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

Curriculum Bulletin Number 73CBM1

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SECTION N

FINE ARTS and HUMANITIES CAREERS
CLASSROOM PRESENTATION
OF THE
CONCEPTS AND PROCEDURES
OF
FINE ARTS AND HUMANITIES OCCUPATIONS

I. Behavioral Objectives

A. Eighty-five percent of the students will write a review of a recent show. They will then discuss five or more jobs “behind the scenes” of the show.

B. Forty percent of the students will attend a stage production. They will draw or write an interpretation of the live show.

C. Seventy percent of students will participate as actors or actresses in three-minute skits that entertain the class.

D. Thirty percent of students will improvise roles of behind-the-scenes workers who would be employed if the skit were presented professionally.

E. Sixty percent of students will read about opportunities for bilingual people.

II. Instructional Procedures

A. Only scripts suitable to the average age and ability level of the class will be used.

B. Students will make or borrow props that are reasonable facsimiles of those used professionally.

C. Tapes or recordings of background music will be chosen for universal appeal and appropriateness to the theme.

D. Purpose and plan will be emphasized in all activities. Ability and interest will be considered.
Suggested Activities

Each student will complete one or more of the following activities.

1. Write a paragraph about a production you attended at school, Miller Theatre Under the Stars, or in some other auditorium. Describe the teamwork that made the production possible.

2. Attend a performance of a Merry Theatre Festival in January or May (call Alley Theatre for dates of productions). The actors are made up of students from the Alley School of Acting. They range in academic school age from fourth grade through high school.

3. Take a tour of the theater. In one paragraph describe what you saw.

4. Attend a concert. Write a report about what you enjoyed about the music you enjoyed.

5. Take part in a show or production in a school or community production.

6. Write a play.

7. Direct a play.

8. Present a musical number.

9. Interview a technical worker behind the scenes of a theatre. Record or write the information obtained.

10. Visit a television studio. Write a description of three people involved in fine arts work.

11. Visit an art museum. Write or tell about two or more types of art that appealed to you.

12. Interview a musician. Tell what qualifications are needed to be a good musician.

13. Write a paragraph about your favorite actor, actress, or music artist. Write a paragraph about the history of this actor, actress, or artist.

14. Interview a painter. Write a paragraph about the artist and the canvas or painting you interviewed.

15. Collect information about the art of Wassily Kandinsky. Write a report on the techniques involved in his work.
16. Call the placement department at the University of Houston, St. Thomas, or Rice. Ask for information on job opportunities in the area of foreign language.

17. Interview your favorite English teacher. Ask for information on qualifications in creative writing. Share your findings with the class.

18. Call a publisher. Get information on current and future needs for writers. Write one or more paragraphs to relay information given you by the publisher.

19. Write a story that centers around a student who is preparing himself to become a creative writer. It can be fictitious or biographical.

20. Bring to class samples of music or sound effects that tie in with the theme of a story. Explain the purpose of the music.

21. Call a government agency for information on foreign language needs. Write the specific departments contacted and job descriptions. (Example: Peace Corps)

22. Visit an airline personnel office. List three jobs that require knowledge of a foreign language.

23. Go to Bank of the Southwest. Collect information on jobs for people who speak two or more languages.

24. Call the personnel office of a publishing company (newspaper or magazine). Ask for information on present and future opportunities for creative writers.

25. Draw or trace a map that shows a recent archaeological expedition.

26. Call Methodist Hospital. Ask what opportunities are open to a person who can speak two or more languages. Write a paragraph on the information acquired.

27. Take notes on a class speaker who explains careers in Fine Arts or Humanities.

28. Clip two or more want ads for opportunities in Fine Arts and Humanities. Put these ads in your notebook.

29. Make a poster for the Fine Arts and Humanities Career Field.
III. Performance Goals

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

IV. Evaluation

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

Flexible Lesson Plan

First Day

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

Hand out "Suggested Activities" to students.

Second Day

Guest speaker or study tour (See appendix.)

Third Day

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

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

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

Fourth Day

Presentation of work of students
APPENDIX

1. Interdependence Chart

2. H.E.W. Chart

3. Stories, Data, Activities

4. Went Ads

5. Predictions

6. Resources
   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials

7. Saturation Wheel
## FINE ARTS - interdependence - Examples of a Few People and Places

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### Job Clusters

#### Creative Writing
- Novel
- Poetry
- Essay
- Drama
- Short Story

#### Humanities
- Foreign Languages
- Classical and modern
- Linguistics
- English Language

#### History
- Cultures

#### Fine Arts
- Painting
- Printmaking
- Sculpture
- Musical composition

- Performing Arts
  - Dance
  - Dramatic Arts
  - Music
  - Film-radio-television
- Performing Arts Design
  - Stage set design
  - Stage lighting design
  - Costume design
- Performing Arts Production
  - Stage set construction
  - Stage lighting
  - Costume production
  - Stage management

#### Artist Management
- Union relations.
- Performing and non-performing
- Public relations

#### Visual and Graphic Design
- Illustration
- Industrial design
- Fashion design
- Environmental design

#### Media
- Film and tape editing
- Film processing
- Scenes and recording operation

#### Management
- Planning and policy administration
- Data interpretation
- Personnel and labor relations
- Communications

#### Media Management
- Operation techniques
- Data handling
- Audio analysis
- Communication skills

#### Supervision
- Operational procedures
- Processing techniques
- Personnel relations
- Communication skills

#### Personnel
- Personal practices
- Communication skills
- Skill development
- Career orientation
MUSIC CAREERS
(Notes from interview of Mr. Thomas Molloy, Assistant Librarian and Musician
for the Houston Symphony Orchestra)
By Mary Elizabeth Schell

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

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

All musicians belong to the American Federation of Musicians. It is an affiliate of A, F, of L, and A. F. O. This organization is known as the musicians' protective union as it assists musicians in maintaining favorable working conditions. For example, the present basic salary for an entry level performing musician with the Houston Symphony is $2,150 per week. When the symphony travels, extra fees will be paid to cover the travel expenses.

ART CAREERS
(Notes taken when interviewing Mr. Thomas Lee, Curator, Houston Museum of Fine Arts)
By Mary Elizabeth Schell

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

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

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

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

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

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

There is no city-wide art club, but there are a number of opportunities for art displays. One opportunity is in October at Market Square. Another example of a city-wide exhibit is sponsored by the Houston Post. This art festival is held in the spring each year and is open to all students. Watch the daily newspapers for more information as to when and where art work should be taken for exhibit.
COMMERCIAL ART CAREERS
(Notes from interviewing Miss Ellen Chadick, Academy of Commercial Arts)

By Mary Elizabeth Schell

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

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

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

There is no union for artists; so the salary varies a great deal. At this time a beginning salary for a commercial artist in Houston is between $2.50 to $4.00 per hour. Large companies are able to pay higher salaries. Some commercial artists are paid $50.00 per hour.

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

A student who wants to get involved in art should take as much art as possible in high school. Upon graduation, the student should enter an art academy or a university to continue his studies. A university course requires four years. An art academy requires 18 months of day-time classes that meet six hours a day or 2 months of classes that meet at night.

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

THEATRE CAREERS
(Notes taken when interviewing Mr. Bill Pogue, Business Manager of Alley Theatre)

By Mary Elizabeth Schell

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

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

A tour of the Alley Theatre's workshop will surprise the visitors, for it includes special work in the designing and building of sets, lighting effects, costume research, sewing, dry cleaning, wig making, and even a workshop for making props. Props are small objects used by actors and actresses on the stage. A set is the large background, flats, and furniture. The size and versatility of the shops in the Alley's underground floor are amazing. Huge elevators carry the sets to the stage.
Another union for theatrical workers is the International Alliance of Theatre and Stage Employees. This union organizes employees who take care of the technical tasks and the labor required in building a set, handling lights, props, costumes, and other work behind the scenes. The Alley employees are not involved in this union.

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

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

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

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

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

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

Alice F. Schill

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

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

The family backed her, too. There was no lack of encouragement from her parents, but an assistance from her younger brother and sister. Each of them came to continue her genuine enthusiasm for the arts. "The three of us, with the help of neighborhood kids, were always ready to entertain any friends or neighbors who came to visit." Their play days consisted of plays everyday.

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

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

While Caroline was progressing in the theatre world, her brother, Carl Chaton, was also making his own success roles. He became a television director. This means he was an assistant director for several major film studios. He was also cast as director for minor roles on location. Recent movies he has cast in or near Houston are: "Brother Metcalfe," "The Hero Who Came to Dinner," and "The Last Picture Show."

Now, foundation grants for theatre productions are being observed by Caroline. A foundation grant is a sum of money that a charitable organization give to worthy causes. Caroline's school of Musical Theatre was started to help young hopefuls who want excellent theatre training. Productions to be given soon (1973) are: "Carlotta, Countess of Musk," and "The Sound of Music."

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

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

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

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

INTERSCOLASTIC LEAGUE CONTESTS

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

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

BY SHIRLEY BUTLER
Free Arts Staff

It seems only a short time ago that the world was introduced to the kinetic sculpture of M. Cheney. His naturally kinetic art is a phenomenon unto itself. Cheney's sculptures are not made of traditional materials, but rather are manipulated by light and motion. In his "Accelerator" light box, the artist has created an environment where light and movement interact to create a kinetic experience for the viewer.

Cheney's interest in the relationship between nature and machines is evident in his work. He believes that the knowledge of both is essential to create effective art. "I cannot imagine making art without an understanding of both," he says. Cheney's work often consists of large-scale installations that incorporate natural elements, such as water and wind, into his sculptures. This integration of nature and technology is what sets his work apart from others in the field.

Cheney's sculptures are not only visually striking but also interactive. The viewer is encouraged to touch and manipulate the pieces, creating a personal connection with the art. This interactive aspect of his work has gained him a loyal following among art enthusiasts.

Cheney's work is not limited to the United States. His pieces have been exhibited in galleries and museums around the world. His sculptures have been featured in numerous exhibitions and have been collected by art lovers from different countries.

Cheney's kinetic sculptures are not just art; they are a statement about the interconnection of nature and technology. "I believe that art should be a reflection of our world," he says. "It's not just about creating something beautiful; it's about creating a dialogue between the artist and the viewer."
Archeology is an example of humanities.
An archeologist is one who studies and diggs for relics that explain part in history.
How a Musical Comedy Is Born

BY ANN HOLMES
Fine Arts Editor

"Well, I'll admit it. I am not sleeping all that well!"
That was the first-playwright Jim Bernhard confessing.

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

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

It was as long ago as October, 1969 that Young solicited Bernhard on the idea of an original show.

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

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

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

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

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

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

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

"It's a big job. I had a lot of parts to write, so we've had to make some changes."

Battista, a trumpet player for the Houston Symphony, says writing a book is a far more difficult task than the score itself. "I think the book is the most important part of the show."

"It's hard to believe that with a fantastic opportunity like that he hadn't even got any nibbles."

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

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

"Sir Jack" opens daily with Bernhard on synthesizing harmonies with melody. He found trying to reflect the tone of a scene in his music the most challenging task but the laborious study of orchestration the most wearing on his psyche.

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

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

"That's too tough to do!"

BY JOHN SCARBOROUGH
Fine Arts Staff

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

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

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

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

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

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

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

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"That's too tough to do!"

Houston Chronicle
August 9, 1972
HCCAA HOLDS ART SHOW

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

HCAA also tries to promote public interest in the field of fine arts. The association maintains a traveling library show each month in the various Houston Public Library branches. Contributions have been made to Taping for the Blind and other charities.

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

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

W A N T  A D S

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

Students
Character actors
pantomimist
and dancers;
quality Curtain not experienced
748-4500 ext 385

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SINGING TALENT
SEARCH
Leading Record Co.
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Be Recorded
and is Free.
PHONE
224-7766

For Houston Chronicle
October 26, 1972
FINE ARTS AND HUMANITIES PREDICTIONS

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

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

JONES HALL CIVIC CENTER
615 Louisiana
Houston, Texas 77002
222-3561

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

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

Description: Record publishing and producing company.
Specifications: Welcome tourists, students, U.S. and foreign groups, no minimum; maximum 10; need one week advance notice; attire may be casual; tours narrated; tour time 10 a.m. to 4 p.m.
Tour classification: By arrangement only.

THE MUSEUM OF FINE ARTS
1001 Bissonnet
Houston, Texas 77005
526-1361

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

ALLEY THEATRE
615 Texas
Houston, Texas 77002
228-9341

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

Rev. John A. Bosman
Rector, St. Michael's Episcopal Church

Rev. A. L. Paterson, Jr.
Baptist Minister - 1st Corinth Baptist Church

Father Jack McKinnan
Catholic priest - Resurrection Catholic Church

Mrs. Edna McNutt
(Music) Administrative Assistant to James Hall Civic Center
Houston, Texas

Mr. Hill Pome
(Doctoral Business Manager, Alley Theater, Houston, Texas)

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

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

Mr. Kenneth A. Millo
Director of Religious Education
Congregation Beth Israel
5600 N. Braeswood
Houston, Texas

Rabbi Roy A. Walter
Congregation Emanuel
1500 Sunset Blvd
Houston, Texas

Father M. Doh
St. Joseph Catholic Church (He will speak in English. Also, students are invited to speak in the Mexican culture in Spanish. Call him for details.)

Mr. Lawrence C. Marshall
Attorney with Phillips. He will speak on human relations subjects for all ability levels.

P.O. Box 1667
Houston, Texas 77004

Mr. Martin M. Naidon
Attorney with Martin, Naidon, & DeCoskey, P.C.
Houston, Texas
### FINE ARTS AND THE HUMANITIES - MEDIA

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<td>The Artist at Work</td>
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<td><em>Jacques Lipchitz, Master Sculptor</em></td>
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<td>Pictures artist at work</td>
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<td>Careers in Fine Arts: Filmmaker</td>
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FINE ARTS BIBLIOGRAPHY
Trained Materials Professional Library

ART

745.4  Anderson, Donald M. Elements of Design. N. Y., Prentice and Winston, 1964


MUSIC


DRAMA


PLANT HUES

## Bibliography

### Pamphlets

<table>
<thead>
<tr>
<th>#</th>
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<td>Ford Educational Affairs Dept, Dearborn, Michigan</td>
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<td>2</td>
<td>&quot;V.A. Cameraman&quot;</td>
<td>Texa View.</td>
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<td>3</td>
<td>&quot;Singers Last Sheet&quot;</td>
<td>Am. Guild of Musical Artists, 1841 Broadway, New York, New York 10023</td>
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<td>4</td>
<td>&quot;Dancers Last Sheet&quot;</td>
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<td>&quot;Career Briefs&quot;</td>
<td>Dr. top Career Kit</td>
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### Books Available in the Library

- **Careers and Opportunities in Commercial Art**
  - J. Burdiles, Dutton, 1963

- **Careers in Music**

- **Art for Poster and Graphic Design**
  - Neil S. Fujita, R. Rosen, 1968

- **Dress**
  - W. Terry, Crowell Collier, 1964
CAREER INFORMATION FOR YOUR FIELD OF INTEREST

Get recent books and magazines from public or school library.

Go to see the State Employment Office.

Visit places of work.

Know your Social Security Number and Laws of U.S. Department of Labor.

Practice writing letters of application. Keep your resume up to date.

Do volunteer work.

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Practice writing letters of application. Keep your resume up to date.

Do volunteer work.

Join clubs. Find hobbies and crafts that tie in with your interests.

Make your own visual aids.

See films on careers.

Check newspapers and magazines.

Interview friends, relatives, neighbors, civic, and business leaders.

Atton classes in careers and related subjects.

Keep up with changes in the working world.
SECTION 0

CONSUMER and HOMEMAKING-RELATED CAREERS
CLASSROOM PRESENTATION
OF
CONCEPTS AND PROCEDURES
OF
CONSUMER AND HOMEMAKING CAREERS

I Behavioral Objectives

A. Eighty percent of students will list various duties involved in cleaning house, cooking, yard work, child care, or other homemaking jobs.

B. Sixty percent of students will demonstrate the teamwork and time needed for satisfactory completion of homemaking and consumer careers.

C. Twenty percent of the students will analyze and predict new opportunities for consumer careers.

D. Sixty percent of students will apply consumer career training to their own plans for making purchases.

II Instructional Procedures

A. Activities and exercises will include personal, home, and consumer responsibilities of both boys and girls.

B. Background materials for the career corner and bulletin boards will be collected and displayed before this unit is introduced.

C. Speakers, study tours, and films will be secured in advance.

D. An exchange of classes between career orientation and homemaking might be planned well in advance. Boys as well as girls should be included in mental as well as decision making roles for the homemaker and consumer.
Suggested Activities

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

1. Interview someone in a homemaking career; for example, teacher, 4-H leader, utility demonstrator. Tape or write your conversation. Be sure to include questions from "Guide Lines for Discussions in All Career Fields" as found on p. 17 of the Evaluation.

2. Repair a broken toy for a day care center. Demonstrate steps taken in repairing the toy. For extra credit, ask a repair department what cost would be involved if you had the toy repaired by someone else. Subtract the price of materials you used and tell the class how much money you saved by doing the repairs yourself.

3. Write a three-page research report on careers which resulted from "Nadar's Raiders."

4. Make a useful or decorative object for the house by using inexpensive materials. Show the object to the class and tell the approximate amount of money you saved by doing it yourself rather than by buying it ready made.

5. Invite a guest speaker to class for this unit. Be sure to check with your teacher before setting a firm date.

6. Write a thank-you letter to the guest speaker.

7. Prepare a poster on careers in homemaking.

8. Prepare a poster on consumer careers.

9. Summarize a film which you have seen in this unit.

10. Volunteer as a helper in a day care center. Tell the class about your plans. Follow through on your agreement.

11. Become a consumer expert for your family by comparing the same or similar items of equal quality at three stores.

12. Pretend that you are a home expert demonstrating the preparation of a tasty food. Share the food with the class.

13. Make a bedside table for your room from a wooden crate obtained from your grocer. Be creative. If possible, show it to the class.

14. Volunteer to do yardwork for your family or a neighbor who needs help. Keep a record of the work you do and the time you spend. List the skills needed to do an excellent job. If you plan your time wisely and do thorough, neat work, you may be able to organize a lawn service for neighboring homemakers.

15. Visit a small claim's court after you have read "Careers That Protect Consumers" (in appendix). Report orally on the consumer protectors whom you observed in court. Give the duties of each person who worked on the case. Tell the dependence of each career on all other cases involved in the courtroom.
16. Read the story about Marvin Zindler (in appendix). Write your own story about another successful career in the consumer field.

17. Read the story of a successful homemaking career that started with D. E. training (in appendix). Interview a D. E. student who hopes to go into a career of homemaking or consumer. Share your interview with the class.

18. Read the story of a nutrition expert (in appendix). Call the number in the clipping and ask about qualifications, duties, and salary range of nutrition experts.

19. Your teacher has an article on cooperative buying (in the appendix). After she has read it to you, ask your parents about a visit to the Farmers' Market. Now pretend that you are a writer for homemaking tips. Make your readers aware of the advantages of coop buying. Give suggestions for organizing neighborhood groups.

20. Make your own instant slides of duties in Homemaking and in Consumer Careers. (Directions are in the appendix.)

21. Keep a diary of various duties and length of time required each week for one or more of the following: house cleaning, yard work, shopping, washing, mending, food serving, and dishwashing.

For extra credit, check specific wages you would pay to have the homemaking and consumer work done for you. You can get this information from Texas Employment Commission or domestic personnel agencies.

22. Pretend you are a nutrition expert and give the class a list of substitutes for meat. Also include the other foods needed daily for a healthful diet.

23. Visit a consumer expert who teaches college-level economics or business administration. Ask for facts needed to teach the class about credit problems. Explain to the class the dangers of revolving charge accounts and other credit plans. Use current figures from a credit application form.

24. Pretend to be a consumer guidance counselor who is advising a young couple about insurance which they will need for their car, home, and furniture. Give them facts on life, health, automobile, and property insurance.

25. Visit a homemaking teacher who can advise you on how to judge between treasures and junk. Now attend an auction sale (check the newspaper want ads for times and places). From your first-hand experience and the knowledge shared by the homemaking teacher, assume the role of a consumer expert. You have been instructed to guide a buyer when he looks at auction sales.

26. Be a family guidance instructor. You have been assigned to help families have good, nutritious meals on low incomes. Explain and/or demonstrate shopping, food preparation, and serving.

27. Assume the role of a dietician in a hospital. Tell your class what foods must be prepared for (1) general diet; (2) diabetes; (3) overweight patients; (4) underweight patients. Get help from your school nurse.

28. Take part in a cooking contest. Your teacher can tell you about one listed in the appendix.

29. Write for consumer guidance materials. Your teacher has addresses in the appendix.
III. Performance Goals
A. Comparisons of prices and qualities
B. Discussion of agencies that investigate workmanship and price
   i. Establishing time and money

IV. Evaluation
A. Oral and written discussions
B. Completion of assigned student activities
C. Summation of work on the wheel

Flexible Lesson Plan

Monday

Walk through of what Title are in appendix.

Give a short summary of "The Dependence of Few People and the Different" of the topic.

Hand out Textual Activity for explanation

Tuesday

Aft. Homemaking teacher to make classes with you for this day. Show homemaking teacher your objectives, activities, and evaluation. Be prepared to use your talents to fill the need and objectives of teachers.

Explain the unit to the leadership and study team. Be sure to relate plans at least two weeks before the unit

Objective:
Discuss recent newspaper articles that relate to declination with homemaking and the consumer

Wednesday

Student present of unit for year

Title: This title is to be covered in a day. Ideally, the content will be presented over and over, that a lasting interest will extend into all units and all future plans. Below we set forth a short summary of the plans

The homemaking program at your union in high school students. Students to an emphasis on two responsibilities in this field. Many students in this area are in love with love and are sensitive. The young men who are not. They will enter a full-time homemaking and consumer careers. The reason for discussion of these activities in this career field may be made for an awakening to a world of reality. The time is right for the information to be presented in an open discussion. Let the facts speak for themselves.
## CONSUMER AND HOMEMAKING

### Interdependence Examples of a Few People and Places

<table>
<thead>
<tr>
<th>Projected Needs</th>
<th>Careers</th>
<th>Place of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choices in buying</td>
<td>Quality control engineers</td>
<td>Public schools</td>
</tr>
<tr>
<td>Why?</td>
<td>Consumer inspectors</td>
<td>Universities</td>
</tr>
<tr>
<td>Understanding budget</td>
<td>Consumer reporters</td>
<td>Community offices</td>
</tr>
<tr>
<td>Rates of credit</td>
<td>Credit analysts</td>
<td>Federal offices</td>
</tr>
<tr>
<td>Examining quality</td>
<td>Credit investigators</td>
<td>State offices</td>
</tr>
<tr>
<td>Comprehending quantity</td>
<td>Lawyer</td>
<td>County offices</td>
</tr>
<tr>
<td>Small claims court</td>
<td>Family Management</td>
<td>Law offices</td>
</tr>
<tr>
<td>Whom?</td>
<td>Clothing instructors</td>
<td>Court house</td>
</tr>
<tr>
<td>Traveling husband</td>
<td>Housekeeping instructor</td>
<td></td>
</tr>
<tr>
<td>Working wives</td>
<td>Child guidance director</td>
<td></td>
</tr>
<tr>
<td>Real time and money savers</td>
<td>Nutrition teachers</td>
<td></td>
</tr>
<tr>
<td>Parent reading</td>
<td>Menu planning reporter</td>
<td></td>
</tr>
<tr>
<td>Food demonstrating</td>
<td>Food demonstrator</td>
<td></td>
</tr>
<tr>
<td>Guidance counseling</td>
<td>Nursery school clerks</td>
<td></td>
</tr>
<tr>
<td>Nursery school workers</td>
<td>Kindergarten teachers</td>
<td></td>
</tr>
<tr>
<td>Kindergarten teachers</td>
<td>Children's day care attendants</td>
<td></td>
</tr>
<tr>
<td>Children's day care attendants</td>
<td>Health clinic nurse</td>
<td></td>
</tr>
<tr>
<td>Health clinic nurse</td>
<td>Maintenance worker</td>
<td></td>
</tr>
</tbody>
</table>

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*ERIC*
Job Clusters
Cutting and Stenciling - Student may practice cutting paper using patterns provided by teacher.

Measuring and Layout - Student may practice measuring and laying out patterns on paper.

Practicing Lines and Letters - Student may practice drawing straight lines and letters to improve their fine motor skills.

Preschool Writing - Student may practice writing their name or simple words to improve their handwriting.

Doodling and Drawing - Student may engage in freeform doodling and drawing to explore creativity.

Artistic Expression - Student may create simple art projects to express their creativity.

Creating and Designs - Student may create designs and patterns, practicing their fine motor skills.

Planning and Organizing - Student may plan and organize their activities, developing their organizational skills.

Activity Preparation - Student may prepare materials for activities, developing their planning and organization.

Cooperative Design - Student may work in groups to design and create projects, developing their teamwork and communication skills.

Art and Expression - Student may engage in creative art and expression activities, developing their artistic skills.

Planning and Stenciling - Student may plan and stencil patterns on paper, developing their planning and creative skills.

Creating and Designing - Student may create and design their own projects, developing their creativity and expression.

Art and Design - Student may engage in art and design activities, developing their artistic and creative skills.

Planning and Arranging - Student may plan and arrange materials for activities, developing their organization and planning skills.

Cooperative Designing - Student may work in groups to design and create projects, developing their teamwork and communication skills.
Bake-Off
For Kids
Planned
Two for the Money.
A defendant may serve the complaint on the defendant in the county where the defendant resides or on the defendant's attorney. The complaint shall be filed in the court of the county where the defendant resides or on the defendant's attorney. The complaint shall be served by personal service or by publication. The defendant may file an answer to the complaint within 20 days after the complaint is served. The complaint may be amended at any time before the defendant files an answer.

A plaintiff may serve the complaint on the defendant in the county where the plaintiff resides or on the defendant's attorney. The complaint shall be filed in the court of the county where the plaintiff resides or on the defendant's attorney. The complaint shall be served by personal service or by publication. The defendant may file an answer to the complaint within 20 days after the complaint is served. The complaint may be amended at any time before the defendant files an answer.
A CONSUMER INVESTIGATOR

By Mary Elizabeth Schell

In the style of writing could be used as a sample of notes that will be used to introduce a speaker.

Biographical Notes

Mr. Marvin Zindler

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

1950 reporter and cameraman for Channel 2

1952 named Houston Press staff as a crime reporter and a photographer

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

1962 named as the outstanding officer of the year; brought 1200 fugitives to Houston in one year

1964 named to the District Attorney's office to direct the Consumer Fraud Division

1965 handled over 1200 written complaints by consumers; the complaints were followed with 200 criminal charges; each day there were 500 to 550 consumer calls

1964-1965 served Channel 13 staff as investigator for consumer affairs; present duties include:

- Investigating consumer problems
- Reporting findings through mass media
- Relaying information to suitable agencies which can take legal action

"It is necessary to be considered in planning for a career as a consumer investigator.

As a consumer investigator, Mr. Zindler has written articles in the last work of Mr. Zindler or other leaders in consumer..."
MRS. ADAMS' ANSWERS
By Mary Elizabeth Schell

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

The following material might be used to reinforce these more interroactive sentences: the text W- and How of journalism notetaking, outline.

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

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

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

Consumer and Home Appliance, Career Facts (1973)

Home Service Adviser

Outline

1. Education
   1. Technical degree (preferred) or past training
   2. Mechanical aptitude
   3. Experience
   4. Equipment

2. Skills and Abilities
   1. Must be flexible
   2. Mপe must have
   3. Must be technical

3. Personal Qualities
   1. Good health
   2. Attractive
   3. Good communication
   4. Must be warm and cordial

4. Other Information
   1. Must have a sense of humor
   2. Must have a sense of humor
D. Personality
1. Good listener
2. Good speaker
3. Extrovert

II. Duties
A. Researching
1. Equipment
2. Supplies
3. Recipes
4. Parties

B. Writing
1. Monthly company newspaper
2. TV programs
3. Tips enclosed with bills
4. Club activities
5. School Programs

C. Speaking
1. Schools
2. Manufacturers
3. Clubs
4. Home

III. Salary
A. Monthly check, entry level about $450

B. Fringe benefits
1. Company car
2. Discount on gas appliances
3. No interest on installment buying of gas appliances
4. Two weeks' vacation
5. Partial company payment of health and life insurance
6. Occasional entertainment from manufacturers
THIS YEAR'S PROGRAMS

INTERNATIONAL REVIEW
The world is a pattern of cultures, each of which has value. The world of food and drink is full of international excellence, and adventure is as close as your kitchen. Based on the absence of food ideas from Time and Life's "Food of the World" books, a 90 minute program is available on each of the following subjects:

The Cooking of Italy... an essay, study of the subtle tastes of Italian cooking. An important task can be assembled with careful tastes. The recipes are easy and relatively inexpensive. In other words, it has everything.

The French and Classical French Cooking... the difference between the provincial and the classical. Experiments with the abundance of rich cream and butter foods, soups, sauces and the variety of fresh vegetable cuisines. As in the world, it is still our minds.

The Cooking of the Vienna Empire... an essay into the empire of Austria and the dishes that represent art and the spirit of a people that imitate the old Nort-Heritage Empire.

THE SPICE SHELVES
The spice and herbs that this year are available in the spices, for their health and flavor potential. The flavors of various spices are used in the dishes of European, Oriental, and American cuisines.

CHRISTMAS CUISINE
The Christmas dishes from around the world.

CENTSABILITY
Variety, versatility, and economy in cooking.

MINUTE-MINDED MEALS
Recipes that you can prepare in the least time with the fewest ingredients.

FOOD BECOMES YOU
The concept of foods and their effects on health. The foods that you eat can be transformed into your body.
NEW CONSUMER PROTECTOR CAREERS

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

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

*extra credit*

The Houston Chronicle
March 18, 1973

Motown Blues

...a Sad Song for Some Motorists

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

BY LEONARD ARONSON

For they pointed out both the praiseworthy problems generated by the automobile. A perfect place to observe the current state of the marriage between man and his machine. Some critics claim America's marriage to the horseless carriage is on the rocks, threatening toward divorce court. Citing the usual grounds—infidelity, abandonment, physical and mental cruelty—they say the love affair with the "unresponsive" industry began to sour some 10 years ago.

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

Nevertheless, the auto industry has undergone some major changes in the last decade, and the public is beginning to feel the numerous benefits.
DIAL-A-DIETITIAN

529-6458

Dial-a-Dietitian is a free service provided by volunteers from South Texas Dietetic Assn. Dietitians will answer only general diet and nutrition questions. Call 529-6458 or write Dial-a-Dietitian, Box 17091, Houston, Texas 77218.

Dietary experts advise that there is no one single diet for everyone. Some diets are appropriate for pregnant women, athletes, and others in certain occupations, but most people should follow a diet that is high in fruits, vegetables, grains, and low in fat. A healthy diet is the foundation of a healthy life.

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

Dietitians work in hospitals, schools, social service offices, and many fine restaurants.

For more information, contact the South Texas Dietetic Association.
INTERIOR DECORATORS

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

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

Success Stories: Distributive Education Gave a Helping Hand

Education Gave a Helping Hand
YOUR FINANCES  
by Dan Leas, Jackson Junior High

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

In completing this exercise, you must follow the directions:

1. You will be given a monthly paycheck and 10 personal checks. You must write checks totaling your entire salary.

2. Choose from the list given to you those things which you want to spend your money for.

3. Fill out both the check and the check stub. Be careful in your addition and subtraction!

4. Some items must be paid. Be sure to pay for them first.

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clothing</td>
<td>$10.00</td>
</tr>
<tr>
<td>2. Entertainment</td>
<td>$20.00</td>
</tr>
<tr>
<td>3. Rent</td>
<td>$100.00</td>
</tr>
<tr>
<td>4. Car Payment</td>
<td>$80.00</td>
</tr>
<tr>
<td>5. Insurance (car)</td>
<td>$30.00</td>
</tr>
<tr>
<td>6. Fishing trip</td>
<td>$30.00</td>
</tr>
<tr>
<td>7. Food</td>
<td>$100.00</td>
</tr>
<tr>
<td>8. Movies</td>
<td>$8.00</td>
</tr>
<tr>
<td>9. Savings Account</td>
<td>any amount</td>
</tr>
<tr>
<td>10. Miscellaneous</td>
<td>any amount</td>
</tr>
<tr>
<td>11. Insurance (Personal)</td>
<td>$14.00</td>
</tr>
<tr>
<td>12. Records</td>
<td>$20.00</td>
</tr>
<tr>
<td>13. Doctor Bills</td>
<td>$24.00</td>
</tr>
<tr>
<td>14. New Watch (14 payments)</td>
<td>$40.00</td>
</tr>
<tr>
<td>15. Gasoline Any amount</td>
<td>$14.00</td>
</tr>
<tr>
<td>16. Shoes</td>
<td>$14.00</td>
</tr>
<tr>
<td>17. Haircut</td>
<td>$2.00</td>
</tr>
<tr>
<td>18. Flowers</td>
<td>$10.00</td>
</tr>
<tr>
<td>19. Miscellaneous</td>
<td>any amount</td>
</tr>
</tbody>
</table>
IS IT REALLY A BARGAIN?

A. Develop a plan for buying and storing.
B. Plan ahead and advertise.
C. Develop an inventory of seasonal items in home.
D. Focus on creating a comprehensive shopping list.

- Week 1

- Week 2

- Week 3

- Week 4

- Week 5

- Week 6

- Week 7

- Week 8

- Week 9

- Week 10

- Week 11

- Week 12

- Week 13

- Week 14

- Week 15

- Week 16

- Week 17

- Week 18

- Week 19

- Week 20

- Week 21

- Week 22

- Week 23

- Week 24

- Week 25

- Week 26

- Week 27

- Week 28

- Week 29

- Week 30

- Week 31

- Week 32

- Week 33

- Week 34

- Week 35

- Week 36

- Week 37

- Week 38

- Week 39

- Week 40

- Week 41

- Week 42

- Week 43

- Week 44

- Week 45

- Week 46

- Week 47

- Week 48

- Week 49

- Week 50

- Week 51

- Week 52
PORTERHOUSE STEAK vs BLADE CHUCK STEAK

1.59 COOKING COST PER POUND vs .79

45% WASTE PER POUND vs 44%

1.41 ACTUAL COOKED COST PER POUND vs .141

NUTRITIVE CONTENT OF COOKED MEAT PER POUND

<table>
<thead>
<tr>
<th>PORTERHOUSE STEAK</th>
<th>BLADE CHUCK STEAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>38 grams Protein</td>
<td>31 grams Protein</td>
</tr>
<tr>
<td>40 grams Fat</td>
<td>19 grams Fat</td>
</tr>
<tr>
<td>24 grams Carbs</td>
<td>19 grams Carbs</td>
</tr>
</tbody>
</table>

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

It's not for hobbyists, who can often buy parts. In addition to cash, revolving charges, and installment plans, some stores offer cash savings you have acquired by careful shopping. Ask about installation charges when you are shopping. Add these to any prearranged on the merchandise. Calculate in advance how interest charges will affect the purchase price. Most revolving accounts charge 14% interest on the unpaid balance. This can transform a low-priced item into a high-priced buy. Frequently, savings until a cash purchase can be made is the best policy. The simplest way to repay a credit card in a reasonable way is almost always through dealer finance.

Adapted from the text: "Wide World of Values" by C. R. Johnson, published by Simon and Schuster. Then when a bargain is available
so not to end up paying more, if possible.
TIPS FOR NEW CARDMEMBERS

If I have questions about my account, whom should I contact? The Account Representative at the address appears at the top of the monthly statement or on the back of the card. You may also call 1-800-366-2883 when you need to speak with an Account Representative.

I hold two Cards, one a Corporate account, the other an Executive (Gold) Card. May I send one check to cover amounts due on both accounts? If you are opening your Executive Card account, please send a separate check for each account with the appropriate fee.

I bought six tickets on the extended payment plan but now wish to pay for them in full. Can I simply send in a check to cover the amount of the tickets? Yes, both the Corporate Card and the Executive Card allow for payment in this manner. It is an option to choose a payment plan at the time of purchase. The Executive Card also allows for a lower interest rate on extended payments.

The 11th, 12th and 13th digits on the back of the card, the account number, should never be given to anyone. This number is used to identify your account. It should never be given out, even to the police.

A negative balance of the amount due will be calculated in accordance with a standard method and credited to your account in the event the payment is returned.

What do the 11th, 12th and 13th digits and the letter suffix mean on the Card? The AX simply identifies the account number on an access point card and does not affect the account.

The 11th digit of the account number is determined by your location and the card you use in conjunction with your account.

The Executive Card offers the ability to see the card number on the back of the card, but it is not a standard feature. The 11th, 12th and 13th digits and the letter suffix are unique to each card.

CAUTION: HANDLE WITH CARE

The 11th, 12th and 13th digits and the letter suffix are unique to each card. They are important in identifying your account. It is never safe to give out this information to anyone.
SLIDES WITHOUT A CAMERA

Mary Elizabeth Schell

1. Remove the photograph from its mount and cut to the desired size.
2. Blow dry the photo from both sides to eliminate wrinkles.
3. Place the photo over the sticky side of contact paper and smooth it out with a rolling pin.
4. Dip the paper into a bowl of cool water. Allow paper to remain in cool water for 30 minutes.
5. Remove paper from water and press it flat on contact paper. Apply a clear piece of contact paper to the second side of the print under about 40 pounds of pressure for at least one minute.
6. Allow slide to dry for 24 hours before using.
Every student in this classroom will be a consumer. The majority of you will also be involved in homemaking careers. You may earn a living as an interior decorator, a demonstrator for a utility company, or an inspector for price and quality control. You may also be a husband or wife who spends all or part of the day working as a homemaker. The consumer part of your day will increase as your salary increases. Your ability to spend and save wisely will play a major role in your success in a marriage, in your community activities, and all other phases of your life.

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

United for
Customer service
November
20 October, 9am-5pm
1-800-555-5555

Tours in demonstrating service, equipment, and forum will end at 9pm. Contact
pre-tour details to see a booking of at least two weeks before tour.

The tour includes:
- Equipment demonstrations
- Lunch included
- Transportation included
- Accommodation included

Please contact us for more information and to book your place on the tour.

Contact:

1-800-555-5555
CONSUMER AND HOMEMAKING RESOURCES

Speakers

Mrs. Rebecca Morel
Duty Counselor Consumer Decision
2081 SW Freeway, Suite 208
Houston, Texas

Ms. Ezechiel Benoit, Mrs. Roser Adams
Houston Natural Child Care
Box 1188
Houston, Texas

Mr. James Tucker
Senior Credit Manager
Credit Bureau of Greater Houston
5000 Buford
Houston, Texas

Mr. Ramos Wilk
Senior Credit Manager
Southwest
Houston, Texas

Ms. Lucinda Johnson
Consumer Services
Houston, Texas

ERI
<table>
<thead>
<tr>
<th>ITEM</th>
<th>NUMBER</th>
<th>TIME</th>
</tr>
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<tbody>
<tr>
<td>1.001</td>
<td>1.00</td>
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<tr>
<td>2.002</td>
<td>2.00</td>
<td>30 min</td>
</tr>
<tr>
<td>3.003</td>
<td>3.00</td>
<td>26 min</td>
</tr>
<tr>
<td>4.004</td>
<td>4.04</td>
<td>10 min</td>
</tr>
<tr>
<td>5.005</td>
<td>5.05</td>
<td>18 min</td>
</tr>
<tr>
<td>6.006</td>
<td>6.06</td>
<td>15 min</td>
</tr>
</tbody>
</table>

**CONSUMER AND HOMEMAKING**

**Media**

Produced by ABC News, Published by Merck Rx

**Crisp Crunchy Corn and Salad**

Nancy Freedman, Director of Research

**Canned Edible Oils**

Alice Cusack, Housewife

**Crisp and Crunchy Corn**

Nancy Freedman, Director of Research

**Canned Edible Oils**

Alice Cusack, Housewife

**Crisp Crunchy Corn and Salad**

Nancy Freedman, Director of Research

**Canned Edible Oils**

Alice Cusack, Housewife
<table>
<thead>
<tr>
<th>Title</th>
<th>Year</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit and How to Use It</td>
<td>1903</td>
<td>9 min.</td>
</tr>
<tr>
<td>Explains effects of credit on people of all ages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with Objections</td>
<td>1.33</td>
<td>23 min</td>
</tr>
<tr>
<td>How to examine customer objection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Organized</td>
<td>1.95</td>
<td>23 min</td>
</tr>
<tr>
<td>Salesman organizes leads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting the Decision</td>
<td>1.93</td>
<td>22 min</td>
</tr>
<tr>
<td>Salesman's difficulties in closing the sale</td>
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<td>In a Blue Moon, The Teacher Who</td>
<td>1942</td>
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<td>Needed a Knife, Says the Teacher at suspected</td>
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Film - 16mm, available at $8.00

For information on the cover-up of

Children's Apps

Call toll-free 1-800-123-4567

For more...

Educational Department

Local 139

New York, NY 10036

Film.

Examine new methods in consumer and

business education. This well-made, 16mm contact paper and framed Tor students at McCormick

College, Chicago, Illinois. 1965. 16mm, 10 min.
BIBLIOGRAPHY FOR PRINTED MATERIALS

If you're looking for curriculum guides and other materials to help plan consumer education, the following sources have all needed materials and new consumer aids that can be helpful:

Albion, Consumer Mall, N.Y. Executive Office 111, Washington, D.C. 20036

Council for Family Financial Education, West Tower, 410 Dallas, Dallas, Texas 10304

Joint Council for Consumer Education, 191 Avenue of the Americas, New York, N.Y. 10013

Instructional Materials Laboratory, General Education Division, New York, N.Y. 10001

University of the State of New York, Board of Regents, Consumer and Curriculum Development, Albany, N.Y. 12240

Dept. of Consumer Education, 140 Carriage Hill Place, Box 460, North Hollywood, Calif. 91605

"A report..." Home economics student at Iowa State College completed a consumer education project sponsored by the Iowa Home Economics Association chapter. A report on the project, "The Meat Market," was written and presented in a series of talks. It was distributed in 1950 to commerce and home economics classes in Iowa. The report may be available from the President of the Iowa Home Economics Association, 1001 State Highway, Ames, Iowa 50010.

Low materials from

Daily Council Inc.
3000 Southwest Freeway
Houston, Texas 77098

[Space added for ERIC citation]
Consumer Products Information, Washington, D.C.

October 1981 - "Baking for the Family - 8/81"
October 1982 - "Helping Family Manage Their Finances - 9/82"

Washington, D.C., The Laplander Magazine,
Egbert Park, Maryland 20037

The very latest ideas on better ways to save and homemaking are included in this magazine. The monthly publication is $6.00 per year (1981) and each month the magazine contains new materials that relate with the cover.
Commercial CREDIT

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

PEDEN INDUSTRIES
100 N. Sea Breeze

CAREER OPPORTUNITIES

Property Sales Manager

LEADS LEADS LEADS

FLEAUX Upholsterer

CARPET CLEANERS
SELF-ANALYSIS and PLANNING
CLASSROOM PRESENTATION OF THE CONCEPTS AND PROCEDURES

SELF-ANALYSIS AND PLANNING

I. Behavioral Objectives

A. Sixty percent of students will compare clear, concise communication with
   communication that is ambiguous, redundant, and contradictory (Discussion materials
   in the appendix)

B. Seventy percent of students will diagnose problems demonstrated in group functions that
   are relevant to specific goals set by individuals

C. Eighty percent of students will list self strengths and apply this information to specific
   career fields

D. Sixty percent of students will write letters of application or information to college, or job
   training centers

E. Ninety percent of students will select courses for their four years of high school

II. Instructional Procedures

A. Self-analysis picture and printed material will be in career corner and on bulletin boards

B. College catalogues, apprenticeship materials, trade schools and business college pamphlets
   will be displayed

C. Transparencies as well as handout materials will be prepared in advance to help students
   make four-year plans (Have available for each student a copy of Planning Your Future,
   HUSD publication, a number of copies of Occupational Education Programs, 1972-1973,
   HUSD)

D. Application forms will be prepared in advance for distribution to all students
STUDENT ACTIVITIES FOR SELF ANALYSIS

All activities will be reported back marked by your tutor. The date of each activity will be assessed by your teacher. An asterisk before an activity indicates that points are available and indicates a time extension for those who complete all other work during the week.

1. Complete the 10th exercise. This is a list of exercises which your teacher will distribute. After a discussion on the first two exercises, write a story about a character which you can picture with students in your head. Try to keep people with merits and demerits in your eye.

2. You will be asked to do two exercises, and then one you would handle. Write on the back of these paragraphs the colors of the exercises. You may like to write your own exercise.

3. Draw or state the main idea of the film that you think you will see next. Review the last time you did this and try to apply the ideas to your own life.

4. Your teacher will read you a list of activities for training in human relations activities. The word "work" often in the industrial psychology context, structured experiences to help employees to get along with one another (Books by Betten and Johnson are excellent). You may like to write your own exercise.

5. Draw or state the main idea of the film that you think you will see next. Review the last time you did this and try to apply the ideas to your own life.

6. Read a biography and write a paragraph to be dreamed of by a realist. If you have a success, it is well to record.

7. For all of these, you can re-read. Write a short story about the exercise, that might make two things happen. Write another two sentences about the exercise that you have read. Check the ideas that you have written down, and make sure that you have written down what you have read.

8. Write a short story about the exercise, that might make two things happen. Write another two sentences about the exercise that you have read. Check the ideas that you have written down, and make sure that you have written down what you have read.

9. Write a short story about the exercise, that might make two things happen. Write another two sentences about the exercise that you have read. Check the ideas that you have written down, and make sure that you have written down what you have read.
STUDENT ACTIVITIES FOR PLANNING

Complete all activities on the date set by your teacher. The teacher will assign extra projects to those who complete work well ahead of schedule.

1. Imagine that you are ten years older than you are now. Describe a typical work day for yourself in ten years.

2. Imagine yourself ten years ago ten years from now. Write about or draw your hobbies when you are ten years older. Be realistic about the money you can spend from your check.

3. Think of your self in your own home and community ten years from now. Show your role in your home and community with either words or pictures.

4. Complete the blanks in the form "Plan for the Future." Your teacher will distribute these sheets to the class.

5. If you plan to get a college degree, get a college catalogue and copy entrance requirements and all courses you will be required to take. Read the brief description of each course.

6. If you plan to get a trade school or business college, list courses and on the job training you will be given. For information about required courses and training, call or write a business college, a union, or the Texas Employment Commission. Plan your questions before you call. Identify yourself and give the purpose of your call. Be brief, polite, and distinct.

7. Make up a career chart for your future plans.

8. List courses required for graduation from your high school.

9. List high school courses and names of schools that offer special training for your field of interest. (Example: name High School of Performing and Visual Arts)

10. Make a poster or a chart of steps you will take to reach your goal.

11. Write a letter of application for the job of your choice. Read your letter orally. (Application forms in Appendix)

12. Act as a personnel manager who receives two letters of application for one job. Read both letters in the class. Allocate them and tell the class which applicant you selected. Give reasons for your choice.

13. Clip newspaper and magazine ads that describe the jobs which will be available in your chosen field.

14. Pretend to be an applicant for a job you hope to have someday. Role play a personal interview for this job. Play for one of your classmates to be the personnel director who interviews you. Write and role play your interview.

15. Visit a college post office. Write a letter to a college, write your letter in your own handwriting.

16. Look up the college of your choice and try to find a job in your own area.

17. Write three letters of application for the job of your choice. Send information to the college.
III. Performance Goals

A. List of positive self traits recognized by each student

B. Research on jobs that require college and those that do not

C. Letters asking for information on colleges and training centers

D. Letters of applications for jobs

E. Personal interviews

F. Collection of want ads and reliable predictions for favorite careers

G. Completion of four-year plan for high school

IV. Evaluation

A. Oral and written instructions that demonstrate
   1. Teamwork, flexibility without giving up ethics
   2. Emphasis on quality of good service rather than on quantity of good products
   3. Computed relationships of all workers at all ability levels
   4. Recognition and acceptance of good qualities in self
   5. Separation of weak qualities that can be changed and those that cannot be changed

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

FLEXIBLE LESSON PLAN

Self-Analysis

First Day
Recognition of self activities: application of 5 senses plus a sense of humor. (See appendix.)
Read to class Emily's monologue on the 5 senses from Our Town by Thornton Wilder.

Second Day
Communication and teamwork. (See exercises and list of titles in the appendix.)

Third Day
Ethical training: the importance of interchanges and the time to compromise. (See appendix.)

Fourth Day
Self control: activities of the body for maximum output and comprehension

Fifth Day
Application of the techniques and the correlation between mental availability and productivity.
FLEXIBLE LESSON PLAN
Planning

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

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

Third Day
Read and analyze newspaper ads. Prepare a day job list with letters and phone calls

Fourth Day
Prepare resumes and practice personal interviews
Introduce four-year plan for high school courses. Discuss some careers childhood and
show the sex of sex preference on a transparence

Fifth Day
Make four year plan
APPENDIX
Self-Analysis

Class Discussion for Self-Analysis
Questions for Self-Analysis
Suggested Patterns for Applying Self-Analysis
Looking Back
How Can I Find Out Which Occupations Are Right for Me?
An Encouragement Laboratory
Know Your Special Talents
Self-Analysis Through Improvisations
Self-Analysis of Human Values and Ethics
What's Happened to Human?
Design for Continued Self-Analysis and Planning: By Parents and by You
Students Through a Career Club

Involvement
Youth Sports; 3rd Child in Recent Months
Hobbies
Plan for the Future
Specialized Courses
Four Year Plans
Suggested Pattern for Meeting College Requirements
Student Four Year Program Plan

Planning Goals

[LIST OF GOALS]

[LIST ENDS]
CLASS DISCUSSION FOR SELF-ANALYSIS
Mary Elizabeth Schill

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

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

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

The purpose of these activities is to stimulate students to choose between social values and selfish interests, that is, between honesty and lying; a job or no job; between loyalty and acceptance; between fairness to another person and the threat of losing friends; between concern for another person and protection of self. These stories may help students to see that there are choices in behavior, that values and purpose motivate choices, and that consequences result from given behavior patterns.

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

Leaders can provide an opportunity to see that decision making is not always completely right or completely wrong. Concern with personal moral values should be encouraged. Acceptance of mistakes that were not intentionally made is a victory for people who are being imperfect.

Students may be encouraged to write their own plays when they have had practice in listening and discussing choices. Based on the personal and social needs of others, human strength is gained when people can honestly express themselves, can really accept themselves, can cope with problems, not only themselves and others, but in dealing in some way helping others.

Songs that are related to the ideas presented in the activities can be used: when

During the course of the project, students have learned to get interested in other people and situations, to the world around them, to their own responses, and to the world.
QUESTIONS FOR SELF ANALYSIS
(Answers may serve as a guide for change.)
Mary Elizabeth Schell

1. What sight, sound, smell do you notice?

2. What do you see and hear that upset you?

3. Do you like to be with people when you work? "Yes" or "No"?

4. What do you do to relax?

5. How much noise do you think you would enjoy or expect it to be?

6. What do you do that makes people smile?

7. What do you do that makes people understand you?

8. What do you do that makes people question you?

9. How do you handle conflict with others?

10. How do you handle your own conflict?

11. How do you handle your own pain?
ACTIVITIES FOR POSITIVE ANALYSIS OF SELF
YOUR STRONG POINTS

Mary Elizabeth Schen

1. Write down the statements that apply to you. Then circle the ones that:
   2. You are sure about:
   3. You are uncertain about:

- You are sure about:
  1. Trust yourself.
  2. Are ready to face difficulty.
  3. Are ready to face challenge.
  4. Are ready to learn.
  5. Have a good sense of humor.
  6. Are ready to take risks.
  7. Are ready to try new things.
  8. Are interested in the learning process.
  10. Are interested in the learning process.
  11. Have a good sense of humor.
  12. Are interested in the learning process.

- You are uncertain about:
  1. Depend on others.
  2. Are ready to face difficulty.
  3. Are ready to face challenge.
  4. Are ready to learn.
  5. Have a good sense of humor.
  6. Are ready to take risks.
  7. Are ready to try new things.
  8. Are interested in the learning process.
  10. Are interested in the learning process.
  11. Have a good sense of humor.
  12. Are interested in the learning process.
You are a student.

Your teacher has just handed you a list of 50 statements to evaluate. For each statement, you are to rate its applicability to yourself on a scale of 1 to 4, with 1 being strongly disagree and 4 being strongly agree. Please record your responses in the space provided.

1. I am a good listener.
2. I have good study habits.
3. I am confident in my abilities.
4. I am able to work under pressure.
5. I am able to manage my time.
6. I have a good problem-solving ability.
7. I am able to work independently.
8. I have manual dexterity (my hands work dexterously with physical skill).
9. I am a good detector of details.
10. I have a good memory.
11. I am a good organizer.
12. I have a good command of language.
13. I am able to write clearly and concisely.
14. I am able to handle stress.
15. I am able to make decisions quickly.
16. I am able to work under pressure.
17. I am able to solve problems effectively.
18. I am able to work well with others.
19. I am able to work well alone.
20. I can handle more and stay calm under pressure.
The resources and expertise of the community must be harnessed in order to produce the best product. However, those who participate must also be mindful of research ethics and responsibilities. Collaboration and cross-disciplinary work are essential.

1. Strategy
   Needs
   Needs
   Needs
SUGGESTED PATTERNS FOR APPLYING SELF-ANALYSIS

John Ceiling, 3rd Career Field

DO YOU TALK

AUGMENT WORK

newspaper reporter, magazine writer, author,
advertising writer, librarian, teacher, editor
radio or television newscaster

SERVICE WORK

mechanic, laborer, field supervisor,
repairman, parts manager, deliveryman

HIGH TECH WORK

electrician, drafting, laboratory technician
secretary, computer operator, technical
writer, data entry clerk, plumb, electrician, photog.

HANDY WORK

heavy machinery operator, automatic
airplane maintenance or repairman
TV or radio repairman, small appliance repairman
air conditioning repairman
locksmith, wages, maintenance, and repair, electrical
truck driver, plumber

Clerical Work

secretary, bookkeeper, computer
operator, order fulfillment clerk, cashier
manager, file clerk, post office clerk,

HUMAN WORK

accountant, bank teller, typist, hotel clerk,
switchboard operator, key punch operator, office
stenographer, stock clerk, ticket agent

SALES WORK

sales clerk, court or insurance sales, lawyer,
politician, union leader, employment manager,
secretary, travel agent

OUTDOOR WORK

painter, bricklayer, carpenter, telephone
lumberman, roofer, farmer, coach, forester, gardener,
station attendant, recreation director

SOCIAL WORK

nurse, YWCA worker, teacher, counselor,
religion leader, social worker, physical therapy
social worker, home economist, practical nurse

ARTISTIC WORK

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

Two jobs I may like are...
Flunking Out Was the Best Thing That Ever Happened to Her

"Flunking out of college is the best thing that ever happened," says Elizabeth Becker, now a student at University of Houston. "I was 18 and flunked college. I just wasn't ready for it, so I ran away from home for 12 years," she says.

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

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

"I spent 12 years finding out what I didn't want to do," says the 23-year-old psychology major from Bessemer, Texas. "Now that I've found something I really like, I'm willing to spend the time at it."

For the time she spent her B.A. in liberal psychology, she'll be able to commute from her home. "I don't want to commute, though. Because for the first time she looks at school as a "new adventure."

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

The Delphian award committee in the assembly have awarded scholarships to UIU students since 1929. Most recipients have been in their late teens or early 20s. This is the first time a scholarship has gone to an older student.

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

The UIU department and department are proud to have a student with a Delphian scholarship committee.

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

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

Thirteen UIU students currently are on Delphian scholarships, says assembly president, Mrs. James B. Randolph. Her group raises money by selling advertising space in the program book for the annual Delphian Ball. This year's fund raiser, "It's a Big Beautiful World," will be at 6:30 p.m. Thursday, Nov. 16 at Astor Hotel.
How can I find out which occupation is right for me?

There are many different types of work that are available in many ways. All of the different types of work will require different skills and abilities. However, you will find that you are attracted to some of them more than others. You may also find that you are attracted to certain types of work because they are related to your background or family. You may also find that you are attracted to certain types of work because they are related to your interests or goals.

In this case, you can use the following checklist to help you determine which occupations might be right for you.

GROUP A
- indicates that you probably have an interest in mechanical things that you like to work with, such as tools and machinery.

GROUP B
- indicates an interest in outdoor work, such as farming, gardening, and related activities.

GROUP C
- represents a few jobs which could be classified as "intellectual," and usually reflects an interest in work at a high level of education.

GROUP D
- shows a preference for working with people, in sales or promotional occupations.

GROUP E
- jobs are clerical in nature, indicating an interest in office work and business procedures.

GROUP F
- indicates artistic interests, liking for creative activities. Dramatic and literary jobs could also be included in this group.

GROUP G
- implies an interest in working outdoors, on your own.

GROUP H
- shows a preference for work with words and ideas, as well as with people.

Your Interest Areas May Reveal Some Important Facts.

GROUP A
- Auto Mechanic
- Hardware Store Foreman
- Machinist
- Shop Apprentice

GROUP B
- Bookkeeper
- Bank Teller
- Lineman

GROUP C
- Surgeon
- Analytical Chemist
- Draftsman

GROUP D
- Automobile Salesman
- Sales Clerk
- Household Appliance Demonstrator

GROUP E
- Stenographer
- File Clerk
- Computer Operator

GROUP F
- Musician
- Commercial Artist
- Wood Carver

GROUP G
- Forest Ranger
- Barn Yard Hand
- Landscape Nurser

GROUP H
- Lawyer
- Minister
- Teacher

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

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

What else do I have to offer?

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

There is more to the question of opportunity than meets the eye; for the world of work is always subject to change. New inventions, new enterprises, and new methods are ever entering the picture constantly, and new jobs spring up or old ones die out. Check out all the jobs that have come about as a result of the development of the auto, the automobile, the chemical, and electronics industries.

On the other hand, while technical development creates a new kind of job, it may annihilate other kinds of work. A certain highly skilled job may become obsolete overnight within the span of your working life. So in order to make a wise occupational choice, you should examine the question of opportunity from the opposite point of view; that is, you should examine what kinds of jobs are likely to become obsolete.

You should know

For this information you can get help:

- The Bureau of Labor Statistics
- The vocational guidance experts at your school
- The local Employment Office
- Job placement offices
- Trade unions
- Professional and technical groups

Other people and places that are worth while sources of occupational information include:

- Aunts and older relatives
- Employers
- Veterans
- Former employers
- Former employees
- Military service personnel
- Past employers

Will additional education and training help in finding work?

Yes, many employers expect you to keep up-to-date; they want you to find new ways to do old jobs faster. They want you to get the most out of your tools and equipment. They want you to have a more elaborate technical training and abilities than your predecessor had, so that you can perform your work better. They want you to learn about the latest improvements in the machinery you work with, and so on.
Would summer or part-time job experience help?

Do I need an alternative vocational plan?

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

- Drafting
- Welding or Molding
- Mechanical Repair
- Skilled Construction Worker
- Shop Foreman
- Auto Body Repair
- Refrigeration Appliance Repairer
- Electronic Technician
- Office Clerk
- Typist
- Bookkeeper
- Office Manager
- Veterinary
- Medical
- Aerobics Instructor

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

- Biologist
- Scientist
- Chemist
- Meteorologist
- University Professor
- Government Worker
- Hospital Worker
- Federal Worker
- Market Researcher
- Public Health Worker
- Sales Representative
- Laborer
- Military

REMEMBER:

- Study many occupations before choosing one.
- Find out many aspects of that occupation.
- Consider where the job will lead, not just what it will pay at the start.
- Get the necessary training for the vocation you choose; it might cost with a job, if necessary.
One day career teachers went to school at the Veterans Hospital. The class met at 3:30 p.m., with Dr. Walter O'Connell, a staff psychologist. He generously agreed to assist teachers in the guidance of self-analysis and goal planning.

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

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

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

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

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

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

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

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

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

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

"Mama, that's the first time I've ever heard a school teacher say she makes mistakes," the father responded warmly.

Tension eased and communication improved. The parent and teacher began to accept each other's imperfections within themselves and others.

The anticlimax of this study came the next day when an enthused teacher, Mr. R. B. Farnell, related his experience with a student. The stage demonstration on Wednesday became a reality in his classroom on Thursday. A sullen young man came to his teacher to say, "My father has just thrown me out of the house." Mr. Farnell said he was able to listen and respond effectively with positive guidance. "My answers were based on Dr. O'Connor's encouragement laboratory. It really worked," he said.
"Do you have any catsup?" Hugh, a teenager next door asked. "I'm making a movie with my two little brothers as the stars. You see, I've written this war story; so I need catsup for blood."

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

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

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

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

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

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

"We want to be a paper which will interest both the average motorist who wants a faster, safer way to work, in a better car, and the car or motorcycle enthusiast who also looks at driving as a sport or hobby," said Hugh LeVriler, President of the Autolife Corp.

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

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

"We hope that AUTOLIFE NEWSMAGAZINE will become the place to shop for cars, new or used, parts or tools for the backyard mechanic," said James Darby, general manager of the publication.

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

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

AUTOLIFE NEWSMAGAZINE is accepting news or pictures of local events. Drop by to see us.
SELF-ANALYSIS THROUGH IMPROVISATIONS
PURPOSE OF ROLE PLAYING
--- Mary Elizabeth Schell

1. **Why**—Help students see a reason for behavior on the part of individuals and groups. Acceptance can follow when reasons are understood.

2. **Others**—Help students develop the ability to experience feelings of others. Eventually concern for others may follow.

3. **Tension**—Help students find a character act which will give them a release for pent up feelings.

4. **Diagnose**—Students often show their hidden feelings when they act out another character.

5. **Improvement**—Self-concept can be enriched if students are allowed to play roles that bring about peers' approval.

6. **Problems**—Solutions can be reached within the minds of the students if oral exchange of ideas is directed wisely.

Procedure for Role-Playing:
1. State Problem—Read the story or explain the confrontation

2. Choose actors

3. Prepare audience

4. Explain stage setting

5. Act out play

6. Discuss alternates for decisions

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

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

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

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

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

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

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

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

**THE FAIR PLAY GROCERY STORE**
(Management vs. Honesty)

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

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

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

THE DISCOUNT STORE
(Minimum vs Maximum Sales Tax)

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

By H. D. QUIGG

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

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

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

Or Joe Frisco, the stuttering comic, taking a friend to his hotel room and phoning the desk clerk: "I have a c-c-ccomplaint. There's t-t-too people in this room and only one P.P. Bible."

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

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

"I'll tell you the reason you hear fewer gags on the streets," he said. "People don't talk to each other. They're too busy. Then they go home and have a quick dinner and sit and stare at television for three hours. When there is no dialogue, how are you going to get joke-telling among people?"

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

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

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

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February 8, 1972

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

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

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

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

Okay, so how's this for a punch line: Slow down -- and laugh.
DESIGN FOR CONTINUED SELF-ANALYSIS AND PLANNING BY PRESENT AND EX-O. O. STUDENTS THROUGH A CAREER CLUB

Mary Elizabeth Schell

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

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

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

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

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

INVolVEMENT
(For the Student)

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

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

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

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

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

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

Job opportunities for volunteers

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

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

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

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

**Fish Westbury:** One day last week the coordinator of this unit was desperately looking for someone who could take a neighbor to his physician's office for regular checkups over a two-week period. The neighbor was looking for transportation before he underwent eye surgery. After his surgery he would be unable to drive for two weeks and would have no way to get to his doctor's office for post-surgery exams. He needed rides he could count on.

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

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

For Westbury Fish, call 723-7625.

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

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

One request the unit has been unable to fill: A woman needs half an hour or an hour a week to do her grocery shopping, just to step out of her home for awhile. She can't because of her husband who is suffering from muscular sclerosis. She needs someone who will stay with him while she is away from the house for a brief period.

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

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

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

"We're a bunch of untrained people who haven't much to give, but love," said a coordinator. For Pasadena Fish, call 472-4758.

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

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

If you live in this general area, call 224-8793.

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

**Fish Heights:** 561-9058
**Fish Spring Branch Memorial:** 468-9411
**Fish-LaPorte Clear Lake Area:** 468-0697
**Fish Southeast:** 923-1717

When you call the above numbers, your name and phone number will be taken by an answering service, switchboard style. A coordinator from the Fish unit will contact you.
Youth saves 3rd child in recent months

Houston Post – January 13, 1973

BY ERNEST BAILEY
Post Reporter

Saving the lives of children has become a habit for 13-year-old Larry White.

The Ryan Junior High ninth grader accomplished such a feat Thursday for the third time in recent months when he gave mouth-to-mouth resuscitation to a 14-month-old baby who had been rescued from a fire in an apartment in the rear of 3011 Cleburne.

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

White, who lives at 3020 Isabella, said he was going to a friend’s home when he saw two men beating on a door where an apartment was on fire.

The door was locked from the outside and there was no reason to believe anyone was inside, investigators said.

Larry said he gave his coat to a woman who had escaped from an upstairs apartment at the same address to protect one of her babies from the cold weather.

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

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

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

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

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

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

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

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

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

Houston Chronicle January 24, 1973

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

Teenaged hero gets special day

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

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

The 13-year-old Ryan Junior High student got a standing ovation from the City Council audience after Welch presented the proclamation.

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

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

Houston youth Bug winner

This week's Cartoon Bug features a local winner, Carlos Francisco, Jr., 14, 1911 East Avenue J, Houston. Francisco, 18, recently graduated from North Senior High School. He is presently attending Lamar University. Francisco is studying data processing at night school.

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

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

Sunday, October 15, 1972, THE HOUSTON POST

Cartoon Bug

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

Educational Goals

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

Need of High School

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

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

Need of Community or Junior College

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

Need of Four-Year-College

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

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

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

2 Ibid, p. 92
3 Ibid, p. 101
4 Ibid, p. 98
7 Ibid, p. 143.
8 Ibid, p. 143.
PLANS FOR THE FUTURE

1. What do you plan to do when you leave high school?
   - go to college
   - go to a technical school
   - go to a trade school
   - other plans, what are they?

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

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

4. Give reasons for your choice.

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

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

7. What occupations or fields of work have you considered for your life's work?
   1st choice
   2nd choice
   3rd choice
   Reason for first choice

8. When did you begin considering this choice?

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

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

11. What career field do your parents or guardians want you to follow? Why?
12. What high school subjects will help you most with the job of your choice? 

__________________________________________________________________________

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

__________________________________________________________________________

14. Must you get additional training to qualify for promotion? YES □ or NO □

15. Are there related occupations to which this job may lead either with or without training? YES □ or NO □

16. Will you be required to buy your own tools, instruments, or uniforms? YES □ or NO □ Estimated expense 

17. What are some of the jobs? 

__________________________________________________________________________

18. What are the work hours? 

__________________________________________________________________________

19. Is there additional pay for overtime? YES □ or NO □

20. Are there seasonal layoffs? YES □ or NO □

21. Is membership in a union or professional organization required? YES □ or NO □

22. What firms in your chosen occupation are in our city or within commuting distance? (Use the Yellow pages of the telephone book)

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________

23. How much competition? 

__________________________________________________________________________

24. At the present time, what is the salary range for an entry level job of your choice?

1. Lowest beginning pay ___________________________________________________________________
2. Highest beginning pay ___________________________________________________________________

25. What do you like about your choice of a job? 

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

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

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

29. What certificates and/or diplomas are required in your chosen occupation? Certificates 
Diplomas 

30. How can you qualify for the certificates? (listed in 28) the diplomas? (listed in 28) ?
Vocational Courses Expanded During Coming School Year
To Include Media Technology

The Occupational and Continuing Education Department of the Houston Public Schools will start the 1972-73 school year by offering 26 new course units in addition to the wide array of present vocational course offerings. The new units will be in Vocational Office Education, Distributive Education, Industrial Cooperative Training, Home Economics Cooperative Education, Music Instrument Repair, Drafting, Small Engine Repair, Coordinated Vocational-Academic Education, and a Combination Homemaking and Pre-employment Laborator in Child Care.

The most innovative course this fall will be in Industrial media technology. This course will train a student to become a media technician, either for television or filmmaking. Course work in media technology will include videoclip, cameras, audio equipment, lighting, special effects, editing, copying, maintenance, props, scripting, studio procedure, film, and many more related topics.

Religious Training Offered

The Institute of Religion in the Texas Medical Center offers a graduate program in theological education. Founded about 14 years ago, the center recognized a need for clinically trained clergymen. It is inter-faith and supported completely by private donations.

More than 4000 persons including nurses, physicians and clergymen have taken courses there. A one-year course in clinical pastoral care, marriage and family studies, inter-disciplinary research and ethical studies is offered.

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

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

ROTC Stresses Leadership

The Reserve Officers Training Corps (ROTC) of the Houston Public Schools will begin its 1972-73 campaign with approximately 2,556 cadets, 10 per cent of these being females, according to Major DeForest Jones, director of military science.

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

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

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

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

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

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

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

Entering the Army as an E-3, or Private First Class (PFC), means getting an extra $15.00 per month.

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

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

Enrollment will be about the same as last year, with the exception of Stephen F. Austin Senior High School, which will have an expected enrollment of 300 to 200 cadets as compared to 160 they had last year.

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

Specialized Courses

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

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

Enrollment will be about the same as last year, with the exception of Stephen F. Austin Senior High School, which will have an expected enrollment of 300 to 200 cadets as compared to 160 they had last year.

Jones said the program was supplemented with many activities, such as drill competitions, bivouacs, rifle competitions, parades, ceremonies, and summer camp.
The Houston Public Schools will continue the Mexican-American Student Parent Involvement (MASPI) program which began last year to halt the alarming dropout rate of Mexican-American students in the district.

The program began in September of 1972 with funds from the Emergency School Assistance Program, Title 95. Funds for the school year 1972-73 have yet to be allocated.

Reports show that Houston Public Schools lose approximately 4,950 Mexican-American students each year from all 12 grades.

The MASPI program last year centered around 11 social workers who worked directly with students, parents, counselors and principals. Urbina said.

The social workers have unusual working hours. They are on duty from 1:00 to 9:00 p.m., Tuesday-Saturday.

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

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

Secondly, the social worker makes home visitation to students who have excessive absences; work closely with the parents to help them eliminate the problems that cause the absence, whether it is a lack of clothing, illness or misunderstanding about the importance of education.

"The MASPI program is geared to help close the gap between the school, the Mexican-American home and the Mexican-American student. Many times the problems are due to the lack of confidence a Mexican-American student has in himself, and this is something the MASPI social workers have found," Urbina said.

**New Waverly Project To Reduce 'Negative Behavior'**

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

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

Students ages range from 14 to 16 and are referred to the center by the Houston Public Schools and the Harris County Probation department attendance is on a voluntary basis and all students are screened before entrance.

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

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

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

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

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

"A student 'pays' 75 points per week for room and board." Brailsford said.

"They pay points for certain privileges, such as 100 points to go home on weekends."

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

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

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

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The New Waverly center will eventually be able to accommodate about 200 students.
After the career fields have been investigated, focus in on yourself as you plan the future. If you set goals in your life, you are moving forward with a purpose. Life is exciting, and you have plans for tomorrow. That is why it is important to think ahead today. Your choice of high school subjects is called your four-year plan.

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

In Houston a minimum of 17 subject matter units plus 2 units in physical education are usually required for graduation. One-fourth credit is given for physical education each semester. Students enrolled in part-time training courses are not required to take physical education.
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<tr>
<th></th>
<th>General Pattern</th>
<th>Liberal Arts</th>
<th>Science and Mathematics</th>
<th>Fine Arts (Music/Art)</th>
<th>Industrial Arts</th>
<th>Homemaking</th>
<th>Stenographic</th>
<th>Clerical-Bookkeeping</th>
<th>Vocational Industrial</th>
<th>Vocational Agriculture</th>
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(a) If substituted for fourth year English, courses in Speech, Drama, Journalism, or Business Communications or any combination of $\frac{1}{4}$ unit of each must be taken in the senior year. Students not planning to attend a university requiring 4 years of English may use this pattern.

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

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

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

(e) Recommended: Two units in typewriting, two units in shorthand, $\frac{1}{4}$ unit in bookkeeping, and $\frac{1}{4}$ unit in clerical practice.

(f) Recommended: Two units in typewriting, $\frac{1}{4}$ unit in bookkeeping, $\frac{1}{4}$ unit in clerical practice, and $\frac{1}{4}$ unit in business law.

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

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

(i) See required courses on page 5

(j) See page 1

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

(l) Algebra I is a terminal course for the two-year mathematics requirement.
# Student's Four-Year Program Plan

**Birthday:**

<table>
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<tr>
<th>Year 19__-19__</th>
<th>Year 19__-19__</th>
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<td><strong>Curriculum</strong></td>
<td><strong>School</strong></td>
<td><strong>Units Earned Each Semester</strong></td>
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<td>K. Ed. ROTC, Drill Squad</td>
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<td>Units Earned Each Semester</td>
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</tbody>
</table>

**DO YOU HAVE**

- □ Nineteen Units
- □ Four years of English
- □ Two years of Mathematics
- □ One year each of World History, American History, American Government
- □ Two years of Science
- □ Four years of Health and Physical Education, ROTC or Drill Squad

A MINIMUM OF 19 UNITS IS REQUIRED FOR GRADUATION

**Signature of Parents or Guardian**
GOALS
JOB HUNTING

Tips on Personnel Choices

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

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

Interviews are based on an analysis of the triangle below:

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

_Negotiable_ means agreeable. In applying the definition here, Mr. Moore means “Can this person adjust to and satisfy our needs physically, mentally, and morally?”
BY SYLVIA PORTER

True or False?

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

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

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

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

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

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

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

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

The decline of the small farm has been going on for more than a century, and by 1930 our entire food supply probably will be grown by a miniscule 3 percent of our labor force. However, many new agricultural occupations are opening up in big "agribusiness" and in the technical and scientific aspects of modern farming.

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

As a result, corporations and other employers are being compelled to reach into the younger age brackets to find executive and other talent - and this is creating an extraordinary opportunity for many American men and women now in their late 20s. The fastest expansion in teaching jobs will be at the college two-year and four-year level. During this decade the increase in the number of elementary teachers is slated to be a mere 3 percent and many would-be elementary and secondary school teachers will be forced to find new types of jobs.

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

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

Job Opportunities at Foley's for the High School Graduate

OF INTEREST TO YOUNG MEN

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

OF INTEREST TO YOUNG WOMEN

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

BY JOHN A. FIT
Associated Press
New York -- The voluntary regression rate among managers in their 30s has been shooting upward since the first of the year, said the professor. Optimism prevails, and the young mobiles are changing jobs again. It is nothing unexpected. Just as water churns when the kettle is heated, so also do the spirited, talented young managers begin to move about when the economy gets hot. It is predictable.

Eugene Jennings, who has spent his adult life -- he's a bit on the far side of 40 -- studying executive mobility, maintains that this group is the avant-garde of job changers, and that younger and older executives will follow their lead. "This group is vital to understanding business economies," he said. "They have the most mobility, the greatest capacity to be optimistic."

Jennings' monitoring points, which are voluntarily manned by corporate personnel managers and others with a feel for changing worker attitudes, also reveal a tendency for managers to move to socially oriented jobs. In addition, Jennings believes that young and middle-age managers today are restless to change their careers, not just their jobs, in an attempt to seek a fuller life.

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

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

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

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

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

"They discovered that far too many of the people they had hired were not of the proper caliber. They were thrown 'out a lot of 'counsel out a lot of 'middle-age managers.' To be 'counseled out' is to be let off gently.

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

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

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

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

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

Houston Chronicle November 8, 1972
WATCH THE ECONOMY OUTLOOK FOR EACH NEW YEAR

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

BY NORMAN BAXTER
Chronicle Washington Bureau

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

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

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

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

The employment figure for the state of Texas, 3,821,800, is exceeded by only five states: California with 7,194,900; New York, 6,995,600; Pennsylvania, 4,370,800; Illinois, 4,318,800; Ohio, 3,933,600.

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

In Houston, the big gains were in services, 8900 to a total of 156,900; and wholesale and retail trade, which went up 6200 to a total of 201,900.

The second-largest job market in Texas is Dallas, which had 694,800 persons on nonagricultural payrolls. But this was a drop of 5500 from a year earlier.

Nationally, the employment total in October of 1972 was 82.5 million, an increase of 2.2 million over a year previous.

Economy Outlook
Bright for '73, Survey Indicates

New York (AP)—The New York Stock Exchange's annual survey of 32 prominent U.S. economists finds "a sustained high level of economic growth is in prospect for 1973, but inflationary clouds are likely to continue to hover over the landscape."

A consensus among the economists "is that, in general, growth patterns in the individual economic sectors should parallel those in 1972," the survey said.

"The most notable exception is a leveling off of residential construction outlays, as housing starts come down from the lofty levels of 1972," but "a steeper climb of plant and equipment spending and industrial production should help the overall rate of expansion at close to the 1972 pace," it reported.

The survey said agreement was general that the present wage and price controls, "perhaps with some modifications, will be with us through 1973" because of "the continued expectation of inflationary pressures."

It found "there is far less agreement on the prospects for a tax hike, though the majority view is that some sort of tax legislation will be enacted, gaining less than 7 percent in 1972, should accelerate to 9.5 percent next year, the survey said, and the consumer savings rate was projected at 7.4 percent, half a point higher than this year's rate."

The gross national product for 1973 was projected to $1.281 trillion, an advance of about $110 billion for 1972. "The average GNP forecast translates into a 9.5 percent growth rate in 1973," said the survey, "with 3.5 percent of that reflecting the inroads of inflation of 5.9 percent accounted for by real growth. A healthy rate of gain by any standard."

Also forecast were "another hefty increase in corporate profits and a further drop in unemployment," although "that politically sensitive barometer is not expected to dip below 5 percent of the labor force."

Houston Chronicle
Wednesday, November 8, 1972
GUIDE FOR JOB HUNTERS

KNOW YOURSELF

If you have never thought of it before, you may have missed the fact that getting a job is . . . selling yourself to an employer. The best salesmen know their products thoroughly. So first, get to work on your list.

If you are young and just out of high school . . . What have you done of a constructive nature that turned out well? What were your real accomplishments? Where did you get your best grades? Did any of your teachers say anything real good about you?

If you are a veteran looking for your first job after being in the service . . . What things did you do that some employer could use? Did your noncoms or officers say anything about you that you could use to sell your good points?

If you have worked before . . . What good things have you done? Do you have any samples of your best work? Can you get some? Get anything that you can put in a notebook or small briefcase. We will tell you what to do with these later.

When you have made your list os long as you con, get some help. Ask your family and friends to help you. Many times they will tell you of good points you have that you do not think of. And don't forget to ask your friends for job leads . . . Don't be embarrassed. It is no disgrace to be out of work, and you may be able to help them someday. Job leads from your friends are often your best, most complete information.

KNOW WHAT YOU ARE LOOKING FOR

Make a brief list of the jobs you would like to have . . . and while you're at it . . . Think about the places you would like to work—the part of town—another city or state. Make a list of these too, starting with the one you like best—going on to the one you least would consider.

Now let's look at the list of accomplishments again. Check the things you enjoyed most. Then check those you were best at. Finally, check those you would like to do again. Do you see a pattern of checks?

Do you find one or more things with three check marks? And a couple with two check marks? If not—you didn't do a good enough job of self-analysis. Do it again more thoroughly!

Now make out your job sheets. Do this by writing on separate sheets of paper a name of each job you would like to have. List on these pages the strong points that you think will help you on the job (those things with three or two check marks on them). Rewrite them so they sound the best to a person who may be interviewing you for that job. Stick to the truth—any salesman will tell you that one small lie will blow a prospective sale sky high!

You are now ready to look for job information and job leads.

*Joyce Lain Kennedy, Career Corner, The Houston Post.
Job Hunting on a Budget

BY BEVERLY MAURICE
Fashion Editor

Can the hands that drive the dump truck sew a fine seam?

You bet! Of course it helps if you're a woman — in the full sense of the song.

Inez Small found herself single again at 35 with a family to support. She'd put together a going business with a dump truck, which she bought and taught herself to drive. She had several dependable customers and was earning from $400 to $700 a month.

"I'd just go around to the different firms and make my bids for the work. They don't care if you're a woman or a man, as long as you can do the job," said Inez.

Then misfortune struck in the form of an auto accident (not on the job), and Inez couldn't drive for a while. Undaunted, she hired someone else to drive temporarily. He totaled the truck.

That's when Irene turned to Texas Employment Commission. There an employment counselor evaluated her potential with tests, and recommended her for training in upholstery.

As a disadvantaged head of a household (income below $4000 a year), Irene qualified for government aid under the Manpower Development & Training Act.

That means, she was eligible for free training at the Houston Skill Center, 1500 Louisiana, for a course of 36 weeks or less, plus a basic living allowance of $43 a week, plus another $5 a week for each dependent, and transportation costs of up to $5 a week, according to TEC coordinator Al Glisson.

She opened an upholstery shop at her home and soon had a going business again.

Watch the newspapers for job workshops

Here is an example of a recent workshop at the Y.W.C.A.

NAME__________________________PHONE__________________________

ADDRESS__________________________ZIP__________________________

___Yes, I will be at the Job Seekers Planning Session,
June 16th

___No, I will not be at the Session, June 16th.

___The Jobs Conference helped me to get a job/training at

___I am now working but not as a result of the Jobs Conference.

___I am interested in working as a volunteer with the
Resource Center

Comments:__________________________Phone: 222-8261 Ext. 35
TYPICAL ANSWER TO A BLIND AD

Gentlemen:

I have several years of experience leading towards Quality Control Inspector. Some of my accomplishments include:

Upper 10% of my High School Class in Machine Shop. Course included tests in Blueprint Reading and the use of the Micrometer.

Fourteen months of experience as a machinist. After one month I made Production Quality Work and never exceeded allowable scrap loss from that time on.

I made four suggestions that saved the company a total of $950.00 in one month.

I would be very happy to review my qualifications with you in a personal interview.

Very truly yours,

P.C. Brown
14357 High Road
Houston, Texas 77091
A TYPICAL RESUME

Note that it highlights your accomplishments and is not just a list of what you did.

ANN MURPHY

707 Radford Drive Area Code 713 821-4333 Houston, Texas 77049

Offering four years of progressively more responsible public relations and fund raising experience. Seek to generate favorable public opinion for employer with emphasis on organizational skills, promotion, writing and editing, media placement and general public contact.

extensive public relations experience

Currently employed (since 1967) Camp Fire Girls Council of New Orleans, America's fifth largest council. Assignments include news releases, radio and television scripts and spots, speeches, slide shows, feature and picture stories, promotional literature-including booklets and letters, and volunteer training materials. Extensive contact with metropolitan and community press, television and radio stations. Handle special events, exhibits and meetings. Direct speakers' bureau and personally made over 100 speeches.

top track record in fund raising

In four years as staff director of membership drive, goal has been exceeded each year. New Orleans is now number one nationwide. Four years' total raised = $333,500.00 compared to previous seven years' total of $247,750.00.

effective relationships

Responsible for recruitment and training of large numbers of personnel: over 100 during Camp Fire Girls association. Commended by volunteers for indirect leadership.

related accomplishments

As a volunteer worker (10 years) directed fund raising events, served as a member of the Camp Fire Girls Board of Directors and worked for various community improvement projects.

education

Studying for Certificate in Journalism at University of Houston...now have 32 hours...A's in all courses...Graduated (1943) in top 3% of high school class...elected to National Honor Society...edited high school newspaper.

other facts

Married; two children -- one in college, the other in high school. Excellent health, energetic, well groomed and presentable. 5'5", 115 lbs. Avid reader, bridge enthusiast, music and drama lover and sports spectator. Good clerical skills-type 60 w.p.m., shorthand 90 w.p.m. Ability to handle many jobs at once...mature judgment...sense of humor...at ease in diverse settings and circumstances.

Successful performance of my task is my greatest source of satisfaction.
<table>
<thead>
<tr>
<th><strong>JOB RESUME</strong></th>
<th>Published as a service of the Houston Chronicle</th>
</tr>
</thead>
</table>

**DATE** ________________  **DATE AVAILABLE** ________________

**POSITION DESIRED** ___________________________  **SECOND CHOICE** ___________________________

**PRESENTLY EMPLOYED?** ___________________________  **SALARY DESIRED** $ ________________

** IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?**

---

**A. PERSONAL INFORMATION (PLEASE PRINT)**

<table>
<thead>
<tr>
<th><strong>NAME</strong></th>
<th><strong>LAST</strong></th>
<th><strong>FIRST</strong></th>
<th><strong>MIDDLE</strong></th>
<th><strong>MAIDEN</strong></th>
<th><strong>SOCIAL SECURITY NO.</strong></th>
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<table>
<thead>
<tr>
<th><strong>PRESENT ADDRESS</strong></th>
<th><strong>HOUSE NO.</strong></th>
<th><strong>STREET</strong></th>
<th><strong>CITY</strong></th>
<th><strong>ZONE</strong></th>
<th><strong>STATE</strong></th>
<th><strong>TELEPHONE NO.</strong></th>
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<table>
<thead>
<tr>
<th><strong>PERMANENT ADDRESS</strong></th>
<th><strong>HOUSE NO.</strong></th>
<th><strong>STREET</strong></th>
<th><strong>CITY</strong></th>
<th><strong>ZONE</strong></th>
<th><strong>STATE</strong></th>
<th><strong>TELEPHONE NO.</strong></th>
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</table>

**NO YEARS IN HOUSTON**

**IF LESS THAN THREE—GIVE PREVIOUS CITY AND STATE**

<table>
<thead>
<tr>
<th><strong>AGE</strong></th>
<th><strong>DATE OF BIRTH</strong></th>
<th><strong>NO.</strong></th>
<th><strong>DAY</strong></th>
<th><strong>YEAR</strong></th>
<th><strong>PLACE OF BIRTH</strong></th>
<th><strong>CITY</strong></th>
<th><strong>STATE</strong></th>
<th><strong>COUNTY</strong></th>
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<tr>
<th><strong>CITIZENSHIP</strong></th>
<th><strong>COUNTRY</strong></th>
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<tr>
<th><strong>SINGLE</strong></th>
<th><strong>MARRIED</strong></th>
<th><strong>DIVORCED</strong></th>
<th><strong>SEPARATED</strong></th>
<th><strong>WIDOWED</strong></th>
<th><strong>NO. OF CHILDREN</strong></th>
<th><strong>AGES</strong></th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th><strong>TOTAL NO. OF DEPENDENTS</strong></th>
<th><strong>WIFE OR HUSBAND’S NAME</strong></th>
</tr>
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<table>
<thead>
<tr>
<th><strong>VEHICLE DRIVING EXPERIENCE</strong></th>
<th><strong>DRIVERS LICENSE NO.</strong></th>
<th><strong>TYPE</strong></th>
<th><strong>STATE</strong></th>
</tr>
</thead>
</table>

<table>
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<tr>
<th><strong>YEARS</strong></th>
<th><strong>NO. TRAFFIC VIOLATION TICKETS</strong></th>
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<table>
<thead>
<tr>
<th><strong>HAVE YOU EVER BEEN BONDED?</strong></th>
<th><strong>AMOUNT</strong> $ ________________</th>
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<table>
<thead>
<tr>
<th><strong>HAVE YOU EVER BEEN REFUSED BOND?</strong></th>
<th><strong>IF YES, GIVE DATE(S), CHARGE(S) AND DISPOSITION OF CASE(s):</strong></th>
</tr>
</thead>
</table>

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**B. EDUCATION**

<table>
<thead>
<tr>
<th><strong>NAME AND LOCATION OF SCHOOL</strong></th>
<th><strong>GRADE SCHOOL</strong></th>
<th><strong>HIGH SCHOOL</strong></th>
<th><strong>UNIVERSITY OR COLLEGE</strong></th>
<th><strong>OTHER</strong></th>
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<table>
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<tr>
<th><strong>FROM</strong></th>
<th><strong>TO</strong></th>
<th><strong>WEEKLY</strong></th>
<th><strong>MONTHLY</strong></th>
<th><strong>TAKEN</strong></th>
<th><strong>AVERAGE</strong></th>
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<table>
<thead>
<tr>
<th><strong>DID YOU</strong></th>
<th><strong>TAKE COURSES</strong></th>
<th><strong>GRADE</strong></th>
</tr>
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<tr>
<th><strong>WHAT PLANS DO YOU HAVE FOR IMPROVING YOUR EDUCATION?</strong></th>
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<tr>
<th><strong>DO YOU USE A TYPEWRITER?</strong></th>
<th><strong>SPEED</strong> W.P.M</th>
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<table>
<thead>
<tr>
<th><strong>SHORTHAND</strong></th>
<th><strong>SYSTEM</strong></th>
<th><strong>SPEED</strong> W.P.M</th>
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<tr>
<th><strong>LIST OTHER OFFICE AND PLANT MACHINES YOU USE</strong></th>
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**C. MILITARY HISTORY**

<table>
<thead>
<tr>
<th><strong>DRAFT CLASSIFICATION</strong></th>
<th><strong>PRESENT RESERVE STATUS</strong></th>
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<table>
<thead>
<tr>
<th><strong>PAST MILITARY SERVICE FROM</strong></th>
<th><strong>TO</strong></th>
<th><strong>RANK</strong></th>
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<table>
<thead>
<tr>
<th><strong>TYPE DISCHARGE</strong></th>
<th><strong>COMBAT DUTY?</strong></th>
<th><strong>WHERE AND WHEN</strong></th>
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<table>
<thead>
<tr>
<th><strong>DESCRIBE WOUNDS OR DISABILITIES</strong></th>
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**D. PHYSICAL RECORD**

<table>
<thead>
<tr>
<th><strong>HEIGHT</strong></th>
<th><strong>WEIGHT</strong></th>
<th><strong>COLOR HAIR</strong></th>
<th><strong>COLOR EYES</strong></th>
<th><strong>SCARS</strong></th>
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<tr>
<th><strong>FEET-INCHES</strong></th>
<th><strong>LBS.</strong></th>
<th><strong>DATE OF LAST PHYSICAL EXAMINATION</strong></th>
<th><strong>DID YOU PASS?</strong></th>
<th><strong>ARE YOU WILLING TO TAKE A PHYSICAL EXAM?</strong></th>
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<tr>
<th><strong>GIVE DETAILS OF ALL DISABILITIES, INJURIES, ILLNESSES AND OPERATIONS</strong></th>
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<tr>
<th><strong>PRESENT CONDITION OF YOUR HEALTH</strong></th>
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<tr>
<th><strong>HOW MUCH TIME HAVE YOU LOST BECAUSE OF ILLNESS OR INJURY IN THE LAST TWO YEARS?</strong></th>
<th><strong>DAYS</strong></th>
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<tr>
<th><strong>PAST SIX MONTHS?</strong></th>
<th><strong>DAYS</strong></th>
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**ERIC**
PREVIOUS EMPLOYMENT AND/OR MILITARY SERVICE

(If additional space is required to list previous employment information please attach supplementary sheet. Explain all gaps between employment dates fully. Incorrect or inadequate information may be cause for rejection.)

PRESENT OR LAST:

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<tr>
<th>EMPLOYER</th>
<th>ADDRESS</th>
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<th>FROM</th>
<th>START. RATE $</th>
<th>Per</th>
<th>IMMEDIATE</th>
<th>REASON FOR</th>
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<th>JOB TITLE</th>
<th>JOB DUTIES</th>
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<th>JOB DUTIES</th>
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LIST BELOW THREE CHARACTER REFERENCES (NOT FORMER SUPERVISORS OR RELATIVES) GIVING ADDRESS, TELEPHONE NUMBER, AND BUSINESS:

1. 
2. 
3. 

SUMMARIZE HERE OTHER EXPERIENCE OR QUALIFICATIONS:
SAMPLE LETTER OF APPLICATION

Instructions: Do not write any of the words in parentheses. Omit anything that does not apply to you. Do not underline the words when you fill in the blanks.

Your Street Address
Your City, State
Month Day, Year

Name of Person in Charge of Hiring (or)
Personnel Director
Company (or) Institution
Street Address of Company (or) Institution
City, State of Company (or) Institution

Dear __________: (If you do not know the name, write Dear Sir:)

Please consider me an applicant for a job (or) a position in (be specific). I will be able to begin work (month, year).

In (give date) I will graduate from (name school) High School. After graduation I hope to get on-the-job experience in the job for which I am best suited.

I have an overall grade average of about a (fill in grade). My conduct grades have always been good or excellent.

My hobbies include __________, __________, __________, and __________.

The volunteer projects with which I have been involved are __________, __________, and __________.

While in school (or during summer vacations) I have held the following jobs: __________, __________, and __________.

My health is excellent. I am (fill in age) years of age and an American by birth.

I will be glad to come to your office for an interview at any time that is convenient for you.

Sincerely,

(sign your name)
APPLICATION FOR MINOR'S EMPLOYMENT CERTIFICATE  
(Please Print plainly)

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
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<table>
<thead>
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<th>Place of Birth</th>
<th>Town</th>
<th>County</th>
<th>State</th>
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<table>
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<th>Parent or Guardian</th>
<th>Address of parent or guardian</th>
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</table>

The above named minor is to be employed by:

<table>
<thead>
<tr>
<th>Name of Firm</th>
<th>Address of Firm</th>
<th>Type of Work</th>
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<th>Signature of minor</th>
<th>Address of minor</th>
<th>Name of school</th>
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Evidence of age (check one)

<table>
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<tr>
<th>Birth Certificate</th>
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<tr>
<th>Baptismal Certificate</th>
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<table>
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<tr>
<th>Other (Specify)</th>
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</tbody>
</table>
PLAN YOUR INTERVIEWS

You will probably visit offices of professional people and businessmen during the year in connection with career development. This is a privilege, and nothing will impress your host more than being alert, attentive, well-mannered, and well-dressed. Know what you want and how to ask for it in a courteous way. Give a sincere “Thank you” and a firm handshake. When the person you are calling on indicates the visit is ending, he will show it by voice or by rising. It is time for you to rise, give a firm handshake, a sincere thank you, and leave.

REMEMBER

It has been said that out of every 100 men and women who desire a certain job:

50 will never really do anything about their desire;
20 will not use the correct approach;
10 will decide that they do not really want the job;
   6 will not meet the requirements;
  5 will be by-passed by other applicants;
  2 will get the job only to lose it; and
  7 out of 100 will get and keep the job they want.
MEDIA FOR SELF-ANALYSIS

*Filmstrips on Foundations for Occupational Planning.

Who are You?
What Do You Like To Do?
What Is a Job?
What are Job Families?
What Good is School?
Set of five filmstrips $28.25
Each filmstrip if brought separately $6.25

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

PLANNING

Preparing for the World of Work, Guidance Associates

Preparing for the Jobs of the 70's, Guidance Associates

SUGGESTED POPULAR SONGS FOR
SELF-ANALYSIS AND PLANNING

"I Gotta Be Me"
"Born Free"
"If I Were a Carpenter"
"Windmills of my Mind"
"Where am I Going?"

*These titles are not in AV center of H. I. S. D.
PLANNING GOALS

Filmstrips
The following filmstrips with records or cassettes may be in your school library. If not, they can be ordered from: Guidance Associates, Pleasantville, N. Y. 10570. Discussion guides are included with each subject.

Series – The Job Attitude

On the Job -- Four Trainees
Choosing your Career
Job Attitude: Liking Your Job and Your Life
Trouble at Work
Why Work at All?
What You Should Know Before You go to Work
Dropping Out: Road to Nowhere — 1964 edition
Preparing for the Jobs of the 70's
A Job that Goes Someplace
Jobs for High School Students
Preparing for the World of Work
Your Job Interview
An Overview of Technical Education

Series – Motivation Guidance

Dare To Be Different
Your Personality: The You Others Know
The Exploited Generation

Series – Career/Vocational Guidance

Job Hunting: Where to Begin
Jobs and Gender
Your First Week on the Job

Series – Secondary School Orientation

High School Course Selection and Your Career
Testing, Testing, Testing
College Planning
<table>
<thead>
<tr>
<th>FILM</th>
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<tbody>
<tr>
<td>College Ahead</td>
<td>L-1987</td>
<td>30 min.</td>
</tr>
<tr>
<td>High School requirements and courses leading to various businesses and professions</td>
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<td></td>
</tr>
<tr>
<td>Beginning Responsibility: Being a Good Sport</td>
<td>4425</td>
<td>11 min.</td>
</tr>
<tr>
<td>Job Interview: Whom Would you Hire? Three Young Men</td>
<td>M-4601</td>
<td>16 min.</td>
</tr>
<tr>
<td>Tomorrow at Ten Suggestions for an Interview</td>
<td>M-4555</td>
<td>20 min.</td>
</tr>
<tr>
<td>Your Job: Fitting In Importance of understanding rules and customs</td>
<td>M-4423</td>
<td>17 min.</td>
</tr>
<tr>
<td>Aptitudes and Occupations, (2nd. Ed.) Scholarship achievement; aptitude and interest tests help students select careers</td>
<td>M-2611</td>
<td>16 min.</td>
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<tr>
<td>David &amp; Hazel A Story in Communication. Husband's job is threatened, and his silence affects his wife and children.</td>
<td>L-3406</td>
<td>28 min.</td>
</tr>
<tr>
<td>How to Make and Use a Diorama Demonstrates construction of miniature scenes for related activities</td>
<td>M-3505</td>
<td>20 min.</td>
</tr>
<tr>
<td>Odyssey of a Dropout No job, no future, finally no girl</td>
<td>M-4120</td>
<td>19 min.</td>
</tr>
<tr>
<td>The Toymaker Puppets used to show a problem of human relations-recognizing and accepting likenesses and differences</td>
<td>M-1521</td>
<td>15 min.</td>
</tr>
<tr>
<td>You Can Go a Long Way Shows how finishing school helps increase job opportunities</td>
<td>M-3838</td>
<td>22 min.</td>
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<tr>
<td>Your Junior High Days All seventh graders face common problems</td>
<td>M-2823</td>
<td>12 min.</td>
</tr>
<tr>
<td>Title</td>
<td>Code</td>
<td>Duration</td>
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</tr>
<tr>
<td>Run!</td>
<td>M-4995</td>
<td>12 min.</td>
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<tr>
<td>Allegory about destructive ways in high pressured society and Self-centered man</td>
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<tbody>
<tr>
<td>War Games</td>
<td>M-4998</td>
<td>19 min.</td>
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<tr>
<td>A parable of man's inability to inhabit the earth without including destruction of life. Children laugh in a game when a goat is killed.</td>
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<th>Title</th>
<th>Code</th>
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<tbody>
<tr>
<td>The Unanswered Question</td>
<td>4997</td>
<td>5 min.</td>
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<tr>
<td>A series of interviews on brotherhood</td>
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<th>Duration</th>
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<tbody>
<tr>
<td>What Can Carl Do?</td>
<td>4754</td>
<td>6 min.</td>
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<tr>
<td>Examines one's commitments to others</td>
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<tr>
<td>What Will Christy Do?</td>
<td>4755</td>
<td>6 min.</td>
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<tr>
<td>A drama about ethics</td>
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<th>Duration</th>
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<tr>
<td>What Will Kevin Do?</td>
<td>4757</td>
<td>6 min.</td>
</tr>
<tr>
<td>A drama about responsibility versus preference</td>
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<tr>
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<tbody>
<tr>
<td>What Will Linda Do?</td>
<td>4758</td>
<td>6 min.</td>
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<td>Responsibility versus preference</td>
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<tbody>
<tr>
<td>What Will Mary and Nancy Do?</td>
<td>4759</td>
<td>6 min.</td>
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<tr>
<td>Action regarding shortcoming of others</td>
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<tbody>
<tr>
<td>The Forgotten</td>
<td>4747</td>
<td>8 min.</td>
</tr>
<tr>
<td>Situations in which the worker forgets</td>
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<tr>
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<th>Duration</th>
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<tbody>
<tr>
<td>Guidance for the Seventies</td>
<td>M-5184</td>
<td>16 min.</td>
</tr>
<tr>
<td>Kids, Parents, Pressures. Teenagers attend seminar</td>
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<table>
<thead>
<tr>
<th>Title</th>
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<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Had You Lived Then</td>
<td>M-4834</td>
<td>15 min.</td>
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<tr>
<td>Work in the days when Jefferson was President</td>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Duration</th>
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<tr>
<td>The Mexican-American: Heritage and Destiny</td>
<td>L-4942</td>
<td>29 min.</td>
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<tr>
<td>Mexican-Americans who have achieved greatness in their work discuss their experiences</td>
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<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>My Life to Live</td>
<td>L-5044</td>
<td>25 min.</td>
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<tr>
<td>A college student searches for self-identity</td>
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<tr>
<td>Title</td>
<td>Code</td>
<td>Duration</td>
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<tr>
<td>The Searching Eye</td>
<td>M-4901</td>
<td>18 min.</td>
</tr>
<tr>
<td>Imagination, observation, and perception at the beach</td>
<td></td>
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<tr>
<td>They Beat the Odds</td>
<td>M-4869</td>
<td>22 min.</td>
</tr>
<tr>
<td>Account of successful people from minority groups</td>
<td></td>
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<tr>
<td>What Will Patty Do?</td>
<td>4760</td>
<td>6 min.</td>
</tr>
<tr>
<td>Group pressure</td>
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<tr>
<td>What Will Pete Do?</td>
<td>4761</td>
<td>6 min.</td>
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<tr>
<td>Starting rumors</td>
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<tr>
<td>What Will Ramona Do?</td>
<td>4762</td>
<td>6 min.</td>
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<tr>
<td>Responsibility for others</td>
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<tr>
<td>What Will Ray Do?</td>
<td>4763</td>
<td>6 min.</td>
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<tr>
<td>Shortcomings of others</td>
<td></td>
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<tr>
<td>What Will Skip Do?</td>
<td>4764</td>
<td>6 min.</td>
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<tr>
<td>Spending allowances</td>
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<tr>
<td>What Will Ted Do?</td>
<td>4765</td>
<td>6 min.</td>
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<tr>
<td>Drama about exaggerated claims</td>
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<tr>
<td>'Your Job: Getting Ahead</td>
<td>M-5067</td>
<td>16 min.</td>
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<tr>
<td>Employees' understanding of rules and customs</td>
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<tr>
<td>Your Job; Good Work Habits</td>
<td>M-5068</td>
<td>14 min.</td>
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<tr>
<td>Young workers with good habits that lead to a raise</td>
<td></td>
<td></td>
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</tbody>
</table>
BIBLIOGRAPHY

BOOKS


Suggested Plans for Group Discussions in Vocational Industrial Education. Comp. by Cadar Parn. Assembled and organized by Texas Coordinators of Industrial Cooperative Training. Issued by the University of Texas, Division of Extension, Industrial Education Department in Cooperation with Texas Education Agency, Austin, Texas.


Training Curriculum Outline and The Group Guidance Program
A Job Placement and Group Vocational Guidance Program for High School Youth

New Materials

Write to:
United States Dept. of Labor
Regional Administrative Office
1100 Commerce St.
Dallas, Texas 75202

Examples of free pamphlets:
1. Major Programs, 1972
2. Employment of High School Graduates and Dropouts, October 1971, SLFR No. 145

Science Research Associates, Inc. (1973 catalog)
259 East Erie St.
Chicago, Illinois 60611

(In Houston call Mr. Carroll Strange—464-7285 or Mr. James Larrabee, 391-4656.)

"Widening Occupational Roles Kit" (Gr. 6-9) — Specimen Set—$3.00
"Keep-Career Exploration Program" (Gr. 6-adult) — Specimen Set—$14.00
Junior Guidance Series Booklets (Gr. 6-9)
  "Your Abilities"
  "High School Ahead"
  "About Tests"
  "The Job in Your Future"
  "Exploring the World of Jobs"
  (Single titles — $.92)
Job Experience Kits (Gr. 8-12) — Specimen Set—$3.50
Job Family Series Booklets (Gr. 7-14) — Set of 29 booklets—$22.65
"Discovering Yourself" (Gr. 7-9) $2.25
"My Educational Plans" (Gr. 7-9) $2.42
"Occupational Exploration Briefs" (Gr. 7-9) 400 Briefs—$97.00

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

"Changing Roles of Men and Women—What It Means to Youth" — B-271, $1.00; Teacher's Manual, $.20

Planned Group Guidance (covers relationships with others, orientation to self, orientation to school, planning for the future) B-259, 1-9 copies, $2.50 each

Being Teenagers (includes subjects such as "Planning My Future Education," "Thinking of Future Jobs," "How to Take Tests," "Choosing my High School Subjects") Student's book $2.66; 33 charts on easel $19.50; Teacher's Guide $1.10

Discovering Myself — Student's book $2.85; 33 charts $19.50; Teacher's Guide $1.10

Planning My Future
  "All Jobs Are Important"
  "Every Job Requires Many Abilities"
  "Character and Personality Are Important"
  "What Do I Want from a Job?"
  "Surveying All Fields of Work"
  "A Realistic Look at Job Opportunities"
  "Families of Vocations"
  "Working with Things, People, Ideas"
B-208, Student Book (33 chapters). $3.25
E-2198, 33 charts on easel, $19.50
M-2188, Guide, 33 units, $1.10
Junior High Kit for Careers plus one year's subscription to the up-dating Guidance Service, $114.50

"Student Attitude Builders," Set No. 1 (40 posters) — $34.50
"Student Attitude Builders," Set No. 2 (20 posters) — $21.50
"Accentuate the Positive" (40 pages) — $4.75
"Career Interest Builder Series" — $21.50
"72 Job Guides" through April, 1972 — $10.50
"My Career Planner"—a system for determining career fields based on abilities, interests, and the like — $.35 on first 100; more $.15
"The College Suggestor"— choose college to match needs — $40.00 (FOB)

Personal Guidance

Richards Rosen Press
Allied Book and Educational Resources
c/o Walter H. Escue
6007 Greenmont Dr.
Houston, Texas 77018

How Teenagers Can Get Better Jobs
The Teenager and the Interview
Turn Yourself On—Goal Planning for Success

"Job Guide for Young Workers." This booklet gives highlight information on 110 entry jobs frequently held by young beginners entering the labor market from high school. For each type of job, information is provided on employment prospects, qualifications for jobs and usual duties, opportunities for advancement, how and where jobs are obtained, and characteristics of jobs. Price, 45 cents.

"Occupational Outlook Handbook." This book gives the education and training requirements, working conditions, and employment outlook for more than 500 occupations including many professional jobs. Price, $4.50.

"Look Your Best." This pamphlet will tell you how to get a job in the field of your choice.*

*These publications may be found at the Texas Employment Commission Office or you may purchase them from the Government Printing Office, Washington, D.C. 20036.
Tests

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Vocational Planning Inventory (about 3 hrs.)
Test booklets—reusable (7-46700) 25 for $11.82
Program Manual (7-6704) $1.18
Your VPI Report and What It Means, 25 for $5.20

Scoring must be done by S.R.A. Price of all materials including scoring is $1.28 per pupil. If test booklets are owned, price is $1.18 per pupil.

Flanagan Aptitude Classification Tests (evaluates various skills for specific careers) pkg. of 25 — $5.50

Kuder Form E—General Interest Survey, Test booklets — 25 for $8.45 (provides all material needed except test booklets; S.R.A. scoring is included)

Career Guidance and the Kuder Interest Inventories (explanation of occupations keyed to special interests) $1.08

Interpreting the Kuder E General Interest Survey (transparencies to show interest areas as starting point for career investigations) $8.64

What I Like To Do
Inventory of preferences booklets (pkg. 25) — $7.00
Answer sheets (pkg. 100 and 3 examiner's manuals) — $9.00
Profile folders (pkg. 100) — $7.50
Teacher's Handbook — $5.9
Specimen Set — $2.15

Planned Programs

Learning Dynamics, Inc.
Eliot Bldg.
167 Corey Road
Boston, Massachusetts 02146

Science of Personal Success Program (behavioral objectives structured to help you know yourself and to deal with other people more successfully) Twelve tapes of programmed instruction, cassette album, response books, and exercises — prepaid $113.78

Magazines

Career World
Curriculum Innovations, Inc.
501 Lake Forest Ave.
Highwood, Ill. 60040

$1.75 per student each semester or $2.95 per student each school year—minimum 15 orders

American Vocational Journal, 1510 H. St. N. W., Washington, D.C. 20005. All members of the American Vocational Association receive the journal each month—September through May. Subscription rate for non-members is $6.00 per year. In Texas apply for AVA membership by writing to American Vocational Association, 307 East 14th Street, Austin, Texas 78701; Attn. Mrs. Jane Eads. Texas Vocational Technical Association membership will also be included when dues are sent to the Austin address.


Comic Book

Popeye Career Series
King Features
235 East 45th St.
New York, New York 10017

(Covers all 15 career fields)

Work Book

Activities for Succeeding in the World of Work
McKnight and McKnight Pub. Co.
Bloomington, Illinois
(Ph. AC 309-663-1341)

Conferences on Future Jobs

YWCA Jobs Conference
1521 Texas Avenue
Houston, Texas 77002
(Ph. 738-1195; 224-0613; 222-8261, ext. 37)
Program Kit for Self-Analysis and Planning

Adventures in Success
Goals, Inc.
2915 South Georgia
Amarillo, Texas
(or)
Call Mrs. Fax, 465-4788, Houston

(Kit contains three two-way cassettes and a complete study manual.)

Games

Call Walter Escue, 6007 Greemont Dr., Houston, Texas 77018 — Ph. 686-7834.
Life Career — No. 3253 — $35.00
Consumer — No. 3250 — $30.00
Economic System — No. 3252 — $25.00
Guide to Simulation Games — No. 3301 - $15.00

Kits

Career Education Instructional Kit from the View Project
Materials can be ordered from the Region XIX Educational Service Center, Texas View, 6501C, Trowbridge, El Paso, Texas 79905

Teacher’s Guide — one year calendar lesson plans and 50 job printouts — $11.75; 40 transparencies — $26.00
(In Houston order from: Mrs. Mary Stone, Region IV Educational Service Center, P. O. Box 863, Houston, Texas 77002)

Hobby Materials

Free Hobby Materials and Publications for Easy Reading

Magazines include The Great World of Hobbies and Leisure Trends. The materials are furnished free, compliments of the advertisers, limited to Hobby/Craft Art Suppliers. Contact Marge Smith, Texas Handicraft and Hobby Association, 7510 Hornwood, Suite 108, Houston, Texas — Ph. 771-1741.
Other Occupational Outlook Publications

The Bureau of Labor Statistics (BLS) publishes various counseling aids and manpower studies which supplement the information contained in the Occupational Outlook Handbook.

**Occupational Handbook Quarterly**
This periodical, published 4 times during the school year, includes new occupational studies developed between editions of the Handbook, summarizes the results of special manpower research and labor force studies conducted by BLS, and presents timely articles on topics such as training opportunities, salary trends, and prospects for change in the world of work. Price: $3 for a 2-year subscription, $4, foreign.

**Reprints from the Occupational Outlook Handbook.** Each job discussed in the Handbook is available individually as a reprint. Titles of the reprints, with prices, are available from BLS regional offices, listed below.

**Jobs for the 1970's**
This 35 mm color slide series contains 40 slides that show in chart form today's occupational composition and the changes ahead in the decade of the 1970's. The slides are a useful visual aid for helping young people choose careers and for helping vocational guidance and other manpower specialists keep abreast of manpower trends. Price, including accompanying narrative $10 a set (Payment must accompany order. Make check payable to Bureau of Labor Statistics.)

**Occupational Outlook for College Graduates, 1972-73 edition**
This is a convenient guide to careers in about 100 jobs for which a college education is usually necessary. The 250-page book describes the nature of the work, training requirements, earnings, and future employment prospects. Occupational outlook statements in this volume are excerpts from the 1972-73 Occupational Outlook Handbook. The book will be available in mid-1972. For price information, write to any BLS regional office.

**Occupational Manpower and Training Needs**
Designed for educators and manpower analysts and planners, this 81-page study shows 1968 employment and projected manpower requirements in 1980 for 232 white-collar, blue-collar, and service jobs included is a summary of all available statistics on numbers of persons currently completing training in each occupation. Price: $75.

**College Educated Workers, 1968-80.**
This 25-page study analyzes the factors that will affect the supply and demand for college graduates during the 1970's. It also previews the expected manpower situation for 24 occupations requiring college or junior college training and examines the job outlook for women college graduates. Price: 35.

**Education and Jobs Leaflets.**
These free leaflets list jobs which require specified levels of education; titles are.

**JOBS FOR WHICH**
A High School Education Is Preferred, But Not Essential
A High School Education Is Generally Required
Apprenticeships Are Available
Junior College, Technical Institute, or Other Specialized Training Is Usually Required
A College Education Is Usually Required.

The number of persons employed, qualifications and training requirements, and employment opportunities and trends to 1980 are included for each job listed.

**Motivational Leaflets.** Designed for distribution by teachers and counselors, these free leaflets list occupations related to academic subject areas and student interests. Individual leaflets cover occupations related to biology, science, English, math, the social sciences, the liberal arts, and foreign languages and interests in repair work, outdoor jobs, and office work.

Both priced and free publications are available as long as supplies last from any regional office of the Bureau of Labor Statistics. Addresses are listed below. In all cases except for purchase of the slide series, jobs for the 1970's, make checks payable to the Superintendent of Documents.

1603 A Federal Office Bldg
Boston, Mass 02203
341 Ninth Ave, Room 1025
New York, N.Y. 10011
211 W. Hurst St.
Kansas City, Mo. 64106
1317 First St., Room 406
Philadelphia, Pa. 19107
1371 Peachtree St., N.E.
Atlanta, Ga. 30309

200 South Wacker Dr
Chicago, Ill. 60606
811 Main St.
Kansas City, Mo. 64106
1100 Commerce St., Room 687
Dallas, Tex. 75202
450 Golden Gate Ave., Box 30017
San Francisco, Calif. 94119

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# PRICE LIST and ORDER FORM for FOUNDATION BOOKLETS and CASSETTES

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<th></th>
<th>Quantity</th>
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<tr>
<td>&quot;Building Self-Esteem&quot;</td>
<td>1 to 10 Copies</td>
<td>$2.00 per Copy</td>
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<td></td>
<td>10 to 50 Copies</td>
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Signature ____________________________________________ Date: __________

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See reverse side for Price List and Order Form for Foundation Leaflets.
Discounts for leaflets are based on total Dollar Amount of order for leaflets only, not on Quantity of leaflets ordered. A complimentary set of leaflets is available on request.

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<td>The Choice is Ours</td>
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<td>My Reality</td>
<td>$0.05</td>
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<td><strong>E</strong></td>
<td><strong>$1.35</strong></td>
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**CAUTION**: Do not forget to complete “Shipping Information” on reverse side.
EVALUATION
EVALUATION

I. Behavioral Objectives

A. Ninety percent of students will write evaluations of Occupational Orientation.

B. Eighty-five percent of students will write on concepts that show pride and teamwork in the career of their choice. They will include workers from all ability levels and all socio-economic areas.

C. Ninety percent of students will compare the answers of their pre- and post-tests to find changes in attitude and knowledge.

E. Seventy percent of students will write on specific training and involvement that will benefit the needs indicated in evaluations.

II. Instructional Procedures

A. Pictures and clippings showing goals and interrelationship of careers will be placed on bulletin boards and in career corners.

B. Pre- and post-tests will be given as directed. The post-test will be graded and returned the following day. Each student will compare his pre-test answers with his post-test answers. He will be directed to search for changes that add positive self-analysis, a realization of the importance of all work, community interests, and specific steps toward realistic goals.

C. Duplicates of student research projects (in appendix) will be made for each student.

D. A sincere desire to communicate and a willingness to carry out beneficial changes will be reflected throughout group evaluations.
STUDENT ACTIVITIES

Students will complete all activities. The teacher will designate the date on which each assignment is due. Most of the work will be done in class.

1. Explain teamwork needed in career fields. Your explanation can be made with words or pictures or a combination of the two. Be sure to include the laborers, office workers, and professionals. A finished product or a service requires workers from all walks of life.

2. Complete a research project. Your teacher will distribute the research project for a career field of your choice. Use your notes from this semester’s work and any available additional materials. Follow directions.

3. Take the pre-post-test. Compare your answers. List the improvements you find in your personality and in your knowledge of careers.

4. Write your attendance record for last semester and for this semester. If there is much change, give reasons. (If you cannot remember your record, your teacher can help you.)

5. Complete the evaluation forms which your teacher will distribute. These forms give you a chance to assist with future plans for Career Orientation. If you have done your best in this course, your suggestions will be very helpful.

6. Watch the movie It’s Your Turn Now. List what you plan to do with your turn in the world of work.

7. If you satisfactorily complete assignments before other students, write jobs with scrambled letters, work crossword puzzles, or create games. WORK ALONE. Other students must not be disturbed.

8. If time permits, cut out stories or pictures of workers. List as many career fields as possible in support of the worker in your story or picture.

9. Make up riddles about careers. Your questions can pertain to the work that is done on specific jobs, the tools that are used, the changing job market, or skills needed for jobs.

10. List local schools that train for specific careers after high school.

11. Name one or more hobby or volunteer projects for each career field.

12. Make a poster showing an interrelationship of careers.

These activities are not included in the minimum assignments; they are listed for the students who complete assignments early.
III. Performance Goals

A. Oral and written expressions that indicate an awareness of the need for everyone in the world's market

B. Reactions that show improved self-analysis

C. Involvement that shows concern for home, school, and community

D. School attendance that is regular and purposeful

IV. Evaluation

Changes planned as a result of research in evaluation surveys

FLEXIBLE DAILY LESSON PLANS

First Day—Preview (interrelationships and dignity in all career fields)

- Show film (listed in appendix).
- Have the students draw or write career concepts which show that all people are needed.

Second Day—Pre-Post-Test

- Review course (review questions in appendix)
- Give pre- post-test.
- If time permits, allow students to play quiet games (suggestions in student activities)

Third Day—Comparison of Pre-Post-Test Answers

- Distribute pre- and post-tests scores.
- Direct students to search for and take pride in improvements in self-analysis, career information, investigative skills, and realistic planning.
- Compare present and past attendance marks.

Fourth Day—Evaluation Forms for Students

- Short form regarding media (in appendix)
- Brief form on speakers (in appendix)
- Evaluation of Occupational Orientation course (in appendix)

Fifth Day—Research project and long range plans

- Individual research for evaluating goals (in appendix)

This form is to be taken home for future reference as students continue evaluating their plans and goals. Explanation to students is given in No. 2 of Student Activities.
APPENDIX

1. Forms for students
   a. Student Evaluation of Media
   b. Compilation of Media Evaluations
   c. Student Evaluation of Speakers
   d. Semester Evaluation of Career Orientation
   e. Interpretation of Semester Evaluation
   f. Job Research

2. Community Evaluation Form

3. Guide Line for Discussions in all Career Fields

4. Tests by Students

5. Review of Career Orientation

6. Pre-Post-Test

7. News Release

8. Improvisations

9. Teacher’s Evaluation Form

10. Media Resources

STUDENT EVALUATIONS

Students have much to tell us when we listen. If we include pupils’ opinions, suggestions, and comments in a planned, systematic way, we can teach democracy in action. Two-way communication, empathy, and involvement can be put into practice with the evaluation forms on the following pages. Interpretation and change should follow these forms or they will become meaningless paper work that adds burdens and destroys trust.
STUDENT EVALUATION OF MEDIA

Name of Show or Tape

Date Presented

Grade

Student's Opinion of Program:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It answered needs</td>
<td></td>
<td></td>
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<tr>
<td>2. It was clear and to the point</td>
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<tr>
<td>3. It was up-to-date</td>
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<tr>
<td>4. It should be shown to other C.O. classes</td>
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</table>

Suggestions:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
### COMPILATION OF STUDENT EVALUATIONS OF MEDIA

<table>
<thead>
<tr>
<th>Name of Show</th>
<th>Type*</th>
<th>Producer</th>
<th>Address</th>
<th>Grade Levels</th>
<th>Approximate Number of Student Evaluations</th>
</tr>
</thead>
</table>

**Overall Reaction to Show:**
- Affirmative
- Negative

**Overall Suggestions:**

*F- Film
F<—film strip
R—record
T—tape
S—slides
Tr—transparencies

Teacher's Name ____________________________
Date ____________________________
STUDENT'S EVALUATION OF SPEAKER
(also used to compile all students' opinions)

by Miss Rose Parks—Black Jr. High School

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Speaker's Name</td>
<td>Occupation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the speaker give enough information about his occupation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the speaker answer all questions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the speaker have a pleasing personality?</td>
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<tr>
<td>Did the speaker speak clearly and distinctly?</td>
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<tr>
<td>Did the speaker use appropriate language?</td>
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<tr>
<td>Did the speaker repeat ideas?</td>
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<tr>
<td>Did the speaker use visual aids to supplement his discussion?</td>
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<tr>
<td>Do you think the speaker is pleased with his occupation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think the speaker enjoyed visiting our class?</td>
<td></td>
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</tr>
<tr>
<td>Did the speaker brag too much about his occupation?</td>
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<tr>
<td>Was the speaker trying to encourage you to prepare for his occupation?</td>
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<tr>
<td>What do you think of the occupation? Is it appealing ____ disappointing ____ or not interesting ____ to you?</td>
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<tr>
<td>Why</td>
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<tr>
<td></td>
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<tr>
<td>What interested you most about the speaker?</td>
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<td></td>
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</tr>
<tr>
<td>Would you like to know more about the speaker's occupation?</td>
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SEMESTER EVALUATION OF CAREER ORIENTATION

(Circle the answer you feel best answers the question that completes the statement.)

1. Do you see any interest that the community is taking in Career Orientation?
   a. some  b. a lot  c. none

2. Would you like for this course to last—
   a. more time  b. less time  c. same as now

3. Do you think the films and slides were helpful?
   a. yes  b. no  c. not sure

4. Were your speakers interested in you and your class?
   a. yes  b. no  c. not sure

5. Did you learn about any careers that were new to you?
   a. yes  b. no  c. cannot remember

6. Do you now have a better idea of preparation needed for a job which you think you would like?
   a. yes  b. no

7. Do you think you know your strong and weak points better now than you did four months ago?
   a. yes  b. no

8. Have you kept patterns for letters of application?
   a. yes  b. no

9. Has this course helped you meet one or more persons who might some day help you line up a good job?
   a. yes  b. no

10. Do you know where to look for jobs that would give you a feeling of satisfaction and good pay?
    a. yes  b. no

11. Are you aware of new jobs that will require new training as the old jobs fade away?
    a. yes  b. no

12. Have you spent time on a hobby since you started this course?
    a. yes  b. no

13. If you were ready to work now, do you know what salary you would make on the job of your choice?
    a. yes  b. no

14. Do you know what working conditions exist on the job of your choice?
    a. yes  b. no

15. After you complete eighth grade, how many more years of training will you need to hold the job of your choice?
    a. none  b. four  c. more than four
16. Is the main purpose of Texas Employment Commission to
   a. pay unemployment checks?
   b. help you in getting along with your boss?
   c. help you find a job?

17. Do you know of any volunteer work you can do now to gain experience in your choice of work?
   a. yes
   b. none
   c. not sure

18. Did you get enough printed materials in this course to help you understand your choice of jobs?
   a. yes
   b. no

19. Would you recommend that your friends take this course?
   a. yes
   b. no

20. Did you learn about test questions that a company might give you?
   a. yes
   b. no

21. Did you visit any place (on your own or with your class) to learn more about jobs?
   a. yes
   b. no

22. Did you or other students do any work, music, writing, art, or drama that helped explain this course?
   a. yes
   b. no
   c. don't know

23. Does your school's PTA show interest in this course?
   a. yes
   b. no
   c. don't know

24. Do other teachers in your school seem interested in this course?
   a. yes
   b. no

25. Have you found any more definite purpose in school than you had four months ago?
   a. yes
   b. no

26. Do you think you now have more respect for all good workers, no matter what job they hold?
   a. yes
   b. no

27. Do you have a Social Security card?
   a. yes
   b. no

28. Did this course help you to understand the importance of teamwork?
   a. yes
   b. no

29. How many job fields do you remember?
   a. fewer than 5
   b. between 5 and 10
   c. between 10 and 15

30. Did this course help you find new ways to use your free time?
   a. yes
   b. no

31. Have your relatives and neighbors shown an interest in this course?
   a. yes
   b. no
32. Have you asked questions about jobs?
   a. yes       b. no

33. Do you think the visitors were good speakers who knew their subject?
   a. yes       b. no

34. In the future, should there be—
   a. more speakers       b. fewer speakers       c. the same number

35. How does your attendance at school compare with your attendance before you were in this course?
   a. the same
   b. better attendance
   c. worse attendance

36. Have you noticed any improvements in attitudes of students in this class?
   a. yes       b. no

37. Did you take part in role playing of interviews or other job situations?
   a. yes       b. no

38. Are you involved in volunteer or part-time work as a result of this course?
   a. yes       b. no

39. Would you be willing to help find speakers or assist with short term projects for this course next semester?
   a. yes       b. no

40. Write any suggestions you have for improving this course.
AN INTERPRETATION OF ANSWERS ON STUDENTS' EVALUATION OF CAREER ORIENTATION

Self-Analysis—The following questions apply:
6, 7, 15, 25, 32, 35, 39 (awareness of self)
12, 30 (hobbies)
17, 30, 38 (volunteer work)

Career Investigation—
1, 24, 31, 36, (Community and school response)
3 (media)
5, 6, 8, 9, 10, 11 (knowledge of jobs)
13, 14, 15, 16, 18, 20, 21, 23, 27, (organizational help)
2, 19, 22, 28, 37, (time and methods in C.O.
4, 33, 34 (speakers)

Overall negative response in self-analysis could mean a personality problem, lack of motivation, or poor communication.

Overall negative response to career investigation could mean concept presentations are too difficult, a lack of relevance or empathy for the students.

By pinpointing the specific subjects shown in parentheses, the teacher may be able to do a realistic self-evaluation. Hopefully, these forms will serve as guides for individual and departmental improvements each semester.
Your Plans

Fill in the blanks with words or phrases. No sentences. Example 1 – newspaper want ads

1. Name five ways of looking for a job

(a) ____________________________
(b) ____________________________
(c) ____________________________
(d) ____________________________
(e) ____________________________

2. Name three jobs you feel you will be able to do well in five years.

(a) ____________________________
(b) ____________________________
(c) ____________________________

3. What education and/or training will you need for jobs (a), (b), and (c) listed in Number two? Examples: high school, trade school, college, military service, on-the-job training, or others (name)

(a) ____________________________
(b) ____________________________
(c) ____________________________

4. Describe the tasks you will do in the jobs listed in number two. Example: a salesman reads, writes, makes many contacts, sells, reports, evaluates, services.

(a) ____________________________
(b) ____________________________
(c) ____________________________
5. What salary do you think you would make if you were now ready to start work as a beginner on each of the jobs mentioned in two?
   (a) 
   (b) 
   (c) 

6. Name the job you want most

7. What hobbies or volunteer work can you do now to help yourself get ready for the job you want?
   (a) 
   (b) 
   (c) 

8. Give three organizations, departments, or titles of people who can help you get into jobs you would like.
   (a) 
   (b) 
   (c)
COMMUNITY EVALUATION
by Miss Rose Parks, Black Jr. High School

The community needs an opportunity to evaluate the Career Orientation program. The following form has brought very favorable results. We would appreciate your filling out this form, but it is optional.

In an effort to evaluate our attempt to orientate boys and girls of the junior high level on job opportunities, we are sending this checklist to companies that have supplied us with speakers and materials to get their feelings about the program.

The Career Orientation classes of ______ Junior High School will appreciate your filling out this checklist.

1. How would you rate your visit with the class?
   Excellent ____  Good ____  Fair ____  Poor ____

2. Do you feel that your visit was profitable?
   Yes ____  No ____

3. Would you say that most of the students received some worthwhile information?
   Yes ____  No ____

4. Do you feel that the students were--
   Well prepared ____? Under-prepared ____? Not prepared at all ____?

5. Do you feel that this type of class is suitable for junior high students?
   Yes ____  No ____

6. Do you feel that classes of this nature should be
   Continued ____  Discontinued ____

7. Do you feel that at this age level you would have been interested in a class of this nature?
   Yes ____  No ____

8. Would you be willing to visit classes of this nature in the future?
   Yes ____  No ____

9. Have you made similar classroom visits?
   Yes ____  No ____
10. Do you feel that invitations of this kind—
take too much of your time ___ disrupt your work schedule ___
are a pleasure to do ___

11. Do you feel that programs of this nature will strengthen the school, industry, and employment
relations?
   Yes ___   No ___   Comments:_____________________________________________________

12. Do you feel that the student response was
   Excellent ___   Good ___   Fair ___   Poor ___

13. Do you have any comments or suggestions on how we can further develop this program?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

14. We would appreciate any general comment you have about your visit to our class:
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

15. What class do you feel gave the greatest response?
   First ___   Second ___   Third ___   Fourth ___
   All responded about the same ___
GUIDE LINE FOR DISCUSSIONS IN ALL CAREER FIELDS

1. Predicted need for specific jobs
2. Required and helpful high school subjects for each field
3. Useful hobbies and clubs
4. Volunteer opportunities
5. Required and helpful training
6. Specific schools for training and retraining beyond junior high school
7. Qualifications: physical, mental, emotional
8. Advantages
9. Disadvantages
10. Entry level job descriptions
11. Beginning salary at the present time (low, med. high) if willing to state
12. Sources of information for changing job pictures
13. Examples of jobs that make up the teamwork for a given service or product
14. Places of employment
15. Tools of the trade or profession
16. Usual promotion pattern
17. Specific application procedure

TESTS BY STUDENTS

The following sample fun tests were given on the final day of group presentations for the various career fields. Each student was responsible for assisting in the preparation, presentation, evaluation of skills and knowledge. All students were required to take the test. The students who prepared the tests also graded them, and the teacher checked their accuracy. Interest was high.

The ideas shown in the test patterns can be used by students who complete evaluation surveys earlier than others in the class. It must be understood that these tests, games, and riddles are to be done independently and quietly.
Occupational Quiz

Ban +

+ S

jaw + b

painting 2.

1 jaw + b

is painting. Tell her.

Print answer here:
To the student: Use the code listed in the left hand column to solve the statements at the right. A slash mark separates words. Space is provided for each answer.

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REVIEW OF CAREER ORIENTATION

Guide for Discussion
(The following questions may be used as a review of the semester's work before the post test is given.)

Social Security

1. What is Social Security?
2. How do you obtain a Social Security Card?
3. How do you replace a lost social security card?
4. Do you have a Social Security Card?
   Write your Social Security Number.

U. S. Department of Labor

1. What is the U. S. Department of Labor?
2. Give specific laws that protect you when you are a teenage worker.

Job Clusters or Career Fields

1. Define job cluster or career field.
2. What is meant by teamwork on a job?
3. Explain interdependence of job clusters to each other.
4. The following 15 job clusters cover many occupations. Beside each cluster write a job that is connected with each title:

   Business and Office Occupations
   Marketing and Distribution Occupations
   Communications and Media Occupations
   Construction Occupations
   Manufacturing Occupations
   Transportation Occupations
   Agri-Business and Natural Resource Occupations
   Marine Science Occupations
   Environmental Control Occupations
   Public Services Occupations
   Health Occupations
   Hospitality and Recreation Occupations
   Personal Services Occupations
   Fine Arts and Humanities Occupations
   Consumer and Homemaking Related Occupations

5. Select one cluster that appeals to you most. Give the following information about specific jobs in your favorite cluster:

   1. Advantages of this job
   2. Disadvantages of this job
   3. Future opportunities
   4. Education necessary
5. Personal qualifications
6. Salary
7. Fringe benefits
8. Description of job
9. Word-picture of a typical day
10. What to do now to start toward this career
11. Future planning (next 4 years) to get ready for this job
12. Money required to begin this job (education, transportation)
13. People who can tell about the job
14. Places to visit to see the work
15. People who can guide and help obtain the job

Planning and Involvement

1. What elective subjects are needed in high school for your future work?
2. What clubs might help you learn and have fun as you plan your future?
3. What volunteer jobs can you do to give yourself experience for a job in your future?
4. What hobbies might add fun and knowledge to your future work?
5. Name two titles of people or companies who might help you get a part-time or full-time job in the occupational cluster of your choice.
6. Write a letter of application to one of the companies you named in No. 5.
7. 'Tell what points must be remembered in personal interviews.
8. What are the duties of the Texas Employment Commission?
9. Where do you look in a newspaper for jobs?
10. Do employment agencies (other than the State) charge fees for helping you get a job?
11. What do you need to know about the company when you are looking for a job?
12. What do you need to know about yourself when you are looking for a job?
The pre-post-test is written to fulfill the Houston Independent School District's proposal under which the Career Orientation program is now funded. This proposal suggests that all Career Orientation teachers will work together in developing a test to be given to students in order to determine interests, attitudes, and knowledge of the world of work. This test will be given very early in the course to help the teacher establish directions, materials, and individual time allotments that are needed. Without forewarning, the same test will be given as a post-test during the last week of the course. Evaluation of changes that have occurred will be recorded. An evaluation and plans for improving work the next semester should also be achieved when the pre-post-test is analyzed.

If some students have serious difficulties with reading, the teacher should read all directions aloud. Ample time should be given for students to comprehend and apply statement to their own self-analysis and knowledge. Discussions and comments must not be given when the test is given. As soon as the class is ready, the teacher should move on to the next part of the test.

All units included in Career Orientation and covered in the pre-post-test there-instrument can serve as the teacher's preview for the entire course. By reading the complete tests before giving it to the students, the teacher will gain insight into the concepts and of materials to be covered.

This test has been tried in several classes. It was suggested that the test be given in two parts — self-analysis — would be given one day with no grade. The second half of the part include the rest of the test and would be given the second day. This second part of the test — fields and investigation skills — would be graded, but only the post-test would count on card average. There are 50 answers on Part II. Each answer counts 2 points. Although it been used in some of the Houston classes, it is still in the process of validation.
PRE-POST-TEST FOR CAREER ORIENTATION

PART I: SELF-ANALYSIS

Name ___________________________ Date ___________________________

School ___________________________ Teacher ___________________________

Your Interest

Put an X on the space or fill in statements briefly:

A. What do you prefer to do?

___ (1) work with things—motors, tools, furnishings, etc.
___ (2) work with people—sports, clubs, etc.
___ (3) work with ideas—writing, debating, etc.

B. Write a “1” beside the name of the school subject you enjoy most. Write a “2” beside the second best, and a “3” beside the third best.

___ (1) Physical education
___ (2) Mathematics
___ (3) Science
___ (4) History, civics, economics
___ (5) Languages, literature
___ (6) Shop work
___ (7) Home economics
___ (8) Other ___________________________

C. Do you have any health or physical limitations that should be considered in making a career choice—eyesight, hearing, height, weight?

___ Yes
___ No

D. Do you have a hobby?

___ Yes
___ No

E. If you have a hobby, name it.

_________________________________________________________________

F. Have your parents or other relatives told you what career they want you to choose?

___ Yes
___ No
G. If relatives have suggested a career for you, name it.

H. Have you chosen a career?
   ___ Yes
   ___ No

I. If you have chosen a career, name it.

J. Do you plan to complete your military service before choosing a career?
   ___ Yes
   ___ No
   ___ Does not apply

K. Do you plan to get more training after high school?
   ___ Yes
   ___ No

L. Do you like to (answer yes or no by each):
   ___ (1) be of service to people
   ___ (2) work or play outside
   ___ (3) read
   ___ (4) do things with your hands
   ___ (5) study
   ___ (6) operate machinery
   ___ (7) travel
   ___ (8) do detailed work
   ___ (9) explore
   ___ (10) investigate
   ___ (11) discover
   ___ (12) work with people

M. Put an X beside the statement that describes your personality most of the time.
   ___ (1) You like to take things apart and see how they are made.
   ___ (2) You like to read and think about what you read.
   ___ (3) You like a quiet place.
   ___ (4) You like to be with people.
   ___ (5) You usually are very happy at trying something new.
   ___ (6) You like to meet new people.
   ___ (7) You enjoy working with mechanical things.
   ___ (8) You like to ask questions.
   ___ (9) You enjoy mixing colors.
   ___ (10) You often doubt that you can do something well.
   ___ (11) You like to plan ahead.
   ___ (12) You are fast in your work.
   ___ (13) You are a friendly person.
   ___ (14) You laugh a lot.
   ___ (15) You are careful with your actions.
   ___ (16) You talk back a lot.
   ___ (17) You are often late.
   ___ (18) You like to hear music much of the time.
   ___ (19) You like to put things in order and take time to be neat.
   ___ (20) You are often hurt by criticism.
PRE-POST TEST FOR CAREER ORIENTATION
PART II: AGENCIES, CAREER FIELDS, AND INVESTIGATIONAL SKILLS

Name ___________________________ Date ___________________________

School ___________________________ Teacher ___________________________

Purpose of Course

A. The purpose of Career Orientation is to guide choices made by

____ (1) parents
____ (2) the school
____ (3) the student

B. Each person needs to know his strengths and weaknesses so he can

____ (1) brag to others
____ (2) choose a career in which he can do well
____ (3) feel ashamed of himself

C. Speakers come to class because

____ (1) they want youth to know about their jobs
____ (2) they want everybody to do the work they do
____ (3) they hope to get paid for their time

D. Career skills can be learned in free time through work, and

____ (1) eating
____ (2) hobbies
____ (3) sleeping

E. The best kind of job is one which

____ (1) pays the most money
____ (2) gives you a feeling of satisfaction
____ (3) has short hours

Social Security

A. Social Security cards cost

____ (1) $1.00
____ (2) fifty cents
____ (3) nothing

B. In most cases everyone must have a Social Security card before he

____ (1) goes to work
____ (2) starts to school
____ (3) has a savings account
C. The application form for a Social Security card always can be obtained by contacting

(1) City Hall
(2) the Federal Building
(3) the County Courthouse

D. The first step in replacing a lost Social Security card is to give information to

(1) the police
(2) the Bureau of Missing Persons
(3) a Social Security clerk at the Federal Building

E. A surviving parent whose husband or wife qualifies may receive Social Security monthly payments for

(1) being poor
(2) all unmarried children under 18 years of age
(3) buying property

Career Fields

Investigating many jobs can be done easily if careers are divided into fields. Purpose of the work usually gives the clue for putting jobs together. Example: a career in an automobile factory would be listed under manufacturing career field.

Put an X in front of the following correct answers.

A. The usual career field that telephone, television, and newspaper workers come under is

(1) transportation
(2) fine arts and humanities
(3) communication

B. The usual career field that air and water pollution jobs come under is

(1) environmental control
(2) marine science
(3) manufacturing

C. Advertising usually comes under the career field of

(1) business and office
(2) marketing and distribution
(3) hospitality and recreation

D. A druggist usually comes under the career field of

(1) construction
(2) health
(3) agri-business and natural resources

E. Teachers, post office workers, policemen, and firemen usually come under the career field of

(1) consumer and homemaking

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Salary Test

Put an X on the blank before the correct answer.

A. If Tim makes $2.00 an hour and is paid time and a half for extra work, what would his overtime wage be per hour?

   (1) $1.00
   (2) $3.00
   (3) $4.00

B. If one week Mary worked 40 hours at $2.00 per hour and 12 hours at $3.00 per hour, what would her weekly net pay be?

   (1) $56.00
   (2) $124.00
   (3) $116.00

C. Bill has a regular weekly salary of $88.00, but one week he was paid $109.00 because he worked overtime at the rate of $3.00 per hour. How many extra hours did he work?

   (1) 7
   (2) 3
   (3) 21

D. Social Security, income taxes, and other monies are deducted from the salary. $15.00 is deducted for Jo's health insurance. The company has already paid half the total insurance bill. How much is the total cost of medical insurance for Jo?

   (1) $15.00
   (2) $7.50
   (3) $30.00

E. This is Jane's budget for one month:

   Food $80.00
   Rent 50.00
   Car Payment 70.00
   Miscellaneous and Savings 70.00
   Entertainment 30.00

   What is her budget per month?

   (1) $290.00
   (2) $210.00
   (3) $300.00

Newspapers

Put an X on the blank in front of the correct answer.
A. The local paper's section of business news often includes
   (1) comics
   (2) crossword puzzles
   (3) predictions of future jobs

B. Opinions of changes needed in working conditions are usually found in the paper's section on
   (1) sports
   (2) straight news
   (3) editorials

C. The reliable companies will keep all information from applicants who answer want ads in
   (1) confidence
   (2) a file
   (3) personnel records

D. Employers often state they are not prejudiced against any good workers by putting the following notice at the bottom of the want ad.
   (1) Fair Play For All
   (2) Equal Opportunity Employer
   (3) No Prejudice

E. Most want ad readers should read job descriptions carefully to be sure that they
   (1) can soon be promoted
   (2) have the necessary qualifications
   (3) will work from 8 to 5

Letters of Application

Put an X on the blank in front of the correct answer.

A. The number of main parts in a letter of application are:
   (1) two
   (2) five
   (3) three

B. After Dear Sir in a business letter, the punctuation mark is a
   (1) comma
   (2) colon
   (3) period

C. The correct spelling for one closing in a business letter is
   (1) Sincerely
   (2) Sincerly
   (3) Sinnerly
D. Another correct ending for a letter of application is

(1) Yours truly,
(2) Yours truly,
(3) Yours Truly,

E. To get attention, a good letter of application should

(1) use abbreviations
(2) give relatives for references
(3) be brief and concise

Personal Interviews

Put an X on the blank in front of the best answer.

A. When you go for a personal interview, you should usually dress

(1) in sport clothes
(2) in accordance with the best taste for that particular job
(3) in a hat and gloves

B. Never enter the room for your interview with

(1) notes about dates of your past jobs
(2) your Social Security number
(3) gum or a cigarette in your mouth

C. An applicant should always

(1) be general as to what kind of job he wants
(2) know his strengths, capabilities, and preferences
(3) say he likes people

D. A personnel director will always want you to

(1) speak fast
(2) speak distinctly
(3) talk about a former boss

E. When being interviewed, it is correct to

(1) relax by leaning to one side
(2) walk about the room to give emphasis to your words
(3) rise when the personnel director indicates your interview is ending

Involvement

Put an X on the blank before the correct answer.

A. The main reason that it is important for everyone to be involved in activities of his choice is that

(1) it is a rewarding, satisfying experience
our country needs more products
other nations need our services

B. Hobbies are activities that are usually done
   (1) while you are on the job
   (2) in your free time
   (3) in your classes

C. Excellent volunteer work alone will usually assure you of
   (1) security
   (2) a letter of recommendation
   (3) good wages

D. An example of a place to look for a volunteer job is
   (1) department store
   (2) filling station
   (3) Red Cross

E. Part-time jobs for pay are more likely to be located at one of the following:
   (1) Texas Employment Commission
   (2) Scouts
   (3) Amigos

Hobbies, Volunteer Jobs

Put an X on the blank in front of the best answer.

A. An agricultural agent helps regularly with many hobbies outside of farming in
   (1) 4H
   (2) FFA
   (3) Girl Scouts

B. Anyone interested in technical radio and television would probably enjoy clubs recommended by
   (1) Social Security
   (2) Federal Communication Commission
   (3) American Medical Association

C. A volunteer organization that certifies you for life saving and as a water safety instructor is
   (1) Boy Scouts
   (2) Red Cross
   (3) Camp Fire Girls

D. To investigate a health career when you are 15 years of age, a hospital might assign you as
   (1) a vocational nurse
   (2) an intern
   (3) a junior volunteer
E. A club whose main function is teaching you about business procedures is the

___ (1) Press Club
___ (2) Jr. Achievement Club
___ (3) Science Club

Texas Employment Commission

Put an X on the blank in front of the correct answer.

A. The main purpose of the Texas Employment Commission is to

___ (1) give unemployment checks
___ (2) provide bus information for new workers
___ (3) help you find a job

B. The Texas Employment Commission keeps records on jobs available

___ (1) only in Texas
___ (2) only in Houston
___ (3) throughout the country

C. A counselor at the Texas Employment Commission can usually assist you with

___ (1) money until you first check comes
___ (2) an opportunity to investigate your abilities for various fields of work
___ (3) a family problem

D. The job market at Texas Employment Commission emphasizes opportunities of the

___ (1) past
___ (2) future
___ (3) present and future

E. When you go to the Texas Employment Commission the first time, you should take

___ (1) your parents
___ (2) your Social Security number
___ (3) your birth certificate
### TEACHER'S ANSWER SHEET FOR PRE-POST TEST

**Part I** — All answers are acceptable—no grade

**Part II** — Each correct answer is two points. Record grade for report card average *only* on post test.

#### Occupational Orientation

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<td>C. 1</td>
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<td>D. 2</td>
<td>D. 3</td>
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<td>E. 2</td>
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#### Career Fields

| A. 3              | A. 2           |
| B. 1              | B. 3           |
| C. 2              | C. 1           |
| D. 2              | D. 3           |
| E. 3              | E. 3           |

#### Salary Test

| A. 3              | A. 3           |
| B. 2              | B. 3           |
| C. 2              | C. 1           |
| D. 2              | D. 3           |
| E. 3              | E. 3           |

#### Newspapers

| A. 3              | A. 3           |
| B. 2              | B. 2           |
| C. 1              | C. 1           |
| D. 2              | D. 2           |
| E. 2              | E. 3           |

#### Letters of Application

| A. 3              | A. 3           |
| B. 2              | B. 2           |
| C. 2              | C. 1           |
| D. 2              | D. 2           |

#### Personal Interviews

| A. 2              | A. 1           |
| B. 3              | B. 2           |
| C. 2              | C. 2           |
| D. 2              | D. 3           |
| E. 3              | E. 1           |

#### Involvement

| A. 1              | A. 3           |
| B. 2              | B. 3           |
| C. 2              | C. 2           |
| D. 3              | D. 3           |
| E. 2              | E. 2           |

#### Hobbies, Volunteer Jobs

| A. 1              | A. 3           |
| B. 2              | B. 3           |
| C. 2              | C. 2           |
| D. 3              | D. 3           |
| E. 2              | E. 2           |

#### Texas Employment Commission

| A. 3              | A. 3           |
| B. 3              | B. 3           |
| C. 2              | C. 2           |
| D. 3              | D. 3           |
| E. 2              | E. 2           |
TEA Program Assists Youths Choose Careers

This is the third story in a series of articles on the Texas Education Agency. Article four Wednesday deals with teacher instruction and instructional resources.

BY NELL LEE Staff Writer

Vocational-technical education, teamed with career development, helps the Texas Education Agency accomplish its goal to develop economic and occupational skills in students.

While the two are related—they are different, using different methods of achieving basically the same goal.

The title "vocational education" has been around for a long while. To the agency and the state, career development is not so well-known.

Career development is a means of assisting young people to discover a satisfying, productive means of earning a living. Walter Rambo, who heads career development at the agency, said in grades nine through 12 training is held in specific technical skills.

"We are not trying to lock kids into vocational or academic programs in career education, but are trying to marry academics and education," Rambo said. "Career education simply is a concept of awareness."

Rambo said the agency, through career development, is trying to make all subjects more relevant, trying to show what happens in the real world. "We want to help kids to be able to make realistic choices, whether they go to college or develop a salable skill."

Basic components in career education is resistance for students in understanding work and attitudes toward it; understanding the relationships which exist between education and career opportunity; and understanding the economic and social structures of society and how they influence the ways people support themselves.

By summer of 1973, it is expected that a minimum of five school districts in each education service center region will have developed plans for implementation of career education when school begins in September, 1973.

Currently, several vocational orientation projects are under way in these regions as pilot or demonstration models.

Vocational - technical education, however, is another goal and responsibility of the agency. John Guemple, associate commissioner said.

"After World War I, emphasis on training in agriculture, trades, industry and homemaking began, and technical education in the early 1960's added health care to the provision. In the middle 1960's, office education, post-secondary, community college, technical instruction and adult and continuing education added to the long list of provisions."

The need for vocational training at the end of the 1960's became more prominent and more programs were added.

The secondary vocational programs trains high school students in various vocations. Therefore, classifications are made in general career fields and programs are developed to help "people move through from the bottom on up in these fields" like a "desirable job ladder."

The big change in the agency began in the early 1960's. Since then, vocational training had "exploded," Guemple said.

"Now we have to issue official lists of courses." He added there is more specialization than before.

In 1969-70, reports showed a total of 636,001 enrolled in the secondary, post-secondary and adult vocational programs.

Labor force predictions for the 1980's underscore the importance of Texas' programs for vocational education.

Officials say that by the end of the present decade, it is anticipated that 65 per cent of those entering the labor force will need vocational skills, 25 per cent will need technical ability and only 20 per cent will need college degrees.

The 61st Legislature provided extended support to all school programs in approved occupations. Vocational counselors and administrative personnel were added to the Foundation School Program at the same time.

Areas of training include: agriculture, vocational and continuing education, distributive education, technical and work-study programs.

As a result of current articles in the news media, teachers can find added direction for evaluating their present and future work.

The following article lends itself to reviewing purpose, procedure, and planning of acceptable answers to goals stated by Texas Education Agency.

Evaluation

Are the current classes fulfilling these goals?
Business Response

Evaluations are sometimes reflected in company newspapers. The following article is an example of feedback from a business organization.

**Agent Discusses Career**

As chairman of the Speakers’ Bureau of the Houston Association of Life Underwriters, CML agent Lee P. Schlanger became involved in a “Occupational Orientation” program conducted at thirteen different Houston junior high schools not long ago.

Spokesmen from various professions were invited to describe their careers to the students and Lee was a natural choice to talk about life insurance.

Here are some reactions to his presentations. See if you can spot a future million dollar producer among the correspondents.

"Our class enjoyed your visit to our class. It was very nice to learn about what kind of people are taking care of our lives."

"We enjoyed your coming to our class. I don’t know for sure but I might like to work in an insurance office when I get older. I don’t think I would like to be an insurance agent."

"Our class enjoyed your visit and we would like you to come back on another day. I just might decide to be an insurance man."

"Thank you for coming to our class. I enjoyed it. I liked the whole bit about the job except the pay. I would have to get more money than that. Like you said we all love money. I would like to work for an insurance company but I already have my heart set on being a doctor. Your job, the way you told it seemed exciting."
Assign students as group leaders for each of the fifteen fields. Remember the interests and talents of the class members when choosing the leaders. The committee members may be chosen by the teacher or the group leaders. Scuba divers must be very strong leaders.

Read the narration until the students take over with an improvisation. The students' participation should be concluded in five to ten minutes.

Remind the students that this is a chance to demonstrate what they have learned in Career Orientation. Repeat the test guide in this unit. Encourage students to use these test guide suggestions in taking roles for their improvisational skit.

In evaluating this project, take note of improvements in attitude as well as job facts retained. Above all, be aware of the application of knowledge and teamwork.

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**Narration**

A long time ago, about 1972, a terrible earthquake destroyed a large city in Nicaragua. The people of Houston responded generously to the needs of their fellowmen. Many plane loads of food and supplies were sent to the stricken people.

I. Teenagers were involved with collecting and packing needed materials. They even put on an extravaganza stage show to raise money. Professional musicians, artists, and actors assisted. Let's go behind the curtain while a student interviews these professionals about their work. (Fine Arts and Humanities Skit)

II. The program was so successful that sports minded students decided to raise money, too. They arranged an exhibition baseball game between their faculty and the Astros. Here's a student reporter getting a story from an Astro. (Hospitality and Recreation Skit)

III. Now let's go to another part of the city. I want you to meet two of our students who are scuba divers. They have been on excursions near Nicaragua, and since they have had first-hand experience with the people of Nicaragua, they want to do more than give temporary help. They want to set up plans for collecting and refining edible sea plants. Marine Scientists at the University are eager to work with them. Let's listen to their plans for a new food product. (Marine Science Skit)

IV. The people of Nicaragua thought the food was fantastic. News about good food spreads like wildfire. Soon people from all over the world wanted this sea plant food. After several years passed, the scuba divers decided to go into business. Let's see how they go about it. (Business and Office Machines Skit)

V. The business leaders laid a strong foundation in management and demands for sea plant food grew tremendously. Management experts were hired in many fields, and they faced problems with suggested solutions. Here's the transportation manager discussing job requirements for new truck drivers. (Transportation Skit)
VI. With more transportation sometimes there is more pollution. The County Po.
Control Director discusses these problems with his team of workers. (Enviro.
Control Skit)

VII. The pollution problem was settled to everyone's satisfaction when new uses were
discovered for agricultural and natural resource products. (Agri-Business and Natural
Resources)

VIII. The sea plant food business continued to grow, and construction of new factories was
ordered. The construction foreman is here telling prospective workers of qualifications
needed and of ways to apply for apprenticeships for those who aren't qualified. (Construction Skit)

IX. With new buildings come new manufacturing equipment. This meant new employees
were needed. Lots of women applied for the jobs but they had small children; so the
board of directors agreed to set up a day nursery. Let's visit the nursery and see the job
requirements. (Personal Services Skit)

X. Now that the children are settled, let's go into the factory. The mothers of the children
we saw are older women. They were doing an excellent job on the assembly line, until
two young giggly girls were hired to assist them. Manufacturing that lacks teamwork
shows up very quickly, so the foreman has called in the ladies who are having trouble
on the assembly line. (Manufacturing Skit)

XI. The foreman decided to have a longer training period for new employees. He felt
communications needed improving; so he went to a media center for assistance in
preparing programs. The media director is introducing the foreman to his staff and
explaining their duties. (Communications and Media Skit)

XII. When the foreman reported to the manufacturing plant, he impressed company
officials that opportunities for advancement can come through improved
communications. They decided to look further into communications by advertising
their products on radio and television. Now we see company officials in a conference
with an account representative from an advertising agency. (Marketing and Distribution
Skit)

XIII. The advertising agency made Marketing Surveys to learn about the needs of consumers
and homemakers. Information is being obtained from experts in the field of consumers
and homemakers. Let's listen in. (Consumer and Homemaking Skit)

XIV. While we were visiting with the consumer and homemaking experts, a fire broke out at
the Sea Plant Manufacturing Corporation. The fire department answered the alarm and
were on the scene in a few minutes. Let's watch the action. (Public Service Skit)

XV. Thank goodness for public service. The fire was put out quickly; the victims were given
artificial respiration and then taken to the hospital. Let's meet some of the health team
at the hospital (Health Skit)

The health team reminded us that all career fields are needed in the hospital and in the research
laboratories. Progress for all humanity comes when each worker feels needed as an individual and
is responsible in teamwork that serves others.

This story has taken us into your future, for each of you is needed. Your work will affect all career
fields, and all careers will affect your life. Make your efforts count! You are an important part of
the action.
THE TEACHER'S SEMESTER EVALUATION

The following form can serve as a summation of new materials and procedures. This organized evaluation can guide the teacher in changes needed in the classroom as well as furnish feedback for inservice discussions. All wheels, tests, and evaluations should be compiled before this form is completed.

A. Suggested changes

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<th>Suggested Changes</th>
<th>Reasons</th>
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B. Media most helpful

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<thead>
<tr>
<th>Career Field</th>
<th>Title</th>
<th>Source</th>
<th>Price</th>
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C. Innovative ideas (role playing kits, games, posters, etc.)

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D. Printed materials most helpful

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<thead>
<tr>
<th>Career Field</th>
<th>Title</th>
<th>Source</th>
<th>Price</th>
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E. Speakers who were effective

<table>
<thead>
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<th>Career Field</th>
<th>Name</th>
<th>Occupation</th>
<th>Phone No.</th>
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F. List of original tests that showed progress in knowledge and/or attitudes

<table>
<thead>
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<th>Career Field</th>
<th>Purpose of Test</th>
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MEDIA
Interrelated Career Fields

All fields demonstrate teamwork within and dependency upon other career fields, but some subjects lend themselves to a clear demonstration of interrelated careers in a given project. All films are in the AV Center of HISD.

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Number</th>
<th>Time</th>
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<tbody>
<tr>
<td>America in Space: The First Decade</td>
<td>L-4382</td>
<td>29 min.</td>
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<td>This film includes the workers needed in creating NASA (1958) and developments that followed for a decade. Many achievements by engineers, scientists, technicians, and industrial workers pooled their efforts toward the ultimate goal—landing and walking on the moon.</td>
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| Food, Clothing and Shelter in Three Environments | M-4544 |        |
| Explores how geographical environments affect people's work and their needs for food, clothing. |

| Industrial Revolution                           | M-4474 | 22 min.|
| Beginning of the U.S. industrial progress in the past 200 years through manufacturing, communication, transportation, and other fields. |

| The Laser Beam                                   | M-4399 | 16 min.|
| Animation explains application of lasers in health, communication, manufacturing, and other fields. |

| Living Things Depend on Each Other               | 4463   | 16 min.|
| Humans depend on many living things for food, clothes, shelter. Animals depend on plants. Plants depend on animals. Shows various sources of breakfast food. |

| Posters                                          | M-4659 | 15 min.|
| Basic concepts and methods of poster design.     |

| Screen News Digest, Vol. 12, Issue 6:            | M-4408 |        |
| America and Her People as They Prepare to Celebrate two Hundred Years of Independence |

| Understanding the School's Neighborhood:        | L-4393 | 27 min.|
| The School's Environment                        |
| Students learn of people and places in their neighborhood and map it. |

*It's Your Turn
Order from: Fairchild Industries,
Germantown, Maryland 20767

*Not in AV Center