

OCCUPATIONAL INFORMATION  
AS A PART OF THE VOCATIONAL GUIDANCE PROGRAM

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## INTRODUCTION

A complex society, rapid transportation facilities, and improved methods in business and industry have individually and collectively precipitated the concentrated efforts of educators to bring about a greater and more useful service to the school youth of the United States through the guidance programs.

Guidance is a process by which individuals are assisted in the making of choices and adjustments in significant situations in their lives in which they need help.

Myers (29) gives the following definition of educational guidance:

Educational guidance is a process concerned with bringing about between an individual pupil with his distinctive characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favorable setting for the individual's development or education.

"The process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it" is the definition for vocational guidance adopted by the National Vocational Guidance Association in 1921.

Bearing in mind these definitions one may perceive the differences and relationships between guidance, and kinds of guidance.

Occupational information includes (1) accurate and usable information about jobs and occupations, (2) information about industries and processes directly related to jobs, and (3) pertinent and usable facts about occupational trends and job outlook including labor supply and demand.

One may now see the relationship between occupational information and vocational guidance. Stated in brief form--guidance is a process; educational and vocational guidance are separate kinds of processes; and occupational information is an instrument used in one kind of process, that of vocational guidance.

Occupational information alone is useless, but when complete, authentic, and recent information about a specific occupation is placed in the hands of an individual planning to enter that particular occupation then it has great value. It gives the individual the chance to enter that occupation knowing what is in store for him or it gives him a chance to decide against entering that occupation in favor of another which he considers more suitable.

It is hardly possible nor, for that matter, desirable to separate occupational information from vocational guidance, but the purpose here is to present the importance and relationship of occupational information to the vocational guidance program and also to give methods of collecting, filing, and presenting occupational information, and frequently distinct lines of demarkation are evident.

Extensive review of professional literature on guidance and interviews with professional men in the field preceded the organization of the following report.

IMPORTANCE AND OBJECTIVES OF OCCUPATIONAL INFORMATION  
IN THE VOCATIONAL GUIDANCE PROGRAM

For the most part our school youth enter a series of steps in academic training. They learn English as English, mathematics as mathematics and history for the sake of history. They receive some experience in social living through the extraclass activities, school functions, and the environment of the home, but for the most part they enter the realm of the working world wholly unprepared. Whether students terminate their formal education for reasons of inability, laziness, economic necessity, or completion of the course of study, few know what is expected in the working world until they have spent some time at a particular job or in many cases at several jobs. Often many dissatisfactions are realized before a decision is made on the lifetime occupation. It is presumptuous to assume the attitude that such experience is a necessity and the best course to follow. The choosing of a career or vocation should receive careful consideration in the light of the individual's interests and abilities. It should be as much the responsibility of the school to prepare our young people by giving them the opportunity to review and investigate the requirements, qualifications, wages, advantages, and disadvantages of the jobs in which they are interested, as the responsibility to teach the three R's.

In the introduction of William Rosengarten's book, Choosing Your Life Work, M. C. Leonard makes this statement:

The futility of expecting our young people to find their places without any assistance beyond the rudiments of education is shown by the fact that nearly 50 per cent of the labor turnover in the industrial and commercial

establishments of the United States occurs during the first six months of employment.

In 1940 the National Association of Secondary School Principals (2) published a bulletin, Youth and Work Opportunities, and in it was this statement:

Among other things we learned that the overwhelming majority of young people ( 97 per cent of the sixteen-year-olds ) could not, as new applicants in the Public Employment Service, be given any kind of occupational classification based upon work done or training received. As they graduated or withdrew from their schools, only a small minority left with a knowledge of their basic occupational potentialities. And an equally small minority had anything like a clear understanding of the economic and occupational realities of this "world of work". As they appeared in the junior divisions of the National Youth Administration, their behavior was slightly reminiscent of Ferdinand when, for the first time, he was confronted with the hard-boiled realities of a bull ring.

Myers (29) says:

More than 2 million youth of various ages and varied education become available each year for employment of some kind, about three-fourths of them for wage-earning employment. These young people face the necessity, before leaving school or very soon thereafter, of deciding what occupations they will follow. Each year also, among those already employed, another army of people, mostly young but many well along in life, find it necessary or desirable to choose new occupations. Numerous studies have shown that chance circumstances more often than well-considered choices determine the occupations entered by most of those who make up these two great groups of people. Thus many enter occupations for which they are definitely unsuited.

That the school can do a great service in relieving this situation and the use of occupational information as a means to this end is emphasized by The American Youth Commission of the American Council on Education (1) who said:

The school reaches all children and is in a position to give constructive assistance in connection with the

selection among occupations, training, and placement, but unfortunately much less is accomplished than is desirable. The secondary school curriculum still fails in most cases to give students a familiarity with local industries or with occupational conditions in other places. Partly this may be due to a mistaken notion held by many parents who assume that the only road to a higher social and economic status for their children leads through the traditional academic, college preparatory curriculum. That curriculum is now being widely challenged even as preparation for college. Few defend it as preparation for the life most young people will find on leaving school.

The curriculum of most secondary schools should be drastically reorganized. Among other changes, the amount of occupational information and training which is included should be greatly enlarged.

The importance of taking the step into the working world is well illustrated by Hoppock (18) in the following statement.

Probably the two most important decisions that any man ever makes are: one, when he will marry: and two, what he will do to make a living. These two decisions probably do more to affect his lifetime happiness, contentment, and satisfaction than anything else that is within his control. Certainly, the choice of a career should not be made without adequate and accurate information about what lies ahead. Certainly the schools and colleges of this country have few responsibilities that are more compelling than that of helping their students to get that information.

The solution to the problem of correct vocational choice is forthcoming in an adequate vocational guidance program designed to fit the needs of the students served by the particular school. The vocational objectives from Billings (4) enumerated below indicate the magnitude of the task which the schools must perform:

1. To give a broad general survey of occupations in order to broaden pupil's outlook on vocational life and to enlarge their interests.
2. To bring out qualities of character and attitudes essential for success in school or elsewhere, and to develop worthy habits of work and conduct.

3. To aid pupils in studying their interests and abilities and in shaping the development of these along purposeful lines.
4. To provide accurate unbiased sources of information about schools and occupations, and thus to protect from false and misleading information and counsel.
5. To train pupils in right methods of investigation, to develop in them techniques for obtaining information, reliable criteria for evaluating it, and thus to make each individual of the group increasingly capable of self-guidance in adjusting to school and occupational life.
6. To assist pupils in their application of information and experiences gained, to the tentative formulation of suitable educational and vocational plans; and to co-operate with parents to this end.
7. To develop attitudes of respect for and appreciation of all socially useful work.
8. To create a desire to serve and to fill a helpful place in the world of work.
9. To study occupational relationships, to comprehend the significance of the interdependence of workers, and to see the part each worker plays in the whole scheme of society.
10. To study economic and social conditions of occupational life in order that pupils may develop an intelligent and co-operative attitude towards the problems involved.
11. To encourage pupils to think seriously about several occupations in which they are interested and to help them to secure and evaluate specific information concerning these occupations of individual interest.
12. To consider the worthy use of leisure as complementary to well-rounded vocational life.
13. To give pupils access to information about work opportunities in fields for which they are fitted and train them in techniques of obtaining employment.
14. To study impartially the problem of occupational life, including functions of labor and employer

organizations; legislations affecting working conditions, security of employment, and protection of employer and employee; attitudes conducive to proper adjustment on the part of both.

15. To study occupations of importance in the local community, with particular reference to conditions of employment, overcrowding, or demands for workers in specific fields.

Failure to recognize the importance of the vocational guidance program and to make appropriate provisions for it, including allowances in the school budget is denying youth an appreciable part of their education and doing an injustice to the society in which they become members.

In summarizing the justification of vocational guidance McKown (28) says:

Probably the most important single reason for the popular demand for vocational guidance is to be found in economic and sociological changes. Until rather recently, home life was comparatively simple, largely local, and mostly independent, because each family successfully produced much of its food, clothing, and equipment. Now these conditions are almost entirely reversed; home life is complex, ease of transportation and communication have left it anything but local or independent, and few homes, if any, produce a great deal of food, clothing, or equipment. Formerly labor was more or less static and general--there were relatively few diversified occupations; now not only is it highly specialized, but also it is continually changing as old occupations disappear and new ones appear. Rural communities have become urban in spirit, and standards of living have increased in types, number, and complexity of elements. These and similar data show clearly why the demand for effective vocational guidance arose and developed.

A second important reason for this demand is to be found in the failure of the traditional school to hold its students. The number of drop-outs from our schools has been appalling. There are several reasons for this sad state of affairs, not the least important of which are these two: first, the fact that the student has not been successful in the work of the high school, and second, the fact that the

work has failed to be of convincing value to him. So, as soon as he reaches the age at which he may legally quit school, he drops out, an educational and vocational misfit, prepared for nothing in particular, and with no definite occupational ideas or ideals.

The importance of occupational information to the vocational guidance program is illustrated by Myers (29), who says:

When direct efforts are made to provide an individual with adequate assistance in making vocational plans, it becomes apparent that the task includes, first of all, acquainting him with information concerning the occupations. There may be difference of opinion as to the character of the information needed at different school levels and as to methods of providing it--whether by means of a special course, as part of community civics, by means of theme work in English, as part of the work expected to be done in every subject, or in some other way--but practically all who have given the matter even passing attention agree that occupational information is fundamental in a program of vocational guidance.

Since occupational information is a basic step in the vocational guidance program the following list of objectives of presenting information about occupations by Forrester (13) will more clearly show the relationship of one to the other when this list is compared with the vocational objectives previously enumerated:

1. Informing pupils about the occupational world
2. Acquainting pupils with sources of authentic information--occupational opportunities, requirements and trends
3. Give pupils mastery of techniques for investigating occupations
4. Informing pupils about courses, colleges, and schools for further training
5. Cultivating an understanding of interrelationships among occupations and the contribution of all forms of work to the welfare of society

6. Giving pupils an understanding of conditions of work

7. Giving instruction in methods of seeking employment

"Vocational guidance can be given only on a foundation of authentic, comprehensive, and continuing information about the kinds of work that exist." This statement, also made by Forrester (13), may be used as a caution for those attempting to operate a program of vocational guidance without having made careful planning and sufficient study.

#### THE RELATION OF THE COUNSELOR AND OTHER STAFF MEMBERS TO THE OCCUPATIONAL INFORMATION PROGRAM

Occupational information is most adequately presented through the interview, a part of the counseling process. In fact Myers (29) calls the counseling service the heart of the vocational guidance program. He says:

In a very real sense the occupational information, self inventory, and personal data services lead up to counseling, and the vocational preparatory, placement, and follow-up services stem from it.

The interview gives the counselor the opportunity for presenting occupational information to the counselee and directing him to other sources of information. The counseling service may be performed by classroom teachers, administrative officers, other staff members, or a trained and qualified counselor and, of course, performance by the latter is the most desirable.

Before considering the selection of the counselor, a satisfactory connotation of the term as it is defined by Jones (19)

is presented. He defines the term school counselor in terms of the functions of the position as follows:

The term "School Counselor" is used to indicate the personnel worker whose chief responsibility is to stimulate, initiate, develop, and coordinate the guidance work of the entire school. He will in many schools also perform some one or more forms of specialized guidance service; what this is will be determined by the type of organization of the guidance activities in the school and the type of other personnel available. He must act as guidance leader and as a resource person in the school and should have superior qualifications and training for the task. In many schools he will be the only personnel worker and be directly responsible for the entire guidance program.

The selection of the counselor may well determine the success or failure of the occupational information program and is especially significant in the complete program of vocational guidance and other guidance services.

Professional men in the guidance field show little variation in writing on the desirable qualities of the counselor and opinions of some of these people are presented here for consideration as criteria in the selection of the counselor.

A modified list of desirable personal characteristics for the counselor given by Jones (19) is:

- a. A stable and well adjusted personality.
- b. A high degree of intellectual capacity.
- c. A fundamental liking for persons.
- d. A sympathetic and objective understanding of people, including that phase of social approach that readily promotes personal confidence and established rapport.
- e. Facility in establishing wholesome, effective, personal and social relations, including ability to

work co-operatively with other people.

f. Ability to stimulate students and colleagues and to challenge their best efforts in working for ends that they come to accept as desirable.

g. Perspective--ability to see and understand the total situation and the separate parts in relation to the whole.

h. An understanding and appreciation of one's own limitations in dealing with certain areas of problems and with certain individuals.

i. Broad general knowledges and wide interests.

j. An understanding of working conditions and employee-employer relationships in jobs outside of educational work and in nonprofessional vocational life.

k. An understanding of classroom conditions, teaching responsibilities, and pupil-teacher relationships.

l. Understanding of social and economic conditions and influences--general and local.

The preparation of the school counselor should also be directed toward the attainment of the following competencies according to Jones (19).

a. Knowledge of the facts and understanding of the principles of individual growth, development, and adjustment.

b. Knowledge of the methods of appraising the growth, development, characteristics, and adjustments of individuals.

c. Understanding of the principles underlying social and economic life and a knowledge of social, economic, and industrial trends as they affect the lives of individuals.

d. Understanding of the purpose, scope, and organization of educational programs.

e. Understanding of the principles, methods, and practices of pupil personnel work, knowledge of the

practical aspects of work with individuals and with groups, and some demonstrated competency in such work.

f. Knowledge of survey methods and methods of placement and follow-up.

g. Specialized competencies in some areas of personnel work beyond the general competencies needed by all counselors.

The following are suggested as the most important:

1. Knowledge of occupations and occupational trends and qualifications of various types of workers, and competence in the handling of occupational information.

2. Specialized techniques in vocational placement and follow-up.

3. Skill in the diagnosis and treatment of certain types of personal and social maladjustment.

4. Specialized techniques in social case work such as are approved by accredited schools of social work.

Myers (29) lists the following traits of the vocational counselor as reported by Walter B. Jones.

1. Breadth of interest. This trait is characterized by such trait actions as: (1) Able to get the business point of view. (2) Sympathetic with prospective drop-outs as well as with college preparatory pupils. (3) Interested in various types of people. (4) Addresses clubs and various organizations. (5) Has interest in pupil's home and school life.

2. Cooperation. Cooperation is characterized by such trait actions as: (1) Does extra work occasionally in a cheerful manner. (2) Cooperates with employers in trying to see their side of employment problems. (3) "Spends and is spent" for mankind.

3. Refinement. Refinement, in which modesty is an outstanding subtrait, is characterized by such trait actions as: (1) Is not affected, dominating, or dictatorial. (2) Is not too cock-sure of the wisdom of his own judgement.

4. Magnetism. Magnetism is characterized by such trait actions as: (1) Puts others at ease. (2) Inspires confidence at interview. (3) Makes pupils feel that

they are always welcome to see him and that they will be given help.

5. Considerateness. This trait is characterized by: (1) Appreciates teacher's difficulties in working out student adjustments. (2) Exhibits human understanding of those less fortunate. (3) Has real love for fellowman without being sentimental.

When the more rigid standards cannot be met by prospective counselors and the principal is faced with making a selection, the following four criteria by Froehlich (15) may be used.

1. Select a teacher about whom students gravitate, a teacher students go to for help on personal problems, one who is known as the student's friend.

2. Select a teacher who wants to have guidance duties assigned to him, who has shown a guidance interest by providing some guidance services on an informal basis.

3. Select a teacher who will secure additional training through summer schools, extension work, and self-study.

4. Select a teacher whose personal characteristics and habits win him respect from teachers, students, and the community.

Another factor which must be considered is the certification of the counselor by the state department of education. Most states have established definite requirements which must be met before one may accept the responsibility and duties of the position of counselor. To qualify for the initial counselor's certificate in the state of Kansas the individual must (1) show that he is eligible for a degree certificate for teaching at the level in which he is to serve as a counselor, (2) show evidence of one or more years of successful teaching, (3) show evidence of twelve or more months' cumulative work

experience on a wage earning job other than teaching, and (4) show eight or more senior or graduate credits in professional guidance courses. The requirement that a counselor must be certified is effective beginning January, 1952.

The specific duties of the counselor in the occupational information program are (1) collect and maintain an adequate file of occupational materials based on the needs of the pupils to be served as determined by the community survey, (2) work with the school staff in presenting information about occupations, and (3) interview students to impart occupational information and to advise them of biased or inaccurate literature on specific occupations in which they show interest.

The relationship and responsibility of the counselor is more clearly understood when the organization and administration of the guidance service is considered. Also the importance of the teachers and other staff members is apparent.

On the organization Jones (19) says:

a. Adequate guidance service in any school is dependent upon the cooperative, coordinated activities of the entire school personnel. Every individual who comes into contact with the pupil should possess certain minimum essentials in understanding, insight, information, and skill.

b. Administrators, classroom teachers, home-room teachers, sponsors of student activities--all have very important functions in a guidance program, but they alone, either singly or in cooperation, cannot provide a satisfactory or effective guidance program.

c. Different types of specialists are needed. Even when teachers become better prepared, we shall continue to need specialists to care for many of the increasing number of problems that will be detected by the better trained teacher.

d. A guidance program that will meet the needs of all the students is dependent upon a well-trained coordinating agent such as the school counselor.

e. The organization of the service will vary in different schools and the functions performed by different members of the school personnel will vary; the proper functioning of the entire school personnel as a coordinated unit is the most important consideration.

Crow (12) made the following comment on organization:

Certain principles of organization should be followed. Briefly stated these are: (1) The principal is responsible for the initial organization of the program and for its successful continuance. (2) All members of the staff should share in the organization activities. (3) The relationship to exist between the guidance program and the educational policy of the school should be clearly defined. (4) Provision should be made for adequate facilities and equipment. (5) Special guidance counselors and the faculty as a whole should be motivated to work together harmoniously for the best interests of the pupils. (6) Parental and pupil cooperation should be encouraged.

These statements have shown the interdependence and relationship of counselor, administration, and staff, but they may also have indicated a greater responsibility on the part of the counselor. The importance of the administrator and staff must not be minimized.

In writing of the principal's place in the program Myers (29) says:

Good administration of a school system requires that the principal of each school shall be the responsible administrative authority for all the work done in that school, subject always to the direction of the superintendent and the immediate members of his staff.

It is his business to provide as favorable conditions as practicable for carrying on the various guidance services--equipment and supplies for occupational exploratory experiences, suitable office

arrangements for counseling, an adequate record system and the like. He it is who, with the assistance of his head counselor must be expected to help members of his staff to see and perform their particular duties in the program--subject teachers, home-room teachers, the librarian, and others. He must be expected also, through the head counselor, to check on the effectiveness of the work, and to promote and encourage such research activities as will increase its effectiveness.

The teacher's role in the occupational information program is no small one. His regular contact with students presents the opportunity to observe their attitudes and interests and to develop characteristics considered essential for enjoyable and profitable participation in society. Teachers may present information about occupations at different times throughout the course of study and instill in pupils the curiosity for investigation of literature on occupations in which they are interested. The teacher may refer students to the counselor, the vocational library, or other sources of occupational information when his own knowledge is insufficient.

Markham (26) writes:

To do a worthwhile job, the class room teacher should show the relationship of subject matter taught in the school to various courses as they relate to the world of work. At every opportunity, the teacher should indicate the occupational implications of particular segments of subject matter as they come up for consideration.

In evaluating the importance of the teacher in any guidance program, Crow (12) makes the following comment:

The teacher is the core of any guidance program, no matter how simple or elaborate that program may be. The teacher is the first source of help to the pupil and of information about the pupil for his guidance associates. The teacher touches every phase of the guidance program of the

school. The teacher gives evidence of his guidance-mindedness and his importance as an integral part of the school's guidance program in many ways. Particularly by his warm, sincere, and intelligent attitude toward the pupils of the school does he fulfill his guidance function.

The librarian also has an important place in the occupational information program. She may help the counselor select books and pamphlets of interest to the students and of value to the counselor and staff. She may assist in imparting information about occupations by arranging attractive displays of books and pamphlets in a browsing section of the library or by suggesting to students materials on occupations which have been enjoyed by their classmates.

#### TYPES AND SOURCES OF OCCUPATIONAL AND VOCATIONAL INFORMATION

A single day in the life of an individual does not pass without an opportunity to obtain information on certain aspects of the working world about him. Simply standing on a street corner the individual may see the bus driver stop to unload and take on passengers before continuing on his route, the policeman directing traffic, the newsboy delivering his daily load of papers, an ambulance driver on a trip to the hospital, or a day laborer in dirty overalls carrying his lunch bucket. Reading the daily newspaper one may learn of a new dam being built and the urgent demand for "catskinners" in that particular area. A broadcast on the radio may tell of 20,000 workers being laid off at a manufacturing concern and at the same time of a new wage hike for the coal miners.

Books, magazines, pamphlets, leaflets, job sheets, monographs, movies, slide films, speakers, field trips, newspapers, bulletin boards, the radio, and now television have all been used as instruments for imparting occupational and vocational information.

For the most part schools will rely upon printed material which can be filed or conveniently shelved for easy reference. Various other devices as mentioned above will be used as supplementary material.

Government and commercial publications are used most extensively, but more recently manufacturing concerns and trade and professional organizations have printed material for distribution.

Numerous booklets, pamphlets, and articles are published by various agencies and departments of the Federal government. Since a preponderance of these are published for purposes other than supplying occupational information a certain amount of screening of the literature must be done. However, after once gathering and assembling the information desired one quickly learns to recognize which departments or agencies render the greatest service to the occupational library. A good deal of the material is available free of charge from the issuing department, and most other publications may be obtained from the Superintendent of Documents at a minimum cost. The Superintendent of Documents acts as a central librarian and no materials are distributed free from this office.

Christensen (9) presents a good procedure to follow in

making use of government publications as given below. To find out what has been published he says:

1. Purchase or consult in a public library the United States Government Manual (issued annually), for sale by the Superintendent of Documents, Wash. 25, D.C., \$1.00. It contains the current names and addresses of government personnel from whom information on publications of particular documents may be secured.

2. Write to Superintendent of Documents. Ask to be placed on mailing list to receive the free Selected List of United States Government Publications. This list describes occupational and non-occupational information materials. It is arranged alphabetically. It lists new publications and new reprints of old publications and is issued semi-monthly.

3. For a complete listing of all United States Government publications subscribe to Monthly Catalog of United States Government Publications. Yearly subscription is \$3.00. This lists publications for sale by the Superintendent of Documents, publications available at issuing offices, and those published for official use only. Each issue lists all publications received during the previous month. It includes an alphabetical list of bureaus and agencies issuing publications. It shows those publications which have been sent to depository libraries. Order by Catalog No. MC49. Also available in reference libraries.

4. Secure from the Superintendent of Documents the following price lists (no charge for lists). These price lists serve as bibliographies. They help you to know what has been published within the last few years by the Government Printing Office and what the prices of the publications are.

- No. 19--Army. Veteran's affairs.
- No. 70--Census. Statistics of population, manufactures, agriculture, and occupations.
- No. 71--Children's Bureau.
- No. 33--Labor. Child labor, women workers, wages, workmen's insurance and compensation.
- No. 10--Laws. Federal statutes and compilations of laws on various subjects.
- No. 6--List of Field Manuals and Technical Manuals.
- No. 33a--Occupations.

No. 31--United States Office of Education and other publications relating to education.

5. Write to particular government departments for their current catalogs. See United States Government Manual for addresses. The catalogs of the following departments are most useful for occupational information purposes: Bureau of Labor Statistics, United States Employment Service, and the Women's Bureau. These catalogs list publications and prices.

6. Consult local or field offices of Federal departments. See your local or regional headquarters telephone directory for addresses. These offices will furnish information on specific occupations or on governmental regulations affecting working conditions.

How to secure free publications from issuing agencies.

1. Ask to be placed on the department's mailing list. The following departments maintain mailing lists: Bureau of Labor Statistics, Women's Bureau, Office of Education, Children's Bureau, United States Civil Service Commission, and the Occupational Information and Guidance Division of the U. S. Office of Education. See Government Manual for addresses.

2. Write directly to the bureau or agency for free publications which are listed in the Monthly Catalog. See Government Manual for addresses.

Regarding sources of facts Jones (19) says:

By far the most extensive and reliable sources of information regarding occupations is that contained in the publications of the U. S. Employment Service. The available aids offered by this service include the following:

1. Occupational Composition Studies, which provide an organized method for meeting the needs of local employers.

2. The Dictionary of Occupational Titles, which presents an inventory of existing occupational fields. This gives a definition of each occupation. Incorporated in this is an Occupational Code that provides a grouping of occupa-

tions at various levels of combination.

3. The Job Descriptions, providing detailed presentation of significant facts about each occupation.

4. Interviewing Aids, for recording occupational information about the work histories of applicants and the requirements of job offerings.

5. The Job Equivalents Study, providing job families which offer a means of determining relationships between occupations.

6. Studies of Job Opportunities, giving guidance in the interpretation of the statistical data for estimating the type and extent of future demands for workers in various occupations.

7. Trade Questions and Work Sample Tests, which give help in estimating the applicants knowledge and skills acquired through previous experience and training.

8. Measures of Occupational Potentiality, which include aptitude tests, the interest inventory, and the personal data sheet.

9. The Procedural Studies, which provide a clearinghouse for information on the most effective and efficient operating methods.

10. An Information Service, which offers to the operating public employment services and, to other public and private agencies, a source for obtaining occupational facts.

This agency offers invaluable help to the counselor not only in giving occupational information but also in suggesting methods of using this information in the guidance of individuals. Its publications should be in every school library.

Of all the commercial publishers of occupational information and guidance materials Science Research Associates, 228 South Wabash Avenue, Chicago 40, Illinois and B'nai B'rith Vocational Service Bureau, 1424 16th Street, N.W., Washington 6, D. C. are perhaps the most outstanding.

A list of other publishers compiled from Forrester (13)

and Christensen (9) is given below.

1. Bellman Publishing Company, 83 Newbury St., Boston.
2. Charm, the Magazine for the Business Girl, 122 East 42nd St., New York.
3. Chronicle Press, Moravia, New York.
4. Commonwealth Book Company, 80 E. Jackson Blvd., Chicago.
5. Field Enterprises Inc., 35 E. Wacker Drive, Chicago.
6. Glamour, 420 Lexington Ave., New York.
7. Hinds, Hayden and Eldridge, 105 Fifth Ave., New York.
8. Institute for Research, 537 S. Dearborn, Chicago.
9. Mademoiselle, 122 East 24th St., New York.
10. McKnight and McKnight, 109 W. Market St., Bloomington, Illinois.
11. Morgan-Dillon and Company, 4616 N. Clark St., Chicago.
12. National Federation of Business and Professional Women's Clubs, 1819 Broadway, New York.
13. National Urban League, 1133 Broadway, New York.
14. Occupational Index, Personnel Services, Inc., Peapack.
15. Psychological Corporation, 522 Fifth Ave., New York.
16. Research Publishing Company, 687 Boylston St., Boston.
17. The King Company, 4609 N. Clark Street, Chicago.
18. Vocational Guidance Manuals, 45 West 45th St., N. Y.
19. Western Personnel Institute, 30 Raymond Ave., Pasadena.

Some of America's largest companies and employer and employee organizations publish information on occupations, in-

dustrial processes, jobs, and job outlook. Write directly to the company or organization to find out what material is available, how it can be secured, and the cost. The American Association of Railroads, General Electric, American Federation of Labor, and Johns-Manville Corporation are some of these publishers.

Another valuable aid, in fact an absolute essential to the occupational information gathering, is the bibliography of guidance materials. The most complete and up-to-date volume is Occupational Pamphlets: An Annotated Bibliography by Gertrude Forrester (14). She made an extensive investigation of 3000 occupational pamphlets, job descriptions, interviewing aids, and job sheets. Comprehensiveness, selectiveness, authenticity, objectivity, recency, suitability, and availability were used as criteria in compiling the material used in this book. Even though cost was not used as a criterion great care was exercised to include all free pamphlets that met the other requirements. Other factors considered were references to further reading, style, and format.

She suggests supplementing her book with current issues of Occupation Index, Guidance Index, Vertical File Service ( H. W. Wilson Co. ), and Counselor's Information Service ( B'nai B'rith Vocational Service Bureau ).

Other bibliographies are given in Table 1. The material in Table 1 was taken from Brammer and Williams (5).

Table 1

## Bibliographies of Occupational Information

Publisher and Cost	Comments
<p>"What to Read" Kit of Occupational Bibliographies. B'nai B'rith Vocational Service Bureau. \$3.00</p>	<p>Comes in perforated sheets with four bibliographies to a sheet. References annotated as to suitability for various school levels. Source and price given for each publication listed. Annotated to the DOT system which has since been altered slightly.</p>
<p>Occupations for Girls and Women: Selected References. Women's Bureau, Dept. of Labor and U.S. Office of Ed., Federal Security Agency. 30¢</p>	
<p>Government Monographs on Occupations. W. J. Greenleaf, Division of Vocational Ed., U. S. Office of Ed., Federal Security Agency. Free</p>	<p>All of these government publications contain extensive bibliographies of useful, authoritative, and inexpensive material.</p>
<p>Occupational Outlook Publications. Bureau of Statistics, U. S. Dept. of Labor. Free.</p>	
<p>Occupations, Professions, and Job Descriptions. Government Printing Office, Supt. of Documents, Price List 33a, 2nd Edition, July 1949. Free</p>	

## SELECTION AND FILING OF OCCUPATIONAL AND VOCATIONAL INFORMATION

The kinds of occupational information to be collected will depend on the needs of those it will serve. A broad coverage of many occupations is useful, but for the most part the material should deal with those occupations into which a majority of the students will go. Students, particularly in the early years after high school, tend to seek employment near their homes and these occupations are readily observed after the community survey.

The survey is the exploration of the various job opportunities within the community and surrounding area which makes use of the potential manpower furnished by the community. This may include an area having a radius of twenty-five to fifty miles and naturally may include other nearby communities and a number of industries as well as agricultural opportunities.

The survey may be made by students, the counselor, the staff, or by sending questionnaires through the mail. Personal contact with employers usually gives a better response and the experience is beneficial to students, but care must be taken to insure adequate preparation beforehand and individuals or firm managers should be contacted in advance of an interview.

Facts to be obtained through the survey are name of the occupation; nature of the work; entrance requirements-number of school years required, previous work experience required; earnings; number of workers of different ages and sexes; advancement; and future outlook.

When the survey has been completed and the counselor is ready to begin gathering the occupational and vocational information, certain criteria should determine which of the material is to be retained and filed and which of it is to be discarded. The Publications Committee, Occupational Research Division (31), of the National Vocational Guidance Association, set up standards for evaluating occupational literature. An abbreviated form of these standards is given below.

I. History of the occupation

II. Importance of the occupation and its relation to society

III. Duties

A. Definition of occupation

B. Nature of the work

IV. Number of workers engaged in occupation

A. Present number

B. Distribution

C. Trends and outlook

V. Qualifications

A. Age

B. Sex

C. Special physical, mental, social, and personal qualifications, excluding those obviously necessary for success in all types of work

D. Special skills essential to performance on the job

E. Special tools or equipment essential for the performance of the job, which must be supplied by the worker

F. Scores on tests for employment or selection

G. Legislation affecting occupation

VI. Preparation

A. General education

B. Special training, including probable cost of training

C. Experience

VII. Methods of entering

A. Public employment service

B. Special employment agencies

C. Civil service examination

D. Apprenticeship

E. License, certificate, etc.

F. Other methods and channels

VIII. Time required to attain skill

A. Special apprenticeship or union regulations

B. Length of period of instruction on the job

C. Length of time before median and maximum rates of pay are reached

IX. Advancement

A. Lines of promotion; jobs from which and to which workers may be promoted

B. Opportunity for advancement

X. Related occupations

A. Occupations to which job may lead

B. Occupations from which one may transfer

XI. Earnings

- A. Beginning wage range
  - B. Wage range in which largest number of workers is found
  - C. Maximum wage received by most highly skilled
  - D. Median and average salary, if available, and differences for sex and age groups
  - E. Annual versus life earnings
  - F. Regulations
  - G. Benefits
  - H. Rewards and satisfactions other than monetary
- XII. Conditions of work
- A. Hours
  - B. Regularity of employment
  - C. Health and accident hazards
- XIII. Organizations
- A. Employees
  - B. Employers
- XIV. Typical places of employment
- XV. Advantages and disadvantages not otherwise enumerated
- XVI. Supplementary information
- A. Suggested readings: books, pamphlets, and articles
  - B. Trade and professional journals
  - C. Motion pictures, filmstrips, and other visual aids
  - D. Other sources of information
  - E. List of associations, firms, or individuals who may provide further information

Although this may appear to be the ideal content of a book

or monograph on a specific occupation the exclusion of any facts given in this outline will require the student or counselor to look elsewhere for the omitted information as these facts are essential to the occupational information service.

On the style and format, the above committee made the following comment.

1. The date of publication should be given.
2. The style should be clear, concise, and interesting, but not too "chatty". The vocabulary and manner of presentation should be adapted to the readers to whom the material is addressed.
3. The format should be pleasing and attractive; the typography such as to invite reading. The illustrations, cartoons, charts, and other visual aids should be of a quality to enhance the effectiveness of descriptive material.
4. There should be included a table of contents which carries sub-headings as well as headings of chapters, an index if size of publication warrants, and an annotated bibliography in accepted and consistent form.
5. When material is re-published, there should be evidence that the contents have been revised or that they merely have been reprinted. Revised editions should carry the date of original copyright as well as the dates of revision.
6. It is desirable that information be kept up to date and that provision be made for revision when the original publication is issued.

There are several methods or systems for filing occupational information. Here is considered the simple alphabetical plan, the Parker plan, the Science Research Associates alphabetical plan, the census classification system, the plan based on the Dictionary of Occupational Titles, the Dewey decimal system, and the plan by the New York Department of Education.

The simple alphabetical plan consists merely of placing the occupational pamphlet, leaflet, or monograph according to the initial letter of the title.

The Parker system places alphabetical groupings into broad functions. It allows for easy subdivision and is less prone to filing error. A recent modification of the Parker classification includes the following headings.

- A. Agriculture
- B. Arts
- C. Building Trades and Construction
- D. Business
- E. Communication
- F. Domestic, Industrial, and Personal Service
- G. Education
- H. Engineering
- I. Food and Home Economics
- J. Government and Public Service
- K. Health
- L. Law
- M. Manufacturing and Industrial Executive
- N. Manufacturing Industries and Trades
- O. Metal and Machine Trades
- P. Mining and Mineral Extraction
- Q. Printing and Publishing
- R. Religious Work
- S. Science
- T. Social Work

## U. Transportation

## V. Writing

The Michigan Plan for filing and indexing occupational information consists of one hundred and sixty-two folders with three hundred and twenty-four cross reference cards printed with the headings. These subject headings are given in terms of the fields of work. Subject headings are printed in blue on manila folders and cross reference cards which are the same size as the folders are printed in red and inserted alphabetically. The set also includes a list of the titles.

Yale (38) gives the following description of the Science Research Associates plan.

The Occupational Filing Plan consists of a guidebook, "How to Build an Occupational Information Library", seventy-five folders, and fifteen "Out" cards. The guidebook describes the purpose of collecting occupational information materials, surveys various filing plans previously developed, and lists sources of occupational information. In addition, it provides a list of seventy-five major job areas or fields and well over a thousand occupations most frequently described in published material and about which young people inquire. A list of important nonvocational headings is given, as well. The file folders cover the seventy-five major areas or fields, one for each field. These folders, printed in two colors, give the field in large type, and in small type carry "See Also" references to other related fields. The "Out" cards are for recording removal of a folder.

Referring to this plan Forrester (13) says:

Advantages of this plan are that it is easy to set up, less expensive than some of the other sets, fairly attractive, and the titles are sufficiently large to be easily read. It is satisfactory for a small collection which can be contained in one or two drawers in a filing cabinet. The disadvantages are that some folders soon become too bulky--for example, engineering and

health. The folders are not as sturdy as would be desirable. The miscellaneous folder becomes the catch-all of many pamphlets not otherwise provided for.

Kelley (20) gives the following reasons for using an alphabetical plan for filing occupational pamphlets.

1. An alphabetical arrangement is easier to maintain and operate than is a classified order. The latter requires not only a familiarity with terminology but also a systematic knowledge of the whole field of occupations and calls for the constantly recurring decision as to where to place or to look for each pamphlet or subject in relation to all other material. The alphabetical order requires mainly a knowledge of consistent and up-to-date terminology, not of relationships.

2. An alphabetical arrangement is easier to use both by laymen and librarians. When inquirers are left alone to use the files the great majority would be helpless before a classified order.

3. Classified groupings require an alphabetical subject index to guide one to the specific occupation desired. Such indexes are found in the few libraries which have classified catalogs and in some of the printed bibliographies where subjects are classified. Where indexes are lacking it is hard to find concrete information quickly. But a specific alphabetical arrangement needs no index; it serves as a kind of index itself.

4. Any code arrangement is affected by future development in its subject field, even to a point where relationships within the whole field may be changed. Simple expansion does not always suffice since insertions may seriously dislocate related groupings. An alphabetical arrangement under specific topics takes care of new subjects usually by insertion, or by retiring an old subject if a newer one supersedes it.

5. An argument favoring an alphabetical order comes from the way in which requests are received in the public library. The majority of these are for a single occupation, sometimes for several occupations totally unrelated to one another, often from the point of view of the varied

interests or equipment of the inquirer. The individual is seldom interested in surveying, or even conscious of the existence of, a whole related field or of the relationships within a large inclusive field. The great majority of the inquiries seem to be met through the alphabetical order.

Broad categories based on eleven major occupational groups altered decennially are the general plan of the census classification. Coded symbols used in giving the occupational designation require careful study before this plan can be used effectively.

In a discussion of the census classification Shartle (33) says:

The census classification has the broadest coverage of all systems because the entire labor force must be classified occupationally. Furthermore, the Census classification, as well as the classification materials, was designed for use when job names or titles, without job definitions, are the source data. It is particularly convenient to use the Census system in classifying data from a job survey when one of the objectives is a comparison with Census statistics. The Census classification, however, was designed for general use, and, therefore, may not be well adapted to a particular set of local conditions.

One disadvantage in using the Census classification is that the occupational titles are shown without definition and, of course, occupational titles alone are not a reliable means of expressing occupational data in specific terms.

After becoming familiar with the Census classification system one can obtain a good background of the occupational breakdown of the employed populations by consulting the various publications produced by the Bureau of the Census.

The Dictionary of Occupational Titles comes in three volumes and is one of the most frequently used occupational classification systems. Part I, Definition of Titles, lists the

definitions and code numbers of the alphabetically listed occupational titles. Also included is a glossary of technical terms, a list of occupational titles arranged by industry, and an introduction. Part I is used to find the code number or definition of any specific occupation.

Part II, Titles and Codes, gives the classification structure of the Dictionary on three levels; major groups, three-digit groups, and the five- and six-digit groups. To locate specific occupations according to a given code number or to find related occupations this volume must be used.

Part IV, Entry-Occupational Classification, classifies the fields of work according to similarity of performing tasks and worker requirements of entry occupations.

About this system Forrester (13) comments:

The use of the code system of the Dictionary of Occupational Titles gives to students and counselors familiarity with the terms in use in the working world and encourages the use of nomenclature now employed in the offices of the U. S. Employment Service, which may become standard in all placement work...The Dictionary offers for the first time a common language in referring to jobs, and because of its present wide use its universality of acceptance as a classification structure is not improbable...As the issuing of supplements to the Dictionary is planned as a continuing project, a library using these classifications has its research work done for it, so to speak, and is assured of permanency and flexibility in the classification plan.

The Dewey decimal system is familiar to all school librarians and may be used to file bound material, but this material is scattered according to its classification and usually does not receive such special attention as when it is more centrally located.

Below is a discussion of the New York plan by Yale (38).

The four aims of this system are (1) easy location and filing; (2) coding to provide simple cross reference; (3) relating occupations to each other; and (4) assembly of all occupational material in one place. The plan contemplates mounting clippings and articles on cardboard to make them more accessible, readable, preservable, and codable.

The general arrangement of the system is to classify all occupations under ten main headings set apart by folders with ten center position (blue) labels attached, 127 left-hand position (gold) labels to signify subheadings, and 139 right-hand position (cherry) labels for sub-subheadings.

The system used will be determined by the purpose for which it is intended, but the following suggested criteria from Guidance Index (17) may be used in choosing a system or evaluating one in existence.

1. Is the system easy to understand, set up, maintain, use?
2. Is it economical to set up and maintain, both with respect to time and money?
3. Does it provide for all types of material: occupational materials, miscellaneous guidance materials, training facilities materials?
4. Are similar types of material located together?
5. Does it provide for rapid coding of material to facilitate filing?
6. Does it provide for cross-referencing material?
7. All in all, does it meet the needs of the school?

A recent study points out that any system for organizing occupational information is "only relatively good or bad in terms of the adequacy with which it meets the needs of the institution it is set up to serve."

## METHODS OF PRESENTING OCCUPATIONAL AND VOCATIONAL INFORMATION

Several approaches are being used in the dissemination of occupational information to students. Among the most useful are the interview, visits to industries or business establishments, research by students, course of study in occupations, home room study of occupations, and the combination of one or more of these separate plans.

The interview is a more face to face relationship between the student seeking advisement or information and the guidance worker or counselor. In this situation a more personalized atmosphere exists between the two while reviewing the occupations of interest to the student and comparing his interests and abilities with those required in these occupations. This method has merit and may be used frequently where time permits. Unless the advisor is permitted free periods during the school day the number of students reached is so reduced that much of the value to the total program is lost.

Many schools take frequent trips to local or nearby industries. These trips are most profitable if careful planning precedes the excursion. Students should have the opportunity to discuss the visit beforehand so outlines may be prepared and definite objectives of the individual students formulated. With such a beginning the students will show more interest and have definite purposes for the tour. Another discussion should be held after the trip.

Some students will make investigations on their own initi-

ative. If all students are informed of the location and use of available materials in the school and are given the privilege of using such material, the students interest and initiative is stimulated. Whether or not permission is granted for material to be checked out must be determined by the counselor, depending on the quantity available, cost of replacement if lost, popularity of the material, and other factors.

The bulletin board offers many possibilities for imparting information and creating curiosity about the numerous occupations.

The course of study in occupations has received substantial publicity within the past few years and is being used successfully in small and large schools. An essential requirement is having as an instructor a good teacher who has had sufficient training in the nature and use of occupational information, who is well acquainted with the existing conditions of employers and employees in the local area, who is conscious of the occupational outlook for the regional, state, and adjoining-state area, and one who keeps accurately informed on the occupational and vocational trends in all areas. When he cannot answer student questions, he must know how and where to obtain the answers. It is also recommended that this teacher have first-hand information on certain industrial occupations through one or more years of experience in the work-a-day world.

Billings (4) states:

Separate classes or discussion groups for the

study of educational and vocational information seem to have many advantages over other forms of group presentation. It is usually considered that a separate class for the study of such information places the subject matter on a par with other subject matter in the school curricula, and prevents its being thrust aside by the demands of the long-established, regular school work. To offer it as a separate subject may more effectively insure its being taught by a qualified person interested in it.

Billings recommends a class scheduled to meet two or three times a week throughout the school year over meeting five times a week for one semester to give continuity to the work, keep up interest, and allow the teacher to become better acquainted with pupils, and the pupils with one another.

On teaching occupations as a course of study Hoppock (18) offers the following three rules. "The course should be elective. Don't use a textbook. Get up-to-date information from original sources."

The home room group, usually composed of boys and girls in the same grade, presents the opportunity for giving occupational and vocational information to individuals sharing mutual problems. For the most part the time allowed for the home room period is simultaneously an activity period and frequently the scheduled activities interrupt the planned work or withdraws members of the group making continuity and planning difficult.

Billings (4) suggests the time allotment be continuous throughout the junior and senior high school, especially when the same home room or core teacher sponsors a group from three to six years.

McKown (28) says:

The home room program is valuable because it

is not a formal study course in which assignments are made and lessons studied. It is an informal study, with the main emphasis upon personal analysis and application rather than on lesson getting and reciting. Home room material on vocational guidance may have the disadvantage of being more loosely organized and presented than if it were part of some regular course, but it does have the advantage of being more natural in form and more personal in application.

However, there are two good reasons why vocational guidance cannot be handled entirely satisfactorily through the home room alone. The first of these is the lack of time.

In the second place, the average home room sponsor is not a trained vocational counselor and naturally should not be considered in any sense a substitute for one.

As other means of presenting vocational information

Billings (4) comments:

In some schools, assembly programs are used to present educational and vocational opportunities to pupils through speakers, radio programs, motion pictures on vocations, and the dramatization of scenes from the world of work. While these are not usually considered sufficient of themselves, they are interesting means of supplementing class work and other methods used for imparting information.

Dramatics clubs, debating clubs, athletic clubs, orchestra and glee clubs, give opportunity for try-outs as well as for imparting information.

In several schools reporters for the school paper gather information on various occupations, and edit this either as a regularly featured news column on vocational opportunities, or as a special vocational issue once or twice a year.

W. T. Markham (26), previously Supervisor of Occupational Information and Guidance Division of the Kansas State Board for Vocational Education, made the following statements about presenting occupational information to students:

Occupational information may be made available to students in a number of ways. In some instances a formal method is advisable but usually informal methods are preferable. An excellent method of disseminating such information is through regular subject-matter fields. Every subject taught is an avenue through which some measure of occupational information may be presented. For example, mathematics is a course required of every individual who plans a career in any phase of engineering. Every teacher should be mindful of occupations to which learning in his field contributes, and thus make his subject functional with reference to its application to certain fields for which it is basic. Mathematics, social studies, English, and subjects in science are examples of subject-matter fields providing opportunities for occupational information instruction.

Subject-matter courses which lend themselves to the study of occupational information are commerce, industrial arts, and the social sciences. The commerce teacher may tell his students of the job opportunities open to them through proficiency in typing, shorthand, and other business courses.

Skills acquired in industrial arts are applicable to numerous related occupations. The teacher of industrial arts may require his students to investigate the jobs related to the shop course in which the students are enrolled, or he may invite men from nearby industrial concerns to tell his students of opportunities available to them through their knowledge and skills obtained in the shop courses.

The social science teacher may devote a unit of study on occupations and the world of work. Students in the ninth grade social science course should have a general view of the working world and less emphasis should be placed on detailed study of specific occupations and related families of occupations. This

procedure helps to increase the number of occupational choices available to these students and gives them a better understanding of all occupations. This plan is based on the assumption that most boys and girls in this age group are not capable of making the wisest vocational choices and most curriculums for this grade are too rigid to permit specific occupational training. Conversely those students in the eleventh and twelfth grades should receive more specific information about occupations they are planning to enter.

Markham (26) continues:

Some administrators prefer classes in occupations. This is a good practice when it is possible for all students to have an opportunity to take the course, and if the instructor is well prepared by reason of his educational preparation and experience in the work-a-day world.

In some schools, home rooms, assemblies, and clubs are used for the purpose of disseminating occupational information.

Attractive displays of occupational information in the form of books, magazines, brochures, pamphlets, leaflets, pictures, and charts of various kinds will prove effective means of making available useful information.

Other methods of presenting occupational information may also be used. For example, (1) interviews with employers and others qualified; (2) speakers may be invited to the school to talk on the occupations in which they are engaged; (3) trips are made to nearby industrial centers.

Career days prove helpful in many schools. During career day, the regular schedule is rearranged so that various groups may be assembled to hear speakers selected from different occupational and professional fields. Careful planning is essential if the career day program is to be a success.

One of the best ways for pupils to obtain occupational information is through actual work on

the job. This is provided in many communities on a part-time basis. Pupils are permitted to work part of the day and attend school during the remainder of the day. There is also the possibility of working after school and on Saturdays.

Probably the three most recent devices used for presenting occupational information are the radio, motion pictures or slide films, and television. Commenting on these three in the order given Forrester (13) says:

Attractive radio programs regarding the world of work are now broadcast by schools of the air, colleges, municipal stations, city school systems, employment services, service clubs, youth organizations, and commercial sponsors, in addition to the nation-wide network programs broadcast in the public interest. In order to encourage more complete and profitable use of these programs, several sponsors supply manuals and guides, suggestions, bibliographies, and other study aids.

Visual aids have opened unlimited possibilities for enriching and varying the study of occupations. They give reality to an occupation because they make a situation appear vivid, natural, and lifelike. They clarify discussion. Close-up views supplement the visit or field trip and give views of workers unavailable for observation. They are available for use at any time and may be used repeatedly. The dramatic continuity of the motion picture is a potent factor contributing to its instructional value. The motion and animation, as well as the devices of sound, color, slow motion, and microphotography, are admirably adapted to picturing men and women at work. Many educators report that well-chosen visual aids make the giving of information about occupations more interesting, more enjoyable, sounder, and help produce more permanent results.

Television, the combination of radio and screen, is expected to become an increasingly effective and popular aid to instruction. Kinds of work which have been described on the radio can be portrayed with all the vividness and directness of the motion picture. Television will provide the opportunity for many field studies of types of occupations available both in the home community and in more distant re-

gions. The interested teacher will consult the chief broadcasting and telecasting companies about their brochures and suggestions on the use of television, as these become available.

### CONCLUSIONS

In studying occupational information as a part of vocational guidance the dependent relationship is apparent. The objectives of each are inclusive and supplementary.

The importance of vocational guidance and consequently occupational information is indicated by the rapid turnover of young people in industry, the appalling number of drop-outs in our high schools, and the expressed unpreparedness of youth leaving our high schools to enter the world of work.

The counselor, teacher, librarian, and administrative personnel share in the responsibility and success of a program of vocational guidance, but great care must be exercised in the selection of the counselor. This selection must be based on qualities additional to being a good teacher. These qualities are evidenced by advanced professional training in guidance courses and by the experience of the individual in the world of work other than teaching.

Numerous types and sources of occupational information complicate the collection of material since all do not contain the essential information. The fundamental consideration in collecting material should be based on the needs of the students who will make use of such material. This is determined by the community survey.

The filing of occupational information may be based on one of several plans depending on the amount of material collected, breadth of occupations covered, and who will use the material. One of the alphabetical plans is most useful from the standpoint of economy. A classified system should be used when a study of related occupations and occupational families is planned.

Size of school, number of teachers, money available, and other factors in the particular school situation will be indications of the method or methods to be used in imparting occupational information.

The important thing is that students shall have access to authentic, recent, and complete occupational information when they need it.

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