

1973

A Study of Career Information Materials in Communications and Media for the Junior High School Student

Pearl Fruth Miller
University of Northern Iowa

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A Study of Career Information Materials in Communications and Media for the Junior High School Student

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Abstract

Because school-based career development programs under the current career education emphasis, are to become integrated into the total curriculum, every person in the school system has a role to play in helping to develop and implement the program. Teachers need materials to assist them in designing programs, and students need resources in their search for values and career information.

A STUDY OF CAREER INFORMATION MATERIALS
IN COMMUNICATIONS AND MEDIA FOR THE
JUNIOR HIGH SCHOOL STUDENT

A Research Paper
Presented to
The Department of Library Science
University of Northern Iowa

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

by
Pearl Fruth Miller
May 1973

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Read and approved by
Elizabeth Martin

Leah Hiland

Accepted by Department
Elizabeth Martin

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Chapter 1

INTRODUCTION

OVERVIEW OF CAREER EDUCATION

Career education is an idea that has rapidly gained momentum in the past two years. Since January of 1971, the United States Office of Education, under the direction of Sidney Marland, Jr., has undertaken to implement a major reform in American education. The basis for this reform lies in the fact that the current school curriculum is designed for the college-bound student. According to Marland, nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career.¹ Thus the concept of career education has been put forth as a solution to this basic failing of American education to serve the needs of all its students.

The idea of an educational emphasis on career development is not new. Federal legislation in the past ten years has provided funds and encouragement to schools to prepare students for employment. The Vocational Educational Act of 1963 supported broad vocational education programs in the schools. Two further pieces of legislation, the Economic Opportunities Act of 1964 and the Elementary and Secondary Act stressed vocational education programs for the training of the disadvantaged and the handicapped. A 1968 amendment to the Vocational Education Act encouraged occupational exploration in the schools.

¹Sidney P. Marland, Jr., Annual Report of the United States Commissioner of Education, Fiscal Year 1971, U. S., Department of Health, Education and Welfare (Washington, D.C.: Government Printing Office, 1972), p. 61.

To view career education as merely vocational education, however, would be to limit its scope. The Iowa Department of Public Instruction has defined career education as

the sequence of career development experiences, beginning in early childhood and continuing through adult life, that prepares individuals for present and future career opportunities. These experiences are offered through various programs, services, and activities which are designed and implemented to assist youth and adults to develop occupational competencies and attitudes which facilitate employment and/or advancement in an occupation and which will result in meaningful career development.²

The Iowa State Board of Public Instruction has designated career education, as defined above, as an imperative educational need in Iowa and has established the strengthening of career education programs and services as a major educational goal for the State.³

Career education has been divided into four program approaches: school-based, employer-based, home-based and residential-based career development. The school-based approach is structured with the idea of integrating career guidance and concepts of the world of work into the various subject areas of the curriculum. Emphasis is upon helping students develop meaningful self-concepts and positive values toward work, in addition to providing opportunities for career exploration. It is the school-based model with which this paper deals.

STATEMENT OF THE PROBLEM

Because school-based career development programs under the current career education emphasis, are to become integrated into the total curriculum, every person in the school system has a role to play in helping to

²Iowa, Department of Public Instruction, Iowa Career Education Handbook; Procedures for Implementing Career Education in Iowa, 1971, p. 1.

³Iowa, Department of Public Instruction, State Plan for the Administration of Career Education under the Vocational Education Amendments of 1968 and Part F, Higher Education Act of 1965, Parts I and II, summary ed., 1972-1973, p. iv.

develop and implement the program. Teachers need materials to assist them in designing programs, and students need resources in their search for values and career information.

The school media program, according to the American Library Association's 1969 Standards for School Media Programs, contains elements applicable to preparation for career education, such as the following:

Consultant services to improve learning, instruction, and the use of media resources and facilities,
Information on new educational developments,
Materials for class instruction and individual investigation and exploration.⁴

With career education moving into the forefront in instructional emphasis, and in view of the media specialist's role in the educational process, this paper will explore the objectives of career education for the junior high school level and then relate certain of these objectives, with the use of specifically designed criteria, to career information materials available to junior high school students.

⁴Standards for School Media Programs (Chicago: American Library Association, 1969), p. 4.

Chapter 2

REVIEW OF THE LITERATURE NEEDS FOR MATERIALS IN CAREER EDUCATION

Several educators have made statements supporting the need for career exploration media for use in career education programs. Benson suggested that a library career development resource center, making use of both print and non-print materials, can be a major facilitator of a career development program.⁵ Gambino's description of New Jersey's projects and programs in career education for junior high school students contains mention of career resource centers, one of the objectives of which is to provide multimedia resources and services to teachers.⁶

In an evaluation of career films conducted in the Culver City, California, school district, it was shown that the use of well prepared visuals in a vocational guidance program do have an impact upon students in their occupational decision-making.⁷ Venn, in the recommendation section of his report, Man, Education and Manpower, stated that

sound career choice is made in direct proportion to the information, exploration, guidance, and opportunity available to the individual to prepare and assistance given him for entry placement in a job matched to the individual.⁸

⁵Arland Benson, A Resource Guide for Career Development in the Junior High School (St. Paul, Minn.: Department of Education, 1972), p. vii.

⁶Thomas W. Gambino, "Junior High: The Exploratory Years," American Vocational Journal, 47:57, March, 1972.

⁷Culver City Unified School District, An Evaluation of Career Guidance Films (Santa Ana, Calif.: Orange County Department of Education, 1971), p. 3.

⁸Grant Venn, Man, Education and Manpower (Washington, D.C.: American Association of School Administrators, 1970), p. 238.

All of these writings cited suggest that materials and media do positively support a career development program.

A search through professional publications in the library science field yielded very few articles on, or even references to, career education. The Booklist, however, did include a mediography relating to career education, for which materials were previewed and those items judged best were used in the listing.⁹ With more teachers moving toward a career education emphasis, and more students requesting materials, persons in the library science field should begin to devote more time and space to the concept.

CAREER EDUCATION AS IT RELATES TO THE JUNIOR HIGH SCHOOL STUDENT

The junior high years are generally referred to in career education resources as the exploratory years. Most program designs provide for exploration of several occupational clusters in the seventh and eighth grades, the clusters composed of groups of related occupations in a general subject field, as suggested by the United States Office of Education. In grade nine the students move on to more in-depth exploration of a single cluster and begin work on initial skill development. The emphasis in the junior high years is on helping the student understand and relate his self-concept, his interests, and his needs to various occupational roles. Several educators have described particular considerations necessary in deciding upon meaningful career development materials for junior high students. Peters stated that students in grades six through nine are enthusiastic, but not necessarily realistic about occupations.¹⁰ A career education

⁹Edna M. Grimes, "Career Education," The Booklist, 69:384-395, December 15, 1972.

¹⁰Herman J. Peters, "The Riddle of Occupational Information," Vocational Guidance and Career Development, ed. Herman J. Peters and James C. Hansen (New York: Macmillan Co., 1966), p. 192.

guide developed at Lakeshore Technical Institute described occupational characteristics of junior high students:

1. Occupational considerations are based on interest, although interest patterns are not yet well developed.
2. Vocational preferences are singled out on the basis of the individual's self-concept.
3. Occupational preferences are involved with sex roles and symbols.
4. Vocational preferences mirror the adult world.
5. Vocational choices are unrealistic.
6. Work takes on some personal meaning.¹¹

Paulson stated that occupational literature is needed at the junior high level because this particular age group yearns for adult status. In addition to this, junior high students often need motivation for continuing in school, to improve their skills, or toward appropriate goals having personal significance to them. She suggested that materials for the junior high group need not be exhaustive in treatment, but rather should help broaden their career thinking and answer the questions relevant to the age group.¹² The use of biography or the career novel, as suggested by Peters, would show an integrated picture of a particular person's career development, and thus would be useful to junior high students in their career exploration.¹³

¹¹Lakeshore Technical Institute, (Sheboygan, Wisc.: Lakeshore Technical Institute, 1971), p. 98.

¹²Blanche B. Paulson, "The Use of Occupational Information for the Junior High School Age Group," Vocational Guidance and Career Development, ed. Herman J. Peters and James C. Hansen (New York: Macmillan Co., 1966), pp. 204-206.

¹³Peters, op. cit., p. 194.

Chapter 3

PROJECT DESIGN

A careful examination of readily accessible materials using established criteria was conducted in an attempt to determine what career guidance materials are locally available and to determine their quality, their recency and the scope or emphasis of the materials. The study centered on occupational or career guidance materials which describe or give an impression of an occupation or of an occupational field.

In order to limit the study to a manageable size, the study of materials was carried out in the occupational cluster, communications and media. In order to delineate jobs in the communications and media cluster, the analysis prepared at Grayson County College in Texas for the definition of occupational clusters was used.¹⁴ Materials examined were general reference works, periodicals, trade books, kits and sets, biographies and audiovisual media. Pamphlet material, except as it was a part of a complete file of materials, was omitted, because it was felt that much of this material is sent out for recruitment purposes, and/or it has not been prepared with any plan or organization for use. Career novels were also excluded because access to them through subject headings in the card catalog was very limited.

¹⁴Grayson County College, Sherman/Dennison, Texas, *An Analysis of Fifteen Occupational Clusters Identified by the U. S. Office of Education* (Austin, Tex.: Texas Education Agency, 1972), pp. 74-103.

The materials examined are included in the annotated bibliography found in Chapter 4. No attempt was made to be selective in regard to what should be included in the bibliography. Rather, the annotations provide an idea of what each item is like in regard to the criteria used to examine it. In order to gain access to materials for examination, various junior high school media centers and guidance offices were visited. It is recognized that items in a media center or in a guidance resource center have most likely already been carefully considered by the professional for inclusion in the collection.

The study is, of course, limited in that the materials in the eight centers and schools visited may not necessarily be representative of what is generally available. However, some general impressions were reached about what kinds of materials are accessible to the junior high student in the area of communications and media.

Chapter 4

ANNOTATED BIBLIOGRAPHY OF CAREER INFORMATION MATERIALS

COMPREHENSIVE WORKS AND WORKS IN SERIES

Chronicle Guidance Occupational Library, Chronicle Guidance Publications, Moravia, New York.

Consists of a set of occupational briefs in a standardized format. Some revisions are made and some new titles are added yearly. The basis for the filing plan is the Dictionary of Occupational Titles, and the occupations are listed under seven general occupational fields.

Each four-page brief contains information on the following: history, work performed, where employed, working conditions, earnings, personal qualifications, training, opportunities for women, advantages and disadvantages, employment outlook, methods of entry, further sources of information, and acknowledgements. Each contains an illustration of a subject at work in the job described. These are a source of quick information for a student who has a particular job in mind to explore.

Finding Your Job, Finney Company, Minneapolis, Minnesota.

Spiral-bound volumes containing four-page entries describing each of twelve particular jobs. There are five volumes in each of the six units that have been issued. Many of the jobs described are quite unusual, and many of the job titles are "eye-catching." The job briefs are easily readable and are particularly designed for those seeking temporary jobs or for terminal students seeking employment. Examples of jobs in the communications and media cluster are Pressman's Assistant, Calendar Page Gluer, and Newsprint Rewind Man.

Entries contain information on the following: what the job is, pay, history, what to expect, hours, abilities, traits, schooling, and money required, pros and cons of the job, the future, groups to join, school subjects and activities suggested, ways to enter the job, free information, books, and movies, and questions to consider.

The Encyclopedia of Careers and Vocational Guidance: Volume II, Careers and Occupations. Hopke, William E., ed. Doubleday and Company, Garden City, New York, 1967.

The second part of a two-volume set, this volume contains brief resumes of occupations, listed in broad subject categories and subdivided into job categories. Entries are arranged alphabetically within occupational fields. Essential information is included, such as definition of the work, requirements, employment outlook, working conditions, and social and psychological factors. This serves as a quick reference source for students who have a particular job or job field in mind and need more detailed information.

Iowa Script, A Career Information Service. An Exemplary Project in Career Education. Des Moines Area Community College, Ankeny, Iowa.

Developed in cooperation with the Iowa Department of Public Instruction, this is a set of color-coded cards, each containing a resume of an occupation on microfiche mounted on the card. The cards are indexed in a key-sort method, accessible by occupational cluster, training needs, job characteristics, and related high school subjects. Jobs requiring less than four years of college are described, and access can be obtained to the information through the different colored cards which indicate place of training (Des Moines Area Community College, all schools and colleges in Iowa, Kirkwood Community College, or apprenticeships). The information given about each job is very brief, and includes statistics gathered from the State of Iowa. This file of information could be particularly useful for junior high school students because the information is given in short form and is locally relevant.

King Features. Mercer, David M., Director. Educational Division, Special Services, New York, New York.

A series of career information booklets in comic book format. The reader accompanies Popeye the Sailor as he explores and explains jobs in a particular occupational field. Although the format is simple and appealing, there is much information given about the various jobs in the field, including kinds of work available, training and other entry requirements, nature of the occupations named and working conditions. Particularly the younger junior high students should find these an enjoyable way of finding career information. At the end, a simple, one-page quiz is provided as a review.

Occupational Guidance. Finney Company, Minneapolis, Minnesota, 1968.

Similar to the Finding Your Job series, this set consists of five units, with eight volumes in each unit, each volume containing twenty job descriptions. Although the reading level is somewhat more advanced than in the Finding Your Job series, it is still well within the ability of the average junior high reader. One unit is revised each year, so that the whole set is completely revised on a five-year basis.

Each four-page job resume contains information on the nature of the occupation, history, working conditions, hours, abilities, temperament needed by employee, education and training required, advantages and disadvantages, financial aids available for training, high school activities and courses needed, methods of entering the work, free and purchasable material available, visual aids, and questions to test the individual's interest in the job. Each volume contains jobs from different occupational fields. Examples from the communications and media field are Advertising Art Buyer, Phonograph Record Rack Jobber, and Space Communications Scientist.

Occupational Literature, An Annotated Bibliography. Forrester, Gertrude. The H. W. Wilson Company, New York, 1971.

A comprehensive listing of occupational materials available. The major list is organized according to specific occupations. Compiled

particularly for secondary school students and those in their early college years, the resource directs the students to particular materials about the fields or jobs they are seeking information for. Addresses, prices, and brief descriptions of the materials are included.

Occupational Outlook Handbook. United States Department of Labor, Bureau of Labor Statistics. U. S. Government Printing Office, Washington, D. C.

An outstanding comprehensive source of occupational information, this work is revised biennially. The information is gathered from a wide variety of reputable sources, and is based upon extensive research. The occupations are grouped into the following areas: professions; skilled trades; clerical; sales and service occupations; agricultural occupations; and occupations in government. Each report provides information on the nature of the work, the training and qualifications needed, earnings, working conditions, and outlook for the future. The volume contains an alphabetical index of occupations included, making the handbook easy to use as a reference.

SRA Widening Occupational Roles Kit (WORK), Science Research Associates, Chicago, Illinois, 1972.

Prepared particularly for students in grades six through nine, this kit contains 340 four-page work briefs, teacher's guide, 2 sound filmstrips used for introduction and review, a Workscope (job-coding device using acetate overlays, used to match students' skills, interests, educational plans, and occupations), student record books, Junior Guidance Series Booklets, an Index and a Handbook of Job Facts in chart form. The work briefs give short fictional narratives to provide job information, followed by occupational information in capsule form on the back page of each brief. The briefs are easily read by junior high students.

Teenage Jobs. Lembeck, Ruth. David McKay Company, New York, 1971. 274 pp.

A book written particularly for teenagers, giving them information about jobs particularly keyed to youth. The book is arranged according to interest areas, such as animals, communications, travel, and contains an extensive index and a list of youth organizations. The author has written the volume in an appealing, informal style, which a teenager could easily enjoy reading. Organizations and other places to write are given in the text, so that students have ready access to more information if they are interested.

Vocational Biographies. Sauk Centre, Minnesota.

A series of spiral-bound issues, each containing approximately twenty-five short, four-page biographies of individuals in particular occupations. The biographies, moderately easy to read and imaginatively written, contain much career information, a great deal of it related in first person, by the biographee. Each biography is concluded with a short summary, job facts (salary range, educational requirements and personal characteristics desired), and other sources of information. This set is very much "People-oriented," in that the emphasis is on the person as he works.

PERIODICALS

Career World, The Continuing Guide to Careers. Curriculum Innovations, Inc., Highwood, Illinois.

Issued monthly during the school year, this publication sells for \$2.95 per year. Each issue contains a variety of information, ranging from specific information concerning a certain job family, to jobs for students, and articles dealing with the student's personal development.

Occupational Outlook Quarterly. Fountain, Melvin C., ed. United States Department of Labor, Bureau of Labor Statistics. U.S. Government Printing Office, Washington, D. C.

At a subscription price of \$1.50 for four issues, this periodical provides reliable articles on job-related information. Some articles feature a particular job, some an occupational field, college and school information, summer jobs for students or opportunities for minority groups. This quarterly is published to provide current information between the biennial editions of the Occupational Outlook Handbook.

JOB AND JOB FIELD INFORMATION BOOKS

Barry, John M. Opportunities in Journalism Careers. Vocational Guidance Manuals, New York, 1967. 136 pp. Index and bibliography included.

The emphasis in this manual is on newspaper journalism. Detailed information is given on careers and opportunities in the field, traits and preparation required and ways to gain experience as young persons. Related fields are mentioned. The book presents a factual and realistic portrayal of the work in the field; however there is much more emphasis on details about the work than on persons involved in the work.

Biegeleisen, J. I. Careers and Opportunities in Commercial Art. E. P. Dutton, New York, 1963. 244 pp. Index and bibliography included.

A survey of careers for artists in such areas as magazine and book illustration, textile design, and TV animation, the author describes the artist's particular work, tools of his trade, procedures, and then concludes by telling about opportunities and offering advice for getting into the field. The author has used various methods of relating the information, including interviews with persons in the field, description of persons at work. Some salary ranges are given, although this information may well be outdated. Black and white illustrations are used.

Botter, David. News Reporters and What They Do. Franklin Watts, New York, 1959. 214 pp.

The material included deals with reporters working in different

media (newspapers, news magazines, radio and TV), much information of which the author gathered from interviews with reporters. There is information on working conditions, the kinds of information reporters seek, and general entry requirements for reporters, but salary details and other statistics are not used, making the book less apt to become quickly outdated. A glossary is included.

Colman, Hila. Making Movies: Student Films to Features. (Careers in the Making Series). The World Publishing Company, New York, 1969. 191 pp.

This book is one in a series of several volumes written in an effort to introduce young people to creative careers. The business of filmmaking, and the feature film, are described by means of relating information about the work of those who are a part of the business. Definitely written for youth, there are many references to actual movies, such as Alice's Restaurant and Bonnie and Clyde. Also included is information on other types of films, such as documentaries and animation films. Several appendixes provide information on college and universities where one can take courses in filmmaking and detailed outlines of the duties of several workers in the field.

Cooke, David C. Behind the Scenes in Television. Dodd, Mead and Company, New York, 1958. 64 pp.

In this book, the reader is taken on a tour of the National Broadcasting Company to see the behind-the-scenes work of television production. A page is devoted to each step in the production of a show, accompanied by a full page of illustrations. The reading material should be easy for a junior high student to assimilate. Although some of the figures given and some of the illustrations used are definitely dated, the basic overview could still be quite usable.

Floherty, John J. Get That Story: Journalism---Its Lore and Thrills. J. B. Lippincott Company, Philadelphia, 1964. 192 pp.

The author, using material gathered for this publication from conversations with journalists in the field, presents information about careers in journalism, and describes the work of persons in the field, from editors to typesetters. Enough detail is given to stimulate the student's interest, but not enough to turn him to other books. Black and white "at-work" pictures are included, and one chapter is devoted to opportunities for women. The emphasis throughout the book is on newspaper journalism.

Freeman, Ira Henry and Freeman, Beatrice O. Careers and Opportunities in Journalism. E. P. Dutton, New York, 1966. 248 pp. Index and Bibliographies included.

Written by journalists of long experience, this book places much emphasis on newspaper journalism, but does include sections on both magazine and broadcast journalism. A section is included on women's opportunities. The style is direct, and a wealth of detailed information is included, some of which may now be outdated. The

authors have included numerous illustrations, and information is given on schools offering courses of study in journalism.

Gardner, Dic. Be On TV. John Day, New York, 1960. 160 pp. Index, Bibliography, and Glossary included.

This easy-to-read book, printed in rather large type, includes a tour to see the parts and processes of television production, information on how to set up one's own television workshop, simple explanations of opportunities in the field and planning for a television career, and how to prepare for and make a television appearance. The text is accompanied by black and white illustrations.

Gemmill, Henry, and Kilgore, Bernard, eds. Do You Belong in Journalism? Appleton-Century-Crofts, New York, 1959. 92 pp.

Eighteen newspapermen from around the country have written the articles, telling of job opportunities, and offering students advice on getting into the field. The approach is realistic in that the writers emphasize that there is no one way to enter the field. It is also noted that women may not have an easy time getting a job in certain areas of journalism. The black and white illustrations show persons on the job, though some are very obviously dated.

Gordon, George N. and Falk, Irving A. TV Covers the Action. Julian Messner, New York, 1968. Index and Bibliography included.

The reader travels along with television personnel on several scenes: a day at the Washington bureau, on a night mobile unit, and to view the technical aspects of newscasting. Action stories are included, and advice is offered about getting into the field. No attempt is made to quote job statistics. Illustrations are included.

Gordon, George N. and Falk, Irving A. Your Career in Filmmaking. Julian Messner, New York, 1969. 224 pp. Index and Bibliography included.

Using material from interviews with persons within the profession, the authors provide information on the history, talents and skills needed in the field, and advice for young people thinking of entering careers in the various areas of motion picture production. Illustrations are included in a center section. Organized according to types of filmmaking, the authors have used such eye-catching titles as "Notes from the Underground," and "Happy Birthday, Mickey Mouse," to introduce the chapters.

Gordon, George N. and Falk, Irving A. Your Career in TV and Radio. Julian Messner, New York, 1966. 221 pp. Index and Bibliography included.

The authors, educators in the area of communications, explore the radio and television broadcasting industry and describe the work of various persons in the field, from scene designers to disc jockeys. Also included are sections on personalities in the field, educational television, and satellite transmission. The book is illustrated, and much of the material is written in narrative form. Material is also provided on scholarships available in the field, schools offering appropriate courses of study, and the location of ETV stations.

Grey, Elizabeth. Behind the Scenes in a Film Studio. Phoenix House, London, 1967. 102 pp. Index and Bibliography included.

The author writes from the perspective of having observed behind the scenes of Pinewood Studios in England. She shows filmmakers at work, from stars and directors to make-up artists and camera men. Much of the material is a description of the setting for the work, and there are numerous illustrations, line drawings and diagrams included. The material presented is quite in detail, for those students wishing to have this information.

Keefe, John. Aim for a Job as an Electronic Technician (Aim High Vocational Series), Richards Rosen Press, New York, 1967. Bibliography and Glossaries included.

With a background of experience in the electronics field, the author presents information on job opportunities, types of work, qualifications, and information on education and assistance for the reader. There is also some practical information included on how to find a job, the interview, and opportunities for advancement. The information provided is complete and detailed.

Murray, Don. The World of Sound Recording. J. B. Lippincott, Philadelphia, 1965. 128 pp. Index included.

This book tells the story of how records are made and the men who are responsible for making them, with some history incorporated into the text. The emphasis in the job descriptions is on the people involved; for example, the work of the recording engineer is told in terms of one engineer's experiences. Black and white photographs show equipment, and also people at work.

Myers, Arthur. Careers for the '70s: Journalism. Crowell-Collier Press, New York, 1971. 154 pp. Index and Bibliography included.

Written by a newspaperman, this book provides information on the history of journalism, requirements for a career in the field, and a look at various types of work opportunities available. Much of the information was gained through personal interviews with persons involved in newspaper work, broadcast journalism, magazine publications, and public relations and industrial journalism. The text is easily readable and is accompanied by black and white photographs.

Rider, John R. The Student Journalist and Broadcasting (The Student Journalist Guide Series). Richards Rosen Press, New York, 1968. 138 pp. Glossary included.

The broadcasting field is presented here with information on the history, unique aspects of the field, descriptions of people involved in broadcasting and the machines and equipment they use, and career outlook stated in general terms. A section is also included on school broadcasting, and high school courses appropriate for background are mentioned. Also included is a list of organizations where further information can be obtained.

Ryan, Leonard Eames and Ryan, Bernard Jr. So You Want to Go Into Journalism. Harper and Row, New York, 1963. 192 pp. Index and Bibliography included.

The reader is introduced to the field by means of vignettes of journalists at work, followed by information on history, qualifications for the work areas, and the kinds of thinking and ability needed in the field. Also included are chapters on writing, editing, publishing and a look at the future. Because of the date of publication, some of the figures and stated trends may not be applicable.

Stein, M. L. Your Career in Journalism. Julian Messner, New York, 1965. 192 pp. Index and Bibliography included.

From his background as a reporter, correspondent and professor of journalism, the author presents a comprehensive treatment of jobs available in the field of journalism. The interestingly readable book includes information on entry requirements and personality traits needed, and the job opportunities are presented with a view of people at work. Also included is a list of colleges and universities offering majors or degrees in journalism and public relations.

Taylor, Theodore. People Who Make Movies. Doubleday and Company, Garden City, New York, 1967. 158 pp. Index and Glossary included.

This work is an attempt to introduce the student to the whole scene of making motion pictures. The author has described in detail, often with reference to particular productions, the work of all those persons involved in the filmmaking process, from the producer to the stuntman. Some illustrations are included.

BIOGRAPHIES OF PERSONS IN THE FIELD OF COMMUNICATIONS AND MEDIA

Archer, Jules. Fighting Journalist: Horace Greeley. Julian Messner, New York, 1966. 192 pp. Index and Bibliography included.

Horace Greeley, pioneer in the newspaper field, who rose from poverty to build the New York Tribune, is pictured as a radical and an idealist. This publication is easily readable, and the text contains much conversation and many anecdotes. It provides entertainment and information appropriate for the junior high level.

Baker, Nina Brown. Nellie Bly. Henry Holt, New York, 1956. 124 pp. Bibliography included.

Nellie Bly was a famous woman news reporter whose aim it was to tell the truth and to expose injustices. The book should provide fairly easy reading for junior students, and it is written in narrative style with accounts of incidents in Nellie Bly's life, for example, her initial meeting with Joseph Pulitzer and her exposure of crooked employment practices against immigrants.

Burlingame, Roger. Out of Silence Into Sound: The Life of Alexander Graham Bell. Macmillan, New York, 1964. 146 pp. Index and Bibliography included.

Written from the scientific point of view, this book places much emphasis on the mechanism of the telephone, and the telephone industry, and relates the life and work of Bell in relation to his scientific achievements. This book would appeal particularly to students interested in science and technology. Black and white photographs of items of historical importance are included, from the first telephone to the Telstar communications satellite.

Burt, Olive. First Woman Editor: Sarah J. Hale. Julian Messner, New York, 1960. 191 pp. Index and Bibliography included.

This is the story of Sarah Hale, who established the first woman's magazine, in addition to her work as a woman's crusader before the suffragist movement. This should be particularly appealing to young girls as they can see the accomplishments and perseverance of another woman in a "foreign field."

Chapelle, Dickey. What's a Woman Doing Here? William Morrow and Company, New York, 1961.

An autobiographical account of the author's adventures with danger and violence as a wartime reporter, this is on a moderately difficult reading level. The text is accompanied by photographs that detail the war and the fighting men as the author saw them.

Comfort, Mildred Houghton. Lowell Thomas, Adventurer. T. S. Denison and Company, Minneapolis, 1965. 239 pp.

From his beginnings in the gold mining town of Cripple Creek, Colorado, the life of Lowell Thomas, world-famous newscaster and adventurer is traced. His adventures in getting stories round the world should provide good reading for junior high students. The text is accompanied by black and white photographs.

Costain, Thomas B. The Chord of Steel: The Story of the Invention of the Telephone. Doubleday and Company, Garden City, New York, 238 pp.

Costain describes, not the full life story of Bell, but the account of his idea for sending voices over a wire and the subsequent invention of the telephone. Emphasis is on that part of the story that took place in Ontario.

Cousins, Margaret. The Story of Thomas Alva Edison. Random House, New York, 1965. 175 pp. Index and Bibliography included.

Thomas Edison started out in business as a vendor on a rail line. The author goes on to describe details of his inventing career, which included contributions to the phonograph, telephone, radio broadcasting and motion pictures. Many illustrations are used, including some of Edison's notable inventions.

Daniels, Jonathan. They Will Be Heard: America's Crusading Newspaper Editors. McGraw-Hill Book Company, New York, 1965. 336 pp. Bibliography included.

Although this particular book is on a reading level somewhat above the average junior high student, it would provide interesting reading for those who like stories of newspapermen. The accounts are written from a historical perspective and have been carefully researched.

Faber, Doris. Printer's Devil to Publisher: Adolph S. Ochs of the New York Times. Julian Messner, New York, 1963. 191 pp. Index and Bibliography included.

The emphasis in Ochs's journalism was on honesty and social responsibility. This book gives a picture of several steps in the ladder of journalism: newspaper boy, printer's devil, compositor, and publisher, as the life of Adolph Ochs is described.

Fleming, Alice. Reporters at War. Cowles Book Company, New York, 1970.

Included are brief accounts of the lives and work on the war front of such reporters as Henry Wing, Winston Churchill, Ernie Pyle and Marguerite Higgins. The student is given a clear picture of the action in which each of the reporters was involved. The text is accompanied by a section of black and white photographs, many of them portraits of the subjects.

Galt, Tom. Peter Zenger: Fighter for Freedom. Thomas Y. Crowell, New York, 1951. 242 pp.

The author presents an account of Peter Zenger's struggle for freedom of the press. Arriving in America in the 1700's, Zenger became a printer, known for printing the truth for all to read. His trial helped to establish freedom of speech and the press.

Mauldin, Bill. The Brass Ring. W. W. Norton and Company, New York, 1971. 275 pp.

"A sort of memoir" of Bill Mauldin, who distinguished himself as a war cartoonist during World War II. The author is still a working journalist-cartoonist. His book is liberally sprinkled with his cartoons and also photographs which would provide the student with a pleasurable experience with the volume, though the reading level is somewhat above that of the average Junior high student.

Murray, Joan. The News. McGraw-Hill Book Company, New York, 1968. 159 pp.

Junior high students should enjoy this autobiographical account of a television reporter-broadcaster-correspondent. Joan Murray details her work, going through a typical day and she also includes facts about her life, her leisure, and her feelings and frustrations in her job. Many photographs of the author are included, as she works and as she is at leisure.

Noble, Iris. Joseph Pulitzer: Front Page Pioneer. Julian Messner, New York, 1957. 191 pp. Index and Bibliography included.

This is an imaginatively written account of Pulitzer's work as a reporter, editor and publisher. He was a crusader for freedom of the press and truthful reporting, and left a legacy which provided for a school of journalism and notable awards in the field of journalism.

Stein, M. L. Under Fire: The Story of American War Correspondents. Julian Messner, New York, 1968. 256 pp. Index and Bibliography included.

This compilation of stories of war correspondents and their work in getting the news on the war-front is very much action-oriented, and provides a realistic view of personalities and work settings of the correspondent. It is appropriate for the better readers.

Veglahn, Nancy. The Tiger's Tail: A Story of America's Great Political Cartoonist, Thomas Nast. Harper and Row, New York, 1964. 211 pp. Bibliography.

The author used some fictional detail, but the story of Nast is based on authentic sources. Included is a dramatization of the facts of Nast's life up to 1871. The subject is pictured as a skillful caricaturist who called attention, through his cartoons, to Boss Tweed's Tammany Ring in New York City. The book, which can be easily read by the average junior high student, includes many black and white sketches which are examples of the cartoonist's art.

Willheim, Donald. Advancing the Electronic Age: Lee DeForest. Encyclopedia Britannica Press, Chicago, 1962. 191 pp.

The invention of the audion, work of Lee DeForest, has made possible radio broadcasting, effective long distance telephoning, high-fidelity sound systems, television, radar and computers. Of particular importance to DeForest was the electronic reproduction of music. Emphasis is on his inventions and how he worked toward them. This book is moderately easy for junior high students, and fairly large print is used.

NON-PRINT MEDIA

Art Careers in Advertising (Guidance Series), Educational Dimensions Corporation, Great Neck, New York, 1968. Color. Filmstrip and phonodisc. 15 min. Teacher's guide.

The fifteen-minute presentation explores careers available in the field of commercial art. Through a view of the Young and Rubicam Advertising Agency and Art Director, Carl Harris, the student is given an idea of the work of each of these six persons: stylist, art buyer, typographer, photographer, art director, and copywriter. Information

is also given on training and experiences required or suggested for the jobs. Technical detail is good in the filmstrip and the strip is accompanied by appealing music.

How a Modern Newspaper Is Published. Visual Education Consultants (Provided through the Waterloo Daily Courier, Waterloo, Iowa), n. d. Filmstrip, 50 frames.

The student is taken through the process of the publishing of a newspaper. Included is a message to students that they may want to pursue a career in the newspaper business. There are black and white photographs of personnel of the Waterloo Daily Courier and captions which give information about each process or department. Most likely, there are other filmstrips along this line that would have more appeal.

News Photography. Visual Education Consultants (Provided through the Waterloo Daily Courier, Waterloo, Iowa), n.d. Filmstrip, 45 frames. Teacher's guide.

In a message to students at the beginning, it is stated that the filmstrip is to help acquaint students with news photography and the work of the photojournalist. The pictures are presented in black and white, with accompanying captions and elaboration of the text included in the teacher's guide. The information includes history, the value of pictures in journalism, preparation of the photographs, terms used, kinds of assignments. Many of the frames are examples of exciting scenes that photojournalists have recorded on film. The teacher's guide, in addition to the expansion of the text, includes picture credits, quiz questions, and related activities.

Working in the Printing Industry (Education for Occupations), Eye Gate House, Jamaica, New York, 1972. Color. Filmstrip, 52 frames, and phonodisc.

Prepared particularly for students, this sound filmstrip provides the viewer with information about various jobs available for the printing technician. Jobs include the placement of paper at the press, inspection, making plates, the operation of presses, collating, binding, packaging, labeling, and mailing. The student also learns how he can find out more about his interests and jobs, and the nature of the printing technician's courses that he might take. Other sources of information (people, places and organizations) are listed at the end. The technical quality of the presentation is quite good.

Chapter 5

OBSERVATIONS AND CONCLUSIONS

There was not an abundance of current materials accessible to be examined in the area of communications and media, although that which was available seemed to provide adequate information and coverage of the jobs and job fields described. The area of communications and media is one which, because of its close link with technology, is rapidly changing. Perhaps this is one reason that there were so few materials specifically in that particular cluster. In many aspects, too, the field is relatively new, which may account for there being few resources. The comprehensive publications tend to be more frequently revised and up-dated than do the individual volumes providing job information. This can be attributed to the fact that most of the comprehensive and series works are not compiled by individual authors, but rather are the business of the companies to produce and revise the materials. Most of the job and job field information books were five years old or older. The information in them was more generalized and fewer concrete statistics were given in most cases, which would make them still reasonably valid materials for use in career education. However, these materials should be carefully and regularly assessed to make sure that the information in them has not become obsolete and inaccurate. With career biographies, of course, the date is not a problem, provided the books are well written.

Newspaper journalism is apparently the most popular area for writers in communications and media career materials. The biographies

were weighted heavily toward the area of newspaper writing and publishing. It is true that this is by far the oldest of the five areas in the cluster, which may account for the wealth of material here. In addition, journalism and broadcasting career information books were more generally available. There does need to be more career information available in regard to the other areas of communications and media so as not to give the student a one-sided view of the job opportunities available in the cluster. The comprehensive materials are of particular value in filling this gap.

A criticism which has sometimes been leveled at occupational information materials is that they tend to emphasize the jobs which "meet the public eye," or those jobs which seem to offer more "dash" and "glamour" and de-emphasize the manual, "behind-the-scenes" jobs. The great majority of the occupational field information books examined for this bibliography did not bear out this criticism, in the sense that most of the authors made a conscious attempt to include both the visible and the "behind-the-scenes" aspects of the field. It should be noted, however, that the visible or "public" occupations tended to be listed first in the descriptions, and the descriptions for the visible occupations also tended to be more lengthy. Very definitely, the biographies were of persons outstanding in the field of communications and media, and perhaps, understandably, of those very much "in the public eye."

It is not difficult to see that there is a paucity of accessible non-print materials. Good quality material is being produced, as evidenced in the Booklist mediography mentioned earlier.¹⁵ However, print materials still seem to have higher priority for purchase in many places,

¹⁵Grimes, op. cit.

perhaps because of the higher initial cost outlay for non-print media. An explanation for this lack of accessible non-print materials, and up-to-date print materials, particularly single volumes, could be the cost involved. With money for education not pouring freely, the media and guidance specialists may well be waiting to see what develops in career education before "jumping on the bandwagon" to purchase costly materials.

APPENDIX I

JOB FIELDS INCLUDED IN THE COMMUNICATIONS AND MEDIA OCCUPATIONAL CLUSTER

1. Journalism - those occupations concerned with the writing, editing and printing of newspapers, magazines and books.
2. Motion Pictures - those occupations involved in the creation and the production of motion pictures.
3. Telephone and Telegraph - those occupations concerned with the installation, maintenance and operation of local, long distance and cable systems for wire and radio transmission of messages.
4. Recording Industry - those occupations involved in the creation and the production of recorded sound.
5. Radio and Television Broadcasting - those occupations concerned with the creation, production and transmission of radio and/or television broadcasts.
6. Satellite and Laser Transmission - those occupations concerned with the transmission of aural and/or visual matter via satellite or laser.

APPENDIX II

CRITERIA USED IN THE EXAMINATION OF MATERIALS

- I. Bibliographical Information
 - A. Print resources
 - Author
 - Date of publication (revised? more than five years old?)
 - Additional sources of information
 - Publisher
 - B. Non-print resources
 - Producer
 - Date
 - Length
 - Credit assignments
 - User's guide
- II. Content
 - Nature of the work or occupational field
 - Type of interests the work requires
 - Type of personality required
 - Physical requirements
 - Work setting
 - Geographical limitations
 - Entry requirements
 - Potential personal rewards
 - Advancement possibilities
 - Long range occupational outlook
 - Related occupations
- III. Physical Features
 - A. Print resources
 - Print clear and readable
 - Attractive and appealing illustrations
 - Accurate or realistic illustrations
 - B. Non-print resources
 - Images clear
 - Color used effectively
 - Words and pictures integrated effectively
 - Music appropriate and appealing
- IV. Treatment
 - Purpose: entertainment, recruitment, information
 - Unbiased presentation
 - "People/action" oriented
 - Accurate or factual material
 - Effective organization
 - Brief or exhaustive coverage

V. Appropriateness for the User

Meets the information needs of the junior high student

Reading level

Related to junior high students needs and experiences

Stimulates interest for the junior high age group

APPENDIX III

CENTERS VISITED

Area VI Educational Resource Center
Marshalltown, Iowa

Beaman-Conrad Junior-Senior High School
Conrad, Iowa

Grundy Center Junior-Senior High School
Grundy Center, Iowa

Holmes Junior High School
Cedar Falls, Iowa

Lenihan Junior High School
Marshalltown, Iowa

Malcolm Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa

Peet Junior High School
Cedar Falls, Iowa

Youth Collection
University of Northern Iowa
Cedar Falls, Iowa

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