bureau, division, or commission can supply specific information about local job opportunities, salaries, and entrance requirements for positions in public employment service offices.

PSYCHOLOGISTS

(D.O.T. 045.088 and .108)

Nature of the Work

Psychologists study the behavior of individuals and groups in order to understand and explain their actions. During their work, they may be concerned with the effect of one member's emotional stress upon a family, causes of low morale at work, or the most effective way of dealing with terrorists. Some engage in teaching, research, and administrative activities in colleges and universities; others provide counseling services, plan and conduct training programs for employees, conduct research, advise on psychological methods and theories, or administer psychology programs in hospitals, clinics, or research laboratories. Many psychologists combine several of these activities.

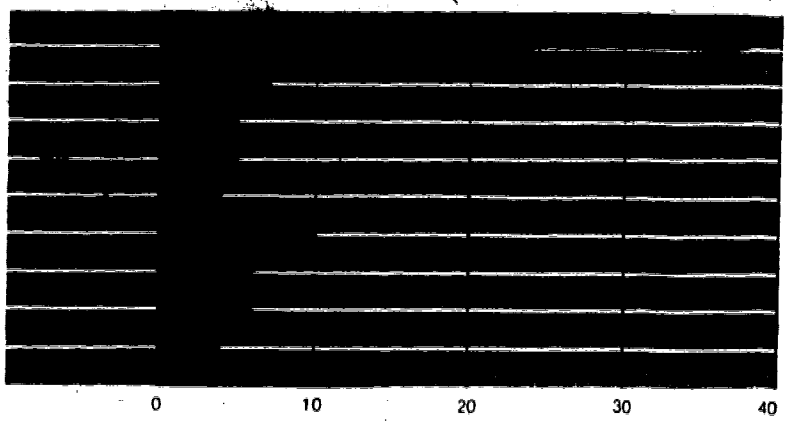
Psychologists gather information about the capacities, interests, and behavior of people in various ways. They interview individuals, develop and administer tests and rating scales, study personal histories, and conduct controlled experiments. Also, psychologists often design and conduct surveys.

Psychologists specialize in a wide variety of areas. *Experimental psychologists* study behavior processes and work with human beings and lower animals such as rats, monkeys, and pigeons; prominent areas of experimental research include motivation, learning and retention, sensory and perceptual processes, and genetic and neurological factors in behavior. *Developmental psychologists* study the patterns and causes of behavioral change as people progress through life; some concern themselves with the origins of human behavior during childhood, while others study changes that take place during maturity and old age. *Personality psychologists* study human nature, individual differences, and the ways in which those differences develop. *Social psychologists* examine people's interactions with others and with the social environment; prominent areas of study include group behavior, leadership, and dependency relationships. Psychologists in *evaluation research* study social programs and their effects and recommend improvements as a result of increased understanding. *Environmental psychologists* study the influences of environments on people, and their perceptions of these environments. *Population psychologists* study demography's relation to personal and social behavior. *Comparative psychologists* compare the behavior of different animals, including man. *Physiological psychologists* study the relationship of behavior to the biological functions of the body. Psychologists in the field of *psychometrics* develop and apply procedures for measuring psychological variables.

Psychologists often combine several areas in their specialty. *Clinical psychologists*, the largest specialty, generally work in mental hospitals or clinics, or maintain their own practices. They may help the mentally or emotionally disturbed readjust to life with altered physical capabilities. They interview patients, give diagnostic tests, provide individual, family, and group psychotherapy, and design and carry through behavior modification programs. *Counseling psychologists* use several techniques, including interviewing and testing, to help people with problems of everyday living—personal, social, educational, or vocational. *Educational psychologists* study psychological processes as related to applied problems in education. *School psychologists* diagnose educational problems, facilitate school adjustment, and help solve learning and social problems in the schools. *Industrial and organizational psychologists* engage in personnel research, policy, and planning, training and development, psychological test research, counseling, and organizational development and analysis, among other activities. *Engineering psychologists* develop and improve human-machine systems, military equipment, and industrial

Among doctoral psychologists, clinical specialists make up the largest group

Specialties in psychology, percent of employment, 1975



Source: National Research Council

products. *Community psychologists* apply psychological knowledge to problems of community life. *Consumer psychologists* study the psychological factors that determine an individual's behavior as a consumer of goods and services.

Places of Employment

About 90,000 people, excluding secondary school teachers, worked as psychologists in 1976. About one-half worked in educational institutions, primarily colleges and universities (including medical schools), either as teachers, researchers, administrators, or counselors.

The second largest group of psychologists work in hospitals, clinics, rehabilitation centers, and other health facilities, while many others work for Federal, State, or local government agencies. They typically administer and interpret intelligence, interest, and aptitude tests; diagnose and treat mental disorders; and conduct educational, vocational, and personal adjustment counseling. Federal agencies that employ the most psychologists are the Veterans Administration, the Department of Defense, and the Public Health Service. Other employing agencies include the Departments of Justice, Commerce, Treasury, Interior, Labor, and Transportation, the Civil Service Commission, the National Aeronautical and Space Administration, and the Environmental Protection Agency.

Psychologists also are employed in correctional institutions, research organizations, and business firms. Some are in independent practice or work as consultants.

Training, Other Qualifications, and Advancement

A doctoral degree almost always is the minimum requirement for employment as a psychologist. The degree is needed for many entrance positions and is becoming increasingly important for advancement. People with doctorates in psychology qualify for the more responsible research, clinical, and counseling positions, as well as for teaching positions in colleges and universities and administrative posts in Federal and State programs. The doctoral degree is necessary to gain academic tenure, a process that is becoming more difficult and taking longer than in the past.

People with a master's degree in psychology can qualify as psychological assistants, administering and interpreting some kinds of psychological tests. Working under the supervision of psychologists, they may collect and analyze data, conduct experiments, or perform administrative duties. They also qualify for certain counseling jobs or—if they have previous teaching experience—may be hired as school psychologists or counselors. (See the statements on school counselors and rehabilitation counselors.)

People with a bachelor's degree in psychology may work directly under psychologists and other professionals in community mental health centers, vocational rehabilitation offices, and correctional programs; as research or administrative assistants; as trainees in government or business; or—provided they meet State certification requirements—as high school teachers.

In the Federal Government, some positions are filled at the entrance grade with candidates having at least 24 semester hours in psychology and one course in statistics. Most positions, however, are filled at a higher grade. Clinical psychologists generally must have completed the Ph. D. requirements and have served an internship; counseling psychologists need 2 years of graduate study in counseling and 1 year of counseling experience.

At least 1 year of full-time graduate study is needed to earn a master's degree in psychology. An additional 3 to 5 years of graduate work usually are required for a Ph. D. In clinical or counseling psychology, the requirements for the Ph. D. degree generally include an additional year or more of internship or supervised experience. Doctoral candidates at some universities must exhibit competence in a foreign language. Some gain postdoctoral appointments for special study and research.

The Ph. D. degree culminates in a dissertation based on original research which contributes to psychological knowledge. Another professional degree, the Psy. D. (Doctor of Psychology), is based on practical work and examinations rather than a dissertation.

Some universities require graduate school applicants in psychology to have a major in that field. Others prefer only basic psychology with courses in the biological, physical, and social sciences, statistics, and mathematics. Some persons trained

in other fields such as social work, counseling, and education find graduate education in psychology useful.

Competition for admission into graduate psychology programs is keen. Only the most highly qualified applicants can expect to be admitted to graduate study.

Over 1,100 colleges and universities offer a bachelor's degree program in psychology; about 325, a master's; about 165, a Ph. D.; and about 20, a Psy. D. The American Psychological Association (APA) presently accredits doctoral training programs in clinical, counseling, and school psychology. In 1976, over 100 colleges and universities offered fully approved programs in clinical psychology; over 20, in counseling psychology; and fewer than 10, in school psychology. APA also has approved about 120 facilities offering internships for doctoral training in clinical and counseling psychology.

Although financial aid is becoming increasingly difficult to obtain, some graduate students may receive fellowships, scholarships, or part-time employment. The Veterans Administration offers a number of predoctoral traineeships to students while they work as interns in VA hospitals, clinics, and related training agencies. The National Science Foundation, Department of Health, Education, and Welfare, various branches of the Armed Forces, and many other organizations and foundations also provide fellowships, grants, and loans. However, the present trend at the Federal level is to provide low-interest loans rather than fellowships and grants.

Psychologists who want to enter independent practice must meet certification or licensing requirements. In 1976, 49 States and the District of Columbia had these requirements. Licensing laws vary by State, but generally require a doctorate in psychology, 2 years of professional experience, and an examination.

The American Board of Professional Psychology awards diplomas in clinical, counseling, industrial and organizational, and school psychology. Candidates generally need a doctorate in psychology, 5 years of qualifying experience, and professional endorsements, and also must pass an examination.

People pursuing a career in psychology must be emotionally stable, mature, and able to deal effectively with people. Sensitivity, patience, and a genuine interest in others are particularly important for work in clincal and counseling psychology. Research psychologists should be able to do detailed and independent work; verbal and writing skills are necessary to communicate research findings.

Sensitivity, patience, and a genuine interest in others are particularly important for work in clinical and counseling psychology.

Employment Outlook

Employment of psychologists is expected to grow faster than the average for all occupations through the mid-1980's. In addition to employment growth, some openings will result from deaths, retirements, and other separations from the labor force.

Several factors should help maintain a strong demand for psychologists. First is increased public concern for the development of human resources, particularly among the aging and minority groups. Growing awareness of the need for testing and counseling children also should increase the demand. Federal legislation emphasizing good health rather than treatment of illness may produce new roles for psychologists in preventive and therapeutic situations and in group practice. Inclusion of psychological services in a future national health insurance program also may heighten demand.

Other openings are likely to occur as psychologists move into new fields such as technology assessment—the study of the effects of technological advances in areas such as agriculture, energy, the environment, and the conservation and use of natural resources. In addition, psychologists are becoming involved in program evaluation in such fields as education, military service, and law enforcement. Government agencies, business, and industry also are making increased use of the services that psychologists can provide in counsel-

ing, employee assessment and training, and market research.

A doctorate is increasingly necessary for those wishing to enter the field. However, the growing number of doctoral degrees awarded in psychology each year means that new Ph. D.'s will face increasing competition for jobs through 1985, particularly academic positions in large colleges and universities. Those willing to work in smaller and newer institutions should have better employment prospects.

Persons holding doctoral degrees from prestigious universities should have an advantage on the job market. Those with doctorates in applied areas such as clincial, counseling, and industrial or organizational psychology are expected to have more favorable job prospects than those trained in traditional academic specialties such as experimental, physiological, and comparative psychology.

As more and more people earn doctorates in psychology, master's degree holders will face increasingly keen competition, particularly for research or teaching jobs in colleges and universities. Opportunities are likely to be best in industry, government, and human service organizations, all of which will have some jobs for persons with training in applied areas including evaluation research.

Bachelor's degree holders will be able to enter the field only as assistants or trainees, working under the direct supervision of psychologists and other professionals. However, for persons who wish to continue their education in fields such as law, medicine, social work, sociology, counseling, recreation, gerontology, or related disciplines, psychology provides an excellent undergraduate background.

Earnings and Working Conditions

In 1975, the median starting salary for psychologists holding a master's degree was about $11,000 a year, according to the American Psychological Association. The median beginning salary for those holding a doctorate was about $13,000 for 9-month academic jobs and between $16,000 and $17,000 for 12-month jobs.

According to a 1975 survey by the National Research Council, the median annual salary for all doctoral psychologists was about $22,000. In educational institutions, the median was about $20,900; in the Federal Government, about $26,600; in State and local government, about $21,500; in hospitals and clincs, about $21,400; in nonprofit organizations, about $24,600; and in business and industry, about $30,600. Ph. D. psychologists in private practice and in applied specialties generally have higher earnings than other psychologists. In general, salaries of experienced psychologists are much higher than the average for all nonsupervisory workers in private industry, except farming.

The Civil Service Commission recognizes education and experience in certifying applicants for entry level positions in the Federal Government. In general, the entrance salary for psychologists having a bachelor's degree was $9,303 or $11,523 a year in 1977; counseling psychologists with a master's degree and 1 year of counseling experience started at $14,097; clinical psychologists having a Ph. D. degree and 1 year of internship started at $17,054. The average salary for psychologists in the Federal Government was about $25,200 a year in 1977.

Psychologists in colleges and universities receive the same benefits as other faculty members—sabbatical leaves of absence, life and health insurance, and retirement benefits. Working hours are generally flexible, but often entail evening work with individual students or groups. Clinical and counseling psychologists often work in the evenings since their patients sometimes are unable to leave their jobs or school during the day.

Sources of Additional Information

For information on career opportunities and job openings for psychologists, admission and degree requirements in colleges and universities offering graduate programs in psychology, accreditation, certification or licensure requirements, and financial assistance for graduate students in psychology, contact:

American Psychological Association, Educational Affairs Office, 1200 17th St. NW., Washington, D.C. 20036.

Information on traineeships and fellowships is available from colleges and universities that have graduate psychology departments.

REHABILITATION COUNSELORS

(D.O.T. 045.108)

Nature of the Work

Each year more mentally, physically, and emotionally disabled persons become self-sufficient and productive citizens. They find employment in a wide variety of occupations previously thought too complex or dangerous for them to handle. A growing number are studying in colleges and technical schools throughout the United States. One member of the team of professionals who help disabled individuals leave a sheltered environment to lead as normal a life as possible is the rehabilitation counselor.

Rehabilitation counselors begin their work by learning about their client. They may read school reports, confer with medical personnel, and talk with family members to determine the exact nature of the disability. They also discuss with physicians, psychologists, and occupational therapists the types of skills the client can learn. At that point, the counselor begins a series of discussions with the client to explore training and career options. The counselor then uses this information to develop a rehabilitation plan.

A rehabilitation program generally includes specific job training, such as secretarial studies, as well as other specialized training the disabled person may need. When working with a blind individual, for example, the counselor may arrange for training with seeing-eye dogs. The disabled

person then may spend a few months learning to cross streets and ride public transportation systems. Throughout this period, the counselor and disabled client meet reguarly to discuss progress in the rehabjlitation program and any problems that may arise.

Counselors also must find jobs for disabled persons and often make follow-up checks to insure that placement has been successful. If the new employee has a specific problem on the job, the counselor may suggest adaptations to the employer.

Rehabilitation counselors must maintain close contact with handicapped clients and their families over many months or even years. The counselor often has the satisfaction of watching day-by-day progress in the disabled person's fight for independence. At other times, however, the counselor may experience the disappointment of a client's failures.

Because job placement is an important aspect of a counselor's work, he or she must keep in touch with members of the business community to learn the type of jobs available and training required. They also try to alleviate any fears on the part of employers about the suitability of hiring handicapped individuals. As a result, counselors may spend time publicizing the rehabilitation program to business and community associations.

An increasing number of counselors specialize in a particular area of rehabilitation; some may work almost exclusively with blind people, alcoholics or drug addicts, the mentally ill, or retarded persons. Others may work almost entirely with persons living in poverty areas.

The amount of time spent counseling each client varies with the severity of the disabled person's problems as well as with the size of the counselor's caseload. Usually, counselors in private organizations can spend more time with clients than their counterparts in State agencies. Some rehabilitation counselors are responsible for many persons in various stages of rehabilitation; on the other hand, less experienced counselors or those working with the severely disabled may work with relatively few cases at a time.

Places of Employment

About 19,000 persons worked as rehabilitation counselors in 1976. About 70 percent worked in State and local rehabilitation agencies financed cooperatively with Federal and State funds. Some rehabilitation counselors and counseling psychologists worked for the Veterans Administration. Rehabilitation centers, sheltered workshops, hospitals, labor unions, insurance companies, special schools, and other public and private agenices with rehabilitation programs and job placement services for the disabled employ the rest.

Training, Other Qualifications, and Advancement

A bachelor's degree with courses in counseling, psychology, and related fields is the minimum educational requirement for rehabilitation counselors. However, employers are placing increasing emphasis on the master's degree in rehabilitation counseling or vocational counseling, or in related subjects such as psychology, education, and social work. Work experience in fields such as vocational counseling and placement, psychology, education, and social work is an asset for securing employment as a rehabilitation counselor. Most agencies have work-study programs whereby employed counselors can earn graduate degrees in the field.

More than 75 college and universities offered graduate programs in rehabilitation counseling in 1976. Usually, 1 1/2 to 2 years of study are required for the master's degree. Included is a period of actual work experience as a rehabilitation counselor under the close supervision of an instructor. Besides a basic foundation in psychology, courses generally included in master's degree programs are counseling theory and tech-

Rehabilitation counselor assisting blind person in use of tape recorder.

niques, occupational and educational information, and community resources. Other requirements may include courses in placement and followup, tests and measurements, psychosocial effects of disability, and medical and legislative aspects of rehabilitation.

To earn the doctorate in rehabilitation counseling or in counseling psychology may take a total of 4 to 6 years of graduate study. Intensive training in psychology, and other social sciences, as well as in research methods, is required.

Many States require that rehabilitation counselors be hired in accordance with State civil service and merit system rules. In most cases, these regulations require applicants to pass a competitive written test, sometimes supplemented by an interview and evaluation by a board of examiners. In addition, some private organizations require rehabilitation counselors to be certified. To become certified, counselors must pass exams administered by the Commission on Rehabilitation Counselor Certification.

Because rehabilitation counselors deal with the welfare of individuals, the ability to accept responsibility is important. It also is essential that they be able to work independently and be able to motivate and guide the activity of others. Counselors who work with the severely disabled need unusual emotional stability. They must be very patient in dealing with clients who often are discouraged, angry, or otherwise difficult to handle.

Counselors who have limited experience usually are assigned the less difficult cases. As they gain experience, their caseloads are increased and they are assigned clients with more complex rehabilitation problems. After obtaining considerable experience and more graduate education, rehabilitation counselors may advance to supervisory positions or top administrative jobs.

Employment Outlook

Because most State and rehabilitation agencies are funded primarily by the Federal Government, the extent of employment growth will depend largely on the level of government spending. Additional positions, however, are expected to become available in private companies, such as manufacturing and service firms, for rehabilitation counselors to help in equal employment opportunity efforts. In addition to growth needs, many counselors will be required annually to replace those who die, retire, or leave the field for other reasons.

Earnings and Working Conditions

Salaries of beginning rehabilitation counselors in State agencies averaged $10,441 a year in 1976. Beginning salaries ranged from $7,200 in Puerto Rico to $15,774 in Alaska.

The Veterans Administration paid counseling psychologists with a 2-year master's degree and 1 year of subsequent experience—and those with a Ph. D.—starting salaries of $17,056 in 1976. Those with a Ph. D. and a year of experience, and those with a 2-year master's degree and much experience, started at $20,442. Some rehabilitation counselors with a bachelor's degree were hired at starting salaries of $11,523 and $14,097. In general, salaries of rehabilitation counselors are above the average earnings for all nonsupervisory workers in private industry, except farming.

Counselors may spend only part of their time in their offices counseling and performing necessary paperwork. The remainder of their time is spent away from the office, working with prospective employers, training agencies, and the disabled person's family. The ability to drive a car often is necessary for this work.

Rehabilitation counselors generally work a 40 hour week or less, with some overtime work required to attend community and civic meetings in the evening. They usually are covered by sick and annual leave benefits and pension and health plans.

Sources of Additional Information

Information about careers in counseling as a career contact

American Psychological Association, Inc., 1200 17th St. NW., Washington, D.C. 20036.

American Rehabilitation Counseling Association, 1607 New Hampshire Ave. NW., Washington, D.C. 20009.

National Rehabilitation Counseling Association, 1522 K St. NW., Washington, D.C. 20005.

Information on certification requirements and procedures is available from:

Commission on Rehabilitation Counselor Certification, 520 North Michigan Ave., Chicago, Ill. 60611.

SCHOOL COUNSELORS

(D.O.T. 045.108)

Nature of the Work

Uncertainty about career choice, learning disabilities, or an unhappy home life are typical problems that many students face. Usually these problems cannot be solved by the student alone; professional assistance often is needed. Most schools hire counselors to give individual attention to students' educational, career, and social development.

A counselor role is to help students understand themselves better—their abilities, talents, and career options, for example. To accomplish this, counselors may use tests and individual or group counseling, sometimes they develop specialized methods or seek the assistance of community resource persons.

When helping students in career choices, counselors often administer and evaluate tests. Some counselors also have responsibility for a career information center and the school's career education program. The counselor may, for example, suggest ways in which a math teacher can incorporate into a lesson information on occupations that require mathematics. Or the counselor may arrange field trips to factories and business firms or show films which provide a view of real work settings. The desired result is a student who is more aware of careers that match his or her talents, likes, and abilities and who can, with the assistance of the

School counselors must keep up to date on opportunities for education and vocational training.

and career plans.

School counselors ... keep up to date on opportunities for educational and vocational training. They go into high school to counsel students who want this information. They must keep informed about training programs in 2- and 4-year colleges, in trade, technical, and business schools, apprenticeship programs, and available federally supported programs. Counselors also advise students about educational requirements for entry-level jobs, job changes caused by technological advances, college entrance requirements, and places of employment.

Counselors in junior high or high schools often help students find part-time jobs, either to enable them to stay in school or to help them prepare for their vocation. They may help both graduates and dropouts to find jobs, or may direct them to community employment services. They also may conduct surveys to learn more about hiring experiences of recent graduates and dropouts, local job opportunities, or the effective ... programs.

Counselors ... affecting the ... one or two individuals. If drug abuse is a problem, counselors may, for example, initiate group counseling sessions to discuss the dangers of taking drugs. Or, they may speak individually with students and their parents.

Counselors ... staff, as well as with members of the community and parents. Other teachers and administrators often refer students with problems affecting a student or group of students. A teacher may refer a student who appears to have problems dealing with classmates to a counselor who will attempt to find the cause. Counselors may arrange meetings with parents or community agencies, such as mental health organizations, if a student's problems are serious.

Elementary school counselors help children to make the best use of their abilities by identifying these and other basic aspects of the child's make up at an early age and by evaluating any learning problems. Methods used in counseling grade school children differ in many ways from those used with older students. Observations of classroom and play activity furnish clues about children in the lower grades. To better understand children, elementary school counselors spend much time consulting with teachers and parents. They also work closely with other staff members of the school, including psychologists and social workers.

Some school counselors, particularly in secondary schools, teach classes in occupational information, social studies, or other subjects. They also may supervise school clubs or other extracurricular activities, often after regular school hours.

Places of Employment

About 45,000 people worked full time as public school counselors during 1976. Most counselors work in large schools. An increasing number of school districts, however, provide guidance services to their small schools by assigning more than one school to a counselor.

Training, Other Qualifications, and Advancement

... have counseling and teaching certificates. However, a growing number of States no longer require teaching certification. (See statements on elementary and secondary school teachers for certificate requirements.) Depending on the State, a master's degree, including ... and from 1 to 5 years of teaching experience, usually are required for a counseling certificate. People who plan to become counselors should learn the requirements of the State in which they plan to work since requirements vary among States and change rapidly.

College students ... training school counselors usually take the regular program of teacher education with additional courses in psychology and sociology. In States where teaching experience is not a requirement, it is possible to major in a liberal arts program. A few States substitute a counseling internship for

teaching experience. In some States teachers who have completed part of the courses required for the master's degree in counseling are eligible for provisional certification and may work as counselors under supervision while they take additional courses.

Counselor education programs at the graduate level are available in more than 450 colleges and universities, usually in the departments of education or psychology. One to 2 years of graduate study are necessary for a master's degree. Most programs provide supervised field experience.

Subject areas of required graduate level courses usually include appraisal of the individual student, individual counseling procedures, group guidance, information service for career development, professional relations and ethics, and statistics and research.

The ability to help young people accept responsibility for their own lives is important for school counselors. They must be able to coordinate the activity of others and work as part of the team which forms the educational system.

School counselors may advance by moving to a larger school, becoming director or supervisor of counseling or guidance, or, with further graduate education, becoming a college counselor, educational psychologist, school psychologist, or school administrator. Usually college counselors and educational psychologists must earn the Ph.D. degree.

Employment Outlook

Employment of school counselors is likely to grow more slowly than the average for all occupations through the mid 1980's as declining school enrollments coupled with financial constraints limit demand. If Federal assistance for career education is increased, however, many more jobs should result. Thus future growth in counselor employment will depend largely on the amount of funds that the Federal Government provides to the States.

Earnings and Working Conditions

According to a recent survey, the average salary of school counselors ranged from $11,646 to $18,929. School counselors generally earn more than teachers at the same school. (See statements on kindergarten and elementary school teachers and secondary school teachers.)

In most school systems, counselors receive regular salary increments as they obtain additional education and experience. Some counselors supplement their income by part-time consulting or other work with private or public counseling centers, government agencies, or private industry.

Sources of Additional Information

State departments of education can supply information on colleges and universities that offer training in guidance and counseling as well as on the State certification requirements.

Additional information on this field of work is available from:

American School Counselor Association, 1607 New Hampshire Ave. NW., Washington, D.C. 20009.

CLERGY

Deciding on a career in the clergy involves considerations different from those involved in other career choices. When persons choose to enter the ministry, priesthood, or rabbinate, they do so primarily because they possess a strong religious faith and a desire to help others. Nevertheless, it is important to know as much as possible about the profession and how to prepare for it, the kind of life it offers, and its needs for personnel.

The number of clergy needed depends largely on the number of people who participate in organized religious groups. This affects the number of churches and synagogues established and pulpits to be filled. In addition to the clergy who serve congregations, many others teach or act as administrators in seminaries and in other educational institutions, still others serve as chaplains in the Armed Forces, industry, correctional institutions, hospitals, or on college campuses, or render service as missionaries or in social welfare agencies.

Persons considering a career in the clergy should seek the counsel of a religious leader of their faith to aid in evaluating their qualifications. The most important of these are a deep religious belief and a desire to serve the spiritual needs of others. The priest, minister, or rabbi also is expected to be a model of moral and ethical conduct. A person considering one of these fields must realize that the civic, social, and recreational activities of a member of the clergy often are influenced and restricted by the customs and attitudes of the community.

The clergy should be sensitive to the needs of others and able to help them deal with these needs. The job demands an ability to speak and write effectively, to organize, and to supervise others. The person entering this field also must enjoy studying because the ministry is an occupation which requires continuous learning. In addition, the ministry demands considerable initiative and self-discipline.

More detailed information on the clergy in the three largest faiths in the United States—Protestant, Roman Catholic, and Jewish—is given in the following statements, prepared in cooperation with leaders of these faiths. Information on the clergy in other faiths may be obtained directly from leaders of the respective groups.

PROTESTANT MINISTERS

(D.O.T. 0.10.10)

Nature of the Work

Protestant ministers lead the congregations in worship services and administer the rites of baptism, con-

firmation, and Holy Communion. They prepare and deliver sermons and give religious instruction to persons who are to become new members of the church. They also perform marriages; conduct funerals; counsel individuals who seek guidance; visit the sick, aged, and handicapped at home and in the hospital; comfort the bereaved; and serve church members in other ways. Many Protestant ministers write articles for publication, give speeches, and engage in interfaith, community, civic, educational, and recreational activities sponsored by or related to the interests of the church. Some ministers teach in seminaries, colleges, and universities.

The services that ministers conduct differ among Protestant denominations and also among congregations within a denomination. In many denominations, ministers follow a traditional order of worship; in others they adapt the services to the needs of youth and other groups within the congregation. Most services include Bible reading, hymn singing, prayers, and a sermon. In some denominations, Bible reading by a member of the congregation and individual testimonials may constitute a large part of the service.

...duct differ... ...denominations and also among congregations within a denomination.

Ministers serving small congregations generally work on a personal basis with their parishioners. Those serving large congregations have greater administrative responsibilities, and spend considerable time working with committees, church officers, and staff, besides performing their other duties. They may have one or more associates or assistants who share specific aspects of the ministry, such as a minister of education who assists in educational programs for different age groups, or a minister of music.

Places of Employment

...1976 about 190,000 ministers ...d more than 72 million Protestants. Most ministers serve individual congregations. In addition, however, thousands of ministers work in closely related fields such as chaplains in hospitals and the Armed Forces. The greatest number of clergy are affiliated with the five largest groups of churches: Baptist, United Methodist, Lutheran, Presbyterian, and Episcopal.

All cities and most towns in the United States have at least one Protestant church with a full-time minister. Some churches employ part-time ministers; many part-time clergy are seminary students or ministers retired from full-time pastoral responsibilities. Although most ministers are located in urban areas, many live in less densely populated areas where they may serve two congregations or more.

Qualifications

...al requirements...

...the Protestant ministry... ...ally. Some denominations have no formal educational requirements and others ordain persons having varying amounts and types of training in Bible colleges, Bible institutes, or liberal arts colleges.

In 1976, there were 198 American theological institutes accredited by the Association of Theological Schools in the United States and Canada. These admit only students who have received a bachelor's degree or its equivalent with a liberal arts major from an accredited college. Many denominations require a 3-year course of professional study in one of these accredited schools or seminaries after college graduation. The degree of master of divinity is awarded upon completion.

Recommended preseminary or undergraduate college courses include English, history, philosophy, the natural sciences, social sciences, the fine arts, music, religion, and foreign languages. These courses provide a knowledge of modern social, cultural, and scientific institutions and problems. However, students considering theological study should contact, at the earliest possible date, the schools to which they intend to apply, to learn how to prepare for the program they expect to enter.

The standard curriculum for accredited theological schools consists of four major categories: biblical, historical, theological, and practical. Courses of a practical nature such as psychology, religious education, and administration are emphasized. Many accredited schools require that students gain experience in church work under the supervision of a faculty member or experienced minister. Some institutions offer doctor of ministry degrees to students who have completed 1 year or more of additional study after serving at least a year as minister. Scholarships and loans are available for students of theological institutions.

In general, each large ...nation has its own school or schools of theology that reflect its particular doctrine, interests, and needs. However, many of these schools are open to students from other denominations. Several interdenominational schools associated with universities give both undergraduate and graduate training covering a wide range of theological points of view. Persons who have denominational qualifications for the ministry usually are ordained after graduation from a seminary. In denominations that do not require seminary training, clergy are ordained at various appointed times.

Men and women entering the clergy often begin their careers as pastors of small congregations or as assistant pastors in large churches.

Employment Outlook

The trend toward merger and unity among denominations, combined with the closing of smaller parishes and the downturn in financial support, has reduced demand for Protestant ministers in recent years. As a result, new graduates of theological schools will face increasing competition in finding positions. The supply-demand situation will vary among denominations and the chance of obtaining employment will depend, in part, on the length of the candidate's formal preparation. Most of the openings for clergy that are expected through the mid-1980's will therefore result from the need to replace those in existing positions who retire, die, or leave the ministry. The need for ministers in Evangelical churches, however, is expected to continue to grow.

Although fewer opportunities may arise for Protestant ministers to serve individual congregations, newly ordained ministers may find work in youth, family relations, and welfare organizations, religious education, and as chaplains in the Armed Forces, hospitals, universities and correctional institutions.

Earnings and Working Conditions

Earnings of Protestant clergy vary substantially, depending on age, experience, education, denomination, size and wealth of congregation, type of community, and geographic location. According to a study by the Institute for Church Development, average income including benefits for Protestant ministers in five denominations was about $13,650 in 1976. These earnings are somewhat higher than the average for Protestant denominations as a whole. Annual vacations average 3 weeks and there often is opportunity for time off.

Because of the wide range of service that the minister provides, he or she may work long or irregular hours, often involving considerable travel.

Sources of Additional Information

Persons who are interested in entering the Protestant ministry should seek the counsel of a minister or church guidance worker. Each theological school can supply information on admission requirements. Prospective ministers also should contact the ordination supervision body of their particular denomination for information on special requirements for ordination.

RABBIS

(D.O.T. 120.108)

Nature of the Work

Rabbis are the spiritual leaders of their congregations and teachers and interpreters of Jewish law and tradition. They conduct religious services and deliver sermons at services on the Sabbath and on Jewish holidays. Rabbis customarily are available at all times to counsel members of their congregation, other followers of Judaism, and the community at large. Like other clergy, rabbis conduct weddings and funeral services, visit the sick, help the poor, comfort the bereaved, supervise religious education programs, engage in interfaith activities, and involve themselves in community affairs.

Rabbis serving large congregations may spend considerable time in administrative duties, working with their staffs and committees. Large congregations frequently have an associate or assistant rabbi. Many assistant rabbis serve as educational directors.

Nearly all rabbis serve Orthodox, Conservative, or Reform congregations. Regardless of their particular point of view, all Jewish congregations preserve the substance of Jewish religious worship. The congregations differ in the extent to which they follow the traditional form of worship—for example, in the wearing of head coverings, the use of Hebrew as the language of prayer, or the use of music or a choir. The format of the worship service and, therefore, the ritual that the rabbis use may vary even among congregations belonging to the same branch of Judaism.

Rabbis also may write for religious and lay publications, and teach in theological seminaries, colleges, and universities.

Rabbi instructing nursery school children about the Friday evening Sabbath meal.

Places of Employment

About 4,000 rabbis served over 6 million followers of the Jewish faith in this country in 1976; approximately 1,550 were Orthodox rabbis, 1,350 were Conservative, and 1,200 Reform. Others work as chaplains in the military services, in hospitals and other institutions, or in one of the many Jewish community service agencies. A growing number are employed in colleges and universities as teachers in Jewish Studies programs.

Although rabbis serve Jewish communities throughout the Nation, they are concentrated in those States that have large Jewish populations, particularly New York, California, Pennsylvania, New Jersey, Illinois, Massachusetts, Florida, Maryland, and the Washington, D.C. metropolitan area.

Training and Other Qualifications

To become eligible for ordination as a rabbi, a student must complete a prescribed course of study in a seminary. Entrance requirements and the curriculum depend upon the branch of Judaism with which the seminary is associated.

Nearly 30 seminaries train Orthodox rabbis in programs of varying lengths. The required course of study to prepare for ordination is usually 3 or 4 years. However, students who are not college graduates may spend a longer period at these seminaries and complete the requirements for the bachelor's degree while pursuing the rabbinic course. Some Orthodox seminaries do not require a college degree to qualify for ordination, although students who qualify usually have completed 4 years of college.

The Hebrew Union College—Jewish Institute of Religion is the official seminary that trains rabbis for the Reform branch of Judaism. It is the only branch that has approved the training and ordination of women as rabbis. In 1976, almost half the entering class at the Reform seminary were women. The Jewish Theological Seminary of America is the official seminary that trains rabbis for the Conservative branch of Judaism. Both seminaries require the completion of a 4-year college course, as well as earlier preparation in Jewish studies, for admission to the rabbinic program leading to ordination. Normally 5 years of study are required to complete the rabbinic course at the Reform seminary, including 1 year of preparatory study in Jerusalem. Exceptionally well-prepared students can shorten this 5-year period to a minimum of 3 years. A student having a strong background in Jewish studies can complete the course at the Conservative seminary in 4 years; for other enrollees, the course may take as long as 6 years.

In general, the curriculums of Jewish theological seminaries provide students with a comprehensive knowledge of the Bible, Talmud, Rabbinic literature, Jewish history, theology, and courses in education, pastoral psychology, and public speaking. Students of the Reform seminary get a thorough preparation in the classics as well as extensive practical training in dealing with the social and political problems in the community. Training for alternatives to the pulpit, such as leadership in community services and religious education, increasingly is stressed.

Some seminaries grant advanced academic degrees in fields such as Biblical and Talmudic research. All Jewish theological seminaries make scholarships and loans available.

Newly ordained rabbis usually begin as leaders of small congregations, assistants to experienced rabbis, directors of Hillel Foundations on college campuses, teachers in seminaries and other educational institutions, or chaplains in the Armed Forces. As a rule, the pulpits of large and well-established Jewish congregations are filled by experienced rabbis.

Employment Outlook

The demand for Rabbis has declined in recent years because some established congregations have closed and fewer new ones are being formed. As a result, many newly ordained Rabbis will take positions in smaller Jewish communities and as assistant Rabbis in larger Jewish congregations. Opportunities still exist for Rabbis to teach in colleges and universities, to serve as chaplains in the Armed Forces, and to work in hospitals and other institutions or in one of the many Jewish social service agencies. Openings in established congregations will come largely from a need to replace those Rabbis who retire or die.

The employment outlook for rabbis varies among the three major branches of Judaism, however. Reform rabbis may face some competition for available positions and Orthodox clergy are expected to encounter very keen competition. Conservative rabbis, on the other hand, will have good employment opportunities, if present trends continue.

Earnings and Working Conditions

Incomes vary depending on the size and financial status of the congregation, as well as its denominational branch and geographic location. Rabbis usually earn additional income from gifts or fees for officiating at ceremonies such as weddings.

In 1976 the annual earnings of rabbis averaged between $15,000 and $20,000, including pension and housing allowance. Earnings of Orthodox rabbis tended to be at the lower end of the scale. Average earnings of newly ordained Conservative and Reform rabbis were about $19,000; more experienced rabbis earned much higher salaries and, with other benefits, averaged as much as $35,000 a year. Some senior rabbis in large temples earned up to $60,000 a year.

Rabbis' working hours are determined by their role in the congregation. Besides conducting regular religious services, they also may spend considerable time in administrative, educational, and community service functions, as well as presiding over various ceremonial services. Rabbis also must be available to serve the emergency needs of their congregation members.

Sources of Additional Information

Persons who are interested in becoming rabbis should discuss their plans for a vocation with a practicing

rabbi. Information on the work of rabbis and allied occupations can be obtained from:

The Jewish Theological Seminary of America, (Conservative), 3080 Broadway, New York, New York 10027

The Rabbi Issac Elchanan Theological Seminary, an affiliate of Yeshiva University, (Orthodox), 2540 Amsterdam Ave., New York, N.Y. 10033

Hebrew Union College and Jewish Institute of Religion, (Reform), whose three campuses are located at 40 W. 68th St., New York, N.Y. 10023, at 3101 Clifton Ave., Cincinnati, Ohio 45220, and at 3077 University Mall, Los Angeles, Calif. 90007

ROMAN CATHOLIC PRIESTS

(D.O.T. 120.108)

Nature of the Work

Roman Catholic priests attend to the spiritual, pastoral, moral, and educational needs of the members of their church. Their duties include presiding at liturgical functions, offering religious enlightenment in the form of a sermon, hearing confessions, administering the Sacraments (including the sacraments of Marriage and Penance), and conducting funeral services. They also comfort the sick, console relatives and friends of the dead, counsel those in need of guidance, and assist the poor.

Priests spend long hours working for the church and the community. Their day usually begins with morning meditation and Mass and may end with the hearing of confessions or an evening visit to a hospital or a home. Many priests direct and serve on church committees, work in civic and charitable organizations, and assist in community projects.

There are two main classifications of priests: diocesan (secular) and religious. Both types have the same powers acquired through ordination by a bishop. The differences lie in their way of life, the type of work to which they are assigned, and the church authority to whom they are immediately subject. Diocesan priests generally work as individuals in parishes assigned to them by the bishop of their diocese. Religious priests generally work as part of a religious order such as the Jesuits, Dominicans, or Franciscans. They engage in specialized activities such as teaching or missionary work as assigned to them by superiors of their order.

The number of priests has been insufficient to fill all the needs of Catholic institutions.

Both religious and diocesan priests hold teaching and administrative posts in Catholic seminaries, colleges and universities, and high schools. Priests attached to religious orders staff a large proportion of the institutions of higher education and many high schools, whereas diocesan priests are usually concerned with the parochial schools attached to parish churches and with diocesan high schools. The members of religious orders do most of the missionary work conducted by the Catholic Church in this country and abroad.

Places of Employment

[illegible] 59,000 priests in the United States in 1976. There are priests in nearly every city and town and in many rural communities. The majority are in metropolitan areas where most Catholics reside. Catholics are concentrated in the Northeast and Great Lakes regions, with smaller concentrations in California, Texas, and Louisiana. Large numbers of priests are located in communities near Catholic educational and other institutions.

Training and Other Qualifications

Preparation for the priesthood generally requires 8 years of study beyond high school. There are over 450 seminary institutions where students may receive training for the priesthood. Preparatory study may begin in the first year of high school, at the college level, or in theological seminaries after college graduation.

High school seminaries provide a college preparatory program that emphasizes English grammar, speech, literature, and social studies. Some study of Latin is required and the study of modern language is encouraged. The seminary college offers a liberal arts program, stressing philosophy and religion; the study of man through the behavioral sciences and history; and the natural sciences and mathematics. In many college seminaries, a student may concentrate in any of these fields.

The remaining 4 years of preparation include sacred scripture, dogmatic, moral, and pastoral theology, homiletics (art of preaching); church history; liturgy (Mass), and canon law. Field work experience usually is required in addition to classroom study; in recent years this aspect of a priest's training has been emphasized. Diocesan and religious priests attend different major seminaries, where slight variations in the training reflect the differences in the type of work expected of them as priests. Priests are not permitted to marry.

Postgraduate work in theology is offered at a number of American Catholic universities or at ecclesiastical universities around the world, particularly in Rome. Also many priests do graduate work at other universities in fields unrelated to theology. Priests are encouraged by the Catholic Church to continue their studies, at least informally, after ordination. In recent years continuing education for ordained priests has stressed social sciences, such as sociology and psychology.

Young men never are denied entry into seminaries because of lack of

funds. In seminaries for secular priests, the church authorities may make arrangements for student scholarships or loans. Those in religious seminaries are financed by contributions of benefactors.

The first assignment of a newly ordained secular priest is usually that of assistant pastor or curate. Newly ordained priests of religious orders are assigned to the specialized duties for which they are trained. Depending on the talents, interests, and experience of the individual, many opportunities for greater responsibility exist within the church.

Employment Outlook

A growing number of priests will be needed in the years ahead to provide for the spiritual, educational, and social needs of the increasing number of Catholics in the Nation. The number of ordained priests has been insufficient to fill the needs of newly established parishes and other Catholic institutions, and to replace priests who retire or die. This situation is likely to persist and perhaps worsen, if the recent drop in seminary enrollments continues. However, permanent deacons who may marry and hold full time jobs outside the Church, are being ordained as Catholic ministers to preach and perform other liturgical functions, such as communion and baptism. They are not permitted to celebrate Mass or hear confession. Although priests usually continue to work longer than persons in other professions, the varied demands and long hours create a need for young priests to assist the older ones. Also, an increasing number of priests have been acting in many diverse areas of service—in social work; religious radio, newspaper, and television work; and labor-management mediation. They also have been serving in foreign posts as missionaries, particularly in countries that have a shortage of priests.

Earnings and Working Conditions

Diocesan priests' salaries vary from diocese to diocese and range from $2,000 to $6,000 a year. The diocesan priest also may receive a car allowance of $25 to $50 a month, free room and board in the parish rectory, and fringe benefits such as group insurance and retirement benefits in the diocese.

Religious priests take a vow of poverty and are supported by their religious order.

Priests who do special work start to the church, such as teaching usually receive a partial salary which is less than a lay person in the same position would receive. The difference between the usual salary for these jobs and the salary that the priest receives is called "contributed service." In some of these situations, housing and related expenses may be provided; in other cases, the priest must make his own arrangements. Some priests doing special work may receive the same compensation that a lay person would receive. These may include priests working as lawyers, counselors, consultants, etc.

Due to the wide range of duties which most clergy have, priests often must work long and irregular hours. Their working conditions vary widely with the type and area of assignment.

Sources of Additional Information

Young men interested in entering the priesthood should seek the guidance and counsel of their parish priest. For information regarding the different religious orders and the secular priesthood, as well as a list of the seminaries which prepare students for the priesthood, contact the diocesan Directors of Vocations through the office of the local pastor or bishop.

What to Look For in this Reprint

To make the *Occupational Outlook Handbook* easier to use, each occupation or industry follows the same outline. Separate sections describe basic elements, such as work on the job, education and training needed, and salaries or wages. Some sections will be more useful if you know how to interpret the information as explained below.

The TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT section indicates the preferred way to enter each occupation and alternative ways to obtain training. Read this section carefully because early planning makes many fields easier to enter. Also, the level at which you enter and the speed with which you advance often depend on your training. If you are a student, you may want to consider taking those courses thought useful for the occupations which interest you.

Besides training, you may need a State license or certificate. The training section indicates which occupations generally require these. Check requirements in the State where you plan to work because State regulations vary.

Whether an occupation suits your personality is another important area to explore. For some, you may have to make responsible decisions in a highly competitive atmosphere. For others, you may do only routine tasks under close supervision. To work successfully in a particular job, you may have to do one or more of the following:

- motivate others
- direct and supervise [illegible]
- work with all types of people
- work with things, [illegible] you need
  - and manual dexterity
  - work independently [illegible]
  - self discipline
  - work as part of a [illegible]
- work with details, [illegible]
  - or laboratory reports
- help people
- use creative [illegible]
- work in a confined [illegible]
- do physically hard [illegible]
- work outside in all types [illegible]

[illegible] tabulates [illegible] projections. [illegible] you will [illegible]

The EMPLOYMENT [illegible] the job market is likely to be favorable or unfavorable. [illegible] expected growth is compared to the average rate for all occupations (10 percent between 1976 and 1985). The following phrases are used:

Much faster	25 percent or more
Faster	15 to 24 percent
About as fast	10 to 14 percent
Slower	4 to 9 percent
Little change	3 to 3 percent
Decline	4 percent or more

Generally, job [illegible] favorable if growing at least as fast as the economy as a whole.

But, you would have to know the number of people competing with you to be sure of your prospects. Unfortunately, this supply information is lacking for most occupations.

There are exceptions, however, especially among professional occupations. Nearly everyone who earns a medical degree, for example, becomes a practicing physician. When the number of people pursuing relevant types of education and training and then entering the field can be compared with the demand, the outlook section indicates the supply/demand relationship as follows:

Excellent	Demand much greater than supply
Very good	Demand greater than supply
Good or favorable	Rough balance between demand and supply
May face competition	Likelihood of more supply than demand
Keen competition	Supply greater than demand

[illegible] competition or few job openings should not stop your pursuing a career that matches your aptitudes and interests. Even small or overcrowded occupations provide some jobs. So do those in which employment is growing very slowly or declining.

Growth in an occupation is not the only source of job openings because the number of openings from turnover can be substantial in large occupations. In fact, replacement needs are expected to create 70 percent of all openings between 1976 and 1985.

Finally, job prospects in your area may differ from those in the Nation as a whole. Your State employment service can furnish local information.

The EARNINGS section tells what workers were earning in [illegible]

[illegible] job pay the most is a hard question to answer because good information is available for only one type of earnings: wages and salaries, and not even this for all occupations. Although only about 1 out of 10 workers receive this form of income, many can earn extra money by working overtime, night shifts, or irregular work schedules. In some occupations, workers also receive bonuses or commissions based on sales or service. Some factory workers are paid a piece rate, an extra payment for each item they make.

There are many types of [illegible] income, including the self-employed, who include people in many occupations, physicians, barbers, writers, and farmers, for example. Earnings for self-employed [illegible] even [illegible] the same occupation differ widely because much depends on whether one is just starting out or has an established business.

Most wage and salary workers receive fringe benefits, such as paid vacations, holidays, and sick leave.

Workers also receive income in goods and services (payments in kind). Sales workers in department stores, for example, often receive discounts on merchandise.

Despite difficulties in determining exactly what people earn on the job, the Earnings section does compare occupational earnings by indicating whether a certain job pays more or less than the average for all nonsupervisors in private industry, excluding farming.

Each occupation has many pay levels. Beginners almost always earn less than workers who have been on the job for some time. Earnings also vary by geographic location, but cities that offer the highest earnings often are those where living costs are most expensive.