This guide is the result of a workshop effort directed toward planning a strategy for implementing career education within the Mesa Unified School District. It was developed to assist teachers in becoming familiar with career education and acquainting them with the instructional resources available to them. Comprehensive in scope, the guide sets forth a format for the development and operation of career education programs from kindergarten through Grade 12. In keeping with its concern with helping individuals to discover their career needs, assess their vocational potentialities, implement vocational plans of action, develop their life purposes with alternatives, and realize their career goal, this career education plan proposes the implementation of developmental programs at four levels. By level, those component programs are: (1) career and self awareness (at the elementary level), (2) career orientation exploration (at the middle school level), (3) formulation of career plans (at the early high school level), and (4) career preparation and training (at the later high school level). Career alternatives are to be emphasized at all levels. Included are: (1) suggested activities for implementing the plans, (2) announcements of books and audiovisual materials with addresses of information sources listed, and (3) a list of suggested equipment for career centers. (Author/SM)
NEWPORT-MESA UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL OPERATIONS DIVISION
Career Education

U.S. DEPARTMENT OF HEALTH
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A SUMMER PROJECT, 1972
ESTABLISHING GUIDELINES FOR CAREER EDUCATION K-12

Participating Resource Teachers:

Sandra Genovese    Bear Street Elementary School
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Judith A. Jennings Rea Intermediate School
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"Give me a fish and I eat for a day;
Teach me to fish and I eat for a lifetime."

Dr. John W. Nicoll
Superintendent

Dr. Norman R. Loats
Associate Superintendent

Leon C. Meeks
Coordinator, Career Education
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Career Education is long overdue and now is receiving key recognition on the national, state and local levels. This much-needed emphasis should be integrated into all subject areas and grades of instruction - not as separate or additional courses of study.

It is felt that all students should be prepared for the work-a-day world upon completion of the twelfth grade. The District has deemed job entry sale-able skills for all students as a major goal for a meaningful life.

This Career Education Model is designed as a guide for the K-12 grades of the Newport-Mesa Unified School District. The guide is the result of a work shop that had as its objective a plan for implementing career education within the District. It is meant to be an introduction and not a course of study on how to teach career education. For such a course of study more time and effort must be devoted.
DEFINITION AND GOALS OF
CAREER EDUCATION

DEFINITION OF CAREER EDUCATION

Career Education is defined as that inseparable aspect of the educational process that is concerned with helping individuals:

- discover their career needs
- assess their vocational potentialities
- implement vocational plans of action
- develop their life purposes with alternatives
- realize their career goal

GOALS OF CAREER EDUCATION

1. Career education is for all people.
2. Career education should prepare a student for a successful life in which employment plays a major role.
3. Career education should lower the barriers between education and work.
4. Career education should emphasize the student's natural ability.
5. Career education should equip the student to compete successfully in a changing society.
6. Career education should prepare the student with job-entry skills and provide continuing education opportunities.
7. Career education should allow the student options and alternatives in his future employment.
8. Career education should offer the student cultural and avocational experiences and opportunities.
9. Vocational education experiences can serve as a vehicle for teaching basic academic skills to those youth whose learning activities are less appropriate for highly abstract learning experiences.
DEFINITION OF TERMS

Career: A profession for which one trains.

Career Guidance Specialist: Certified personnel trained to give occupational and career advisement; may or may not be credentialed counselors. These persons serve as resource consultants and career center coordinators. They research and gather career information for the career center.

C.R.O.P.: Coastline Regional Occupational Program.


Interest Surveys: Instruments which help students to identify their preferences in vocational and subject areas.

Job Clusters or Families: Occupations, trades or professions which have similar characteristics or for which training is related.

Job Entry Skills: Necessary to obtain first job.

Paraprofessional: (herein) A non-certificated employee.

Professional: A person employed in a career which is generally assumed to require a minimum of college degree or occupational specialization beyond the typical bachelor degree.

Vocation or Occupation: An activity in which one engages, or the work in which a person is regularly employed.

Work Experience: A course wherein students gain realistic work experience through part-time employment (on-the-job training) and related instruction.

Work Study: Special Education

World of Work: Generally divided into the following: 1) entry-level jobs, 2) specialized jobs, 3) technical jobs, 4) professional jobs.
ELEMENTS FOR DEVELOPING A CAREER EDUCATION PROGRAM

1. Develop a statement of philosophy.
2. Identify student needs.
3. Establish career education advisory committees.
4. Provide for staff orientation, recruitment, and inservice.
5. Provide career education K-12 in all schools.
6. Integrate career education as a part of the regular curriculum.
7. 100% student placement beyond high school
   ... a job
   ... a post secondary occupational education program
   ... college or university program
8. Evaluation--continuous and on-going. Follow up after high school.
9. A commitment by the district to search out or provide funding for implementation.

DESIGN OF CURRICULUM FOR DEVELOPING A CAREER EDUCATION PROGRAM

1. Integrate academic and vocational learning by using vocational preparation as a vehicle for the learning of basic learning skills.
2. Expose the student to an understanding of the "real world" through a series of experiences which capitalizes on the desire of youth to investigate for himself.
3. Train the student in a core of exploratory skills related to a cluster of occupations rather than just those related to one specialized occupation.
4. Orient students to the attitudes and habits which go with successful job performance and successful living.
5. Provide a background for the prospective worker by helping him to understand how he fits within the economic and civic institutions of our country.
6. Make students aware that learning is life-oriented and that it does not stop with the exit from formal education.
7. Help students cope with a changing world of work through developing career strategies which can lead to an adequate level of income and responsibility.
8. Create within the student a sense of self-reliance and awareness which leads him to seek out appropriate careers with realistic aspiration levels.
STATEMENT OF GOALS
K - 12

The goals of career education K - 12 grades will be:

1.0 Career and personal (self) awareness

1.1 At the elementary level, career education will provide an opportunity for developing knowledge of various fields of employment. The goal is to develop in students an awareness of the personal and social values of work. Each student will be helped to develop self-awareness in relation to potential careers and an awareness of the spectrum of careers available to him. And further, the goal is to develop attitudes of respect and appreciation towards workers in all fields in the world of work.

2.0 Career orientation exploration

2.1 At the middle school, career education will provide students with opportunities to expand their awareness of self and the social values of work. Students will be encouraged to understand their capabilities and explore career clusters that most interest them individually.

3.0 Formulate career plans

3.1 At the early high-school level, students will relate their personal characteristics to occupational requirements. Through career guidance, occupational requirements will be directed to educational preparation and desirable training programs. Career training programs will be such that alternative goals will be a part of career plans.

4.0 Career preparation and training

4.1 At the later high-school level students will be provided with intensive preparation in a career objective of the student's choice. This preparation will assist in 1) job placement, 2) continuation of formal career training, 3) continuation into higher education.

Career alternatives will be emphasized at all levels.
CAREER EDUCATION OBJECTIVES K-12

1.0 Elementary School Level

1.1 THE STUDENT WILL DEMONSTRATE CAREER AWARENESS

1.1.1 Knowledge of jobs

1.1.1.1 Know major ways in which occupations differ.
1.1.1.2 Knowledge that some occupations require more education or training than others.
1.1.1.3 Know that some jobs tend to become obsolete and new types of jobs are created due to sociological and technical changes.

1.1.2 Knowledge of jobs necessary to maintain the community and their dependency on each other

1.1.3 Group jobs according to similarity of job performances

1.2 THE STUDENT WILL DEMONSTRATE SELF AWARENESS

1.2.1 Rights and responsibilities of self within home and school

1.2.2 Relate mastery of educational skills to individual success

1.2.3 Relate individual strengths and weaknesses to career selection

1.2.3.1 Realize own strengths and limitations in physical skills, leisure time activities, home and school responsibilities, interpersonal relations.

1.3 THE STUDENT WILL DEMONSTRATE APPRECIATIONS AND ATTITUDES

1.3.1 Appreciation of all individuals in the home unit and school setting

1.3.2 Contributions of community members related to the student and others

1.3.3 How occupations relate to each other, compare individual occupations for various opportunities

1.4 THE STUDENT WILL DEMONSTRATE DECISION-MAKING ABILITIES

1.4.1 Awareness of cause and effect of personal decision-making

1.4.2 Importance of needs for goals in life-style decisions

1.4.3 Apply decision-making processes to home, school and social related situations
1.5 THE STUDENT WILL DEMONSTRATE ECONOMIC AWARENESS
1.5.1 Awareness of the exchange of goods and services
1.5.2 Demonstrate knowledge of our monetary system
1.5.3 Awareness of the law of supply and demand

1.6 THE STUDENT WILL DEMONSTRATE SKILL AWARENESS AND BEGINNING COMPE TENCE
1.6.1 Different tools for different careers
1.6.2 Use of various tools and their effect on life-style
1.6.3 Master of some tools including tools for measurement

1.7 THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF EMPLOYABILITY SKILLS
1.7.1 Ability to develop rules with others, accept direction and take responsibility
1.7.2 Active group participation to develop individual and group goals
1.7.3 Relate school environment to society at large and the need for structure and order

1.8 THE STUDENT WILL DEMONSTRATE EDUCATIONAL AWARENESS
1.8.1 Knowledge of roles in the home and similar roles in the school
1.8.2 Relate basic skill development to life roles within the community
1.8.3 Individual strengths and weaknesses as related to peer group

2.0 Middle School Level

2.1 THE STUDENT WILL DEMONSTRATE CAREER AWARENESS
2.1.1 The relationship of attitudes, values and abilities to career clusters
2.1.2 Relationship between career clusters and the student's interests, values and abilities

2.2 THE STUDENT WILL DEMONSTRATE SELF AWARENESS
2.2.1 Career choices as related to the student's interests and abilities
2.2.2 Self perception of abilities and interests as related to actual career cluster requirements

2.3 THE STUDENT WILL DEMONSTRATE APPRECIATIONS AND ATTITUDES
2.3.1 Appreciation of all forms of human endeavor related to career clusters
2.3.2 Understand the impact of work in one's life and the need to make a meaningful career choice

2.4 THE STUDENT WILL DEMONSTRATE DECISION-MAKING ABILITIES
2.4.1 Weigh long- and short-range effects of different alternatives to specific problems
2.4.2 Decision-making process applied to study of careers

2.5 THE STUDENT WILL DEMONSTRATE ECONOMIC AWARENESS
2.5.1 Develop the concept of management of finances (earnings, spending, borrowing, saving)
2.5.2 Economic potential related to career clusters, i.e., relate cost of entering a field to future expected income

2.6 THE STUDENT WILL DEMONSTRATE SKILL AWARENESS AND BEGINNING COMPETENCE
2.6.1 Mastery of research skills. Understand use of tools in homemaking, crafts and industrial acts
2.6.2 Mastery of tools used in homemaking, crafts and industrial arts

2.7 THE STUDENT WILL DEMONSTRATE EMPLOYABILITY SKILLS
2.7.1 Relate social and personal interaction to employment
2.7.2 Relate personal and social interaction to career clusters

2.8 THE STUDENT WILL DEMONSTRATE EDUCATIONAL AWARENESS
2.8.1 Identify and understand values as they relate to life-styles
2.8.2 Identify present life-style and conditions determining that style

3.0 High School Level

3.1 THE STUDENT WILL DEMONSTRATE CAREER AWARENESS
3.1.1 Based on understanding of interests, values and abilities, study career clusters
3.1.2 In-depth exploration of one career cluster based on interests, values and abilities

3.1.3 Re-assess abilities, interests and attitudes according to selected career and life-style. Determine further requirements needed.

3.2 THE STUDENT WILL DEMONSTRATE CAREER AWARENESS

3.2.1 Reality awareness of where I am compared to where I want to be

3.2.2 Relate personal values and influence of others' values on career choice. Have a plan to modify and/or accept differences between these values.

3.2.3 Self-confidence in anticipated career choice

3.3 THE STUDENT WILL DEMONSTRATE APPRECIATION AND ATTITUDES

3.3.1 Relate attitudes and awareness to specific job clusters

3.3.2 Appreciation of need for all careers and their importance to society

3.3.3 Involvement in specific tasks within chosen job clusters to develop awareness of skills required

3.4 THE STUDENT WILL DEMONSTRATE DECISION-MAKING ABILITIES

3.4.1 Formulate plan for in-depth study of three career clusters

3.4.2 Selection of one career cluster for in-depth analysis

3.4.3 Personal identification of a tentative career. Career decisions are flexible at a cost of time, effort and money.

3.5 THE STUDENT WILL DEMONSTRATE ECONOMIC AWARENESS

3.5.1 Read and interpret tables, graphs and charts used as a consumer

3.5.2 Relate legal and financial consideration to career clusters in general and to a specific career cluster

3.5.3 Financial and legal instruments that govern and protect the worker. Relate this to various roles assumed in the economy.

3.6 THE STUDENT WILL DEMONSTRATE SKILL AWARENESS AND BEGINNING COMPETENCE

3.6.1 Match abilities and interests with skills and processes needed in career clusters

3.6.2 Develop skills basic to the chosen career cluster
3.6.3 Mastery of skills basic to chosen career cluster or develop skills related to a specific job

3.7 THE STUDENT WILL DEMONSTRATE EMPLOYABILITY SKILLS

3.7.1 Identify and demonstrate how to get a job

3.7.2 Personal and social interaction skills related to in-depth study of one career cluster

3.7.3 Employability skills necessary for the anticipated job

3.7.4 Plan at least three alternatives for job placement

3.8 THE STUDENT WILL DEMONSTRATE EDUCATIONAL AWARENESS

3.8.1 Specific skills needed for predicted or desired life-style

3.8.2 Tentative personal program and schedule to gain necessary or desired special skills. Assess and implement plan to obtain necessary or required skills.

3.8.3 Necessary skills remaining to be acquired for chosen life-style
SUGGESTED ACTIVITIES RELATING TO CAREER EDUCATION K-12

1. Bring in speakers from community to talk to class about their jobs.
2. Have students interview their parents and report what they do in their jobs. (Interview techniques.) Possible follow-up with parent talking to class, bringing in some tools of their trade where possible.
3. Have different workers around school talk about jobs (nurse, custodian, secretary, cafeteria.)
4. Role-play different occupations by working with tools of trade (i.e., plumber: connect pipes with wrenches; secretary: keep records, file, type if possible.)
5. Upper-grade students with hobbies explain to other students.
6. Students with part-time jobs (paper routes, baby-sitting, cafeteria work, yard work) talk to students about jobs: tasks, earnings, time, etc.
7. Students write résumés of skills (yard work, baby-sitting, ironing, etc.) Encourage them to sell skills around neighborhood.
8. Students make chart putting related jobs into families and discuss.
9. Write class newspaper with committees for different jobs. Have each committee explain job to others.
10. Debates.
11. Use of all types of audio-visual materials.
12. Games (student-made, teacher-made or commercial career game, i.e. Careers Life Game.)
13. Individual study or research.
15. Scrapbooks or notebooks.
16. Special classes in occupations.
17. Courses such as personality development which include special units on occupations.
18. Through regular classrooms, English, social studies, industrial education, home economics can be particularly helpful in presenting opportunities to young people to study occupations through themes, special writing assignments, autobiographies, term papers and other reports.
19. Assembly programs.
20. Charts prepared by teachers (of various subject matter fields) portraying occupational opportunities in their field.
21. Home room programs devoting time to the discussion of vocations and career problems.
22. Encouraging independent reading of biographies of great men who have been successful in various vocational fields and providing lists of books and novels which have a vocational emphasis. Teachers in the various subject matter fields could be encouraged to compile such lists.
23. The organization of a vocational club, to discuss various occupations and other projects.
24. Preparing news stories for the school paper. Both students and teachers can be enlisted for this project.
25. Encouraging teachers in the various subject matter fields to devote time to the discussion of their vocational field in their classes.
26. Encouraging the student to seek his own information through correspondence with people who have achieved success in the field he is considering.
27. Helping students become familiar with the various professional services such as SRA, Bellman Vocational Services, Careers Inc., Doubleday Multimedia and Chronicle Guidance Publications, and the services they have to display.

28. Library displays.

29. Making provisions for students to attend conferences which have a vocational theme.

30. Scheduling discussion groups to discuss various vocational problems of interest to young people.

31. Making use of hobby clubs to encourage young people to try out various skills which may lead to a vocational interest.

32. Arrange for interested students to take tests, in addition to the regular school testing program, which may give them more information about what interests, skills, abilities and personality characteristics they possess.

33. Supervised visits to various industries so students will have an opportunity to observe workers at work on various jobs. When possible, making arrangements for students to talk with men and women who work in their particular interest field.

34. Supervised visits to institutions offering training programs in various job fields.

35. Assigned readings in various trade and professional journals.

36. Supervised part-time and summer work experiences to acquire skills and first-hand information about working conditions, training experiences and job "try-out."

37. Arranging for discussions, conferences and panel discussions of health, social and personality characteristics required by various jobs.

38. Arranging extracurricular activity programs to assimilate actual job conditions.

39. Providing posters, filmstrips, motion pictures and other displays on a continuous basis throughout the school year to give students information about jobs and training opportunities available to them.

40. Arrangement for a special emphasis bulletin board where students can go to get up-to-date information concerning the world of work. This bulletin board should be centrally located and changed at least once each week.

41. Charts, graphs and posters are valuable visual aids for the counselor to use.

42. Sponsored radio and television programs in which both students and teachers can participate. In some instances counselors have regular programs. Parents can also be used for such programs.

43. A regular newsletter service for students and parents which emphasize important vocational information.

44. The use of opaque and transparency projectors to present information in classes and parent-teacher groups.

45. "Go to College Programs" where representatives from various colleges are invited to give information about their college.

46. Supervised visits to colleges, universities, business firms and industrial institutions having training programs.

47. Supplying information in the form of catalogs and other literature about colleges, universities, trade schools, correspondence schools, the armed service schools, apprenticeship programs and other training institutions. Such information should be in all school libraries and available for all students.

48. Arrange for interviews with teachers and trainees in selected fields of work.
19. Arrange "job analysis" assignments in particular fields of work.

50. Encourage students to make job scrapbooks.

51. Specialized assignments in various classes of the curriculum which assimilate various types of training and educational experiences.

52. Special instruction and demonstrations in classes and group guidance programs on how to secure a job, including an objective analysis of abilities and limitations.

53. Participation in vocational clinics and vocational forums emphasizing steps in choosing a job, preparing for the job chosen, breaking in on-the-job and making progress on-the-job.

54. Providing a program to keep the student continually informed of vocational opportunities through school "current event" classes.

55. Sponsor essay contests or public speaking classes with prizes which have a vocational emphasis.

56. Providing individual counseling. This is the heart of the information program as it is in other aspects of the guidance program.

57. Acquaint all advisors and counselors with various government publications and their use, especially the Dictionary of Occupational Titles.

58. Keep up to date on all films, filmstrips and instructional television presentation which will supplement your school's occupational files.

59. Utilize the VIEW system as well as other occupational materials by making it available to teachers for use with their regular classroom activities.

60. Begin a "career of the month" program, possibly starting with "business careers of the month" in September and concluding the year with "fine arts career of the month."

61. Work closely with the local offices of the Department of Human Resources Development, Youth Opportunity Center, by making appropriate referrals to them and by utilizing the materials and resources available from them.

62. Keep current a list and description of all local vocational training opportunities available to students.

63. Encourage students to avail themselves of any appropriate special activities designed to assist them in their vocational development (e.g., Work Experience, R.O.P. training programs.)

64. Initiate a vocational guidance committee composed of counselors, teachers, and students to put into action as many of these suggestions as possible.

65. Make up questions for a quiz show on occupations. (A list of words identifies a job. What is the job?)

66. Analyze newspaper ads for discussion of jobs available for men and women. (Discuss tradition and new social trends.)

67. Plan a hobby show and follow it with a discussion of related occupations. (Real adults would bring out credibility.)

68. Read through the Yellow Pages to seek out the many different types of jobs available in the community.

69. Write "What I want to be when I grow up."

70. Play "What's My Line" game with "real" adults or make-believe roles.

71. Plan, implement and analyze money-making activities.

72. Prepare a slide program on community resources.

73. Organize a World of Work Fair for the entire school.

74. Construct a model community illustrating interdependence of work roles.
SUMMARY AND RECOMMENDATIONS

The foremost educational movement in recent years which has received universal backing and support from the president down to local taxpayers has been the Career Education concept—a program which promises to make learning more meaningful and an exciting tool for use in teaching phases of all subject matter.

While it is obvious that present-day curriculum has little room for adding new subjects, the strength of the Career Education movement lies in its flexibility for relating to departmental subject fields, without substituting for another curricular offering.

Many mandated programs in the past have failed due to lack of financial support. Career Education is blessed with legislative and business-world backing and due to this support promises to become the biggest educational movement of the century.

Education for too many years has been primarily slanted toward college preparatory programs, with so-called non-academic preparation becoming labeled "second-class" curriculum. Today we need to recognize the worth of all careers as important elements in our society.

The implementation of this concept is not viewed as a minor problem. Extensive in-service education, training and preparation will be necessary to promote the Career concept, develop teaching materials, and to integrate the units into regular subject matter.

A major factor for full implementation would be the provision of funding to participating schools for developing careers centers, re-training teachers, setting up curriculum writing workshops and for purchasing equipment and supplies. Some of the desirable personnel for a strong program would be a coordinator, resource teachers, Career Guidance Specialists and paraprofessional aides.

Further development and expansion of the work-study or work experience program is an important element necessary to the success of the Career Education movement. Although the Coastline Regional Occupational Program (C.R.O.P.) and the Work-Experience programs have some elements in common, each is a phase of Career Education serving district functions. Any expansion of the Careers movement would indicate that the strengthening of these programs would be a high-priority item.

The program or guide which is presented here is merely an introduction to the Career Education Concept, and should not be presumed to be a course of study. (These should be developed by curriculum workshops at the school and district levels.) The flow chart which follows indicates our suggested priorities.
FLOW CHART FOR CAREER DEVELOPMENT

DISTRICT CAREER EDUCATION COORDINATOR

LOCAL CAREER ADVISORY COMMITTEE

CAREER EDUCATION WORKSHOP

DEVELOPMENT OF CAREER EDUCATION CENTERS

IMPLEMENTATION OF CAREER UNITS

DISTRICT/SCHOOL CAREER EDUCATION RESOURCE TEACHERS

DEVELOPMENT OF CAREER EDUCATION GUIDES

SCHOOL CAREER GUIDANCE SPECIALISTS

DEVELOPMENT OF INSTRUCTIONAL UNITS BY INDIVIDUAL TEACHERS
# RESOURCES

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AVAILABLE IN NEWPORT-MESA SCHOOL DISTRICT
CURRICULUM LAB
(AUDIO-VISUAL)

**16 MM FILMS**

(Grade 6 to adult)

- Applying for a Job
- Choosing a Job
- Communicating with the Public
- Getting a Promotion
- Marine Biologist
- Working Together

(due Fall 1972) (Doubleday Career Film Series)

- Agri-business
- Clerical
- Communications
- Construction
- Education
- General Services
- Government Services
- Health Services
- Leisure Activities
- Making a Choice
- Mechanical
- Sales
- Technicians

**Job Orientation Series:**

- Applying for a Job
- Cooks, Chefs and Related Occupations
- Jobs in Cosmetology
- Jobs in Drafting
- Jobs in Health
- Jobs in Small and Major Electric Appliance Repair
- Jobs in the Automotive Trades
- Jobs in the Baking Industry
- Jobs in the Sheet Metal Trades
- Job Opportunities in Hotels and Motels
- Opportunities in Clerical Work
- Opportunities in Sales and Merchandising
- Opportunities in Welding

- S2-180 Jobs for the 70's Gr. 9-12 (slides)
- FSS-14 Developing Basic Values Gr. 3-8 (sound filmstrips)
- FSS-76 Letting the News: The Associated Press at Work Gr. 2-8 (record & filmstrips)
- FS 0023-0028 Good Manners Series Gr. K-3 (filmstrips)
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<tr>
<td>FS 0029-0034</td>
<td>Guidance Stories</td>
<td>K-3</td>
<td>(filmstrips)</td>
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<tr>
<td>FSS-229</td>
<td>It's Your Future</td>
<td>9-12</td>
<td>(filmstrips &amp; cassettes)</td>
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<tr>
<td>FSS-12</td>
<td>Learning To Live Together Part I</td>
<td>3-8</td>
<td>(sound filmstrips)</td>
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<tr>
<td>FSS-13</td>
<td>Learning To Live Together Part II</td>
<td>3-8</td>
<td>(sound filmstrips)</td>
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<tr>
<td>FSS-236</td>
<td>Out of the Mainstream</td>
<td>7-12</td>
<td>(six filmstrips &amp; six cassettes)</td>
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**Wolensak Teaching Tapes (Cassettes)**

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<td>C-5100</td>
<td>The Policeman and His Work</td>
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<td>C-5102</td>
<td>The Mailman and His Work</td>
<td>1-3</td>
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<td>C-5103</td>
<td>The Fireman and His Work</td>
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<td>C-5104</td>
<td>Let's Meet the Doctor</td>
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<td>C-5105</td>
<td>Let's Meet the Nurse</td>
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<tr>
<td>C-5106</td>
<td>Let's Meet the Teacher</td>
<td>1-3</td>
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</tbody>
</table>

**NOTE:** Fall 1972 Catalog will list career materials under the heading: Occupations And Vocational Guidance.
A CAREER IN MEDICAL RESEARCH, Colman; illus. 1968
CAREERS FOR TOMORROW Series, Fon W. Boardman, Jr., General Editor; Henry Z.
Walck, Inc. 1962 New York $3.75
CAREERS IN ACCOUNTING
CAREERS IN AIRLINES OPERATION
CAREERS IN BIOLOGICAL SCIENCE
CAREERS IN BUILDING TRADES
CAREERS IN BUSINESS MANAGEMENT
CAREERS IN ENGINEERING
CAREERS IN FOREIGN LANGUAGE
CAREERS IN GOVERNMENT
CAREERS IN LIBRARY
CAREERS IN PROTECTIVE SERVICES
CAREERS IN SCHOOL TEACHING
CAREERS IN SOCIAL SCIENTIST
CAREERS IN SOCIAL SERVICES
CAREERS IN DATA PROCESSING, Englebaidt
CAREERS IN SOCIAL SERVICE, Gay; illus. 1969
CAREERS & OPPORTUNITIES IN PHYSICS, Pollach; 6+
CAREERS & OPPORTUNITIES IN RETAILING, Wilinsky
Community Helper Books, G. P. Putnam's Sons; Grades 2 up
I KNOW AN AIRLINE PILOT Stanek
I KNOW A BAKER Iritani
I KNOW A BANK TELLER Williams
I KNOW A FIREMAN Williams
I KNOW A GARAGEMAN Williams
I KNOW A GROCER Henriod
I KNOW A HOUSEBUILDER Bolian & Schina
I KNOW A LIBRARIAN Voight
I KNOW A NURSE Bolian & Schina
I KNOW A POLICEMAN Williams
I KNOW A POSTMAN Henriod
I KNOW A TEACHER Buckheimer
I KNOW A ZOOKEEPER Henriod
"I WANT TO BE" Books, (Follett Library); Grades 2 up
I WANT TO BE AN AIRPLANE HOSTESS
I WANT TO BE AN ANIMAL DOCTOR
I WANT TO BE A BAKER
I WANT TO BE A BALLET DANCER
I WANT TO BE A BASEBALL PLAYER
I WANT TO BE A BUS DRIVER
I WANT TO BE A CARPENTER
I WANT TO BE A COAL MINER
I WANT TO BE A COWBOY
I WANT TO BE A DENTIST
I WANT TO BE A DOCTOR
I WANT TO BE A FARMER
I WANT TO BE A FIREMAN
I WANT TO BE A FISHERMAN
I WANT TO BE A FORESTER
I WANT TO BE A BAKERMAKER
I WANT TO BE A LIBRARIAN
I WANT TO BE A MECHANIC
I WANT TO BE A MUSICIAN
I WANT TO BE A NEWSPAPER REPORTER
I WANT TO BE A NURSE
I WANT TO BE A PILOT
I WANT TO BE A POLICEMAN
I WANT TO BE A POSTMAN
I WANT TO BE A RESTAURANT OWNER
I WANT TO BE A ROAD BUILDER
I WANT TO BE A SALES CLERK
I WANT TO BE A SCIENTIST
I WANT TO BE A SECRETARY
I WANT TO BE A SHIP CAPTAIN
I WANT TO BE A SPACE PILOT
I WANT TO BE A STOREKEEPER
I WANT TO BE A TAXI DRIVER
I WANT TO BE A TEACHER
I WANT TO BE A TELEPHONE OPERATOR
I WANT TO BE A TRAIN ENGINEER
I WANT TO BE A TRUCK DRIVER
I WANT TO BE A ZOO KEEPER

I, THE LAWYER, Kutner
I WANT TO BE AN ARCHITECT, Baker
I WANT TO BE A BEAUTY OPERATOR, Baker
LET'S MEET THE CHEMIST, Greene
SHELBY GOES TO WALL STREET, Braude
TEENAGE HALL OF FAME, Rhodes
THE HEART EXPLORERS, Simon; 6+
THE ZOO WAS MY WORLD, Young; 4+
YEA, COACH! THREE GREAT FOOTBALL COACHES, Van Riper; 4+
YOU AND THE NEXT DECADE, Paradis; 7-12
YOUR CAREER IN THE AEROSPACE INDUSTRY, Boyd; 6+
YOUR CAREER IN TRANSPORTATION, Liston
YOUR FUTURE IN AGRICULTURE, Hutchison
YOUR FUTURE IN BANKING, Boynton
YOUR FUTURE IN THE FEDERAL GOVERNMENT, Gould; illus. 1962
YOUR FUTURE IN FORESTRY, Hanaburgh; 1961
YOUR FUTURE IN INSURANCE, Kedzie; 7-9
YOUR FUTURE IN INTERIOR DESIGN, Greer; 1963
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<td>Aptitudes &amp; Occupations</td>
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<td>Beginning Responsibility: Being A Good Sport</td>
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<td>Ourselves in School</td>
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<td>Beginning Responsibility: Rules At School</td>
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<td>Careers: Sales</td>
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<td>Finding Your Life's Work</td>
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<td>Improve Your Personality</td>
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<td>Journalism</td>
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<td>Listen, Listen</td>
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<td>Losers, Weepers</td>
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<td>Not by Chance</td>
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<td>Our Family Works Together</td>
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<td>Personal Qualities for Job Success</td>
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<td>Responsibility</td>
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<td>Salesmanship-Career Opportunities</td>
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<td>Story of Dentistry</td>
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<td>Technology and You</td>
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<td>The Dropout</td>
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<td>We Play &amp; Share Together</td>
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<td>What Should I Do—The Fight</td>
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<td>What Should I Do—The Game</td>
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<td>What Should I Do—The New Girl</td>
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<td>Why Study Science</td>
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<td>Words of Courtesy</td>
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<td>Your Career As a Secretary</td>
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<td>Your Career As an Electronics Technician</td>
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<td>Your Career in Nursing</td>
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<td>Your Job: Applying for It</td>
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<td>Your Job: Finding the Right One</td>
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<td>Your Job: Fitting In</td>
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<td>Your Job: Getting Ahead</td>
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<td>Your Job: You and Your Boss</td>
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### 8 mm Film Loops

- Air Conditioning & Refrigeration Mechanics: FL1119
- Airplane Mechanics: FL1120
- All-Round Machinists: FL1121
- Appliance Servicemen: FL1122
- Assembly Occupations—Electronics: FL1123
- Automobile Mechanics: FL1124
- Automotive Body Repairmen: FL1125
- Bricklayers: FL1126
- Carpenters: FL1127
- Cement Masons: FL1128
- Cooks & Chefs: FL1129
- Cosmetologists: FL1130
- Customer Service Occupations: FL1131
- Dental Assistants: FL1132
- Dental Hygienists: FL1133
- Dental Laboratory Technicians: FL1134
### 8 MM FILM LOOPS (continued)

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<tbody>
<tr>
<td>Dispensing Opticians &amp; Optical Laboratory Mechanics</td>
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<td>Electricians</td>
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<td>Firefighters</td>
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<td>Forestry Aids</td>
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<td>Gasoline Service Station Attendants</td>
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<tr>
<td>Glaziers</td>
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<tr>
<td>Let's Talk About Series</td>
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<td>Licensed Practical Nurses</td>
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<tr>
<td>Linemen &amp; Cable Splicers</td>
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<td>Local Transit Bus Drivers</td>
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<td>Local Truck Drivers</td>
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<td>Machining Occupations-Electronics</td>
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<td>Mail Carriers</td>
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<td>Medical Laboratory Technologists</td>
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<td>Operating Engineers</td>
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<td>Over the Road Truck Drivers</td>
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<td>Painters &amp; Paperhangers</td>
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<tr>
<td>Photographers</td>
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<td>FL1151</td>
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<tr>
<td>Plumbers &amp; Pipefitters</td>
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<td>Policeman &amp; Policewoman</td>
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<td>Post &amp; Clerks</td>
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<tr>
<td>Registered Professional Nurses</td>
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<td>Salesmen &amp; Saleswomen in Retail Stores</td>
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<td>Surveyors</td>
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<td>Telephone &amp; PBX Installers &amp; Repairmen</td>
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<td>Television &amp; Radio Service Technicians</td>
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<td>Transmissions &amp; Distribution Occupations</td>
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<td>Truck Mechanics &amp; Bus Mechanics</td>
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<tr>
<td>Understanding Ourselves &amp; Others</td>
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<td>Values In Action Series</td>
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<td>FL1534-FL1538</td>
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<td>Vending Machine Mechanics</td>
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<td>FL1629-FL1637</td>
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<td>Waiters &amp; Waitresses</td>
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<td>Welders-Oxygen &amp; Arc Cutters</td>
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### SOUND 8 MM FILM LOOPS

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<td>We Make Choices</td>
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<td>FLS1185</td>
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<td>What Will Bernard Do</td>
<td>4-8</td>
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<td>What Will Christy Do</td>
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# Available in Orange County Film Library
## Audio-Visual Materials

### Sound 8 mm Film Loops (continued)

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<td>FLS5264</td>
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<td>What Will Kathy Do</td>
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<td>What Will Kevin Do</td>
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<td>What Will Linda Do</td>
<td>4-8</td>
<td>FLS5266</td>
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<td>What Will Patty Do</td>
<td>4-8</td>
<td>FLS5267</td>
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<td>What Will Pete Do</td>
<td>4-8</td>
<td>FLS5268</td>
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<td>What Will Skip Do</td>
<td>4-8</td>
<td>FLS5269</td>
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<td>What Will Ted Do</td>
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### Magnetic Tapes

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<td>Are You Worth It?</td>
<td>15 min.</td>
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<tr>
<td>Can You Land the Job?</td>
<td>15 min.</td>
<td>MT 77</td>
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<tr>
<td>Let's Look at Jobs</td>
<td>15 min.</td>
<td>MT 74</td>
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<tr>
<td>Open &amp; Closed Doors</td>
<td>15 min.</td>
<td>MT 75</td>
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<tr>
<td>You Take It from Here</td>
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<td>MT 79</td>
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<tr>
<td>Yourself &amp; Your Job</td>
<td>15 min.</td>
<td>MT 76</td>
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AIMS INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028
(Grades 7-12)
Library of 40 Career Counseling Films
Examples: Is a Career in Agri-Business for You?
    Is a Career in the Apparel Industry for You?
    Is a Career in Banking for You?
    Is a Career in Forestry or Fishing for You?
    Is a Career in Management for You?
    Is a Career in the Performing Arts for You?
    Is a Sales Career for You?
Per title: $190.00 each

(Grades 6-12)
Vocational and Industrial Arts Education Film Series
Films describing metal and wood shop operations
Price from $115.00

BOWMAN, 622 Rodier Drive, Glendale, California 91201
(Grades 7-12)
A Direction for Tomorrow Multi-media Kits and Handbook
    Age of Electronics
    Cabbages to Kings & Various Things
    Compassion for People
    Jobs for the Now Generation
    Man Has Wings
    Money Tree, The
    Nation's Builders
Each kit includes: six filmstrips, three records or cassettes, consumable working materials
Price: Each kit (record): $59.49
      (cassette): $65.49
Total (seven kits) Record: $374.79 Cassette: $412.59

Available films and local distributing centers

CAHILL (Charles) AND ASSOCIATES—See CHARLES CAHILL AND ASSOCIATES.

CENTRON EDUCATIONAL FILMS, 1621 West Ninth Street, Lawrence, Kansas 66044
(Grades 6-12)
Dialectics of a Dropout Cost: $110.00
Jobs in the City (including separate films on construction, manufacturing, services, women at work) Cost: $120.00
(Grades 7-12)
The Day That Sang and Cried Cost: $350.00
(Grades 1-12)
What Ecologists Do Cost: $210.00
CHARLES CAHILL AND ASSOCIATES, P.O. Box 1010, Hollywood, California 90028
(Grades 7-12)
Are You Ready for a Job? Film: $125.00
Going Places Film: $125.00
I Never Went Back Film: $125.00

CORONET FILMS FOR EDUCATION, 65 East South Water Street, Chicago, Illinois 60601
(Grades 4-8)
Am I Dependable? b/w $65.00 color $130.00
Developing Responsibility b/w $65.00 color $130.00
(Grades 6-12)
Odyssey of a Dropout b/w $65.00 color $130.00
(Grades 8-12)
Your Job: Finding the Right One b/w $81.25 color $162.50
(Grades 9-12)
Your Job: Applying for It b/w $81.25 color $162.50
Your Job: Fitting In b/w $97.50 color $195.00
Your Job: Getting Ahead b/w $97.50 color $195.00
Your Job: Good Work Habits b/w $81.25 color $162.50
Your Job: You and Your Boss b/w $97.50 color $195.00

DAY, JOHN—See JOHN DAY.

EDUCATIONAL RESOURCES, INC., P.O. Box 353, Old Chelsea Station, New York, New York 10011
(Grades 8-12)
World of Work 2
   "Getting a Job" Series
   Twelve tape cassettes, student booklets, guide
   Incl: Job interviewers, Application forms, Selling yourself, etc.
   (Follow-up tapes for discussion—"How Did You Do?" etc.)
   Complete set w/tape player: $156.00
   Less tape player: $131.00
   "On the Job" Series
   Twenty tape cassettes, booklets, guide
   Incl: First Few Days, Excuses, Don't Blow Your Cool, Giving Notice, etc.
   (Discussion tapes include Advice from a New Co-worker, The Coffee Break.)
   Complete set w/tape player: $254.50
   Less tape player: $229.50

ENCYCLOPEDIA BRITANNICA, 2494 Teagarden Street, San Leandro, California 94577
(Grades 1-5)
Guidance Stories Series
   New Friends—Good Friends
   One Kind of Bravery
   Playing Fair
   Sharing with Others
   Sticking to Your Job
   Taking Care of Your Things
Filmstrips, box of six: $36.00
Individual: $6.00

(continued)
ENCYCLOPEDIA BRITANNICA (continued)

(Grades 5-9)

Developing Your Personality Series

Enjoying Today
Leaders and Followers
More Than One Friend
Promises Are Made to Keep
Thinking for Yourself
Trying New Things
Series of six filmstrips: $36.00
Individual, $6.00

(Grades K-4)
Films:

City Bus Driver b/w $70.00 color $135.00
The Fireman b/w $70.00 color $135.00
The Mailman b/w $70.00 color $135.00
The Policeman b/w $102.50 color $200.00
Truck Driver b/w $102.50 color $200.00

(Grades 3-8)
Films:
Are Manners Important? $70.00

(Grades 6-12)
Films:

Belonging to the Group $102.50
Getting a Job $102.50
The Importance of Selling $135.00
Planning Your Career $102.50
Working Together (A Case History in Labor-Management Cooperation) $135.00

(Grades 9-12)
Films:
You Can Go a Long Way $135.00

Film Loops

Job Opportunities Pamphlet available includes following occupations:
Communication
Conservation
Driving
Government
Health Service
Machinists
Manufacturing
Mechanical
Public Utilities
Sales
Service
Skilled & Manual Occupations
Transportation
EYE-GATE HOUSE, INC., 1824 Marapata Drive, Corona del Mar, California 92625
(Grades 6-12)

The A.B.C.'s of Getting and Keeping a Job
Eight sound filmstrips
e.g., Applying for the Job You Want, Labor Unions

Ancient Crafts - Modern Times
Six sound filmstrips on contemporary craftsmen of ancient skills
e.g., pottery, graphics, textiles

Are You Looking Ahead? $66.00
Ten captioned filmstrips
e.g., Would You Like to Sell? How About Office Work?

Careers in Aerospace $111.00
Twelve sound filmstrips
e.g., Air freight agent, flight engineer

117 Occupations Education $73.50
Nine sound filmstrips
Unskilled and semi-skilled
e.g., gas station attendant, job interview

The World of Work: Vocational Opportunities
Fourteen sound filmstrips
On-the-job approach
e.g., Sheet metal worker, automotive sales

(Grades K-8)

My Mother Has a Job
Advertising Agency, Retail Clerk, Nurse, Teacher, Commercial Artist,
Factory Worker

Complete set (6 filmstrips w/cassettes): $72.00
Individual filmstrips: $7.00
Individual cassettes: $5.50

Our Neighborhood Workers Series
Baker
Banker
Butcher
Dairyman

Fruit and Vegetable Store
Neighborhood Laundry
Shoemaker
Tailor
Watch Maker and Jeweler

Complete set (9 filmstrips w/cassettes): $73.50
Individual filmstrips: $6.00
Individual cassettes: $5.50

Some Neighborhood Helpers Series
Neighborhood Automobile Service Station
Neighborhood Barber
Neighborhood Beautician
Neighborhood Doctor
Neighborhood Fish Store
Nine filmstrips: $48.50
Individual: $6.00

(continued)
EYE-GATE HOUSE, INC. (continued)
(Grades K-8)

Workers for the Public Welfare Series
Incl.: Police, fire, post office, education, social service, sanitation, transportation, recreation
Complete set—9 filmstrips: $48.50
Individual: $6.00

GUIDANCE ASSOCIATES, Pleasantville, New York

An Overview of Technical Education

Your Job Interview
Each Set: filmstrips with records: $35.00
with cassettes: $39.00

A New Horizon: Careers in School Food Service

Why Work at All?
Filmstrip w/records: $18.00
w/cassette: $20.00

Other Filmstrips Available:

Careers in Materials Engineering: The Aerospace Age
Choosing Your Career
Dropping Out: Road to Nowhere
Four Who Quit
Getting and Keeping Your First Job
A Job That Goes Someplace
Jobs and Gender
Jobs for High School Students
Job Hunting: Where to Begin
Liking Your Job and Your Life
A New Look at Home Economics Careers
On the Job: Four Trainees
Preparing for the Jobs of the 70's
Preparing for the World of Work
Trouble at Work
What You Should Know Before You Go to Work
Your First Week on the Job
Your Future in Elementary Education

JOHN DAY, 257 Park Avenue, S, New York, New York 10010
Books in special education—
(Grades K-6)
"Work for Independence" Bernstein $9.00 per set
(each set contains 12 photographs and accompanying manual)
(Grades 7-12)
"How To Hold Your Job" Fudell and Peck $2.40
(workbook with 12 units)
Community Helpers Series

Set 1
- Bus Driver
- Doctor
- Fireman
- Grocer
- Mailman
- Policeman

(six filmstrips $41.00; individual $7.50)

Set 2
- Dentist
- Librarian
- Milkman
- Sanitation Department Crew
- Service Station Attendant
- Street Maintenance Crew

(six filmstrips $41.00; individual $7.50)

Growing in Citizenship Series

Cooperates with Others
Grows in Responsibility
Is Well Informed
Lives Honestly
Obeys Rules and Laws
Respects Property

(six filmstrips $41.00; individual $7.50)

Living Together in School Series

Being Prompt
Caring for School Materials
Consideration for Others
Going to School Assembly
Our School Helpers
Visitors to Our Class

(six filmstrips $41.00; individual $7.50)

The Custodian & The Bus Driver
The Librarian
The Principal
The Pupil
The School Nurse

(eight filmstrips $57.50; individual $7.75)

The Special Teacher
The Teacher

(continued)
McGRAW-HILL FILMS (continued)
(Primary)
Systems in Our City Set

- Electricity
- Gas
- Getting Goods and Services
- Manufacturing
- Postal
- Service Workers
- Water and Sewage

(seven filmstrips $49.50; individual $7.75)

(Grades 8-12)
World of Work Series

Set 1
- Gas Station Attendant
- Hairdresser
- Hospital Workers
- Office Workers
- T.V. Repair
- Vending Machine Routeman

(six filmstrips with records $95.00; with cassettes $110.00; individual $13.50)

Set 2
- Construction Worker
- Electrical Assembler
- Garment Worker
- Restaurant Worker
- Retail Person
- Truck Driver

(six filmstrips with records $95.00; with cassettes $110.00; individual $13.50)

NATIONAL FILM BOARD OF CANADA--write: 1714 Stockton Street, San Francisco, California 94133

16 mm films available for purchase and rental in the U. S.--
(Grades 9-12)
- Day After Day b/w $198.00
- Getting What You're After b/w $135.00
- Local 100 b/w $175.00
- No Reason To Stay b/w $167.50
- The Gifted Ones b/w $150.00
- You Can Go a Long Way b/w $135.00

NET FILM SERVICE, Indiana University, Bloomington, Indiana 42401
(Grades 8-12)
"Hey, What About Us?"
(film: $240.00 rental: $8.90)
NEW YORK TIMES, 229 West 43rd Street, New York, New York 10036

Economics Film Strip Series

Incl: Labor: Men, Jobs and Autos
Prosperity Without End
Protecting the Consumer
The Right to Strike
Transportation, U.S.A.
U.S. Economy
The War Against Poverty
Your Tax Dollar

Complete Set: $56.00

PHOTO LAB, INC., 3825 Georgia Avenue, N.W., Washington, D.C. 20011
Slides and filmstrips

PUBLIC AFFAIRS OFFICE, 12th Naval District, Bldg. 450, Room 216, Naval Station, Treasure Island, San Francisco, California 94130
(Grades 7-12
Catalog of films available for public showing

QED PRODUCTIONS, Burbank, California 91505
(Grades K-3)
Self-Conception Series
A Boat Named George
Listen! Jimmy!
People Are Like Rainbows
Strike Three! You're In!

Set of four filmstrips, two records: $34.50
Set of four filmstrips, two cassettes: $38.00

(Grades 6-12)
Vocational Decisions Series
Counseling in Vocational Decision
An Introduction to Vocation
The World of Work

Set of three filmstrips, two records: $31.00
Set of three filmstrips, two cassettes: $32.50

SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY, 5164 College Avenue, San Diego, California 92115
(Grades 8-12)
Films:
Who Am I?
What Do I Want?
Change

SANTA ANA UNIFIED SCHOOL DISTRICT, 1405 French Street, Santa Ana, California 92701
Slide series in work experience, including areas of business, health service, social service, technical and mechanical

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<table>
<thead>
<tr>
<th>Kit Description</th>
<th>Grades</th>
<th>Price</th>
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<tbody>
<tr>
<td>Guidance Kit for Elementary Counselors and Teachers</td>
<td>7-9</td>
<td>$23.50</td>
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<tr>
<td>Incl.: Classroom materials and reference booklets for interested adults</td>
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<td></td>
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<tr>
<td>Complete Kit: $23.50</td>
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<tr>
<td>Discovering Yourself</td>
<td>8-12</td>
<td>$2.10</td>
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<tr>
<td>Job Experience Kits</td>
<td>7-14</td>
<td>$130.00</td>
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<tr>
<td>Work-simulation experiences</td>
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<tr>
<td>Complete Kit: $130.00</td>
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<tr>
<td>Job Family Series Booklets</td>
<td>6-9</td>
<td>$21.00</td>
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<tr>
<td>Complete set of 20: $21.00</td>
<td>6-9</td>
<td>$1.30</td>
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<tr>
<td>Individual: $1.30</td>
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<tr>
<td>Junior Guidance Series Booklets</td>
<td>6-12</td>
<td>$10.20</td>
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<tr>
<td>15 booklets: $10.20</td>
<td>6-12</td>
<td>86¢</td>
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<td>Each: 86¢</td>
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<tr>
<td>Keys: Vocational Exploration Program</td>
<td>9-12</td>
<td>$107.50</td>
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<tr>
<td>Ten color filmstrips on job families</td>
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<tr>
<td>Occupational Exploration Kit $107.50</td>
<td>9-12</td>
<td>$2.42 each</td>
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<tr>
<td>Incl.: occuscan coding device, occupational briefs, booklets, etc.</td>
<td>9-12</td>
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<tr>
<td>Stage One: Awareness</td>
<td>K-2</td>
<td>$95.00</td>
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<tr>
<td>Filmstrips w/records, pupil activities</td>
<td></td>
<td>(May be purchased separately.)</td>
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<tr>
<td>Complete Kit: $95.00 (May be purchased separately.)</td>
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<tr>
<td>Stage Two: Responding</td>
<td>2-4</td>
<td>$110.00</td>
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<tr>
<td>Complete Kit: $110.00 (Separate units available.)</td>
<td>2-4</td>
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</tr>
<tr>
<td>Stage Two: Responding</td>
<td>4-7</td>
<td>$2.42 each</td>
</tr>
<tr>
<td>What I Like To Do</td>
<td>9-12</td>
<td></td>
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<tr>
<td>Inventory to identify student's preferences</td>
<td>9-12</td>
<td></td>
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<tr>
<td>What To Do After High School: $2.42 each</td>
<td>9-12</td>
<td>$2.42 each</td>
</tr>
<tr>
<td>Where Do I Go from Here?: $2.42 each</td>
<td>9-12</td>
<td></td>
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</tbody>
</table>
SCIENCE RESEARCH ASSOCIATES, INC. (continued)
(Grades 6-9)
Widening Occupational Roles Kit (WORK)
Incl. 400 occupational briefs, student booklets, filmstrips
Complete Kit: $158.50

SCOTT EDUCATION DIVISION, 748 South Monterey Pass Road, Monterey Park, California 91754

Guide to Finding a Job
Overhead transportation set: $32.50

(Grades 1-5)
Living and Working Together
Set of six filmstrips: $34.00
Individual: $6.00

(Grades K-6)
What Does Your Dad Do?
My Dad the Auto Mechanic
My Dad the Computer Programmer
My Dad the Construction Foreman
My Dad the Factory Worker
My Dad the Photographer
My Dad the Veterinarian
Set of six w/records: $69.00
Set of six w/cassettes: $75.00
Individual filmstrip: $7.00
Individual record: $5.00
Individual cassette: $6.00

SEMI-SKILLED CAREERS KIT, Careers, Largo, Florida 33540
Career Desk-top Kit
senior h.s. $125.00
junior h.s. $114.50
Guidance Services (9 monthly packets) $37.00 year
Semi-skilled Careers Kit $42.00
Business Career Kit $34.50

SOCIETY FOR VISUAL EDUCATION, INC. (SVE), 1345 Diversey Parkway, Chicago, Illinois 60614
(Grades 6-12)
Foundations for Occupational Planning Series
Who Are You?
What Do You Like To Do?
What Is a Job?
What Are Job Families?
What Good Is School?
Set of five captioned filmstrips: $27.00
Individual: $6.00
SOCIETY FOR VISUAL EDUCATION, INC. (SVE) (continued)

(Grades 6-12)

Job Opportunities Now--GROUP I

Incl.: Requirements in the world of jobs to achieve success
  Job Opportunities in a Restaurant
  Job Opportunities in a Hospital
  Job Opportunities in a Department Store
  Job Opportunities in a Supermarket

Set of six filmstrips, three records: $49.50
Set of six filmstrips, three cassettes: $55.50
Individual filmstrip: $7.00
Individual records: $4.00
Individual cassettes: $6.00

(Grades 6-8)

... Of Young Teens

Discovering the Real "You"
Becoming More Self-Confident
The Art of Friendship
The Need to Belong

Complete set (four filmstrips, records): $32.50
Complete set (four filmstrips, cassettes): $36.50

(Grades 9-12)

... Of Older Teens

Accepting Yourself
Learning to Relate to Others
Learning to Relate to Groups
Handling the Pressures To Be Popular

Set with records: $32.50
Set with cassettes: $36.50

(Grades 6-12)

Vocational Decisions Series

An Introduction to Vocation
The World of Work
Counseling in Vocational Decisions

Set of three filmstrips, two records: $31.00
Set of three filmstrips, two cassettes: $32.50
Individual filmstrip: $8.00
Individual records: $5.00
Individual cassettes: $6.00

STERLING EDUCATIONAL FILMS, Walter Reade 16, 241 East 34 Street, New York, New York 10016

(Grades 6-12)

Personal Values color: $135.00
When I'm Old Enough ... Goodbye! b/w $160.00

TEACHING AIDS, INCORPORATED, P.O. Box 3527, Long Beach, California 90803
(Grades 6-12)

ESP - Tapes (reel or cassette) describing career opportunities
Two lessons on each tape; each $4.90; set of 198 lessons: $436.59

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TRANSPORTATION, DEPARTMENT OF, U. S. Coast Guard, Washington, D. C. 20591

Available films to borrow

UNITED STATES ATOMIC ENERGY COMMISSION, Combined Film Catalog, Public Information Office, 2111 Bancroft Way, Berkeley, California 94704

Careers in Nuclear Science and Nuclear Engineering (3 films)
- Horizons Unlimited
- Preparing for Tomorrow's World
- Your Place in the Nuclear Age

VOCATIONAL FILMS, 111 Euclid Avenue, Park Ridge, Illinois 60068
(Grades 8-12)
- It's Up to You (Choosing a Career) sale: $120.00 rent: $12.00
- Opportunity Everywhere sale: $120.00 rent: $12.00
- So You Want To Be a Nurse sale: $15.00
- So You Want To Be a Tool and Die or Mold Maker rent: $12.00
- So You Want To Be an Electronics Technician sale: $120.00 rent: $12.00

OTHER RESOURCES

CTB/McGRAW-HILL EVALUATION SPECIALISTS, Del Monte Research Park, Monterey, California 93940

DCA EDUCATIONAL PRODUCTS, INC., 5719 West 65th Street, Chicago, Illinois 60638
- Industrial Education--transparencies, film loops, tapes, cassettes, films

EDUCATIONAL READING SERVICE, 320 Route 17, Mahwah, New Jersey 07430
(Paperbacks, multi-media audio-visurl)

FILMS/WEST, INC., 518 North La Cienga Boulevard, Los Angeles, California 90048
(Films)

OHIO STATE UNIVERSITY, Film Distribution Supervisor, Department of Photography and Cinema, 156 West 19th Avenue, Columbus, Ohio 43210
(Films available to rent on a three-day rate)

VISUAL EDUCATION CONSULTANTS, 2066 Helena Street, Box 52, Madison, Wisconsin 53701

VISUAL PRODUCTS DIVISION, 3M Company, Box 3344, St. Paul, Minnesota 55101
(Transparencies)

WALT DISNEY EDUCATIONAL MATERIALS CO., Dept. CB, 800 Sonora Avenue, Glendale, California 91201
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SUGGESTED STUDENT REFERENCES

HARDBOUND

AIM HIGH VOCATIONAL SERIES
(Grades 7-12)

Aim for a Job in a Hospital

Drafting

(Grades 7-12)

Agricultural, Forestry, and Oceanographic Technicians $11.95

Community Service & Related Specialists $11.95

Engineering Technicians $11.95

Health Technicians $11.95

Marketing, Business and Office Specialists $11.95

ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE, Hopke--J. G. Ferguson
(Grades 7-12)
SUGGESTED STUDENT REFERENCES

PAPERBACKS

Careers: What They Are and How to Find Them. Larsen and Stenstrom, ed. by Rosenberg.
$1.92 Follett Educational Division

Complete Job-Hunting Guide. E. Wein. $1.00 (CN 103) Cornerstone Library, Inc.

Find Your Job and Land It. L. Corwen. 95c (1329) Arco Publishing Co.

Getting a Job. F. Randall. $2.50 Fearon Publications, Inc.

How to Go About Getting a Job with a Future. J. I. Biegeleisen. $1.95 (1536) Grosset
and Dunlap, Inc.

How to Pass Employment Tests. A. Liebers. $4.00 (715) Arco Publishing Co., Inc.

Job Finder: It Pays to Advertise. S. N. Feingold. $2.25 Bellman Publishing Corporation

Job Résumés: How to Write Them, How to Present Them. J. I. Biegeleisen. $1.95
(0947) Grosset & Dunlap

Knack of Selling Yourself, rev. ed. J. T. Mangan. 95c (95076) Pocket Books

Occupational Information. S. L. Wolfbein. $1.95 (Sed8) Random House

U. S. Government Printing Office

Pathway to Your Future: The Job Résumé and Letter of Application. K. R. Adler. $1.75
Bellman Publishing Corporation

Planning Your Life’s Work. B. Steffre. $1.40 McKnight and McKnight Publishing Company

Six Ways to Get a Job. P. W. Boynton. 50c (50-243) Macfadden-Bartell Corporation

Skill Training for a Job, Supervisor’s Edition. L. Cenci. $5.75 (992) Pitman Publishing Corp.


Your Future in... Series. Macmillan Gateway English Series. Richards. Rosen Press,
(Grades 7-12)

Dentistry

Computer Programming

Interior Design

Modeling

Veterinary Medicine

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SUGGESTED PROFESSIONAL REFERENCES

AETNA LIFE & CASUALTY, Public Relations & Advertising Department, Film Librarian, Hartford, Connecticut 06115
(Films on safety--work and home) Free

American Vocational Journal, 1510 H Street, N. W., Washington, D. C. 20005
($4 year)

APGA, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009
(Career films available to rent)

CALIFORNIA PEACE OFFICERS' ASSOCIATION, 800 Forum Building, Sacramento, Calif. 95814
(Police training films to buy or rent)

California Occupational Guide, State of California, Human Relations Agency, Department of Human Resources Development

Career Education in the Environment (a handbook), Olympus Research Corporation, 818 - 18th Street, N. W., Washington, D. C. 20006

Careers in California City Government, prepared by Municipal Management Assistant of Southern and Northern California, 1108 "O" Street, Sacramento, California 95814, or 702 Hilton Center, Los Angeles, California 90017

CAREER-TRAINING PROGRAMS, Golden West College Counseling Center, 15744 Golden West Street, Huntington Beach, California 92647 (714) 892-7711


Federal Career Directory--San Francisco Region, San Francisco, California

GENERAL MOTORS CORPORATION, Public Relations Staff, Room 1-101, General Motors Building, Detroit, Michigan 48202
(Booklets, charts, and films)

Guidance Monograph Series, Houghton-Mifflin Company, Boston
($9.00)
Series IV: Career Information & Development
College Information & Guidance
Decision-Making and Vocational Development
Innovations in the Use of Career Information
Occupational Information & Guidance
Psychological Influences on Vocational Development
Student's Vocational Choices: A Review & Critique

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Suggested Professional References (continued)

Job Profile Report, Vocational Guidance Information System, Department of Education, Santa Clara County, Santa Clara, California

Manufacturing Firms in Orange County, a cooperative study conducted by the State of California Department of Human Resources Development Employment Data and Research Group and Orange County Planning Department. Contact: Ms. A. Yetter, Southern California Employment Data & Research, 1932 West 17th Street, Santa Ana, California 92706

NASA AMES RESEARCH CENTER, Public Affairs Office, Moffett Field, California 94035 (Films available--postage paid)

NATIONAL AUDIO-VISUAL CENTER, National Archives & Records Service, General Services Administration, Washington, D.C. 20409 (Films on manpower--to rent or buy)

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION (NVGA): Current Career Information, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 ($2.00)

Occupations Filing Plan and Bibliography (an alphabetical fields-of-work index for filing unbound occupational information), Wilma Bennett; Interstate Printers and Publishers, Inc., Danville, Illinois 61832

Occupational Information in the Elementary School, Willa Norris; SRA, 165 University Avenue, Room 201, Palo Alto, California 94301 ($5.85)

Occupational Information: The Dynamics of Its Nature and Use, Max Baer & E. C. Roeber; SRA, 165 University Avenue, Room 201, Palo Alto, California 94301 ($8.00)


Orange County, California, Vocational Guidance Research Study (an evaluation of career guidance films), Doubleday Multimedia, 1371 Reynolds Avenue, Santa Ana, California 92705

ORANGE COUNTY FILM SERVICE, 1618 North French Street, Santa Ana, California 92701 Phone: (714) 541-4489

PACIFIC TELEPHONE FILM SERVICE, 1145 North McCadden Place, Los Angeles, California 90038 (Free loan films)

TEACHING FILM CUSTODIANS, INC. (TFC), 25 West 43rd Street, New York, New York (Filmed excerpts from motion picture sources)
Suggested Professional References (continued)

Thrust, Association of California School Administrators, April, 1972, Vol. 1, No. 5:
"Career Education"

Visual Aids for Business & Economic Education, South-Western Publishing Co., Chicago, Illinois 60644
(Films and filmstrips to buy or rent)


Vocational Guidance Quarterly, 20th & North Hampton Street, Easton, Pennsylvania 18042
(Current career literature available in June, 1971, Vol. 19, No. 14)
($5.00 year)

World of Work, Audio Contents, Educational Resources, Inc.

Your Future (magazine), Callan Publishing, Box 1816, Whittier, California 90603
(Free, monthly)
SUGGESTED HARDWARE FOR A CAREER CENTER

1. Cassette tape recorders
2. Filmstrip viewers and screens
3. Record players
4. Microfilm reader and/or printer
5. Super 8 mm. filmloop projector/screen
6. 16 mm. film projector
7. Filmstrip/cassette sound projector
8. Pamphlet display facilities
9. Storage files, cabinets, filmstrip cabinets, etc.
10. 35 mm. slide projectors, synchronized for recorder
11. Sound/film cartridge machine (e.g., Audiscan)
12. Appropriate furniture for research and display purposes
ACCOUNTING
1. ACCOUNTING IS BUSINESS LEADERSHIP
   National Distribution Center
   Accounting Careers Council
   Dept. A
   P. O. Box 650 Radio City Station
   New York, New York 10019

2. WHAT'S IT LIKE TO BE AN ACCOUNTANT?
   Accounting Careers Council
   National Distribution Center
   P. O. Box 650, Radio City Station
   New York, New York 10019

ADVERTISING
1. SHOULD YOU GO INTO ADVERTISING?
   Career Information Service
   New York Life Insurance
   Box 51, Madison Square Station
   New York, New York 10010

2. JOBS IN ADVERTISING
   American Advertising Federation
   1225 Connecticut Avenue, N. W.
   Washington, D. C. 20036

AEROSPACE CAREERS AND AVIATION
1. AEROSPACE CAREERS
   University of Illinois at Urbana–Champaign
   Institute of Aviation
   Savoy, Illinois 61874

2. A FLIGHT TO GRANDMOTHER'S
   Federal Aviation Administration
   Department of Transportation
   Aviation Education Staff
   Washington, D. C. 20590

3. F.A.A. AVIATION EDUCATION INFORMATION
   Federal Aviation Association

4. YOUR CAREER IN PROFESSIONAL CHARTING
   Aeronautical Chart and Information Center
   8900 South Broadway
   St. Louis, Missouri 63125

5. AEROSPACE CURRICULUM RESOURCE GUIDE
   National Aeronautics and Space Administration
   Superintendent of Documents
   U. S. Government Printing Office
   Washington, D. C. 20402

6. FEDERAL AVIATION ADMINISTRATION
   U. S. Government Printing Office

   $1.75
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1. CAREERS IN AGRICULTURAL BUSINESS MANAGEMENT

2. OPPORTUNITIES FOR YOU IN AGRICULTURAL EDUCATION

3. THE SCOPE OF AGRICULTURE

4. THE AGRICULTURAL ATTACHE

5. CAREERS IN WORLD AGRICULTURAL DEVELOPMENT

AIRLINE STEWARDESS, AIRLINE CAREERS

1. AIRLINE STEWARDESS--THE PAY, THE HOURS, AND THE BENEFITS

2. NORTH CENTRAL AIRLINES CAREERS: CLERICAL, COMMUNICATIONS AGENT, AIRCRAFT CLEANER, STATION AGENT, AIRFRAME & POWER PLANT MECHANIC, FIRST OFFICER, RESERVATIONIST, STEWARDESS

3. NATIONAL AIRLINES

4. AMERICAN AIRLINES

5. TWA CAREERS

6. OCCUPATIONAL GUIDE

California State Polytechnic College
San Luis Obispo, California

United States Department of Agriculture
Washington, D.C. 20250

Foreign Economic Development Service
U.S. Department of Agriculture, cooperating with the U.S. Agency for International Development

California Department of Employment (HRD)
Southern Area Office
1932 West 17th Street
Santa Ana, California 92706

North Central Airlines
7500 Northliner Drive
Minneapolis, Minnesota 55454

Employment Department
National Airlines
P.O. Box 2055 A.M.I.
Miami, Florida 33159

American Airlines Personnel Office, Inc.
Los Angeles, California

Management-Employment Planning
Trans World Airlines
605 Third Avenue
New York, New York 10016

Airline Pilots Association
Munsey Building, 1329 15 Street, N.W.
Washington, D.C. 20004
Free and Inexpensive Materials (continued)

7. OZARK AIR LINES
   Ozark Air Lines
   Personnel Office
   P. O. Box 1007
   St. Louis, Missouri

8. AIR CANADA EMPLOYMENT OPPORTUNITIES
   Manager, Employment Air Canada
   1 Place Ville Marie
   Montreal, Quebec

9. UNIVERSAL AIRLINES PERSONNEL SCHOOLS
   1901 N. W. 7th Street
   Miami, Florida 33125

10. CONTINENTAL AIRLINES: SECRETARY,
       ACCOUNTANT, ACCOUNTING CLERK,
       CLERK-TYPIST, KEYPUNCH OPERATOR,
       COMPUTER OPERATOR, PROGRAMMER
       ANALYST, AIRLINE HOSTESS CONTINENTAL
       AIRLINES, CUSTOMER SERVICE AGENT,
       AIRPORT SALES AGENT, RESERVATION
       SALES AGENT, SALES REPRESENTATIVE,
       AIRCRAFT MECHANIC, PILOT

ARCHAEOLOGY

1. ARCHAELOGY AS A CAREER
   Archaeological Institute of America
   260 West Broadway
   New York, New York 10013

AREA TRENDS IN EMPLOYMENT & UNEMPLOYMENT

1. EMPLOYMENT OF HIGH-SCHOOL GRADUATES AND DROPOUTS
   U. S. Department of Labor
   Bureau of Labor Statistics

2. AREA TRENDS IN EMPLOYMENT AND UNEMPLOYMENT
   U. S. Department of Labor
   Manpower Administration

ARMED FORCES

1. BE AN ARMY BANDSMAN—RPI
   U. S. Government Printing Office

2. THE BRIGHT ADVENTURE OF ARMY NURSING
   Same

3. THE SECRET OF GETTING AHEAD
   U. S. Army Recruiting Office
   12550 Brookhurst Street (Suite F)
   Garden Grove, California 92644

4. A NEW LIFE, A NEW WORLD
   Same

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5. THE CHANGING PROFESSION
Information for Counseling on Air Force Reserve Officers' Training Corps
Maxwell Air Force Base
Alabama 36112

6. ALL THE WAY FROM THE GROUND UP
Same

7. FOUR-YEAR COLLEGE SCHOLARSHIP PROGRAM
Same

8. U. S. AIR FORCE AIRMAN OCCUPATIONAL HANDBOOK
U. S. Government Printing Office
Washington, D. C.

9. THE WALTER REED ARMY NURSING PROGRAM
RPI 595
Same

10. REGISTERED NURSE STUDENT PROGRAM—
RPI 593
Same

11. U. S. AIR FORCE
Department of the Air Force
U. S. Air Force Recruiting Detachment 6
4727 Wilshire Boulevard
Los Angeles, California 90010

ASTRONOMY
1. WHAT ASTRONOMY IS ABOUT
American Astronomical Society
211 Fitz Randolph Road
Princeton, New Jersey 08540

ATOMIC ENERGY
1. EMPLOYMENT WITH THE U. S. ATOMIC ENERGY COMMISSION
Coordinator of Recruitment
Washington, D. C. 20545

AUDIOMETRY
1. INTRODUCTION TO AUDIOMETRY (revised)
Ralph F. Naunton, M.D.
Maico Hearing Instruments
Minneapolis, Minnesota

BANKER
1. SHOULD YOU BE A BANKER?
Career Information Service
New York Life Insurance Company
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New York, New York 10010
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1. BLAST FURNACES, STEELWORKS, ROLLING MILLS

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CHEMICAL INDUSTRY

1. A CHEMISTRY PROJECT FROM START TO FINISH

2. THE CHEMICAL INDUSTRY HELPS EDUCATION

3. A DOZEN REASONS WHY YOUNG PEOPLE CHOOSE CHEMICAL INDUSTRY CAREERS

4. A BRIGHT FUTURE FOR YOU AS A CHEMICAL TECHNICIAN

5. A CAREER IN CLINICAL CHEMISTRY

CIVIL SERVICE

1. YOUR FIRST JOB

American Institute of Biological Sciences
3900 Wisconsin Avenue, N. W.
Washington, D. C. 20016

U. S. Department of Labor
Manpower Administration
Washington, D. C. 20210

Structural Clay Products Institute (SCPI)
1750 Old Meadow Road
McLean, Virginia 22101

Education Department
American Chemical Society
1155 Sixteenth Street, N. W.
Washington, D. C. 20036

Manufacturing Chemists Association
1825 Connecticut Avenue
Washington, D. C. 20009

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American Association of Clinical Chemists
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Washington, D. C. 20036

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2. IN PUBLIC PRACTICE: LAWYERS IN THE FEDERAL GOVERNMENT

3. WORKING FOR THE U.S.A.; APPLYING FOR A CIVIL SERVICE JOB; WHAT THE GOVERNMENT EXPECTS OF FEDERAL WORKERS

4. POST OFFICE CLERK-CARRIER

5. ASSIGNMENT FOREIGN SERVICE SECRETARIES

6. LOST IN THE CROWD (TYPISTS AND STENographers DON'T STAY IN THE CROWD)

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8. COMMUNICATIONS AND TECHNICIANS

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10. MID-LEVEL POSITIONS

11. THE HUMAN EQUATION (WORKING IN PERSONNEL FOR THE FEDERAL GOVERNMENT)

12. WHY NOT BE A PUBLIC RELATIONS WORKER?

13. PREPARING FOR THE FEDERAL SERVICE ENTRANCE EXAMINATION

14. JUNIOR FEDERAL ASSISTANT

15. HEARING EXAMINER

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State of California
Human Resources Development
Research and Statistics
800 Capitol Mall
Sacramento, California 95814

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Washington, D. C.

U. S. Civil Service Commission
Washington, D. C.

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Washington, D. C.

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Washington, D. C.

Women's Bureau
Wage and Labor Standards Administration

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Washington, D. C. 20415

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U. S. Civil Service Commission
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<td>FEDERAL SERVICE ENTRANCE EXAMINATION</td>
<td>U. S. Civil Service Commission Washington, D. C. 20415</td>
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<td>CHECK LIST OF LABOR MARKET INFORMATION</td>
<td>Southern California Research &amp; Statistics 1525 South Broadway Los Angeles, California 90015</td>
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<td>AREA MANPOWER REVIEW FOR ANAHEIM-SANTA ANA-GARDEN GROVE, CALIFORNIA</td>
<td>Manpower Administration U. S. Department of Labor</td>
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<td>U. S. Department of Justice Washington, D. C.</td>
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<td>GO GOVERNMENT</td>
<td>U. S. Civil Service Commission College Boulevard Anaheim, California 92803</td>
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<td>GRAPHIC COMMUNICATIONS</td>
<td>Graphic Multigraph Corporation World Headquarters 1200 Babbitt Road Cleveland, Ohio 44117</td>
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<td>Council of the Graphic Arts Industry, Inc. Graphic Arts Technical Foundation 4615 Forbes Avenue Pittsburgh, Pennsylvania</td>
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<td>TECHNICAL SCHOOLS, COLLEGES, AND UNIVERSITIES--GRAPHIC COMMUNICATION</td>
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League of California Cities
1108 O Street
Sacramento, California 95814

30. CAREERS WITH IMMIGRATION AND NATURALIZATION

U. S. Civil Service Commission
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1900 E Street, N. W.
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1. HELP WANTED: CLERK-TYPISTS

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Human Resources Development
Research and Statistics
800 Capitol Mall
Sacramento, California 95814

3. SHOULD YOU BE A SECRETARY?

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4. YOU AS A SECRETARY

School Department
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Division of Litton Industries
146 New Park Avenue
Hartford, Connecticut 06106

5. CAREERS IN THE CLERICAL VOCATIONAL GUIDANCE SERIES, Doubleday Multimedia

Robert J. Swan, Ph. D.
Coordinator, Pupil Personnel
California State College
Long Beach, California

COMPUTERS

1. COMPUTERS

U. S. Atomic Energy Commission
Division of Technical Information
P. O. Box 62
Oak Ridge, Tennessee 37830

2. THE JOB BANK: USING A COMPUTER TO BRING PEOPLE AND JOBS TOGETHER

U. S. Department of Labor
Manpower Administration
Washington, D. C. 20210

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3. COMPUTER WORLD AUTOMATION INSTITUTE
   Computer World Automation Institute
   1780 West Lincoln Avenue
   Anaheim, California 92801

CONSERVATION

1. CAREERS IN WILDLIFE CONSERVATION AND MANAGEMENT
   Wildlife Management Institute
   709 Wire Building
   Washington, D. C. 20005

2. CAREERS IN CONSERVATION
   Soil Conservation Society of America
   7515 N. E. Ankeny Road
   Ankeny, Iowa 50021

CONSUMER EDUCATION FOR ADULTS

1. MAKING THE MOST OF YOUR MONEY
   Educational Division
   Institute of Life Insurance
   277 Park Avenue
   New York, New York 10017

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1. THE COPYWRITER
   American Advertising Federation
   1225 Connecticut Avenue
   Washington, D. C.

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1. COUNSELING GIRLS TOWARD NEW PERSPECTIVES
   Women's Bureau
   U. S. Department of Labor
   Office of Education
   U. S. Department of Health, Education, and Welfare

CREDIT UNIONS

1. CREDIT UNIONS--SALARY AND FRINGE BENEFITS IN CREDIT UNIONS WITHIN THE STATE OF CALIFORNIA, 1971
   Research and Development Education Dept.
   California Credit Union League
   2322 South Garey Avenue
   Pomona, California 91766

DENTISTRY

1. DENTISTRY--FINANCIAL AID FOR STUDENTS
   The American Association of Dental Schools
   211 East Chicago Avenue
   Chicago, Illinois 60611

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2. DENTISTRY, A CAREER FOR WOMEN

3. YOUR FUTURE IN DENTISTRY

4. CAREERS IN DENTISTRY

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1. YOUR FUTURE AS A DESIGNER

DIAMOND CUTTERS

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DIETETICS

1. DIETETICS IN THE VETERANS ADMINISTRATION

2. DIETETICS

DRY CLEANING

1. OPPORTUNITY AND A FUTURE IN THE DRY-CLEANING INDUSTRY

EDUCATION

1. ENGINEERING CENTER

2. WHEN HE'S READY FOR COLLEGE, WILL YOU BE READY WITH $16,000?

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4. FACING FACTS ABOUT THE TWO-YEAR COLLEGE

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Same

Ford Educational Affairs Department
Dearborn, Michigan

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Veterans Administration
Washington, D. C. 20420

620 North Michigan Avenue
Chicago, Illinois 60611

National Institute of Dry Cleaning
Silver Spring, Maryland

California State College at Fullerton
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Fullerton, California 92631

Connecticut Mutual Life Insurance Company
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The Prudential Insurance Company of America
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Box 36
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5. FACING FACTS ABOUT CHOOSING YOUR LIFE'S WORK
   The Prudential Insurance Company of America
   Public Relations Department
   Box 36
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6. FACING FACTS ABOUT COLLEGE ADMISSIONS
   Same

7. MTI BUSINESS COLLEGES DRAFTING
   MTI Business Colleges
   5512 Hollywood Boulevard
   Hollywood, California 90028

8. EDUCATION DEPARTMENT
   California State Polytechnic College
   San Luis Obispo, California

9. MORE EDUCATION, MORE OPPORTUNITY
   Department of Health, Education, and Welfare
   Office of Education
   Washington, D. C.

10. COLLEGE CAREERS AND YOU
    Science Research Associates, Inc.
    259 East Erie Street
    Chicago, Illinois

11. CAREER OPPORTUNITIES FOR SENIORS MAJORING IN BUSINESS ADMINISTRATION
    Director, Personnel Management Division
    Rural Electrification Administration
    Room 4078, South Agriculture Building
    14th Street and Independence Avenue, S. W.
    Washington, D. C. 20250

12. JOBS FOR WHICH A COLLEGE EDUCATION IS USUALLY REQUIRED
    U. S. Department of Labor
    Bureau of Labor Statistics
    Washington, D. C. 20212

13. JOBS FOR WHICH A HIGH-SCHOOL EDUCATION IS PREFERRED, BUT NOT ESSENTIAL
    Same

14. JOBS FOR WHICH APPRENTICESHIP TRAINING IS AVAILABLE
    Same

15. JOBS FOR WHICH A HIGH-SCHOOL EDUCATION IS GENERALLY REQUIRED
    Same

16. OFFICE OF SPECIAL OPPORTUNITIES
    Orange Coast College
    2701 Fairview Road
    Costa Mesa, California 92626

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17. OPPORTUNITIES IN HIGHER EDUCATION IN CALIFORNIA FOR MINORITY STUDENTS
Chapman College
Orange, California

(Many listings in back of pamphlet of colleges)

18. SOCIAL SCIENCE AND YOUR CAREER
U. S. Department of Labor
Bureau of Labor Statistics

19. BIOLOGY AND YOUR CAREER
Same

20. SCIENCE AND YOUR CAREER
Same

21. FOREIGN LANGUAGES AND YOUR CAREER
Same

22. ENGLISH AND YOUR CAREER
Same

23. MATHEMATICS TEACHING AS A CAREER
National Council of Teachers of Mathematics
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

24. COMMERCIAL FISHERIES
College of the Redwoods
Eureka, California 95501

25. PEPPERDINE UNIVERSITY BULLETIN
(School of Continuing Education)
Pepperdine University
8035 South Vermont Avenue
Los Angeles, California 90044

26. THE EDUCATIONAL ABC OF INDUSTRY
Miles Laboratory, Ind.

27. SCHOLARSHIP PROGRAM--EDUCATION OF HANDICAPPED CHILDREN, 1971-1972
U. S. Department of Health, Education, and Welfare
Office of Education
Washington, D. C. 20202

28. CAREERS IN SPECIAL EDUCATION
The Council for Exceptional Children, NEA
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

ENGINEERING

1. ENVIRONMENTAL ENGINEERING
School of Engineering & Technology
California State Polytechnic
San Luis Obispo 93401

2. YOUR ENGINEERING DECISION
Same

3. WILL YOU BE A CHEMICAL ENGINEER
American Institute of Chemical Engineers
345 East 47 Street
New York, New York 10017

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4. FOR MORE INFORMATION ABOUT CHEMICAL ENGINEERING AS A CAREER
   American Institute of Chemical Engineers
   345 East 47th Street
   New York, New York 10017

5. CAN I BE AN ENGINEER
   Public Relations Staff
   General Motors
   Detroit, Michigan 48202

6. ENGINEERING CAREERS IN THE COAL INDUSTRY
   National Coal Association
   Coal Building
   1130 Seventeenth Street, N. W.
   Washington, D. C. 20036

7. IS CIVIL ENGINEERING FOR YOU
   American Society of Civil Engineers
   345 East 47th Street
   New York, New York 10017

8. AGRICULTURAL ENGINEERING
   American Society of Agricultural Engineers
   St. Joseph, Michigan 49085

9. AGRICULTURAL ENGINEERING AND YOU
   Same

10. ENGINEERS AND ARCHITECTS
    Office of Personnel, Veterans Administration
    Washington, D. C. 20420

11. MEASUREMENT AND CONTROL INDUSTRY
    Scientific Apparatus Makers Association
    370 Lexington Avenue
    New York, New York

12. ENGINEERS AND ENGINEERING
    Newark College of Engineering
    Newark, New Jersey 67102

13. PLASTICS AS AN ENGINEERING CAREER
    Society of Plastics Engineers, Inc.
    65 Prospect Street
    Stamford, Connecticut

14. POWER SYSTEMS ENGINEERING: ITS CHALLENGE AND OPPORTUNITIES
    F. F. Hebrank, Professor of Mechanical Engineering
    University of Illinois
    Urbana, Illinois 60801

15. ENGINEERING, ARCHITECTURE, AND RELATED SCIENCES
    Pub. 98
    Bureau of Research and Engineering
    Post Office Department
    12th and Pennsylvania Avenue, N. W.
    Washington, D. C. 20260

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16. AMERICAN SOCIETY OF TOOLS & MANUFACTURING ENGINEERS--STUDENT QUARTERLY ($3 yearly subscription)

17. WHY NOT BE AN ENGINEER

18. ENGINEERS & ENGINEERING--SOME DEFINITIONS

19. REFRIGERATION SERVICE ENGINEERS SOCIETY--BIG BENEFITS WHEN YOU JOIN

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1. A CAREER IN THE FARMERS HOME ADMINISTRATION

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1. YOUR FUTURE WITH THE SOUTHERN COUNTIES GAS COMPANY
   1919 South State College Boulevard
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   General Motors Corporation
   (Address not given)
2. RETAIL AUTOMOBILE BUSINESS
   General Motors Corporation
3. CAN I GET THE JOB
   Public Relations Staff
   General Motors Corporation
   Detroit, Michigan 48202

**GROCERY BUSINESS**

1. ALPHA BETA MARKETS
   (CHECKER OF THE YEAR AT ALPHA BETA--
   YOU MAKE THE DIFFERENCE)
   Alpha Beta Markets
   777 South Hartesi Boulevard
   La Habra, California

**HOME ECONOMICS**

1. HOME ECONOMICS, A SECOND LOOK
   California State Polytechnic College
   San Luis Obispo, California

**INSURANCE**

1. CAREERS IN PROPERTY AND LIABILITY INSURANCE
   Insurance Information Institute
   110 William Street
   New York, New York 10038

**INTERNAL REVENUE SERVICE**

1. THE TAX LAW SPECIALIST
   Assistant Commissioner (Technical)
   Internal Revenue Service
   Washington, D. C. 20224
   c/o Chief, Recruitment Section (Room 1028)
2. TAX AUDITOR
   P. O. Box 391
   Los Angeles, California 90053
3. INTERNAL AUDITOR
   Internal Revenue Service
   Washington, D. C. 20224
4. REVENUE AGENT
   Same
5. REVENUE OFFICER
   Same
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LAW
1. PLANNING A CAREER IN LAW
   State Bar of California
   1230 West Third Street
   Los Angeles, California 90017

LIBRARIAN
1. BE AN ARMY LIBRARIAN
   U. S. Government Printing Office

2. LIBRARIANSHIP
   Orange County Public Library

3. OCCUPATIONS IN THE FIELD OF LIBRARY SCIENCE
   (Price 30¢)
   Superintendent of Documents
   U. S. Government Printing Office
   Washington, D. C. 20402

4. WHO IN THE WORLD WANTS TO BE A LIBRARIAN?
   The American Library Association
   50 East Huron Street
   Chicago, Illinois 60611

LIFE AND HEALTH INSURANCE
1. IT'S UP TO YOU--A GUIDE TO A CAREER IN LIFE AND HEALTH INSURANCE
   Educational Division
   Institute of Life Insurance
   277 Park Avenue
   New York, New York 10017

MANPOWER OPPORTUNITIES
1. MANPOWER OPPORTUNITIES
   Henry E. Kendall, Chairman
   Employment Security Commission of North Carolina

2. FORMAL OCCUPATIONAL TRAINING OF ADULT WORKERS
   (Manpower Bulletin)
   U. S. Department of Labor

MECHANIC
1. YOUR JOB AS A REPAIRMAN OR MECHANIC
   U. S. Department of Labor
   Bureau of Labor Statistics

MEDICAL, X-RAY
1. MEDICINE CAN BE FOR YOU
   The American Medical Women's Association
   1740 Broadway
   New York, New York
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2. MEDICAL LABORATORY ASSISTANT
   Southern Area Office
   California Department of Employment
   1932 West Seventeenth Street
   Santa Ana, California

3. HEALTH PROFESSIONS STUDENT LOAN PROGRAM
   (Publication No. 1460)
   U. S. Department of Health, Education, and Welfare
   Bureau of Health Professions
   Education & Manpower Division of Health
   Manpower Educational Service
   Student Loan and Scholarship Branch
   Bethesda, Maryland 20014

4. HEALTH PROFESSIONS SCHOLARSHIP PROGRAM
   (Publication No. 1460)
   Same

5. WHAT KIND OF CAREER COULD I HAVE IN A MEDICAL LABORATORY
   American Society of Medical Technologists
   Suite 1600
   Hermann Professional Building
   Houston, Texas 77025

6. DENTAL ADMISSION TESTING PROGRAM
   Division of Educational Measurements
   Council on Dental Education
   American Dental Association
   211 East Chicago Avenue
   Chicago, Illinois 60611

7. STUDENTS CONSIDER A CAREER IN PODIATRY
   The American Podiatry Association
   20 Chevy Chase Circle, N. W.
   Washington, D. C. 20015

8. WHAT DOES A NURSE DO?
   (Adapted from a leaflet of the Baptist Medical Centers)
   American Hospital Association
   Birmingham, Alabama

9. DENTISTRY--A CHANGING PROFESSION
   American Association of Dental Schools
   211 East Chicago Avenue
   Chicago, Illinois 60611

10. CAREERS IN DENTISTRY
    Council on Dental Education
    American Dental Association
    211 East Chicago Avenue
    Chicago, Illinois 60611

11. THE AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS
    2600 Wayzata Boulevard
    Minneapolis, Minnesota 55405

12. CAREERS IN X-RAY TECHNOLOGY
    The American Society of Radiologic Technologists
    645 North Michigan Avenue, Room 620
    Chicago, Illinois 60611 (continued)
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<td>PRINCIPLES TO GUIDE DEVELOPMENT OF STATEWIDE COMPREHENSIVE HEALTH PLANNING AND PROTOCOL FOR HEALTH CARE PLANNING WITHIN A STATE</td>
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<tr>
<td></td>
<td></td>
<td>840 North Lake Shore Drive</td>
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<td>Chicago, Illinois 60611</td>
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7. For All Busy Physicians (pamphlet)
8. Your Medical Assistant (paper)
9. Medical Assisting, Not Just a Job—a Career (paper)

NURSERY CAREERS
California Association of Nurserymen
1005 Eighth Street, Suite 303
Sacramento, California 95814

Your Career in the Nursery Industry
General Information on Materials (continued)

PODIATRY CAREERS
The American Podiatry Association
20 Chevy Chase Circle
Washington, D. C. 10015

1. Students: Consider a Career in Podiatry (pamphlet)
2. Students: Consider a Career in Podiatry (poster)

PUBLIC HEALTH CAREERS
American Medical Association
535 North Dearborn
Chicago, Illinois

1. Your Career in Public Health
2. The Public Health Nurse
3. Men, If You Want a Professional Career
4. Public Health Nursing
5. Radiological Health
6. Career Facts About Veterinary Medicine
7. The Professional Sanitarian
8. Vocational Information: Medical Laboratories
9. Hospital, a Haven of Health... and How to Keep It That Way
10. Professional Physical Therapist
11. School of Veterinary Medicine

RADIO CAREERS
Federal Communications Commission
Washington, D. C. 20554

Memo to All Young People Interested in Radio (papers)

TEACHING CAREERS
California Teachers' Association
Southern Section
1905 East Seventeenth Street
Santa Ana, California 92701

1. Join the Action (pamphlet) F.T.A.
2. Teacher: Builder of All Professions (pamphlet)
3. Your Future in a Great Profession (pamphlet)

VETERINARY MEDICINE
Southern California Veterinary Medical Association
8338 South Rosemead Boulevard
Pico Rivera, California 90660

Career Facts About Veterinary Medicine
TESTING MATERIALS THAT MAY BE APPLICABLE TO CAREER EDUCATION PROGRAMS

Administrative Manual, Pictorial Inventory of Occupational Training Interests, Golden West College

California Occupational Preference Survey, Educational and Industrial Testing Service

The Dailey Vocational Tests, John T. Dailey

Differential Aptitude Tests, Bennett and Associates

Examination in Typing, Thurstone

Gordon Occupational Check List

Gordon Personal Profile and Gordon Personal Inventory

Hail Occupational Orientation Inventory

Kuder General Interest Survey

Kuder Interest Inventory

Minnesota Vocational Interest Survey, Clark

Ohio Vocational Interest Survey

Orange County Priority Survey

Otis Employment Tests, Otis

SRA Vocational Planning Inventory, High School Prediction Program (8-10)

SRA Vocational Planning Inventory, Post-High School Prediction Program (11-13)

Self-Appraisal and Assessment Structure, Stan Ostrom

Stuc' of Values, Allpost, Vernon, Lindgey Co.

Turse Clerical Aptitude Test

U. S. Department of Labor Interest Check List

Vocational Planning Inventory, SRA

Word Values Inventory, Super
CATALOGS THAT MAY BE USED FOR
LOCATING TESTING MATERIALS AND OTHER RELATED MATERIALS

Catalog of Standardized Tests and Related Services
Harcourt, Brace, World, Inc., Test Dept., 757 Third Avenue, New York, New York 10017

Catalog of Tests, Books, and Guidance and Instructional Materials
Educational Industrial Testing Service, San Diego, California 92107

Houghton-Mifflin Catalogue
777 California Avenue, Palo Alto, California 94304

Scholastic Testing Service Catalog
3910-12 Lindell Boulevard, St. Louis, Missouri 63108

SRA--Science Research Associates, Inc., Catalog
1050 University Avenue, Room 201, Palo Alto, California 94301

Standardized Tests and Related Materials
The Bobbs-Merrill Co., Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268
APPENDIX

(Additional helpful guidance material from sources outside of the District)
CAREER CLUSTERS

1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications and Media Occupations
4. Construction Occupations
5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-Business and Natural Resources Occupations
8. Marine Science Occupations
9. Environmental Control Occupations
10. Public Services Occupations
11. Health Occupations
12. Hospitality and Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities Occupations
15. Consumer and Homemaking-Related Occupations

These fifteen represent the entire world of work around which Career Education might be developed, as suggested by the United States Office of Education.
SUMMARY OF THE COMMON ELEMENTS IN THE DIFFERENT VOCATIONAL DEVELOPMENT THEORIES THAT CAN ASSIST YOU IN UNDERSTANDING THE PROCESS OF VOCATIONAL CHOICE AND DEVELOPMENT:

1. Vocational choice is a process rather than an event.
2. Vocational development consists of a series of stages.
3. The different stages can be identified.
4. Different personalities are attracted or repelled by certain occupational environments.
5. Needs both consciously and unconsciously affect vocational choice.
6. Accident plays a large role in vocational choice and development.
7. There is multipotentiality in both jobs and careers.
8. To some extent vocational choice is irreversible.
9. The self concept is influenced by contact with people and changes throughout life.
10. Success can have a decided effect on vocational choice and development.
11. An occupation has an effect on life style.
12. Vocational decision-making consists of many compromises between both the individual and the occupation.
COMMON PROBLEMS IN VOCATIONAL AND CAREER COUNSELING

Thomas Jacobsen

A. COMMON TYPES:

1. Centering Around ABILITY
   a. Ability low, aspiration high
   b. Special ability
   c. High, general ability
   d. Low ability

2. Centering Around INTERESTS
   a. Many interests
   b. "This" or "That"
   c. The "unattainable"
   d. Lack of interests

B. DEALING WITH ABILITY PROBLEMS:

1. Ability Low, Aspiration High
   a. Events may take care of it. The wise counselor will attempt to guide the individual into and through those experiences which will lead client himself to arrive at his own conclusion and find his level.
   b. The concept of exploration with various possibilities and opportunities available for "settling upon" an interest.
   c. The semi-professional field; the junior college and the technical school.
   d. The comparison with performance of others; gauging the likelihood of success.
   e. Full information on what is really involved in an occupation and in the training for it.
   f. A trial: evidence that interest can be backed up by performance.
   g. Insight into the genesis of the aspiration and the psychological nourishment which is keeping it going.
   h. Referral to someone in the profession or business.
   i. School tryouts; extracurricular tryouts.
   j. The diversion to other interests and the enticement of other goals. Pride can be attached to new goals with new meaning.
   k. Prestige tied up with this problem. A social influence.

(continued)
Common Problems (continued)

1. Some special considerations:

   (1) This problem is: What I can do, versus what I want to do. The client may say, "I know I can do that kind of thing and earn a good living at it, but I really want to do this other thing."

   (2) Keep ambitions and abilities close together. Client needs to study thoroughly abilities as they relate to his interests and combine the two in a congruent way in a first step that is possible.

   (3) What the counselor does:

      (a) Deals with facts and interpretation of facts.
      (b) Takes problem out of realm of emotion into realm of reason; objectification.
      (c) Helps client understand attitudes, values, motivations.
      (d) Helps client see new meaning in situation.
      (e) Helps client establish a direction for action.
      (f) Helps him to get started in this direction.
      (g) Helps client to become more capable of dealing with own problems.

   (4) Most clients rationalize. Fundamental idea is to get beyond this to the real problem. The primary need is to analyze and interpret the data in order to arrive at a plan of feasible action.

2. Problem of Special Ability

   a. Utilize highest functional ability, if possible. If allied with interest, no problem.

   b. If not allied with interest or other factor, study best related outlet; compensation may be had through avocation.

   c. Training for special ability may be a problem.

   d. Interrelation with other factors must be considered.

3. Problem of High, General Ability

   a. Location of a strongest combination or cluster of favorable factors; relation of interest with ability; opportunity for training and eventual placement; existence of long-term opportunity; situational factors.

   b. Utilization of highest functional ability; social need should not be overlooked by the "high ability" person.

   c. Time factor; with suggestions for maturation of interest; exploration and information will be of great value.

   (continued)
d. Motivation to use "high ability" to greatest possible extent may sometimes have to be supplied by counselor in the legitimate arousing of ambition.

e. Interest testing and improved appraisal of personal-social characteristics will help a great deal in this problem.

4. Problem of Low Ability

a. May not be problem, unless aspiration high.

b. Interest may be directed at a "low level" occupation within a general field (e.g., aviation) in which level of ability can be exercised while at the same time interest is satisfied through being affiliated with the main field of interest.

c. It may be found that many related factors—security, lack of responsibility, job satisfaction (factors which may actually appeal)—are present on the job which is actually congruent with individual's ability (see "Ability Low, Aspiration High" for other items).

C. DEALING WITH INTEREST PROBLEMS:

1. Many Interests:

a. Two types may display this problem:

   (1) Normal, intelligent, ambitious type that may have a fair equipment in a number of different fields and doesn't know which ability to put to work.

   (2) Habitually indecisive, timid, fearful.

   Type one can be dealt with fairly well in regular course of interviewing, testing, and interpretation of factors. Interests can be inventoried, crystallized and client can develop a direction. Solution often arrives of itself, and client will reach it himself.

   Type two: Emotional difficulties should be dealt with, if possible, possibly through nondirective counseling, but solution may come through arriving, with help of counselor, at some reasonably good decision, and through perseverance in a given direction, individual may become habituated into a stable interest.

b. Where no one ability is outstanding, interests may be scattered, making choice difficult.

c. Necessity may compel choice. Better to get started in some one, reasonably satisfactory direction.

(continued)
Common Problems (continued)

d. Two ways to resolve the issue:
   
   (1) Testing and counseling
   (2) Trial and exploration

e. Remember: No such thing as perfect vocational niche. Also: Interest can be cultivated and developed. Also: Something must be "given up"; some interests must be set aside and forgotten whenever any course of action is undertaken.

2. Problem of "This" or "That" Field:

   a. Either choice may not be irrevocable. Suppose choice is made and turns out to be wrong. What of it? Experience gained is important.

   b. Sometimes wise to delay the choice, to keep it open.

   c. When two courses of action are delicately balanced, either may be all right. It is possible to pause too long before choices of alternatives. There comes a time when it is necessary to act, to put one or the other alternative to the test.

3. Problems of the "Unattainable":

   a. Sometimes young people are compelled to leave home to get outlets for their abilities.

   b. Yet young people seem to overlook "first step" opportunities in their own backyards.

   c. Some youth refuse to perceive local chances because obsessed with the "lure of the faraway."

   d. Others are reluctant to take what may seem to be a detour, some kind of job somewhat off the main track of interest but which will earn them a livelihood and from which ultimately they may come back to the main track line of their interests.

   e. Some fail to recognize a good "first step" because it seems so small and inconsequential in comparison to the final goal that fills their entire vision to the exclusion of the preliminary and intermediate steps.

   f. "Lure of the faraway" may be an "escape mechanism" from the dullness and drabness of an unfriendly environment.

   g. Give the facts about "the faraway"—take some of the glamour off it.

(continued)
Common Problems (continued)

h. Some taste of travel which will take the edge off the appetite for mere change.

i. Outlets and releases in other ways.

j. Avocations.

k. Dilution of the urge: Thus the would-be explorer at 15 may become a traveling salesman at 35.

l. Some special considerations:

(1) Attractions of the spectacular, the romantic, the adventurous, the glamorous may outweigh the realities: Romanticism versus Realism.

(2) We do not want to destroy the dreams of youth. Difficulty comes when the dreams are utterly disconnected from promise of performance.

(3) Check visions against reality: Let the performance from day-to-day provide an ever-firmer foundation for materialization of the aspiration.

(4) Questions to ask: What are the actual abilities? What are the number of opportunities? What chances do I have for training? Just why do I have these aspirations anyway?

4. Problem of Lack of Interest: Difference Between the "Wish" and the "Will"

a. Help the individual to find some feasible point or direction of interest.

b. Visit a school. Show the client an opportunity.

c. Choice of counselor: Much may depend on relationship between client and counselor.

5. Problem of Conflict with Parents' Wishes

a. Parents can be right.

b. Parents can be wrong.

c. Young person should become more sure of his ground. Investigate thoroughly the occupations in which interested; know the real facts. Be able to prove interest and ability. Be willing to make a fair trial of alternatives.

6. Problem of Conflict of Interest

a. By interviews and by interest inventorying, a fair picture of individual's pattern of interest can be obtained. He can then be presented with a kind of objective evidence that shows which of his conflicting interests is outstanding. This can then be correlated, through interpretation, toward a definite objective.
Common Problems (continued)

b. By appraisal of aptitudes, a further view of the individual's equipment may be procured and correlated, together with other factors, toward a definite objective.

c. Results of tests, interviews, biographical data can be combined into an intelligent reasoned review looking toward a definite focus of interest and activity for the individual.

D. COUNSELING DEVICES AND PROCEDURE

1. Location of alternative possibilities in same general occupational field which may better satisfy an individual's ability level or pattern of interest (the principle of vertical levels within occupational fields).

2. Locating alternative possibilities in different occupational fields on the basis of similar functional requirements (the principle of horizontal relationships).

3. The disclosure and objectification of factual interpretation.

4. The review and evaluation of factors with the client.

5. Self-investigation and observation by the client; self-appraisal.

6. Trial and exploration.

7. Maturation of interest.

8. Fixation of responsibility in client.

9. Comparison with population.

10. Clarification of values and attitudes.
## CAREERS AS THEY RELATE TO AGRICULTURAL SCIENCE

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<td>Agriculture Broker Appraiser (Farm) Home Demonstration Agent</td>
<td>Agricultural Engineer Soil Scientist Veterinarian Ecologist Horticulturist Plant Physiologist</td>
<td>Agronomist County Agent Forester</td>
<td>University Teacher (Agriculture) Agricultural Journalist</td>
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<td>Auctioneer</td>
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<td>Landscape Gardener Farmer: Dairy Fruit General Grain Livestock Vegetable Herdsman Farmer, General</td>
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<td>Histological Illustrator</td>
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<td>Archaeologist Architect Auto Designer Aeronautical Engineer Industrial Designer</td>
<td>Landscape Architect</td>
<td>Curator Art Editor Art Teacher</td>
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<td>Bookbinder Glass Blower Jewelers Lithographers Sign Painter</td>
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# Careers As They Relate to Foreign Languages

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- **Levels**: I (B.A. or above), II (H.S. plus Technical), III (H.S. Graduate)
- **Service**: Diplomat, Curator, Missionary, Language Librarian, Stewardess, Receptionist, Interpreter, Translator Customs, Inspector, Traveling Companion, etc.
- **Business Clerical and Sales**: Tour Conductor, Commercial Attache, Branch Manager, Airways Airways Corp., Dealer Foreign Books, Secretary Bilingual Travel, Bureau Manager, Manager Foreign Service, Worker Foreign Worker, Fashion Buyer, Foreign Clerk, Foreign Collection Clerk, Clerk Exporter, Importer, etc.
- **Science and Technology**: Translator of Technical Writings, Physician, Nurse, Engineer, Geologist, Archeologist, Architect, Pharmacist, Wireless Operator, Researcher, etc.
- **Outdoor**: College Language Teacher, Language Teacher, Writer, Foreign Language, Paper, Foreign Correspondent, High School Language Teacher, etc.
- **General Cultural**: Brodcaster, Art Collector, Policeman, Opera Singer, Critic, Actor, etc.
CAREERS AS THEY RELATE TO FOREIGN LANGUAGES (continued)

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## CAREERS AS THEY RELATE TO INDUSTRIAL EDUCATION

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<th>Science and Technology</th>
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<th>Arts and Entertainment</th>
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### CAREERS AS THEY RELATE TO INDUSTRIAL EDUCATION (continued)

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CAREERS AS THEY RELATE TO MATHEMATICS (continued)

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### CAREERS AS THEY RELATE TO MUSIC

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**CAREERS AS THEY RELATE TO PHYSICAL EDUCATION AND HEALTH**

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<th>General Cultural</th>
<th>Arts and Entertainment</th>
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<tbody>
<tr>
<td>I B.A. or above</td>
<td>School Nurse Camp Director Community Recreation Leader Health Education Leader Playground Director Athletic Trainer</td>
<td>Physical Therapist Research Physiological Sanitary Engineer Recreation Therapist Occupational Therapist Hospital Rehabilitation</td>
<td>Park Supervisor</td>
<td>Teacher Phy. Ed. Research Physiological Sanitary Engineer Recreation Therapist Occupational Therapist Hospital Rehabilitation</td>
<td>College Athletic Coach High School Athletic Coach Sports Cartoonist</td>
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<td>II H.S. plus Technical</td>
<td>Playground Worker Sporting Goods Store Manager Salesman</td>
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<td>Aerialist Choreographer Dancer Dancing Master Professional Athlete</td>
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<tr>
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<td>Agronomist Wildlife Specialist</td>
<td>Curator Science Teacher</td>
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<td>Anthropologist Chemist</td>
<td>Agronomist Wildlife Specialist</td>
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<td>Medical Secretary Chemical Secretary Salesman, Scientific Supplies and Equipment</td>
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<td>Taxidermist Glass Blower Dry Cleaner Textile Technician Lab. Technician</td>
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Integrating career information into the curriculum is not a new or a unique idea. Some subject areas have been doing it for years. However, the pressing need to do much more of this practice because of the quantity of information, and at the same time to do a quality job if the student is going to gain from the information, is a challenge which most high schools have barely met. Teachers are reluctant to assume responsibility for career information other than their own teaching subject because they feel that they lack sufficient knowledge and experience in the career guidance field. The counselor needs to become the catalyst for action as well as the consultant to form a continuing base of materials and teaching resources in career information.

COUNSELOR'S ROLE

... Help the teacher in the implementation of career information in his program.
... Provide the teacher with career information and materials.
... Serve as liaison between the school and the community in the use of career information.

TEACHER'S ROLE

... To provide experiences which will enable students to gain a fuller awareness of the career avenues growing out of the particular subject, and the nature of the role played by workers in these occupations.
... To contribute to the student's testing of reality by showing the relationship between the requirements of these careers and the education or training needed to meet them.
... To develop attitudes of respect for and appreciation of the social usefulness of all types and levels of work to which the subject may lead.

IDEAS AND SUGGESTIONS

The suggestions below are mere seeds which need to sprout and grow in the activities of creative teachers. Such teachers realize the tremendous importance and complexity of a career decision today. They also know their own subject matter field well enough to be able to give the field meaning in the work-a-day world.

The suggestions are not in any priority order. For these seeds to sprout and grow, the counselor needs to help with materials, methods, and moral support.
1. The counselor needs to gather a file of local people in various occupations so that teachers can use this as a ready reference in regard to career exploration activities in their classes. This could be student-gathered and student-run quite handily. Service clubs of the community are usually a good initial source from which to draw such people. Also, a person can be tried and rated, so to speak, by the teacher and class. If he does not meet the standard, he can be culled from the list. One needs to be careful to get all occupational levels, and this probably can best be done by the students rather than the faculty in terms of the contacts the latter can make.

2. Another resource pool should be films and film strips relating to different occupations. Again, teachers can use these within their classroom. Not only a list of films should be made available as to the various subject areas and career possibilities, but means should be developed where the teacher can obtain them whether from a district film library, a county library, or outside libraries.

3. The teacher should also have available a mini-career library relating to the possibility of jobs in terms of the subject matter being taught. This also could be done on a departmental level and built over a period of time with the help of the Guidance Office. The important thing is that it be available to students in the classroom, not in a vocational file isolated from student traffic.

4. Another idea is to feature a department of the month within the school. There could be all sorts of activities in regard to that department and its relationship with the working world. For example, there might be a major display in the school display case created by the Art Department. There could be a major story featuring that department in the school newspaper. There could be regular programs given during that month, whether before school, during activity period, after school, or in assemblies, featuring people who might have graduated from that high school who are within occupations to which this particular department contributes. Again, the appeal here is to people who are teaching their own subject matter area. If they are proud of it and believe in it, they'll do a lot of work to show the students possibilities within that area.

5. Mini-courses have been tried in some schools. These are courses that concentrate on the career possibilities of a particular area; for example, Home Economics. In this case, the Home Economics Department ran a series of programs after school showing career possibilities such as fashion, interior design, quantity cookery, chef work, personal care such as cosmetologist, etc. It proved to be most popular.

6. Mini-units might be tried within subject matter courses. For example, a class period might be spent on the career possibilities within electricity in physics or industrial arts. If interested, the student then could look into specifics in the Guidance Office. This can be done in most subjects. It is a good starter with teachers who are hesitant in presenting career information because of their feeling of lack of background.

(continued)
7. There are a number of school clubs that follow a career line today, such as Future Teachers, Future Homemakers, Future Nurses, Explorer Scouts, etc. Sponsoring such clubs within a school can fill a real need to students who feel that they have a definite career interest. It gives them a real chance for exploration and at the same time they can be informing other segments of the student body.

8. Field trips are usually cursory in the way they are handled at most schools. To make a field trip a quality one in the sense of career guidance, a lot of groundwork must be done. For example, if it is a tour of a local plant or business, the tour director of that plant or business needs to be oriented by the counselor in order to give the type of information that is needed to inform students on career goals. It shouldn't be a tour to publicize the particular business. One school, because it could not afford bus trips, investigated the idea of walking field trips. These were tried within the business neighborhood of that school. They extended from one to two class periods. It was found that the businesses were most cooperative, and through an advance orientation by the counselor, provided excellent information in terms of description of jobs and in terms of employment requirements for the students of that school. The businesses seemed to see it as a public relations gesture to the student body. The students' needs were satisfied in the career area. Both seemed happy with the arrangement.

9. There is the area of specific classroom activities. For example, when one deals with news media. The newspaper or magazines are a rich resource in regard to career possibilities. Any front page of a newspaper examined by students can produce a number of job labels and titles which can be investigated. The ads do this also, especially the want ads in regard to employment. This media can provide a real stimulation for creative activity.

10. Actual units in regard to careers are offered in many schools. However, they are usually fragmented and the feeling that they have to relate to the particular subject matter field is such that many times they lose the quality of instruction that could be had if there wasn't this feeling. For example, an area that is commonly utilized for a unit is English. This is done because certain skills can be developed within that area, such as speaking, writing, and reading skills. For example, the autobiography unit can be built around the careers of various people; the writing can be done by researching a particular occupation. The speaking skills can be demonstrated in panel discussions of important employment questions, such as "Are women treated fairly in the labor market?" Another subject that is commonly utilized is social studies. There are possibilities in geography, history, civics, or social problems. Many different career slants can be taken if the teacher is interested and if the counselor is interested in acting as a consultant.

11. Actual career units or courses are offered in some high schools, usually at the early high-school level. However, one major drawback is the fact that the school feels that it fulfills its obligation with that, and there is no continuity in terms of information and experiences. The follow-up tends to be small, and the initial impact is lost as the student continues to examine himself and the labor market.

These are only a few suggestions in terms of the possibilities of how the classroom and the teacher can be utilized in career information and experiences. Feel free to add your own.
Research on careers has established that career decision is a process, not an event, and may occur a number of times in a person's lifetime. There are more crucial decision-making points, of course, such as entering high school, leaving high school, leaving college or other advanced training, joining the Armed Forces, leaving the Armed Forces, etc.

However, taken in a long-term context, these are career decision events which make up the career development process:

For an individual in our American culture with the freedom of career choice possible, decision-making skills in regard to career choice become a must, as pictured in the diagram above. However, most of us have picked up what skills we possess as by-products of the decisions we have been forced to make. In other words, these skills have been accumulated in a helter-skelter fashion, and if examined systematically, might appear to have many loopholes. They may have a "personal fit" but be quite distant from reality such as the labor market.

Because we have this freedom of career choice, and because we are practicing it continuously, both in the real world and in our dream world, career decision skills are especially important in the career recycling process. Otherwise we easily can "fence ourselves in" by decisions which are faulty because of our own lack of information about careers and/or about ourselves.

Career decision skills, which can be utilized by the individual in a systematic manner, are the goal of career guidance.

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Career information and self-exploration are common starting points for all of us. As individuals, we incidentally, but regularly, pick up bits and pieces of information in these two areas which we integrate into many unique patterns—some realistically fitting, and some that are quite ill-fitting. In regard to self-exploration, these areas of information include abilities, interests, and values.

The informal input is daily—from family, school, friends, church, and TV. Since so much of the information can be incorrect about careers and self, therefore misleading, cannot more systematic ways be evolved to help make the ever-changing picture for the individual a more realistic one?

The dispensing of career information from the school's standpoint has been at the high-school level, near the point of entrance to the world of work. This is much too late if the assumption is accepted that career decision-making is a process and not an event. In addition, the dispensing of this information, at the high school, community college, and four-year college level, has been largely haphazard. Take a random sample of students at any of these levels, and the preponderant evidence is how ignorant they are in regard to career information. And their future is so many times based on their ignorance.

To dispense reliable, accurate, up-to-date career information is a tremendous task in itself in our fast-paced culture. How about a somewhat realistic picture of self? This even grows more complicated with feelings and attitudes generated through one's life span.

However, each individual must answer to two important questions in the growth process. The first is identity—Who am I? The second is direction—Where am I going? This growth process is life-long. Experiences change the answers continuously. For example, what about the unemployed aerospace professional at the age of 40?

In the career-planning process, an individual can enter the "pie" in the areas of career information and self-exploration at any point and at many levels of sophistication. How does he bring these innumerable loose ends into focus? And when?

Integration begins when the child starts sizing-up careers as related to himself. This happens at the pre-school level. For example, after hearing a siren, "I want to be a fireman!" An example of the more formal approach to integration in the career-planning process is a junior high school student planning his senior high program. The process is more formal because there may be outside information to help him, such as tests in regard to abilities, tests and grades in regard to achievement, inventories in regard to interests, experiences in regard to personal strengths and weaknesses. The integration can be more formalized through both group participation (units) and individual reaction (with counselor, parents, teachers). The integration process is not a singular event. A person must go through it again and again, such as informally (as with one's peers) and formally (with a counselor). In gaining the insights needed for the uniqueness of his own self-direction, he is also learning career-decision skills so that he can become more knowledgeably independent in the decision-making process.
In summary, no pieces of the "pie" can be missing in career planning. A person can enter in at any point, but must select pieces from every quarter if he is to grow in his career-decision prowess. His sampling of the pie should be frequent, and our society should provide more formal, systematic means so that an individual can return at increased levels of sophistication.
NEED FOR NEW MODEL

The freedom to make one's own career choice in America is considered inviolate. It is the key to climbing the ladder of social and economic betterment. Yet, the restrictions on this choice are numerous, and the freedom of choice becomes a myth for many. In addition, the constantly changing scene of needs of the job world presents demands that a free-choice system is hard put to meet. If we consider career choice as a sacred right, increased efficiency for the system and increased satisfaction for the individual must be found.

Guidance, especially secondary school guidance, has emerged from the vocational guidance movement. That the school should train and help place individuals in the economy has been an accepted fact for years. The raison d'être of counselors has been largely based on this vocational guidance role from the standpoint of the general public. Supposedly, school counselors are "experts" in the present system of fulfilling job needs through individual choice. However, counselor certification requirements in most states reveal one required course in the area of career guidance. How woefully inadequate is this preparation! Actual activity in the career area by the counselor becomes subservient to clerical and pseudo administrative roles. The constant excuse by the counselor for the lack of career guidance is "No Time." This is largely a facade for the lack of knowledge and skill by the counselor in this area. Time becomes available for important things. Career guidance is not important in the eyes of most counselors; they have not been trained in its importance. However, the students feel it is important. In a 1969 study in Orange County, California, 6,500 twelfth graders were polled in regard to the importance of career planning. Three out of four said that they needed help and had not received it.

MODEL

Career guidance is defined here as programs which promote career development in individuals. Career development is defined here as the continuous process of self-development over the individual's life span through education, work, and leisure.

Career guidance is considered only part of the counselor's role by most counselor educators. This role confusion concerning career guidance has been a subject of discussion for years. Career guidance is constantly mentioned but usually is not developed in any effective sense. The question arises, Can every counselor be a career specialist? The writer thinks this cannot be true. Most school counseling staffs already specialize in career information. However, this specialization is very narrow. The result is that no student has access to the array of information he needs, and no one counselor has the time to develop the global informational program that the student body needs as a whole.

The following model is predicated on the fact that there will continue to be general practitioner counselors present in the school. These counselors are central to the whole scheme.
They carry the same student load for several years and know the student best. They are the ones who can help the student integrate into his self concept the career information he has obtained from school, home, and community sources. However, these sources have not been systematically developed to the advantage of students. Much of the information available is in the form of folklore and stereotypes, and most of the rest is badly outdated. The rapid pace of change makes it imperative that expert help be available in the areas of career information, vocational development, and decision-making. This help is needed by counselors, teachers, parents, and the students themselves.

The career-guidance specialist need not necessarily emerge from the counselor ranks. He must possess a broad enough background to assimilate the many nuances of the working world; he must possess leadership qualities because he must constantly sell the importance of career development to the many audiences a school or college serves; and he must have the aptitude to learn the necessary management skills to coordinate the multiple facets of a career-guidance program.

The career-guidance specialist would be the expert in career development, career information, and career training opportunities. The career-guidance specialist would not carry a regular student or teaching load but be the consultant to the pupil personnel staff, work experience coordinators, and the faculty of the school itself. He would also be the liaison person between school and community in regard to career information and guidance. He would emphasize building career guidance into the important position it deserves within the school's curriculum. This particular model is as important in the community colleges as it is in the high schools. For example, in one junior college in Orange County last year, 58% of the freshman students dropped out without adequate preparation for the working world.

It would be the responsibility of the high school career guidance specialist to extend the career information program to the feeder junior high schools and elementary schools. His goal would be a systematic program in the presentation of career information to students. Along with this presentation would be helping the student develop planning and decision-making skills to face a working world of constant change.
CAREER GUIDANCE SPECIALIST MODEL

Robert J. Swan
California State College, Long Beach
1972

INFORMATION RESOURCE

To direct a Career Guidance Center serving students and faculty with audio, visual, and printed materials and information systems for career and training opportunities.

EVALUATOR

To monitor current trends in the labor market and social and educational issues as they focus upon changing career patterns. To evaluate on-going programs in terms of change, and assist staff in adopting the career education programs which can meet current demands.

CONSULTANT

To consult and in-service train counselors, work experience coordinators, and faculty in developing multiple ways of dispensing career information, in instructing concerning the facts of career development and career decision-making, and in helping students realistically integrate such information into their self concepts.

LIAISON PERSON

To bring the community into the school with career and training information and to bring the school to the community with career exploration and work experience programs, field trips, career demonstrations, and individual visits.

CATALYST (FACILITATOR)

To facilitate more effective involvement of professional staff at the elementary, secondary, and higher educational levels in systematically introducing into the curriculum career information and self-exploration through units, courses, and mini-courses. Included would be maximal provision for student exploration, planning, and decision-making.
WHERE ARE THE JOBS FOR EVERYONE?

Morris Slutzberg

With all the emphasis being placed on the necessity for everyone to "go to college," little consideration has been given to whether there are enough suitable jobs for the increasing numbers of college graduates. According to the latest information from the Bureau of Labor Statistics, of the more than 80 million persons gainfully employed in the United States, only 11 percent work in occupations requiring a college degree. Some of these occupations are those of doctor, lawyer, teacher, accountant, engineer, and members of the clergy.

During 1969, more than 53 percent of our youth were in the process of receiving a college education; in the next few years, according to educators, this figure will increase to more than 65 percent. If our total employment needs require college graduates for only 11 percent of the known occupations, where is the excess number of college graduates going to find suitable employment? At the present time, there is an overabundance of Ph.D.'s on the labor market, and many of these graduates are finding it extremely difficult to obtain employment commensurate with what they think their educational backgrounds demand.

One of the anachronisms of our present system of education is the unwritten code that assigns superior status to college education, a status which is not accorded any other type of education, such as in technical, commercial, business, sales, mechanical, and industrial skills. This unwritten code is an old tradition and is no longer relevant. It is time for us to realize that all forms of education merit equal status.

The labor problems of the past decade have made clear that each occupation has a role in our daily living, our health, and our economy. We have also been made aware that the benefits received by persons in occupations that do not require a college education in many instances not only equal but exceed the benefits received by persons working in occupations requiring a college degree. Many of these jobs pay high salaries and have excellent fringe benefits that include job security; extra pay schedule for overtime; long vacations; life, accident, and health insurance; excellent working conditions; and early retirement at half pay. Many of our college graduates work on jobs that do not provide all these benefits.

Recent data from the Bureau of Labor Statistics indicate that approximately 89 percent of the present number of employed persons work in the following general types of occupations that do not require a college degree.

1. Fourteen percent in jobs for which a post-high school education and/or apprentice training from 6 months to 2 years is required. Some of these occupations are in the engineering, science, and medical technologies; electrical and electronic maintenance and service; automotive and aeronautical maintenance and service; building trades; highway construction and maintenance; graphic arts; and health services.

2. Fifteen percent in jobs for which a high-school education is generally required. Some of these occupations are clerical and related office procedures, professional related services, public service, sales, building trades, highway construction, automotive driving, mechanical repair, and hotel service.

(continued)
Where Are the Jobs for Everyone? (continued)

3. Thirty percent in jobs for which high-school education is preferred but not essential. Some of these occupations are clerical procedures, personal service, government service, health service, food service, machine operation, manual operation, hotel service, building trades, and railroad operation.

4. Thirty percent in jobs that are not classified. Some of these occupations are military services; elected and appointed officials in all branches of federal, state, and local governments; and general labor requiring no particular skill or education.

Changes in the outmoded curriculums and unrealistic standards for all pupils in our present educational systems are long overdue. It is time to bring our educational programs in line with present-day demands. We must "tell it like it really is."

Equal education does not mean that everyone must receive the same type of education, but that everyone is entitled to the opportunity to select the type of education he desires and is capable of absorbing commensurate with his learning ability. In order to be successful in adult life, it is not necessary that one obtain excellent marks in every phase of knowledge. It is not necessary that an auto mechanic excel in mathematics or English, nor an accountant be well versed in history or geography, nor a secretary be knowledgeable in law or a foreign language (except in the case of secretarial work in a law firm or in a bilingual agency, for example).

It is also unrealistic and misleading to assign a superior status to college graduates, for, as stated earlier, all jobs are important and essential to the economic and cultural health and growth of our country. Students should be made aware that many jobs other than those requiring a college degree pay good salaries, have excellent fringe benefits, and present opportunities for advancement. Thousands of new jobs have been created by modern technology during the past decade, and new jobs are continually being created. At present, consider all the new jobs that will be created in the various branches of the rapidly growing fields of ecology, medical and paramedical technology, plastics, and electromechanics.

To meet the needs of our constantly changing job requirements, it is no longer feasible to have the curriculums in our educational institutions dictated by the uninformed demands of representatives from academic colleges, teachers colleges, politicians, and parent organizations. Rather, representatives from business, industry, commerce, trade unions, government, and the professions, in cooperation with educators, should take an active part in formulating curriculums and standards to meet the needs of our changing times. They should also inform students and parents as to where various job opportunities are in their particular fields of employment.

By attacking the problem at the local level, as well as at state and national levels, we can begin to change the traditional outlook and identify the new and emerging jobs for everyone.

[Quoted from HIGHLIGHTS, a publication of the State Education Department, Bureau of Guidance, Albany, New York, from an editorial by Morris Slurzberg which appeared in the April/May, 1970, Technical Education News.]