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## Career information needs of jr.-sr. high school media centers

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## Career information needs of jr.-sr. high school media centers

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### Abstract

Because of Iowa's increased interest in career education in the schools, it is the responsibility of the media specialist to have available in the media center material on various careers of interest to the students.

CAREER INFORMATION NEEDS  
OF  
JR.-SR. HIGH SCHOOL MEDIA CENTERS

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A Research Paper  
Presented to the  
Faculty of the Library Science Department

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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Norma Dee Hassman

July 16, 1975

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Read and approved by  
Elizabeth B. Forbes

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Elizabeth B. Martin

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Accepted by Department  
Elizabeth B. Martin

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July 18, 1975

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## TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION . . . . .	1
2. THE PROBLEM . . . . .	3
Statement of the Problem . . . . .	3
Purpose of the Problem . . . . .	3
Definition of Terms . . . . .	4
Current Status of the Problem . . . . .	5
3. PROCEDURES . . . . .	8
4. ANALYSIS . . . . .	9
5. SUMMARY AND CONCLUSIONS . . . . .	10
6. BIBLIOGRAPHY OF CAREER MATERIALS . . . . .	11
Books . . . . .	11
Pamphlets . . . . .	17
Reference Books . . . . .	20
Career Bibliographies . . . . .	21
Series . . . . .	21
Selection and Processing . . . . .	22
Bulletin Board Ideas . . . . .	22
BIBLIOGRAPHY . . . . .	23
APPENDIXES	
I. PRE AND POST-QUESTIONAIRES . . . . .	24
II. CAREER CLUSTERS . . . . .	25
III. CRITERIA FOR ASSESSMENT . . . . .	26
IV. OCCUPATIONAL INFORMATION EVALUATION CHECKLIST . . . . .	31

## Chapter 1

### INTRODUCTION

Probably the most serious problem facing education today is to provide an educational system which acknowledges the existence of individual differences among our youth and which creates adequate facilities and programs to meet these differences.<sup>1</sup> Acknowledging these differences is an important aspect of career education.

Congressmen and educators have become aware of this problem. Former Congressman Roman Pucinski feels that the schools have one final opportunity to prove their worth to the nation by dedicating themselves to the preparation of students for the world of work.<sup>2</sup> In an address to the 1971 convention of the National Association of Secondary School Principals, U.S. Commissioner of Education Sidney P. Marland, Jr. said, "All education is career education - or should be. I propose that a universal goal of American education be that every young person completing his school program at grade 12 be ready to enter either higher education or useful

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<sup>1</sup>Jacob J. Kaufman and others, The Role of the Secondary Schools in the Preparation of Youth for Employment (University Park: Pennsylvania State University, 1967), p. 4.

<sup>2</sup>David S. Smoker, Career Education, Current Trends in School Policies and Programs (Arlington: NSPRA, 1974), p. 9.

and rewarding employment."<sup>3</sup>

Awareness of the need for career education was emphasized by the Vocational Education Act of 1963 and its amendments in 1968. Under this act an annual state plan for career education is required as a legal contract between the U.S. Office of Education and the State Board of Public Instruction.<sup>4</sup> In Iowa, this annual plan is prepared by the Department of Public Instruction.

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<sup>3</sup>Edna M. Grimes, comp., "Career Education," Booklist, LXIX (December 15, 1972), 384.

<sup>4</sup>Iowa. Department of Public Instruction, Iowa State Plan for the Administration of Career Education (State Board for Vocational Education, 1972-73), p. 5.

## Chapter 2

### THE PROBLEM

#### Statement of the Problem

Because of Iowa's increased interest in career education in the schools, it is the responsibility of the media specialist to have available in the media center material on various careers of interest to the students.

#### Purpose of the Problem

If the media center is to be the hub and heart of the school, it must have materials related to all areas of the curriculum, including career education. Anthropologist James P. Spadley states that "everyone in the school setting - all teachers at all levels, counselors, curriculum coordinators, administrators - must share the responsibility for infusing career development into the entire system for all young people."<sup>5</sup> If career education is to be a part of all education, each classroom teacher is faced with the responsibility of providing occupational information in a usable form to students. It is the media specialist's responsibility to have career materials available and to make other school personnel aware of these materials so they can be infused into each subject of the educational system.

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<sup>5</sup>Smoker, p. 15.

### Definition of Terms

Career -- the course an individual pursues in realizing his life ambitions and goals.

Career Education -- an educational program designed to develop positive student attitudes, values, knowledges and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as to economic independence.<sup>6</sup>

Occupation -- that part of a career in which an individual is engaged for economic or personal betterment.

Occupational Cluster -- a cluster of occupations related by identical or similar skills and knowledge requirements.

Occupational Information -- valid and usable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement patterns, existing and predicted supply and demand for workers, and sources for further information.<sup>7</sup>

Self-awareness -- the understanding of one's self: physically, mentally, socially, emotionally and his relationships to other people in the environment.

Self-concept -- the individual from his point of view.

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<sup>6</sup>Iowa. Department of Public Instruction, Models for Career Education in Iowa, Career Development Model and Explanation (1973), p. 2.

<sup>7</sup>Kenneth D. Hills, Review and Analysis of Sources of Occupational Information for Career Education (Ohio State University, 1973), p. 9.



### Current Status of the Problem

During the pre~~V~~ and early adolescent years questions of self-awareness and self-concept become important: Who am I? What am I like? Why? What can I become? What am I to do to be worthwhile? How do I get there from here? These questions lead to the exploring of possible career roles.

Occupational information is a necessary ingredient for career decision-making. Ryan and Zeran suggest that an individual's ability to make wise decisions is highly dependent upon the experience and information that is available to him.<sup>8</sup> Can schools claim that with the help of materials in their media center a student's occupational choice is an easier and more rational one?

The basis of rational career decisions is knowledge. An adequately stocked and well-organized career library can provide such knowledge.<sup>9</sup> Media specialists can no longer depend on children being exposed to the world of work through family experiences, as in the early days of our country. This places an ever increasing responsibility on the school to provide some realistic exposure to the world of work.<sup>10</sup>

Occupational choice is a selection process that becomes more realistic with time and increased age. The Iowa

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<sup>8</sup>Hills, p. 5.

<sup>9</sup>Graham Clapperton, "The School Careers Library," School Librarian, XX (June 1972), 113.

<sup>10</sup>Hills, p. 10.

Department of Public Instruction has divided this process into four phases: awareness (grades k-3), accommodation (grades 4-6), exploration (grades 7-9), and preparation (grades 10-12).

The exploration and preparation phases were part of this problem. In the exploration phase young people become aware that they must learn to know themselves, their interests, capabilities, and values. They will identify with occupational areas, or clusters, that most closely align with their self-concept. They need information about fields of work available in a way in which they can assimilate it. By careful screening and selection, they can choose high school courses which relate to their personal attributes, satisfactions and career learnings.<sup>11</sup>

In the preparation phase young people begin to prepare for occupational entry into a particular career or career cluster. This is a more realistic period in which a student selects a career and corresponding life style as he relates to his own skills, capabilities, self-perception and needs.<sup>12</sup> Occupational information in this phase must include more complete data - accurate, current, localized - and indicate job prospects within three to five years.

In summary, the ultimate aim of career education is to see students choosing occupations because they know one

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<sup>11</sup>Iowa. Models, p. 6.

<sup>12</sup>Ibid., p. 7.

kind of activity will give them more satisfaction than another. In that respect it is necessary for the media specialist to provide materials that will complement the needs of these career phases, and as a result, help the student choose an occupation that will bring him lifelong satisfaction.

## Chapter 3

### PROCEDURES

The basis for this bibliography was a survey of the eighth grade students of the Parkersburg Jr.-Sr. High School who were enrolled in a career mini-course during the 1974-75 school year. To determine their interest areas, the students were given the Kuder General Interest Survey (Form E). They were also given questionnaires at the beginning and end of the course (see Appendix I). Following the pre-questionnaire and Kuder Survey, the students were given a list of career clusters as designed by the Iowa State Department of Public Instruction (see Appendix II). This list was to help the student select a specific career to research. From this career interest information a bibliography of career materials was developed.

## Chapter 4

### ANALYSIS

In selecting and evaluating occupational materials, as with all media, a selection criteria must be used. A basic premise is that the material must be relevant to the needs of students of all levels of ability. It must also be appropriate to the age, ability, interest, and aspiration of the students.<sup>13</sup>

The main concern for selection for this bibliography was the appropriateness of the material for 7-12 grade students and its currency. Also consulted was the "Criteria for Assessment" found in Review and Analysis of Sources of Occupational Information for Career Education by Kenneth O. Hills (see Appendix III and IV).

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<sup>13</sup>Clapperton, p. 115.

## Chapter 5

### SUMMARY AND CONCLUSIONS

Media specialists need to provide a wide variety of career materials for the college bound, technical school bound, and for those who will not continue further education. They need, therefore, a comprehension of all kinds of vocations and careers in their media centers.

The following bibliography takes these needs into consideration.

## Chapter 6

### BIBLIOGRAPHY OF CAREER MATERIALS

#### Books

Bayliss, Sylvia J., ed. Community Service and Related Specialists. Rev. ed., 1974.

J. G. Ferguson Pub. Co.  
Chicago, Illinois

This book contains occupations that relate to working with people. These are alphabetically arranged. Each article was written and reviewed by specialists in that field and gives specific information on the type of work done; necessary personal qualities; educational requirements during and after high school; getting the job; entry level jobs; advancement opportunities; license or certification; working conditions; earnings and benefits; and the future. Index.

Denues, Celia. Career Perspective: Your Choice of Work. 1972; paperback.

Charles A. Jones Pub. Co.  
Worthington, Ohio

This is a guide to self-analysis and evaluation of the world of work and a set of clues for making career decisions. Included are questions for class discussion. Index.

Health Careers Guidebook. 3rd ed., 1972; paperback, \$2.25; U.S. Dept. of Labor.

Supt. of Documents  
U.S. Gov't Printing Office  
Washington D.C. 20402

This guidebook gives facts about health occupations and professions. There is a detailed description of each indicating the kind of work entailed; the kind of working situations; the kind and amount of education and training required; and the opportunities for advancement.

Joseph, James. The Complete Out-of-Doors Job, Business, and Profession Guide. 1974; \$4.95.

Henry Regnery Co.  
114 West Illinois St.  
Chicago, Illinois 60610

This book is organized in short chapters that detail the nature of out-of-doors jobs: where the job is located; what qualifications are needed to succeed; and what earnings to expect. Each chapter also has a listing of names and addresses of organizations that will provide further advice and a selected reading list. Many of the job descriptions contain actual case histories and interviews that tell what to expect and what pitfalls to avoid. No index.

Kinsinger, Robert E., ed. Career Opportunities: Health Technicians. 1974.

J. G. Ferguson Pub. Co.  
Chicago, Illinois

This book is meant to be used by those seeking a better understanding of the various employment opportunities available within the health field at the technical level. Each career is discussed from the standpoint of type of work done; necessary personal qualities; educational requirements; license or certification needed; getting the job; entry level jobs; advancement opportunities; working conditions; earnings and benefits; and the future. Each career is discussed under a separate heading, arranged alphabetically. Index.

Lang, Carole J., comp. Handbook of Job Facts. 5th ed., 1972; \$5.60.

Science Research Associates  
259 E. Erie St.  
Chicago, Illinois 60611

This handbook contains concise summaries of basic data on 300 major occupations. This information is arranged alphabetically in chart form. The following topics are covered for each occupation: a brief description of typical duties and functions; the main industries and areas of the United States where a specific job can be found; the number of men and women employed in the occupation; educational and training requirements; qualifications needed, including abilities, aptitudes, interests, and character traits; ways to find employment and the normal line of advancement; earnings, including average earnings for beginning to experienced workers; and employment trends, detailing the increase or decrease of workers in the occupation and the amount of competition for available openings. Index.



Liston, Robert A. On the Job Training and Where to Get It.  
1973.

Julian Messner  
1 West 39 Street  
New York, N.Y. 10018

This book is aimed at the high school graduate who cannot go to college. It begins by emphasizing that there is challenge and a place for the high school graduate with ambition. The author describes the types of training opportunities available to high school graduates and how to qualify for that training. There are photographs of on-the-job trainees. Index.

Lukowski, Susan and Margaret Piton. Strategy and Tactics for Getting a Government Job. 1972; paperback.

Potomac Books, Inc. Pub.  
4832 MacArthur Boulevard, N.W.  
Washington D.C. 20007

This book was written from the personal experience and perspective of the authors as job hunters. It is casually written with "how-to" information for getting a government job: opportunities available; requirements; personal suggestions; addresses of government agencies and departments; and reference books containing governmental occupations. Index.

Millkie, Carlson. How You Can Appear in T.V. Commercials.  
1973; paperback, \$2.50.

Pilot Industries, Inc.  
347 Fifth Ave.  
New York, N.Y. 10016

This book describes the different ways to become involved in television advertising and what is required. A list of addresses of agencies by state which specialize in producing television commercials is included.

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women. 1975; \$6.50; paperback, \$4.50.

College Board Publication Orders  
Box 2815  
Princeton, New Jersey 08540

This book begins with the declaration that all careers are for women. It emphasizes that it is important for women today to choose a life style. In the main body of the book the careers are arranged alphabetically. Included in the

discussion of each career is a "What's it like" section: a personal interview by the author with a woman employed in that career. Also included is data about what education is required; how many women are in the field and where they work; salaries; future prospects for women; addresses for further information; and a photograph of a woman in each career. Index.

Morton, Alexander Clark. The 1974-75 Airline Guide to Stewardess and Steward Careers. 1974; \$4.95.

Arco Publishing Co., Inc.  
219 Park Avenue South  
New York, N.Y. 10003

This guide provides technical information on every airline in the United States, Canada, and the Caribbean. Data is provided on eligibility requirements, training, salaries, benefits, base assignments, and uniforms for each airline. A photograph of a stewardess or steward is shown for most airlines. The guide is arranged alphabetically by airline under two major groups: United States Airlines and Canadian and Caribbean Airlines. No index.

Odgers, Ruth, ed. Introduction to Health Professions. 1972; paperback.

C. V. Mosby Co.  
St. Louis, Missouri

This book is designed to provide educational and occupational information for a wide variety of health careers. It is intended to show how the health professional functions in his job; what is necessary by way of education and training; and what opportunities for employment are available. Each chapter is a specific health related occupation and is written by a practitioner-educator of that profession. Fellow health professionals were consulted as to the accuracy and relevance of the information. Index.

Resnick, Wm. C. and Philip B. Lottich. Your Future With or Without College. 1971; paperback, 28p.

Ballman Pub. Co.  
P.O. Box 172  
Cambridge, Mass. 02138

This book was prepared as a guide to help one decide if he should go to college or not. Discussed are personal questions to ask oneself; people and organizations that can be consulted; alternatives and opportunities available with and without college; and the importance of looking into the future. A selected bibliography of career planning materials complete this book. Both authors have backgrounds in education and guidance. No index.

Seed, Suzanne. Saturday's Child. 1973.

J. Philip O'Hara, Inc.  
20 East Huron  
Chicago, Illinois 60611

Written in a casual, easy-to-read style, 36 women tell about their job, its requirements, and how or why they selected that job. The book is divided into four major sections: arts and communications; science and medicine; trades, services and businesses; and commerce and government with related careers in each section. Each career is discussed by a woman in that career. A photograph of her at work is included. The author who interviewed each woman says that "most of the particular fields included in this book were chosen because studies show that there may be more growth in these fields than in others." Index.

Seide, Diane. Careers in Medical Science. 1973; \$5.95.

Thomas Nelson Inc.  
Nashville, Tennessee

This book is a guide to choose a health career. It analyzes over fifty kinds of health care careers, detailing necessary academic and personal qualifications; work involved; salary ranges offered; and names and addresses of organizations, hospitals, and associations that will provide extensive information on a particular career choice. Each chapter contains a number of related medical careers. The style is easy to read and understand. The author's nursing background and association with physicians and other medical personnel give her authority to write this book. Index.

Sheldon, Roger. Opportunities in Carpentry Careers. 1974.

Vocational Guidance Manuals, Inc.  
620 South Fifth St.  
Louisville, Kentucky 40202

This book is written in chapter form discussing different aspects of carpentry from apprenticeship to becoming self-employed; how to get started; what training is available; and opportunities for women and minorities. The appendix includes lists of further references, schools offering carpentry training, and addresses of state and U.S. apprenticeship offices. This book is easy to read and has several photographs of carpentry skills. Index.

Sidney, Howard, ed. Agricultural, Forestry and Oceanographic Technicians. Rev. ed., 1974.

J. G. Ferguson Pub. Co.  
Chicago, Illinois

This book covers 20 occupational fields related to agriculture, forestry, and oceanographic technology. For each field there is specific information on the type of work done; necessary personal qualities; educational requirements during and after high school; how to get the job; entry level jobs; advancement possibilities; license or certification required; working conditions; earnings and benefits; and the future. There is also a listing of educational institutions in the United States and Canada which offer the programs covered. Each article was written and reviewed by specialists in that field. This book would be especially good for vocational agriculture programs. Index.

Terkel, Studs. Working: People Talk About What They Do All Day and How They Feel About What They Do. 1974.

Pantheon Books  
Division of Random House, Inc.  
201 East 50th St.  
New York, N.Y. 10022

Written in story-like form this book describes a wide variety of occupations. Terkel spent three years talking to people to see what they actually did all day and to discover how they felt about their jobs and their lives. Each chapter is about the life and job of one person. There is really no strict organization by occupational cluster or otherwise, but the table of contents gives the name of a person and their job. No index.

Whitfield, Edwin A. and Richard Hoover. Guide to Careers Through Vocational Training. 1968.

Robert R. Knapp, Pub.  
San Diego, Calif. 92107

This guide is for the student seeking work in an occupation which requires some vocational training. One hundred and forty-five occupations are detailed which usually require no more than two years of training beyond high school. The descriptions of each occupation include its advantages and disadvantages; salary information for the four major geographic regions of the United States; personal and physical traits required; preparation and training in high school and post-high school programs; special entry requirements; prospects and opportunities; fringe benefits; and sources of additional information. The occupations described are organized into eight broad interest groups: science,

technical, outdoor, business, clerical, linguistic, aesthetic, and service. Occupations within each interest group are arranged alphabetically. Two indexes: school subjects and occupational.

Wiggs, Garland D., ed. Marketing, Business, and Office Specialists. 1970.

J. G. Ferguson Pub. Co.  
Chicago, Illinois

The introductory chapters of this book are written to help students understand what it is like to be a part of the fields of marketing, business, and office occupations. All of the articles in the book are written by a specialist in the field he represents. The main section of the book is an alphabetical arrangement of various specialist career positions. Each describes the type of work done; necessary personal qualities; educational requirements; how to get the job; entry level jobs; advancement opportunities; working conditions; earning potential and benefits; and the future. There are also photographs for each career. The last section of the book is an alphabetical listing, by state, of the schools offering educational programs to prepare for specialist positions. Index.

### Pamphlets

Building Trades Careers. July 1973; free.

Iowa Employment Security Commission  
Information Services  
1000 East Grand Ave.  
Des Moines, Iowa 50319

The purpose of this pamphlet is to acquaint students with career opportunities available in the building trade crafts. Fourteen such careers, alphabetically arranged are described. Information included is a brief description of the job; its requirements; employment and advancement opportunities; and working conditions. There is also a list of hourly wages in selected Iowa cities.

Career Choices for Women in Medicine. Vol I & II; 2nd ed., 1971; \$1.00.

American Medical Women's Association, Inc.  
1740 Broadway  
New York, N.Y. 10019

These pamphlets are written to acquaint women with career choices in medicine. Each chapter is written in a personal style by a woman describing her medical career. There is

no set form; some women describe the technicalities of their job and others describe how their job affects their personal and family life.

Careers in Business. 1972; \$1.00.

National Business Education Association  
Dulles International Airport  
P.O. Box 17402  
Washington D.C. 20041

This pamphlet describes eight major business careers: business owner; business teacher; automatic data processing; clerical; management; secretarial; marketing and distribution; bookkeeping and accounting. Each career is described by the nature of the work; opportunities available; necessary qualifications and preparation; and sources of additional information.

Clerical Careers. July 1973; free.

Iowa Employment Security Commission  
1000 East Grand Ave.  
Des Moines, Iowa 50319

This pamphlet is an alphabetical description of clerical careers available in Iowa. Each job details the nature of the work; entry requirements and preparation; interests and temperament; physical demands; employment outlook; wages, hours, and working conditions; and wage ranges in major Iowa cities.

Food Service Careers. July 1973; free.

Iowa Employment Security Commission  
Information Services  
1000 East Grand Ave.  
Des Moines, Iowa 50319

This booklet provides information about food service occupations available in Iowa. It is alphabetically arranged by occupation. Each occupation is described briefly and includes data on job requirements; employment outlook and advancement opportunities; and the working conditions, hours and wages in major Iowa cities.

Health Careers. Free.

Iowa Employment Security Commission  
Information Services  
1000 East Grand Ave.  
Des Moines, Iowa 50319

This pamphlet is an alphabetical description of health

careers available in Iowa. Each career describes the nature of the work; entry requirements; interests and temperaments; physical demands; and the working conditions, hours, and wages in selected Iowa cities.

How to Get a Job With an American Firm Overseas. Pub. No. 11;  
1973; \$1.50.

International Publications  
Indianapolis, Indiana 46229

This booklet describes employment opportunities with American firms overseas; mostly oil, mining and construction companies. Information is provided on qualifications and conditions required; how to find overseas employment; and what to do before you go. The major section of the booklet is a directory of American companies abroad with the company name and address and the industry or service they represent.

How to Get a U.S. Government Job Overseas. Pub. No. 10;  
1972; \$1.00.

This booklet explains how U.S. Government jobs overseas are filled, discusses employment conditions, indicates what skills are required and lists addresses to which inquiries may be sent.

Manpower needs in Black Hawk County by Occupation, 1971-1975;  
Sept. 1972; free.

Iowa Employment Security Commission  
Iowa State Employment Services  
527 East Fifth St.  
Waterloo, Iowa

This pamphlet gives the anticipated manpower needs of selected occupations in Black Hawk County. Occupations are listed in chart form showing the number employed in 1960 and the replacement, expansion, and total needs for 1971 to 1975. This survey was prepared by the Manpower Research Economist.

Manpower Needs in Iowa by Occupation, 1971-1975. June 1972;  
free.

Iowa Employment Security Commission  
Research and Statistics Dept.  
1000 East Grand Ave.  
Des Moines, Iowa 50319

This pamphlet gives the anticipated manpower needs of selected occupations in Iowa. Occupations are listed in chart form showing the number employed in 1960 and the replacement, expansion and total needs for 1971 to 1975. This survey was prepared by the Manpower Research Economist.

Opportunities in Apprenticeship. Free.

Iowa Employment Security Commission  
1000 East Grand Ave.  
Des Moines, Iowa 50319

To become a skilled worker many occupations require a period of apprenticeship. The purpose of this pamphlet is to make the reader aware of the different occupations approved for apprenticeship and where training is available in Iowa. Only major Iowa cities are included: Burlington, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Fort Dodge, Mason City, Ottumwa, and Sioux City. Addresses of apprenticeship headquarters are listed alphabetically under each city.

Opportunities in Iowa's Area Schools. Annual; free.

Dept. of Public Instruction  
Grimes State Office Bldg.  
Des Moines, Iowa 50319

This pamphlet is an initial source for information on Iowa's area schools. There is a brief overview of each school indicating statistical information including enrollment; admission policy; costs and financial aid; instructional programs; and an address for further information. This is not a complete guide to the schools and their college catalog should be consulted for more detailed information.

Reference Books

Occupational Outlook Handbook. Annual.

U.S. Dept. of Labor  
Bureau of Labor Statistics  
Washington, D.C.

This handbook is arranged in two major divisions: Employment Outlook for Occupations and Employment Outlook for Industries. Within the occupational division there are thirteen career cluster groups, clustered on a concept of related activities. The industry reports are grouped according to major industry divisions in the economy. There are more than 850 occupations discussed in 325 separate sections. For each occupation discussed there is a description of the nature of the work; places of employment; training, other qualifications and advancement opportunities; employment outlook; earnings; working conditions; and sources of additional information. Photo illustrations. Comprehensive index.



Hopke, William E., ed. Encyclopedia of Careers and Vocational Guidance. 2 vols; 1972, rev. ed.; \$26.95

J. G. Ferguson Co.  
6 North Michigan Ave.  
Chicago, Illinois 60602

Volume I, Planning your Career, is designed to be used for ideas, guidance, and there are broad articles on 71 opportunities in major industries or areas of work. This main section of the book is arranged alphabetically by work area. Index. Volume II, Careers and Occupations, details alphabetically over 650 occupations giving information about the nature of the work, educational and special requirements, history, methods of entry, advancement, employment outlook, earnings, conditions of work, social and psychological factors, and sources of additional information. Index. Contributors to this encyclopedia were selected for "both their extensive knowledge of the field and for their ability to convey the subject clearly and succinctly to young people."

### Career Bibliographies

Cumulative Career Index. An annual compilation with quarterly supplements; paperback.

Chronicle Guidance Pub., Inc.  
Moravia, New York 13118

Sources of free and inexpensive materials are listed alphabetically. Index of occupations and sources in back.

### Series

Occupational Briefs. approx. \$270.00.

Chronicle Guidance Pub., Inc.  
Moravia, New York 13118

These briefs can be purchased in small career-related packages or as an Occupational Library containing over 650 Occupational Briefs. Each Brief is on a single career detailing work performed, where employed, advantages, working conditions, hours, earnings, personal qualifications, educational requirements, and future outlook. There is a comprehensive index to the complete set which is also cross-referenced to the Dewey decimal system, directing the student to further reading.

SRA Career Information Kit. approx. \$283.00.

Science Research Associates, Inc.  
259 E. Erie St.  
Chicago, Illinois 60611

This kit is a collection of approximately 600 pieces of occupational literature. Each piece gives a brief description of the job, working conditions, hours, earnings, personal qualifications, educational requirements, and future outlook. There is a comprehensive index to the complete set which is also cross-referenced to the Dewey decimal system, directing the student to further reading.

### Selection and Processing

Hills, Kenneth O. Review and Analysis of Sources of Occupational Information for Career Education.  
1973; \$3.50; Information Series No. 89; VT 020 342.

ERIC Clearinghouse on Vocational & Technical Education  
The Center for Vocational and Technical Education  
Ohio State University  
1960 Kenny Road  
Columbus, Ohio 43210

The purpose of this publication is to identify and assess various kinds and sources of occupational information. The contents provide an overview of the role of occupational information in career education and career development. Occupational information sources and guidelines for assessment of occupational information are given.

### Bulletin Board Ideas

A. Have a "Career" or "Occupation of the Week."

Vocational technical catalogs can be used as a source of ideas.

B. "Career Guidance Posters"

General Electric  
Dept. SR  
570 Lexington Avenue  
New York, N.Y. 10022

These posters show teen-agers participating in leisure activities. There is a brief statement relating the activity to a possible future career, and informing the viewer that if he would like more help in planning his career he should write to the above address.

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## APPENDIX I

### PRE-QUESTIONNAIRE

1. What career are you interested in?
2. What would you like to know about that career?

### POST-QUESTIONNAIRE

1. Did you change your career choice?  
Why or why not?
2. Did you become aware of any careers similar to your choice that you did not know about before?  
If yes, what?
3. Were you able to find enough information in our media center about your career?
4. Were there any careers you were interested in but could not find information about?

## APPENDIX II

## AGRICULTURE AND CONSERVATION OCCUPATIONS

A01 General agriculture or conservation worker  
 A02 General, livestock, or crop farmer  
 A03 Farm manager  
 A04 Feed mill elevator operator  
 A05 Grain and feed products sales or buyer  
 A06 Farm implement or garden equipment sales  
 A07 Farm equipment mechanic  
 A08 Farm machinery set-up  
 A09 Animal science  
 A10 Poultry raiser/dealer  
 A11 Agronomist  
 A12 Forester  
 A13 Nursery worker  
 A14 Landscaper  
 A15 Groundskeeper  
 A16 Horticulturist or florist  
 A17 Park supervisor  
 A18 Wildlife gamekeeper  
 A19 Conservation officer  
 A20 Pest control  
 A21 Conservation aide  
 A22 Extension agent  
 A23 Veterinarian  
 A24 Animal technician  
 A99 Other, specify

## CONSTRUCTION OCCUPATIONS

B01 Construction worker  
 B02 Carpenter  
 B03 Painter  
 B04 Bricklayer or mason  
 B05 Building contractor  
 B06 Building materials dealer, sales or yardsman  
 B07 Cost estimator  
 B08 Building inspector  
 B09 Civil engineering technician  
 B10 Earth moving equipment operator  
 B11 Electrician or lineman  
 B12 Plumber or pipefitter  
 B13 Sheet metal worker  
 B14 Structural steel worker  
 B15 Construction welder  
 B16 Architect  
 B17 Architectural drafting  
 B18 Construction equipment mechanic  
 B99 Other, specify

## SALES OCCUPATIONS

C01 General sales worker  
 C02 Buyer or merchandiser  
 C03 Industrial sales manager  
 C04 Retail store manager  
 C05 Advertising assistant  
 C06 Account executive  
 C07 Sales or grocery store checker or cashier  
 C08 Supermarket department head  
 C09 Clothes and accessories salesperson  
 C10 Fabric and sewing supplies salesperson  
 C11 Home furnishings salesperson  
 C12 Sporting goods salesperson  
 C13 Lawn and garden supplies salesperson  
 C14 Hardware salesperson  
 C15 Insurance salesperson  
 C16 Real estate salesperson  
 C17 Department manager, retail store  
 C18 Route sales  
 C99 Other, specify

## MEDIA, ART, AND ENTERTAINMENT OCCUPATIONS

D01 Designer  
 D02 Journalist  
 D03 Author or writer  
 D04 Editor  
 D05 Publisher  
 D06 Bookbinder  
 D07 Print shop supervisor  
 D08 Printing press operator  
 D09 Typesetter  
 D10 Photographer  
 D11 Photographic darkroom technician  
 D12 Fashion or photographer's model  
 D13 Fashion designer  
 D14 Display  
 D15 Illustrator or layout  
 D16 Artist  
 D17 Floral designer  
 D18 Industrial or product designer  
 D19 Actress or actor  
 D20 Dramatic or theater artist  
 D21 Dancer or performer  
 D22 Drama coach or director  
 D23 Professional musician or singer  
 D24 Professional athlete  
 D25 Radio or TV announcer  
 D26 Radio or TV program director  
 D27 Radio or TV equipment operator  
 D28 Radio or TV reporter  
 D99 Other, specify

## MAINTENANCE AND REPAIR OCCUPATIONS

E01 Maintenance and repair worker  
 E02 Air conditioning or refrigeration mechanic  
 E03 Industrial maintenance mechanic  
 E04 Building maintenance  
 E05 Electric motor repair  
 E06 Electronics mechanic or technician  
 E07 Radio or TV service  
 E08 Gas or electric appliance service  
 E09 Maintenance electrician  
 E10 Instrument or watch repair  
 E11 Musical instrument repair  
 E12 Office machine repair  
 E13 Repair welder  
 E99 Other, specify

## FOOD SERVICE AND LODGING OCCUPATIONS

F01 Food service or lodging worker  
 F02 Baker  
 F03 Caterer  
 F04 Cook/chef  
 F05 Kitchen helper  
 F06 Food preparation supervisor  
 F07 Meat cutter or butcher  
 F08 Restaurant host/hostess  
 F09 Restaurant manager  
 F10 Waiter/waitress  
 F11 Custodian  
 F12 Housekeeper  
 F13 Hotel or motel manager  
 F99 Other, specify

## BUSINESS AND OFFICE OCCUPATIONS

G01 Business and office worker  
 G02 Business administrator  
 G03 Business manager  
 G04 Banker  
 G05 Teller  
 G06 Cashier  
 G07 Loan officer  
 G08 Accounting technician  
 G09 Certified public accountant  
 G10 Bookkeeper  
 G11 Claims adjuster  
 G12 Clerk-typist  
 G13 General office clerk  
 G14 Receptionist  
 G15 Switchboard operator  
 G16 General secretary  
 G17 Legal secretary  
 G18 Medical secretary  
 G19 Stenographer  
 G20 Key punch operator  
 G21 Computer programmer  
 G22 Computer systems analyst  
 G23 Shipping and receiving clerk  
 G24 Office machine operator  
 G25 Duplicating machine operator  
 G26 Office supervisor  
 G27 Personnel director  
 G28 Public relations specialist  
 G29 Industrial relations director  
 G30 Survey worker  
 G31 Credit and collection manager  
 G99 Other, specify

## MANUFACTURING OCCUPATIONS

H01 Factory worker  
 H02 Foundry molding machine operator  
 H03 Foundry metal patternmaker  
 H04 Mechanical drafting  
 H05 Tool and die maker  
 H06 General machinist  
 H07 Machine tool set-up operator  
 H08 Numerical control machine operator  
 H09 Numerical control tool programmer  
 H10 Stamp or punch press operator  
 H11 Quality control technician  
 H12 Job or time study analyst  
 H13 Fluid-power technician  
 H14 Industrial safety technician  
 H15 Industrial waste inspector  
 H16 Plastics molding machine operator  
 H17 Cabinetmaker  
 H18 Woodworking machine operator  
 H19 Electrical or electronics technician  
 H20 Electromechanical technician  
 H21 Forklift truck operator  
 H22 General inspector  
 H23 Leatherworker  
 H24 Sewing machine operator  
 H25 Combination arc and gas welder  
 H26 Electric arc welder  
 H27 Inert gas welder  
 H28 Oxyacetylene welder  
 H29 Cutting torch operator  
 H99 Other, specify

## HEALTH OCCUPATIONS

J01 Hospital or health worker  
 J02 Dental assistant or technician  
 J03 Dental hygienist  
 J04 Dentist  
 J05 Medical doctor, physician, or surgeon  
 J06 Physician's assistant  
 J07 Chiropractor  
 J08 Osteopath  
 J09 Orthodontist  
 J10 Medical laboratory technician or assistant  
 J11 Medical record technician  
 J12 Nuclear medical technician  
 J13 Ambulance attendant  
 J14 Environmental health technician  
 J15 Nursing home administrator  
 J16 Nurse aide/orderly  
 J17 Licensed practical nurse  
 J18 Registered professional nurse  
 J19 Electrocardiograph technician  
 J20 Electroencephalograph technician  
 J21 Cytotechnologist  
 J22 Operating room technician  
 J23 Inhalation therapist  
 J24 Physical therapist  
 J25 Physical therapy attendant  
 J26 Mental health technician  
 J27 Homemaker/home health aide  
 J28 Dietician  
 J29 Dietetic technician  
 J30 Optometrist  
 J31 Pharmacist  
 J32 Physiologist  
 J33 Psychiatrist  
 J34 Psychologist  
 J35 Pathologist  
 J36 X-ray technician  
 J37 Recreation aide  
 J99 Other, specify

## TRANSPORTATION RELATED OCCUPATIONS

K01 Service station attendant  
 K02 Automobile garage mechanic  
 K03 Automobile body and fender repair  
 K04 Automobile parts counterman  
 K05 Automobile sales  
 K06 Diesel mechanic  
 K07 Hydraulic or fluid power mechanic  
 K08 Aircraft and engine mechanic  
 K09 Airline cabin attendant  
 K10 Airline reservationist  
 K11 Airplane pilot  
 K12 Flight engineer or navigator  
 K13 Ground control operations specialist  
 K14 Railroad conductor/assistant  
 K15 Railroad agent  
 K16 Small gas engine repair  
 K17 Motorcycle repair  
 K18 Bicycle repair  
 K19 Light-truck driver  
 K20 Tractor-trailer truck driver  
 K21 Traffic engineer  
 K22 Motor vehicle dispatcher  
 K23 Tire recapper  
 K99 Other, specify

## GENERAL SERVICE OCCUPATIONS

L01 Private or public service worker  
 L02 Community or social services worker  
 L03 Social services director  
 L04 Clergy  
 L05 Church or religious worker  
 L06 Homemaker  
 L07 Home economist  
 L08 Home furnishings assistant  
 L09 Home service representative  
 L10 Child care attendant  
 L11 Recreation director  
 L12 Elementary school teacher  
 L13 Secondary school teacher  
 L14 Special education teacher  
 L15 School teacher's aide  
 L16 School counselor  
 L17 School administrator  
 L18 College instructor  
 L19 Librarian  
 L20 Interviewer  
 L21 Foreign language interpreter  
 L22 Diplomat or foreign service worker  
 L23 Government official  
 L24 Lawyer, attorney, or judge  
 L25 Court reporter  
 L26 Military officer or career serviceperson  
 L27 Temporary military serviceman or woman  
 L28 Police officer or highway patrol  
 L29 Firefighter  
 L30 Guard/security officer  
 L31 Mail carrier or post office worker  
 L32 Sanitarian worker  
 L33 Barber  
 L34 Cosmetologist or beautician  
 L35 Audio-visual technician  
 L36 Bartender  
 L37 Dressmaker or tailor  
 L38 Fashion coordinator  
 L39 Interior designer or decorator  
 L40 Upholsterer  
 L41 Carpet and linoleum layer  
 L42 Carpet and upholstery cleaner  
 L43 Dry cleaner or launderer  
 L44 Laundry steam press operator  
 L45 Custodian  
 L46 Urban planner  
 L47 Funeral director or undertaker  
 L48 Building and safety inspector  
 L49 Food and drug inspector  
 L50 Solid waste technician  
 L51 Speech clinician  
 L52 Politician  
 L53 Auctioneer  
 L99 Other, specify

## SCIENTIFIC OCCUPATIONS

M01 Scientist or engineer  
 M02 Archaeologist  
 M03 Anthropologist  
 M04 Astronomer  
 M05 Bacteriologist  
 M06 Biologist  
 M07 Botanist  
 M08 Cartographer  
 M09 Chemist  
 M10 Economist  
 M11 Aeronautical engineer  
 M12 Ceramic engineer  
 M13 Chemical engineer  
 M14 Civil engineer  
 M15 Electrical engineer  
 M16 Industrial engineer  
 M17 Mechanical engineer  
 M18 Sanitary engineer  
 M19 Geophysicist  
 M20 Geologist  
 M21 Meteorologist  
 M22 Jeweler  
 M23 Mathematician  
 M24 Actuary  
 M25 Oceanographer  
 M26 Philosopher  
 M27 Historian  
 M28 Physicist  
 M29 Political scientist  
 M30 Research analyst  
 M31 Sociologist  
 M32 Zoologist  
 M99 Other, specify

## APPENDIX III

A recent addition to the family of occupational information sources is the National Career Information Center, a service of the American Personnel and Guidance Association. This service was initiated in August 1972, and includes the Career Resource Bibliography and Inform. These two publications focus on the broad range of available materials, the former identifying various sources of occupational information by cluster or job family categories, e.g., September, 1972 issue emphasizes "Careers in Advertising, Marketing, and Public Relations." The second publication, Inform, features topical areas with valuable tips on current articles or publications. Included is a section in which is listed, by some 20 clusters, current career materials of which single complimentary copies are available to counselor or student upon request.

### CRITERIA FOR ASSESSMENT

If the classroom teacher is to be expected to adapt and widely use the myriad of materials flooding the market today, he needs some means of determining which would be most suitable. Time, energy, and money prohibit individuals from taking on this rather awesome task. Thus, an attempt is being made here to provide some guidelines from which to draw.

#### Suggested Criteria

The National Vocational Guidance Association (NVGA), a division of the American Personnel and Guidance Association, has sponsored the development of the most complete set of guidelines available to date. The initial project focusing on occupational literature began in the 1950's with a later work in the 1960's concerning the development and publishing of films. The latest effort is a booklet entitled, Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips, and Printed Materials, (National Vocational Guidance Association, 1972).

The abundance of occupational information sources and materials has been noted and quite adequately supported. Typically, however, occupational information is not utilized extensively by students. This demonstrates that simply having the materials within the school is not sufficient; information must be valid, in usable form and seen as valuable by students before it will be used. The ultimate test of the availability and usability in evaluating occupational information would be student utilization. This test would be impossible for each individual instructor to carry out with all materials. However, since use is the best test for applicability, readability and attractiveness to students,

some effort should be made to assess, wherever possible, the use of those materials which are presently on hand as a part of the selection of new materials. If materials are in a library, then a simple checkout system will provide the necessary information. If the material is in a career center then the staff person overseeing the center would be able to provide a logging procedure to determine the utilization of various items. Within the classroom, one of the most effective methods is to have the children assigned jobs modeled after a work station, one of which might be a coordinator of occupational information. A part of the assignment could be an inventory approach with a tally system for times used. Some computer systems have a built-in program for counting uses of the system. Reader-printers of the microfilm variety usually can be set up with a counter attached for checking.

Selection and development of appropriate occupational information presupposes consideration of the needs of the group for whom the materials are intended. This is why a good understanding of career development is necessary. The materials must be appropriate not only to the grade level, reading, etc., but also to the career development level or stage. Isaacson (1971) suggests that accuracy, currency, usability, reader appeal, and thoroughness are basic. However, of equal importance is the appropriateness to the developmental needs of the student.

The content and process of occupational information materials should differ with the level of the target group. Beginning with the preschool and elementary school period, which has been identified as the "awareness period," occupational information should concern general aspects of jobs and require a lesser amount of specific job entry data. More detailed specific information will be needed as one approaches the "specialization period" and the time of actual employment, completing the career education cycle from kindergarten through job entry and on to all levels of occupations throughout life.

Shadbolt (1972) notes that as with other kinds of information, the quality of occupational information varies considerably. Good occupational information is usually up-to-date, accurate, comprehensive, and seeks to inform. Bad occupational information is usually out-dated, exaggerated, incomplete and seeks to persuade. The difficulty is that much of the occupational information possesses both good and bad characteristics and falls somewhere in between.

The recommendations which follow are intended for use as guidelines which can be applied with minimal adaptation to all materials. The guidelines involve a three-fold approach including: (1) content, e.g., specific data about jobs; (2) process, e.g., format, style, and level; and (3) biases, e.g., authorship and sponsorship concerns in selecting occupational information.



## Content

The following categories should be included in good occupational information and answer the majority of questions as suggested.

- 1) Job Duties: This should include a simple clear statement of the activities in which the worker engages on the job.
  - a) What does the worker do?
  - b) What physical activities are required, e.g., manipulating, lifting, climbing, stooping, crouching, kneeling, etc.?
  - c) What kind of decisions does he need to make?
  - d) Does he work primarily with people, data or things?
- 2) Working Conditions: A realistic portrayal of the actual work setting is invaluable and absolutely necessary.
  - a) What are the physical surroundings?
  - b) What unusual conditions exist, e.g., temperatures, noise level, humidity, fumes, dust, odors, indoors or outdoors?
  - c) What relation does one have with other workers: proximity, isolation, verbal communication, etc.?
  - d) What type of equipment is used?
- 3) Qualifications: This statement should include very specific details of all the data a potential worker needs to know in order to enter this occupation, and any requirements beyond the entry-level skill and training.
  - a) What skills are required?
  - b) What are the minimum entry requirements?
  - c) What are the preferred entry requirements?
  - d) What level of training is required, e.g., degrees, certification, licensing, etc.?
  - e) What are the physical requirements?
  - f) What examinations are required, e.g., written, physical?
  - g) What are the membership requirements, e.g., union, professional, associations, etc.?
  - h) What special personal requirements are there, e.g., observational skills, ability to concentrate, etc.?
- 4) Job Satisfaction: Because values play such a key role in career decision-making, a clear understanding in this area is vital.
  - a) What is the wage rate and wage supplement?

- b) What type of responsibility is required?
  - c) How does this job relate to other jobs with which he will be coming into contact, e.g., income, supervision, shared responsibility, etc.?
  - d) What are the advancement opportunities?
  - e) What are the requirements for advancement?
- 5) Long-Range Outlook: With the job progression or movement from job to job, changing from the "ladder" to "lattice" concept, the opportunity for intra-job movement or inter-job movement within a job family becomes more crucial.
- a) What is the location of the hiring establishment?
  - b) What type and size of establishment is it?
  - c) What is the future of the immediate industry of which this job is a part?
  - d) What technological changes are expected that will affect the job?
  - e) How will population growth affect this position?
  - f) How will the economic situation affect this position?
  - g) What are the anticipated job requirement changes?
  - h) What is the promotional pattern?
  - i) What are the related opportunities for alternate careers?
  - j) What processes will lead to these alternatives?
- 6) Current Labor Market Situation: For the student who is moving into the specialization stage of his training, and for the job searcher, this information has to be accurate and current.
- a) How many openings are there now?
  - b) Where are these openings, e.g., local, state, regional, or national?
  - c) What are the predicted openings for the next month, six months, one year, three years, or five years?
- 7) Other Information: In this area, appropriate supplemental materials should be identified.
- a) What supplemental materials are identified (books, pamphlets, journals, monographs, films, etc.)?
  - b) What schools and agencies provide training and opportunities where relevant?
  - c) What on-the-job, cooperative work experience, work study, part-time employment, etc., are available?
  - d) What financial aids are available during the training period?

## Process

The occupational information may be most accurate and detailed, but unless it is presented in an attractive, interesting way, all the effort will be of little value. Occupational information must be usable by and accessible to persons of varying ability and experience, causing the style and format to be of utmost importance. Some considerations focusing on this aspect of occupational information follow.

- 1) Readability: The information should be as free as possible of technical terminology or sophisticated language, so it will not lose the portion of the audience having the greatest need.
  - a) What level are you seeking to serve, e.g., elementary, junior high, high school, college, general public, etc.?
  - b) What is the reading level of the material?
  - c) Is technical jargon defined and clarified?
  - d) Is the information concise and to the point?
  
- 2) Usability: Motivation is critical and a basic concern in the historical lack of occupational information utilization.
  - a) Is the material relevant to the intended age or educational level?
  - b) Is the material attractive to the intended audience?
  - c) Are the illustrations related to the theme?
  - d) Is the content well organized and carefully edited?
  - e) Do the illustrations and content reflect an unbiased presentation of sexes and races?
  
- 3) Accuracy and Currency: This factor seems almost unnecessary to mention, but has often been overlooked.
  - a) Are the occupations depicted fairly and correctly?
  - b) What is the publication date (in the case of books, consider the first copyright date)?
  - c) Are the photographs and illustrations dated by styles?
  - d) Is there a regular updating procedure (NVGA recommends every two years as a minimum)?
  - e) Is this information true of the local, county, state, regional or national scene?

(Appendix A contains an evaluation check list for printed occupational information).

## APPENDIX IV

### OCCUPATIONAL INFORMATION EVALUATION CHECKLIST

#### A. Content

S	F	U	NA	
1.	_____	_____	_____	Job Duties (nature of work, work activities)
2.	_____	_____	_____	Working Conditions (environment, setting, hours, type of people, etc.)
3.	_____	_____	_____	Qualifications (skills, training, licenses, experiences, aptitudes, physical capacities)
4.	_____	_____	_____	Job satisfactions (advantages, disadvantages, etc.)
5.	_____	_____	_____	Employment prospects (supply and demand, current and long range outlook, trends)
6.	_____	_____	_____	Earnings (wage range, rates and supplements, promotional opportunities, other benefits)
7.	_____	_____	_____	Scope of information (national, regional, state, and local)
8.	_____	_____	_____	Related occupations
9.	_____	_____	_____	Additional sources

#### B. Process

1.	_____	_____	_____	Currency and accuracy (date of publication, illustrations, provision for up-date)
2.	_____	_____	_____	Style (clear, concise, illustrations and charts)
3.	_____	_____	_____	Appropriateness (reading level, technical jargon clarified, interest level, age/grade level)
4.	_____	_____	_____	Biases (authorship or sponsorship identified, recruitment oriented)

S - Satisfactory  
F - Fair

U - Unsatisfactory  
NA - Not Applicable