ADMINISTRATION OF A COUNTY-WIDE COOPERATIVE CAREER DAY IN WAYNE COUNTY, IOWA

BY

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A FIELD REPORT

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ADMINISTRATION OF A COUNTY-WIDE COOPERATIVE

CAREER DAY IN WAYNE COUNTY, IOWA

BY

MAURICE E. STAMPS, B. A.

Approved By Committee:

Chairman

Dean of Graduate Division
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CHAPTER I

INTRODUCTION

Recognition of a Need for Career Day

As the need for guidance programs in our schools has become more widely recognized by educators, more and more school personnel have become interested in conducting Career Day programs as supplemental features of the vocational guidance program in the school. In considering a Career Day as part of the total vocational guidance program, one must view the students' needs for vocational guidance and the manner in which a Career Day program can help meet these needs.

Many school administrators are aware of the incompleteness of the guidance programs in their schools. As O'Toole states:

There is scarcely a school system within the continental boundaries of the United States that has not given at least lip service to the word 'guidance.' It is not a magic word but rather denotes tedious, involved processes representing a great amount of hard work. Most schools have tried and are trying to provide the best experiences and opportunities they can for their students. Each teacher tries to help the student adjust to his environment and solve his conflicts, but many fail to accomplish this act successfully. All of these things are in the realm of guidance. Although some schools are doing an admirable job in guidance, many others are without an organized program or trained personnel to staff it. As a result, much of the present guidance is done in a very haphazard fashion.¹

The basic function of a guidance program is to assist an individual

student to make wise adjustments in the light of his interests, aptitudes, and needs. Guidance has been called:

... that part of the school program which has as its goal the development by the pupil of his ability to analyze and understand himself in the light of his interest, aptitudes, and needs in order that he may adjust to his present situation and that he may become capable of mature self-guidance toward a more satisfactory place in a democratic society.¹

In recent years there has been a tremendous increase in the number of school and community leaders who realize that, in addition to individual guidance in the school, there is a great need for group occupational guidance so that students may learn of the many possibilities in the occupational fields directly from people who are successful in their chosen lines of work.

Hopwood stated this need for group guidance by saying:

In the interim since World War II, we have been increasingly aware of the possibilities of group guidance in the face of large enrollments and of the great importance of a close relationship between the colleges and business and industry. This latter need is met in part by the field work periods now required by so many of our curricula. Another opportunity for the use of group methods in guidance and for strengthening the liaison between the college and the working world is the vocational information conference or career day wherein men and women from numerous vocations are brought to the campus for a period of several days to speak to students in groups and to consult with them individually on the job opportunities in their fields.²

An increasingly important method of presenting group occupational guidance in Iowa high schools is the Career Day, which Fischer defines as follows:

Career Day, sometimes called Vocational Guidance Day or Occupational Conference Day, is a day planned by school


officials, students, student-teacher committees, Parent-Teacher Association, community service clubs, or a combination of two or more of the above named groups. It is a day set aside by the school whereby high school students may learn about one or more vocations. Speakers are engaged to discuss occupational information with the students.\footnote{Fischer, "Evaluation of Career Day in Iowa High Schools," pp. 1. Unpublished Master's field report, Graduate Division, Drake University, 1953.}

To be most successful a Career Day should present a large variety of occupations to the students so that each student may learn about the particular occupation in which he has interest and a need. In order to achieve this the Career Day program must be a cooperative affair. School and community groups must plan and prepare the program together. Also, it is a common practice in Iowa for a number of high schools to put their efforts together in a cooperative Career Day, usually under the sponsorship of a county schoolmasters' association. The necessity of cooperation in the Career Day program is stated by Jacques as follows:

Cooperation is the secret to the success of this annual program-planning-preparation and Career Day itself. The Conference is a dramatic demonstration of how a school and community may work together for the benefit of high school youth.\footnote{Jacques, Career Day a Big Event, School Activities, XXI (February, 1950), 183.}

Career Day should never be considered the total guidance program of the school, but a stimulating part of the program. Among its purposes should be the aim to stimulate the thinking of school personnel toward the development of a better total guidance program in the school. Ross states that to be most helpful, a Career Day should achieve the following purposes:

1. Encourage student thinking about an occupational choice.
2. Provide first-hand occupational information for students.
3. Improve student achievement by better course scheduling in harmony with vocational plans.

4. Bring about closer cooperation between teachers and representatives from industry, business, and agriculture.

5. Improve school-community relations through a joint enterprise.  

**Purpose of This Study**

In recent years, as the interest in Career Days as a means of group occupational guidance has increased, a considerable amount of literature has appeared dealing with the general purposes and procedures of Career Day planning. However, a successful working-program for a Career Day demands a tremendous amount of attention to organization and administration before, during, and after the actual day of the program.

Many sponsoring groups find that the first Career Day which they hold in a school encounters elements of confusion, loss of time, or other areas of inefficiency which greater experience in the details of organization and administration could eliminate in future programs. Thus, in some communities, Career Day is held only once because of the difficulties encountered in administering the program or is held at irregular intervals rather than annually. It is only when the Career Day program becomes an annual high-light of the school and community, and a recognized part of the yearly guidance program of the school, that it can develop to its maximum efficiency.

In Wayne County, Iowa a cooperative Career Day, sponsored by the Wayne County Schoolmasters' Association and participated in by all the high schools in the county, has been held annually for five years. The Wayne

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County Career Day has now become a well-established annual part of the guidance experience of each junior and senior student in the county. Through recognition of student reaction and opinion and realization of weaknesses which appear from year to year, the administrative planning committee has sought to make each career Day a stronger, more efficient guidance experience than the last.

It is the purpose of this study to show, in contrast to general statements of purposes and procedures, exactly how one successful Career Day program originated; to show its growth and the details of its administration so that school personnel and community groups wishing to set up a program may be guided by the experiences and the resulting strong and weak points of the Wayne County Career Day program.

It is the further purpose of this study to evaluate the Wayne County program in terms of the benefits gained by the students who have participated in the program during the five years it has been in operation, and in terms of the effect it has had upon the guidance programs in the schools. From the above evaluations, it is the final purpose of this study to make recommendations for future programs.
CHAPTER II

ORIGIN AND GROWTH OF CAREER DAY

IN WAYNE COUNTY

Wayne County is located in south central Iowa. The area of the county is 528 square miles. The State of Missouri joins Iowa along the southern border of Wayne County. The county has eight incorporated towns consisting of Allerton, Clio, Corydon, Humeston, Lineville, Millerton, Promise City, and Seymour. However, the population of the county is largely rural and is made up of farmers and business and professional people who serve the farmers.

As there is little industrial employment within the county, many young people migrate beyond the borders of Wayne County to seek employment in industry or some other vocation as soon as they have completed high school. These young people need a vast amount of vocational information about the outside world into which they will so soon be cast. It is obvious that much of this vocational information should be available to them through the guidance programs of their schools.

At the present time Wayne County is served by seven high schools consisting of independent district high schools in Allerton, Corydon, Humeston, Lineville, and Seymour, in addition to consolidated schools at Cambria and Sewal. Table 1 shows that Corydon, with 32.3 per cent of the total county high school enrollment, and Seymour, with 22.9 per cent, are
the largest high schools in the county. These two schools have also supplied a majority of the seniors who have attended the Career Day program during the five years it has been in operation.

**TABLE 1**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>High School Enrollment</th>
<th>Per Cent of Total County Enrollment</th>
<th>Number of Seniors Attending Career Day</th>
<th>Per Cent of Total Seniors Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allerton</td>
<td>86</td>
<td>12.2</td>
<td>87</td>
<td>12.3</td>
</tr>
<tr>
<td>Corydon</td>
<td>231</td>
<td>32.3</td>
<td>216</td>
<td>30.1</td>
</tr>
<tr>
<td>Cambria</td>
<td>12</td>
<td>5.2</td>
<td>37</td>
<td>5.3</td>
</tr>
<tr>
<td>Humeston</td>
<td>83</td>
<td>11.8</td>
<td>85</td>
<td>12.1</td>
</tr>
<tr>
<td>Lineville</td>
<td>86</td>
<td>12.2</td>
<td>71</td>
<td>10.1</td>
</tr>
<tr>
<td>Sewal</td>
<td>24</td>
<td>3.4</td>
<td>33</td>
<td>4.8</td>
</tr>
<tr>
<td>Seymour</td>
<td>163</td>
<td>22.9</td>
<td>178</td>
<td>25.3</td>
</tr>
</tbody>
</table>

The Wayne County Schoolmasters' Association is an active organization that has a keen interest in the educational needs of the county. On September 15, 1949, during the regular monthly meeting of the association, the need for some type of group vocational guidance was discussed. It was agreed by the school personnel present that Wayne County youth had a special need for vocational knowledge of the many possibilities in industry and in other occupational fields beyond the borders of Wayne County, as well as knowledge of the vocational possibilities in agriculture, business, and the professions within the county. While administrators from the larger schools stated that they were in the process of building guidance programs in their schools, all school personnel agreed that they did not have the facilities and trained staffs to develop complete vocational guidance programs within each individual school in the county. It was suggested that a
A cooperative Career Day program for all high school seniors in the county could be a valuable supplemental addition to the vocational guidance given in each school.

A committee under the chairmanship of the County Superintendent of Schools was selected by the Association president to study Career Day programs and make recommendations to the Schoolmasters' Association. The committee proceeded to make a study of Career Day literature. Experts in the field of vocational guidance and Career Day programs were consulted, including Roland G. Ross of the State Board for Vocational Education, and Dr. Ray Bryan, Department of Vocational Education, Iowa State College. In addition, the entire committee attended a Career Day program held at Guthrie Center, Iowa.

At the Schoolmasters' Association meeting held on December 15, 1949 the Career Day Committee reported to the group. The Association then voted unanimously to sponsor a cooperative Wayne County Career Day for all seniors in the county high schools. It was agreed that Corydon and Seymour were the only schools in the county with adequate physical plant and facilities to serve as host schools for such a program. It was further agreed that the first Career Day program would be held at the Corydon high school building on March 27, 1950. The superintendent of the host school was selected to administer the program and serve as chairman of the planning committee. Other members of the planning committee consisted of the superintendents of the other high schools in the county and the County Superintendent of Schools. Staff members who had previous guidance experience and representatives of community and professional groups were consulted by the committee and assisted in planning the program.
To determine the interests and needs of the seniors and to allow the seniors to help select the number and type of conference sessions to be held, a questionnaire was sent to all senior students in the county several weeks before the day of the program. This questionnaire listed 221 different occupations. The students were allowed to study the questionnaire in terms of the purposes of the Career Day program, and to discuss it in groups with their teachers. Then each student was asked to check three of the occupations in which he was most interested.

After a study of the questionnaire answers the planning committee found that, while it would be impossible to get speakers to cover all the vocations checked by the students, it was possible to total the various ones and select those most often requested. It was found, also, that where an interest was shown in several closely related vocations, they could be grouped together under one heading for a conference session. On this basis, twenty conference sessions were planned and a second questionnaire was sent to the seniors. This was a list of the twenty scheduled conference sessions and each senior was asked to check the four which he wished to attend.

A few days after the first Career Day program was held, an evaluation questionnaire was sent to each senior who had attended the conference sessions.

The evaluation questionnaire allowed the students to express themselves frankly on the following points.

1. Did the speakers present a clear picture of the occupations?
2. Did they receive valuable occupational information?
3. Did they receive information which changed their opinions about any of the vocations?
4. Which speakers did they think were best?
5. Which speakers did they not like?

6. Did they think the Career Day was worth-while? Should it be continued each year? If so, should it be held in fall or spring?

7. What suggestions would they make for improving Career Day?

8. What added vocations would they suggest for another year?

9. What was their honest opinion about Career Day? What did they like and dislike about it?

The student opinions, as expressed in the evaluation questionnaire, were given careful consideration by the planning committee in making the program for the second Career Day which was held in the Seymour high school building on March 26, 1951. As a result, the number of conference periods was increased from four to five to give students an opportunity to realize their expressed desire to learn about more vocations. The number of conference sessions was increased from twenty to twenty-two. A noon hour social period was held in the gymnasium to enable students from the various schools to become better acquainted. One change was made in the program that was not suggested by the students, but grew out of the discussion at a meeting of the Schoolmasters' Association. That was an invitation to attend the Career Day which was extended to the seniors of all the high schools in neighboring Appanoose County, with the exception of Centerville which conducted its own Career Day program.

The third Career Day was held again at Seymour on March 24, 1952. Once again the results of the student evaluation questionnaire were given consideration by the planning committee. It was the suggested opinion of many students that, instead of inviting seniors from out of the county, it would be better to include all juniors from Wayne County in the program.
This opinion was shared by a majority of the members of the Schoolmasters' Association, and the program was planned as a "Career Day for Juniors and Seniors in Wayne County High Schools."

The student evaluation questionnaire following the third Career Day indicated that the juniors were keenly interested in the program and felt that they would gain more from the program as seniors for having attended their junior year. Therefore, when the fourth Career Day was planned to be held at Corydon on March 23, 1953, it was considered without question to be a day for junior and senior students. The number of conference sessions was now increased from twenty-two to twenty-six and a guidance expert, Mr. G. E. Holmes, was engaged to hold counseling periods throughout the day.

With the completion of the fifth Career Day at Seymour on March 29, 1954, the program appears to have grown into a well-established annual event in the Wayne County educational scene. The number of conference periods has remained at five since the second year of the program. The opening and closing general assembly periods have remained on the program, also. Questionnaire results indicate the students have a great interest in the general assembly part of the program. Dr. Ray Bryan of Iowa State College has been obtained as the general assembly speaker for three of the five years the program has been held because the students have indicated that they find his remarks on vocational problems inspirational and have requested that they hear him again.

In the conference sessions some speakers have been changed because the students were not satisfied with the vocational information they presented. On the other hand, some speakers have returned as conference leaders
TABLE 2
GROWTH AND CHANGE OF VOCATIONAL CONFERENCE SESSIONS
OFFERED IN WAYNE COUNTY CAREER DAY PROGRAM
FROM 1950 THROUGH 1954

<table>
<thead>
<tr>
<th>Conference Topic</th>
<th>1950</th>
<th>1951</th>
<th>1952</th>
<th>1953</th>
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<th>Number of Years Offered</th>
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year after year because of the high rating given them in the student evaluation.

Table 2 shows the growth and change in the number and type of vocational conference sessions held each year since the program began. Of the twenty conference sessions held in 1950 all were continued in 1951 except newspaper writing. However, the total number of conference sessions in 1951 grew to twenty-two with the addition of civil service, homemaking, and salesmanship. The same twenty-two sessions were continued in the 1952 program. This marks the only year when the list of conference sessions has not changed from that of the previous year.

In 1953 the program underwent its greatest change. Photography and window display were dropped, but sessions on law, pharmacy, radio and television, real estate and insurance, and trades were added, and newspaper writing was returned to the program after an absence of two years.

In 1954 aviation, air mechanics, and trades were dropped but sessions were added in banking and public employment service while photography was returned.

The conference sessions were added to the program or dropped from it on the basis of the number of students who registered to attend the session, and on the basis of student interest as expressed through the evaluation questionnaire. Of the thirty occupations discussed in conference sessions, fifteen have such vocational interest that they have been on the program all five years. Seven vocations have been on the program four years, one for three years, four for two years, and three for one year.
CHAPTER III

ORGANIZATION

To be successful a Career Day must be carefully organized and planned in detail. Not only does this planning require time and effort, but, as in all administrative functions, experience is a valuable factor. The administrative committees who have organized the Wayne County Career Days during the five years the program has been in action have endeavored to use experiences gained from each year's program as a basis for organizing and administering the next Career Day in a more successful manner. As a result, the planning and organization used to administer the 1954 Wayne County Career Day represent the results of five years of growth and experience in the building of a more effective Career Day program. With this in mind, an attempt will be made to present here the major steps taken in planning the 1954 Wayne County Career Day. Methods used to gather data relative to the planning and administration of this program include an interview with E. O. Berge of Seymour, superintendent of the host school and chairman of the planning committee; interviews with other members of the committee; a study of material in the Career Day file; and personal observation of the program in action.

The first step in planning for the Career Day was to set the date. This was done at the September meeting of the Wayne County Schoolmasters' Association in order that the schools would be able to include the date on
their school calendars and have time to plan guidance activities relative to the Career Day program.

As soon as the date for Career Day was set for March 29, 1954, the committee began to plan the number and type of vocational fields which should be represented on the program and to decide what speakers should be invited to represent each field. The number of conference sessions was decided on the basis of student interests as expressed in the evaluation questionnaire given after the 1953 Career Day; on the basis of a new survey taken by guidance personnel in the schools of the county; and on the basis of the committee's judgment of past programs. The committee planned with the view that new fields should be added each year where needs and interests became evident.

Speakers were selected on the same basis used in the selection of conference sessions. Speakers who had appeared on previous programs were judged, not on their popularity with students alone, but on their known ability to present facts and timely information about their vocations. New speakers were selected on the basis of their known qualifications through checking other Career Day lists and interviewing Career Day administrators who had used these speakers on their programs. For a speaker to address the general session care was taken to select an outstanding educator in vocational guidance who had the ability to help and inspire the conference leaders as well as the students.

The committee chairman then contacted all speakers by letter early in October. It was felt important to make these contacts early so the speakers could fit the Career Day appearance into their schedules. This also allowed for time to contact other speakers where the ones first
contacted could not accept. A guide sheet entitled "Suggested Guide to Speakers" was sent to all speakers including the ones who had appeared before. This guide sheet contained information about the purposes of the Career Day, the topics to be discussed, specific factors to be covered, caution not to oversell or undersell their vocation, and the time for student questions. The speakers were also sent a copy of the Career Day program a month before the day.

As soon as the list of speakers was completed and the number and type of vocational conferences was determined the committee began to arrange the Career Day schedule. The major part of this work was done by the committee chairman because, as superintendent of the host school, he was most familiar with the facilities of the physical plant. Information was obtained from the superintendent of each school in the county relative to the number of juniors and seniors his school would send to Career Day. The schedule was then worked out with a view to arranging sessions that would interest boys and girls throughout the day and to spread the conferences so that both boys and girls could attend the most sessions which interested them. The schedule was arranged to keep every available room occupied every period of the day.

When the schedule was completed, a copy was sent to each superintendent in the county, together with a list of conference leaders and the required number of registration cards. The registration cards were filled out by the students and returned to the host school a few weeks before Career Day. Advance registration gave the students an opportunity to pick vocational fields with the help of guidance personnel in their own school. Advance registration also made it possible for the chairman to fit the size
of the class to the size of the room.

Once the schedule was established the chairman turned to the detailed organization necessary to enable the schedule to function on the day of the program. No regular high school classes were planned in the host school on Career Day, although the other schools in the county held school as usual, except for junior and senior students. In the host school freshmen and sophomore students, as well as all staff members, helped with the program. Student committees made room signs and other signs to help direct the flow of traffic about the building. As the use of a room changed from one conference period to another, students changed the room signs. Student committees welcomed visiting students, checked their coats, and guided them about the building from one conference session to the next. Many students helped in the hot lunchroom. Freshman and sophomore homemaking girls made and served free coffee and cookies throughout the day to conference leaders, school personnel, and visitors who had a free period.

The high school teachers of the host school served as assistant conference leaders. They introduced the visiting speakers, helped direct the question session, and initialed the schedule cards of the students.

The noon hour was planned so that all could be fed in a minimum of time. Several days before the program it was determined in each school how many of the students wished to eat hot lunches in the host school. These students were required to buy their lunch tickets in advance; the money was collected and sent to the host school. On this basis the restaurants in the host town were notified before Career Day how many students they could expect to feed. A lunch and social period was arranged in the private dining room of a local cafe for conference leaders and school personnel.
All except the visiting conference speakers paid for their lunches.

A social hour and dance was held in the host school's gymnasium for all students. The hour was planned by the student council of the host school. Even the dance music was furnished by a student orchestra from one of the county schools. Other rooms were open under direction of student hosts and hostesses where students who did not care to dance could become acquainted.

The program was planned to follow an accurate time schedule. The use of host school students to guide the visitors has always been very important in keeping the program on schedule. Even though the starting time of the 1954 Career Day was delayed due to icy roads, the time was maintained in altered form.

Public relations work was carried on from the time the Career Day planning began. Publicity material was made available to local and county newspapers at the time the date for Career Day was set. Later publicity was given the papers relative to the main speaker and outstanding conference leaders who were on the program. As the Career Day date drew near, a complete copy of the program was given to the papers. Copies of the program were also available for parents, community groups, or any interested persons.

The 1954 Career Day was financed from the treasury of the Wayne County Schoolmasters' Association, as has been the practice for all the Career Day programs. The bills were paid by the County Superintendent of Schools in his capacity as secretary-treasurer of the Schoolmasters' Association. However, financing the program has never been a major problem for the Career Day expenses have averaged less than one hundred dollars a year and the Schoolmasters' Association has ample funds from its sponsorship
of the county basketball tournament. The host school donated the use of its physical plant; all of the speakers, except the main speaker, gave their services; each school paid its own transportation; and the students paid for their individual lunches. The only bills incurred by the 1954 Career Day were for the main speaker, telephone calls, cost of printing the official programs, and lunch for the conference leaders. The total for these bills amounted to eighty-nine dollars.

After the 1954 Career Day student evaluation forms were made available, each school was encouraged not only to give them to the students but to use the answers in a follow-up guidance program. The planning committee began an evaluation of the 1954 program in terms of improvements possible for the 1955 Career Day. A final step in the administration was the writing of "thank you" letters to the speakers and others who assisted in the program.
CHAPTER IV

PROCEDURES USED IN OBTAINING DATA

In preceding chapters an attempt has been made to show in detail the origin and growth of a Career Day program in Wayne County, Iowa, as well as the administrative planning necessary to make the Career Day function effectively. Although the Career Day has become an established annual event in Wayne County, its value can be determined only by an evaluation of its effect upon the vocational history of students who attended the program, and its effect upon the total guidance program of the Wayne County high schools.

In order to evaluate the Wayne County Career Day, opinions were obtained from school superintendents and former students who have had vocational experiences since attending the Career Day program. Two questionnaires,\(^1\) one to superintendents and one to former students, were used to secure opinions and data on pre-planning, follow-up, and evaluation, on number of conference sessions attended, on the extent of guidance programs in the schools, on Career Days as a holiday from school, on the extent to which conference speakers covered the various factors in job selection, and on the value of the Wayne County Career Day as an annual part of the vocational experiences of the students.

Questionnaires and letters were sent to the superintendents of the

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\(^1\)See Appendix, pp. 36-38.
seven Wayne County high schools. Three hundred questionnaires and letters were sent to former students who had attended either one or two of the Wayne County Career Day programs before they graduated. The names of students were selected in proportion from the class rosters of each of the high schools taking part in the program. A partial list of addresses of former students now living and working outside of Wayne County was obtained from the superintendents. In many cases where the letters were sent to the home addresses of the students, parents or other relatives forwarded the questionnaires to their present address.

Interviews, reactions, opinions, and suggestions were obtained from superintendents, teachers, speakers, and students pertaining to the Wayne County Career Day program. These oral opinions were considered in comparison to the written answers given on the questionnaires.

A bibliography of available literature on Career Days was made. This literature was studied to give the writer an over-view of these programs in other parts of Iowa and throughout the United States.
The information obtained from 180 students who had attended the Wayne County Career Day and from the superintendents of the seven Wayne County high schools was helpful in proposing a more effective guidance program in the schools and in making recommendations based on data obtained. This chapter includes the results obtained from the survey and an interpretation of those results.

Table 3 shows the responses of former students to the "yes" or "no" questions of the questionnaire, and the percentages of the "yes" and "no" answers. A total of 180, or 60.0 per cent, of the 300 student questionnaires which were sent out were returned. Eighty-four, or 46.7 per cent, of the students felt that Career Days helped them get a job in their chosen field of work. While 158, or 87.8 per cent, of the students believed Career Days gave them a broader outlook of the occupations in which they were interested, only ninety-five, or 52.8 per cent, stated that they were now working at an occupation which was presented to them in a Career Day meeting. One hundred and fifty-two, or 81.4 per cent, of the students believed Career Days motivated them to study about other careers, and 176, or 97.8 per cent, did not consider Career Day as a holiday from school. It is interesting to note that while 145, or 80.6 per cent, stated that there was preliminary planning in their high school before Career Day, opinion was
TABLE 3
RESPONSES OF 180 FORMER STUDENTS TO QUESTIONNAIRE
CONCERNING EVALUATION OF WAYNE COUNTY CAREER DAYS

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Responses to Questionnaire</th>
<th>Yes</th>
<th>Per Cent</th>
<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did attending Career Day help you get a job in your chosen field of work?</td>
<td></td>
<td>84</td>
<td>46.7</td>
<td>96</td>
<td>53.3</td>
</tr>
<tr>
<td>Do you feel now that Career Day gave you a broader outlook of the occupation in which you were interested?</td>
<td></td>
<td>158</td>
<td>87.8</td>
<td>22</td>
<td>12.2</td>
</tr>
<tr>
<td>Are you now working at an occupation which was presented in a Career Day meeting?</td>
<td></td>
<td>95</td>
<td>52.8</td>
<td>85</td>
<td>47.2</td>
</tr>
<tr>
<td>Did Career Day motivate you to study about other careers?</td>
<td></td>
<td>152</td>
<td>84.4</td>
<td>28</td>
<td>15.6</td>
</tr>
<tr>
<td>Did you regard Career Day as chiefly a holiday from school?</td>
<td></td>
<td>4</td>
<td>2.2</td>
<td>176</td>
<td>97.8</td>
</tr>
<tr>
<td>Was there any preliminary planning in your high school before attending Career Day?</td>
<td></td>
<td>145</td>
<td>80.6</td>
<td>35</td>
<td>19.4</td>
</tr>
<tr>
<td>Was there any follow-up vocational training in your high school?</td>
<td></td>
<td>90</td>
<td>50.0</td>
<td>90</td>
<td>50.0</td>
</tr>
<tr>
<td>If you were in school again would you want Career Day continued?</td>
<td></td>
<td>175</td>
<td>97.2</td>
<td>5</td>
<td>2.8</td>
</tr>
</tbody>
</table>

equally divided on the existence of any follow-up vocational training in their school after Career Day. It is significant that 175, or 97.2 per cent, of the students agreed that they would want the Wayne County Career Day to be part of the yearly program if they were in high school again.
Table 4 shows that the number of occupational fields investigated by students in Career Day sessions varied from four to ten. Four was the minimum number of fields that could have been covered by students who were present at only one Career Day program. Ten was the maximum number of fields that could have been investigated by students who attended two Career Day programs. Table 4 indicates that most students divided their time the second year between fields of major interest which they had attended as juniors, and the investigation of career possibilities in fields of minor interest.

<table>
<thead>
<tr>
<th>Number of Sessions Attended</th>
<th>Number of Students Attending</th>
<th>Per Cent of Students Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>51</td>
<td>28.3</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>16.7</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>17.7</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>21.1</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
<td>9.4</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Table 5 shows the extent to which the important factors in vocation selection were discussed by Career Day speakers. Those factors which appear to have been well covered by the most speakers were: education required,
### Table 5

**Extent to Which Various Factors in Job Selection Were Discussed by Career Day Speakers at Wayne County Career Days Based on Responses of 180 Students**

<table>
<thead>
<tr>
<th>Factors in Job Selection</th>
<th>Well Covered</th>
<th></th>
<th>Partly Covered</th>
<th></th>
<th>Very Poorly Covered</th>
<th></th>
<th>Not Covered</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Employment Opportunities</td>
<td>102</td>
<td>56.6</td>
<td>66</td>
<td>36.3</td>
<td>9</td>
<td>5.0</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Advancement Opportunities</td>
<td>91</td>
<td>50.6</td>
<td>81</td>
<td>45.0</td>
<td>4</td>
<td>2.2</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earnings</td>
<td>94</td>
<td>52.2</td>
<td>66</td>
<td>36.3</td>
<td>12</td>
<td>6.8</td>
<td>8</td>
<td>4.4</td>
</tr>
<tr>
<td>Advantages</td>
<td>108</td>
<td>60.0</td>
<td>62</td>
<td>34.4</td>
<td>10</td>
<td>15.6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>60</td>
<td>33.3</td>
<td>78</td>
<td>43.4</td>
<td>40</td>
<td>22.2</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Personal Abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>112</td>
<td>62.2</td>
<td>56</td>
<td>31.1</td>
<td>10</td>
<td>5.6</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Amount of Necessary</td>
<td>107</td>
<td>59.4</td>
<td>59</td>
<td>32.8</td>
<td>9</td>
<td>5.0</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Requirements</td>
<td>60</td>
<td>33.3</td>
<td>75</td>
<td>41.7</td>
<td>31</td>
<td>17.2</td>
<td>14</td>
<td>7.8</td>
</tr>
<tr>
<td>Physical Strength</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements</td>
<td>142</td>
<td>23.3</td>
<td>76</td>
<td>42.2</td>
<td>33</td>
<td>18.3</td>
<td>29</td>
<td>16.2</td>
</tr>
<tr>
<td>Job Trends</td>
<td>68</td>
<td>37.8</td>
<td>70</td>
<td>38.9</td>
<td>27</td>
<td>15.0</td>
<td>15</td>
<td>8.3</td>
</tr>
<tr>
<td>Education Required</td>
<td>128</td>
<td>71.1</td>
<td>43</td>
<td>23.9</td>
<td>7</td>
<td>3.9</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Cost of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education and Training</td>
<td>54</td>
<td>30.0</td>
<td>74</td>
<td>41.1</td>
<td>34</td>
<td>18.9</td>
<td>18</td>
<td>10.0</td>
</tr>
<tr>
<td>How to Get A Job</td>
<td>70</td>
<td>38.9</td>
<td>76</td>
<td>42.2</td>
<td>18</td>
<td>10.0</td>
<td>16</td>
<td>8.9</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>80</td>
<td>44.1</td>
<td>63</td>
<td>35.0</td>
<td>27</td>
<td>15.0</td>
<td>10</td>
<td>5.6</td>
</tr>
<tr>
<td>Security</td>
<td>70</td>
<td>38.9</td>
<td>70</td>
<td>38.9</td>
<td>26</td>
<td>14.4</td>
<td>14</td>
<td>7.8</td>
</tr>
<tr>
<td>Old Age and Other Benefits</td>
<td>64</td>
<td>35.6</td>
<td>61</td>
<td>33.9</td>
<td>27</td>
<td>15.0</td>
<td>28</td>
<td>15.5</td>
</tr>
</tbody>
</table>
personal abilities required, advantages, and opportunities for employment. The factors which appear to have been covered very poorly or not at all by some of the speakers were: disadvantages, health requirements, physical strength requirements, and old age or other benefits.

As shown in Table 6 all students with one exception felt that Career Days had been of value in helping them prepare for their life's work. It is interesting to note that the one student out of 180 reporting, who checked Career Day as being "of no value" to him, added a comment stating that he believed Career Days were of great value to most students but as he had been called by God to join the ministry he felt that he was not free to be influenced by other careers.

TABLE 6
EVALUATION BY 180 STUDENTS OF WAYNE COUNTY CAREER DAYS AS AN AID IN PREPARING THEM TO CHOOSE THEIR LIFE'S WORK

<table>
<thead>
<tr>
<th>Scale of Values</th>
<th>Frequency of Responses</th>
<th>Per Cent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of No Value</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Of Little Value</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Of Some Value</td>
<td>68</td>
<td>37.8</td>
</tr>
<tr>
<td>Of Considerable Value</td>
<td>67</td>
<td>37.2</td>
</tr>
<tr>
<td>Of Very Great Value</td>
<td>41</td>
<td>22.8</td>
</tr>
<tr>
<td>Questionnaire Item</td>
<td>Responses to Questionnaire</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Do you have a guidance program in your school?</td>
<td>4</td>
<td>57.2</td>
</tr>
<tr>
<td>Do you have an occupational information or vocational guidance program continuing throughout the year?</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>Have you attempted to evaluate Career Day in any way?</td>
<td>5</td>
<td>71.5</td>
</tr>
<tr>
<td>Is there preliminary planning or preparation before students attend Career Day?</td>
<td>7</td>
<td>100.0</td>
</tr>
<tr>
<td>Is preliminary planning effective prior to Career Day?</td>
<td>6</td>
<td>85.8</td>
</tr>
<tr>
<td>Is there a follow-up program in your school after Career Day?</td>
<td>5</td>
<td>71.5</td>
</tr>
<tr>
<td>Do you consider the Wayne County Career Day an effective vocational guidance technique?</td>
<td>6</td>
<td>85.8</td>
</tr>
<tr>
<td>Does Wayne County Career Day fill the need for which it was established?</td>
<td>6</td>
<td>85.8</td>
</tr>
<tr>
<td>Do you consider Career Day as the major part of your vocational guidance program?</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>Do you consider Career Day as one important step of your guidance program?</td>
<td>4</td>
<td>52.2</td>
</tr>
</tbody>
</table>
Table 7 shows the responses of superintendents to the "yes" or "no" questions of the questionnaire, and the percentages of the "yes" and "no" answers. Seven questionnaires were sent to superintendents of the seven high schools in Wayne County and all were returned. Four, or 57.2 per cent, of the superintendents stated that they had a guidance program in their schools, but only three, or 42.8 per cent, said they had a vocational guidance program active in their schools throughout the year.

Five superintendents, or 71.5 per cent, had attempted to evaluate the Wayne County Career Day, while two, or 28.5 per cent, admitted that they had not. All seven superintendents stated that they had preliminary planning before the students attended Career Days, but one superintendent did not believe the preliminary planning was effective. Five, or 71.5 per cent, of the superintendents considered that they had a follow-up program in their schools after Career Day. Only one superintendent did not consider the Wayne County Career Day an effective vocational guidance technique or that it filled the need for which it was established. Four of the superintendents considered Career Day as one important step of their vocational guidance program, while three superintendents considered it the major part of such a program.

**Student Comments Concerning Career Day**

**When Career Day Should Be Held**

It might be an advantage to have Career Day earlier in the spring so it would give the individual longer to decide on his career.

They should be held in the fall so that the students may have more time to prepare for their vocation before they graduate.

Have Career Day earlier in the year.
Who Should Attend

Career Day programs should be given to freshmen and sophomores as well as juniors and seniors.

I would recommend that Career Day should be for the high school as a whole. I think it is important for students to think their career early in their high school education.

It would be nice to include all grades in high school.

I feel that the chief value of Career Day is that it reminds the student that he is going to have to begin earning a living in the not too distant future. It makes him job conscious. It might be well to require attendance of the entire high school in order to effect this awakening earlier in school.

None, but I think Career Days are very important to a student, and sophomores should be allowed to attend so that they may decide on a career sooner and then take the proper subjects in school.

I think it should be for freshmen and sophomores, too.

Opportunity to Attend More Classes

I found that many of the meetings were all at the same time. This made it necessary to choose between and attend the choice, whereas I would have liked to have been able to attend them all.

More classes and a broader coverage of more vocations as music, arts, etc.

Should have a two day meeting to give students opportunity to attend more career sessions.

I wish Career Day could be more than one day so students could attend a larger variety of vocations.

There is only one other occupation that I think should be added and that is veterinary medicine.

Criticisms of Speakers

It would be better if some of the speakers did not try to tell only the good points about their line of work.

Speakers should explain more in detail and students should ask more questions.
I would be interested in having the speakers tell how they meet personal problems in their work.

Some of the speakers needed to be more experienced.

I believe some of the speakers could have explained their fields a little better.

Better informed instructors and speakers.

If possible, better speakers in a few fields and a few changes in the vocations that are explored.

I think that our Career Day speakers did a fine job.

Longer Sessions

The program was good except I would like to have the periods longer if it could be arranged. I did get a lot out of Wayne County Career Day.

The classes are just not long enough! There were so many questions to be asked and so little time for answers.

It would be nice if there could be more time to ask questions.

I think that there should be fewer occupational classes and longer discussion periods.

I think Career Day should be at least two days so subjects could be covered more fully.

The discussion period should be longer.

More time. Lack of time for sessions does not enable the speaker to evaluate all points of a particular field of work.

Favorable Criticisms

From all reports the Wayne County Career Day has been changed and grown even better in the two years since I graduated.

I did not get to attend when I was a junior but I believe it is much better the way it is now so that the juniors and seniors both go each year.

For me, Career Day brought out the reality of the future and the need of planning ahead.
OK as it is.  

Fine as it is.1

I believe our Career Day program pretty well covered all the necessary information needed in choosing a vocation.

The program is fine. I think more students should really try to gain from it.

I was called by God to enter the ministry but, if I had been free to choose my occupation, Career Day would certainly have been beneficial and I feel that Career Day should be continued for the education and benefit of all the students that would attend.

Yes, I think Career Day is very valuable in that it gives high school students a first-hand glimpse into so many of the important vocations.

I think the Wayne County Career Day covered about every important vocation and was complete in every way.

I think the day is wonderfully spent.

I would like to stress the point that Career Day is very important. Although some students are not interested in school, they definitely are interested in what they want to do after they get out of school.

Pretty good as it is, as far as I am concerned.

In general, I feel that the day's program was very well planned and adequate.

They have given me broad view of a number of different jobs which may be of great value to me in the future.

I believe that, as a whole, it could not be improved upon.

Career Days helped me most by opening up new fields that I didn't know about.

Miscellaneous Comments

I think preparatory information should be presented to the students to increase the interest in one vocation or, at least, possibly reduce some interests before Career Day so that more appropriate ones can be examined more carefully.

1Thirty-nine other students indicated by similar short comments that they approved of the program as it is.
More about how to actually go about getting a job.

I got a job with a telephone company directly as a result of my Career Day experience.

I would suggest a little more information on the cost of going to school and where to go to get the training required.

You realize the value of Career Day more after getting out of school than while in attendance.

Students should ask more questions.

I would recommend that each student write out a list of ten or twelve questions that he would like to have answered on each of perhaps four or five occupations. Many times a student has many questions that he would like to have answered but is either too shy or forgets the questions when he gets to the lecture.

Career Day has values in both positive and negative ways. Some vocations can be discarded while others are considered more seriously.

I think they could use a few more sessions for girls.

More complete information on job security and placement.
CHAPTER VI

RECOMMENDATIONS AND CONCLUSIONS

It was the purpose of this study to determine the strong and weak points of the Wayne County Career Day and the effect it has had on the guidance programs in the schools. From the data obtained in this survey, the writer is prompted to make three specific lists which enumerate the following factors: strong factors of the program, weak points of the program, and recommendations to improve the effectiveness of the program.

The following factors represent the characteristics which have, in five years time, made the Wayne County Career Day a well-established and popular part of the county educational program.

1. The growth of the Career Day program has been vigorous and continuous due to the effort of the sponsoring organization to make the program more effective each year.

2. The Career Day is well-organized and administered with particular attention given to these details:
   a. Planning is based on evaluation of preceding programs.
   b. Planning is begun as long before the date of the program as possible.
   c. Speakers are contacted several months before the day.
   d. Schedule is set up to present maximum number of vocations to maximum number of students.
   e. An accurate time schedule is maintained throughout the day.
   f. Students help with the program in many ways and are carefully trained in their duties.
   g. Facilities for feeding students are adequate and well planned.
   h. A social hour is planned for the noon period.
3. The Career Day is popular with the students but few of them regard it as a holiday from school.

4. Former students feel that Career Days were of value to them and many have entered vocations which were presented to them at Career Day programs.

5. Former students who attended Career Days are aware of the need of guidance for all youth.

6. Some of the high schools in Wayne County have increased their guidance programs and made increasing use of Career Day activities to supplement their guidance program.

7. The Career Day program has helped to make parents and community groups more aware of guidance needs of youth.

8. The Career Day program has increased the degree to which schools within the county cooperate in meeting educational problems.

The following factors represent the weak points inherent in the Wayne County Career Day.

1. No Career Day can take the place of an organized guidance program in the school.

2. Some of the Wayne County high schools have not measurably increased nor developed guidance programs during the five years that the Career Day program has been in operation.

3. Students from schools which have no guidance program do not derive the same degree of vocational guidance from Career Day activities as students from schools with guidance programs.

4. Weak speakers sometimes turn students against certain vocations, while forceful speakers may unduly sway students toward others.

5. A one day program faces time limitations which the best of planning cannot overcome.

The writer is compelled to believe that the effectiveness of the Wayne County Career Day would be increased more by improvements in the guidance programs in the schools than by any changes in the Career Day activities. The following specific recommendations are made.

1. The administrators of all the schools in the county should strive to build guidance programs at least equal to the better
guidance programs which are now functioning in some of the county schools.

2. Schools that do not have guidance programs developed should utilize the regular classroom activities for the purpose of preparing students for Career Day.

3. Adequate follow-up methods should be utilized in all schools shortly following Career Day. The schools should make every effort to assist students who may need additional information and help.

4. Administrators and teachers must believe in guidance and in the purposes of Career Day, and must demonstrate enthusiasm for them if the students are to develop attitudes which will enable them to attain the greatest benefit from Career Day and other guidance experiences.

In conclusion, the Wayne County Career Day has inherent weak points but the program as it is organized and administered is strong. By making vocational information available to high school students from schools with weak or nonexistent guidance programs, and supplementing information available to students with guidance backgrounds, the program fills the primary purpose of a Career Day.

It is hoped that the information presented in this study will, by recording the efforts of one county to improve the vocational opportunities of its youth, be instrumental in bringing into practice better guidance programs for all of our youth.
APPENDIX I

Questionnaire Sent to Students

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Did you attend one or more Wayne County Career Days before graduating from high school? How many?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Did attending Career Day help you get a job in your chosen field of work?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Do you feel now that Career Days gave you a broader outlook of the occupation in which you were interested?</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Are you at this time working at an occupation which was presented to you in a Career Day meeting?</td>
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<tr>
<td></td>
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<tr>
<td>5.</td>
<td>Did Career Days motivate you to study about other careers?</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Did you gain information about several occupations? If yes, how many?</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Did you regard Career Day as chiefly a holiday from school?</td>
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<tr>
<td></td>
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<tr>
<td>8.</td>
<td>Was there any preliminary planning in your high school before attending Career Day?</td>
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<tr>
<td></td>
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<tr>
<td>9.</td>
<td>Was there any follow-up vocational training in your high school after attending Career Day?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>In view of your experiences since graduation from high school, how much information do you feel that you obtained about each of the following items related to a particular vocation? (Indicate your answers by checking the appropriate column.)</td>
</tr>
<tr>
<td>Well</td>
<td>Partly</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
</tbody>
</table>

- a. Opportunities for advancement
- b. Opportunities for employment
- c. Average earnings
- d. Advantages
- e. Disadvantages
- f. Personal abilities required
- g. Amount of training to meet entry requirements
- h. Health requirements
- i. Physical strength requirements
- j. Job trends
- k. Education required
- l. Cost of education and training
- m. How to get a job
- n. Working conditions
- o. Security
- p. Old age and other benefits.

11. Considering all the advantages and disadvantages, how useful have Career Days been to you in helping you to become better prepared to choose your life's work?
   - a. Of no value;   - b. Of little value;   - c. Of some value;   - d. Of considerable value;   - e. Of very great value.

12. If you were in high school again would you want the Wayne County Career Day to be part of the yearly program?

13. What changes in future programs would you recommend?
   (Write on back of page if necessary.)
APPENDIX II

Questionnaire Sent to Superintendents

1. Do you have a guidance program in your school? Yes ___ No ___

2. Do you have an occupational information or vocational guidance program continuing in your school throughout the year? Yes ___ No ___

3. If yes, what forms does this program take such as special classes, tests, or other means?

4. Have you attempted to evaluate the Wayne County Career Day in any way? Yes ___ No ___

5. If yes, how?

6. Is there any preliminary planning or preparation in your high school before students attend the Career Day? Yes ___ No ___

7. If yes, what is the nature of this planning or preparation?

8. Do you feel that the preliminary planning is effective in your school prior to Career Day? Yes ___ No ___

9. Is there any follow-up program in your high school after the Wayne County Career Day? Yes ___ No ___

10. If yes, what is the nature of the follow-up?

11. Do you consider Career Day as the major part of your vocational guidance program or as one important step in such a program? Major part of program ___. One step of program ___.

12. Do you consider the Wayne County Career Day as an effective vocational guidance technique? Yes ___ No ___

13. Do you feel the Wayne County Career Day fills the need for which it was established? Yes ___ No ___
APPENDIX III

Letter Sent to Students and Superintendents

Seymour, Iowa
July 1, 1954

Dear

As a part of the requirements for the Degree of Master of Science in Education at Drake University, I am conducting a study of the Wayne County Career Day as sponsored by the Wayne County Schoolmasters' Association.

From this study I will attempt to evaluate the Wayne County Career Day program. In order to do this it will be to my advantage to have this questionnaire returned to me by return mail in the self-addressed stamped envelope.

If you would care for a summary of my findings, so indicate on the questionnaire. Any effort and time expended on this report in my behalf will be greatly appreciated.

Very truly yours,

Maurice E. Stamps
Informal Note Sent to Superintendents

Dear Administrator:

In addition to the formal questionnaire and letter which is enclosed here, I must have some informal information which I could not include in my formal questionnaire but which is essential to complete my research before I can do the final writing of my thesis. This is, I know, a lot of work and bother to ask of you but I shall be more than grateful if you can help me out. The three information factors which I need are as follows:

1. Your total high school enrollment for the year 1953-1954.

2. The number of seniors in your 1954 class.

3. Please send me, if possible, a copy of the roster of the names of the seniors in the classes of '50, '52, '53, and '54. In other words, the names of all students from your school who attended a session of our Wayne County Career Day before they graduated from high school. Please place a check mark after the names of students whom you believe can now be reached by a letter sent to their home town address. I realize that many of the former students have moved away seeking work and that many of the girls have married, so if you happen to know the present address of any of the former students who have moved out of the local community or the married name and address of any of the girls and would write out that address back of their name on the roster it would help me tremendously.

I have to send a special questionnaire to a certain percent of these former students who have graduated since attending the Wayne County Career Day. Of course, I can get the names of all the former Seymour students but to give my questionnaire validity I must get a survey of students who have graduated from all the schools in the county.

Even if you are able to indicate the present addresses of only a few of the former students it is very important that I do have a copy of the class rosters. You can place this informal question sheet and the rosters in the same envelope which I have furnished here for the formal questionnaire.

I thank you very much for any amount of help you may be able to give me.

Very truly yours,
APPENDIX V

Vocational Check Sheet Given to Seniors
Before First Career Day in 1950

Wayne County Career Day

Name __________________________ School __________________________

To aid you in making a wiser choice of an occupation, the Wayne County Schoolmasters are sponsoring a "Career Day" for seniors on March 27th. Discuss with your superintendent and teachers the answers to any questions you may have, check those areas in which you are most interested, and plan to attend "Wayne County Career Day" to learn the most about your chosen field. Check three of the occupations in which you are interested.

Professional

- Accountants
- Actors and Actresses
- Advertising (Creative)
- Advertising (Research Workers)
- Architects
- Artists
- Chemists
- Clergymen (Protestant Ministers)
- Clergymen (Roman Catholic Priests)
- Dentists
- Editors
- Electronics (Research Workers)
- Engineers (Air Conditioning)
- Engineers (Chemical)
- Engineers (Civil)
- Engineers (Electrical)
- Engineers (Mechanical)
- Foreign Language Workers
  (Interpreters and Translators)
- Foreign Service Officers
- Government Jobs (Professional workers)
- Economists (Home)
- Industrial Designers
- Interior Decorators
- Lawyers
- Librarians
- Motion Picture Workers (Actors)
- Motion Picture Workers (Creative Artist)
- Musicians (Classical Music)
- Musicians (Opera Singers)
- Musicians (Popular Music)
- Nurses (Registered)
- Osteopathic Physicians
- Personnel Workers
- Petroleum Refinery Research Workers
- Pharmacists
- Physicians
- Psychologists
- Public Relations Workers
- Radio Broadcasting Workers
- Reporters
- Scientists (Biological)
- Scientists (Physical)
- Social Workers
- Teachers (College)
- Teachers (High School)
- Teachers (Elementary)
- Television (Creative Workers)
- Therapists (Occupational)
- Therapists (Medical)
- Veterinarians (In Cities)
<table>
<thead>
<tr>
<th>Veterinarians (In Rural Areas)</th>
<th>Insurance Workers (Home Office)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Rehabilitation Worker Writers (Free Lance)</td>
<td>Messenger and Office Boys</td>
</tr>
<tr>
<td>Semi-Professional Occupations</td>
<td>Office Clerks</td>
</tr>
<tr>
<td>Air Transportation Workers (Dispatchers)</td>
<td>Office Machine Operators</td>
</tr>
<tr>
<td>Air Transportation Workers (Pilots)</td>
<td>Postal Workers</td>
</tr>
<tr>
<td>Air Transportation Workers (Radio Operators)</td>
<td>Stenographers</td>
</tr>
<tr>
<td>Clinical Laboratory Technicians</td>
<td>Telegraph Operators</td>
</tr>
<tr>
<td>Draftsman</td>
<td>Telephone Operators</td>
</tr>
<tr>
<td>Optometrists</td>
<td>Typists</td>
</tr>
<tr>
<td>Photographers</td>
<td>Sales Occupations</td>
</tr>
<tr>
<td>Professional Sports</td>
<td>Automobile Salesman</td>
</tr>
<tr>
<td>Religious Workers</td>
<td>Bookstore Workers</td>
</tr>
<tr>
<td>Television (Technical Workers)</td>
<td>Consumer Cooperative Workers</td>
</tr>
<tr>
<td>Window Display Workers</td>
<td>Department Store Workers (Selling)</td>
</tr>
<tr>
<td>Managerial Occupations</td>
<td>Farm Equipment Workers</td>
</tr>
<tr>
<td>Advertising (Managerial &amp; Contact Workers)</td>
<td>Food Store Workers</td>
</tr>
<tr>
<td>Buyers</td>
<td>Furniture Store Workers (Retail)</td>
</tr>
<tr>
<td>County Extension Workers (Agricultural Agents)</td>
<td>House-to-House Canvassers</td>
</tr>
<tr>
<td>County Extension Workers (Home Demonstration Agent)</td>
<td>Insurance Workers (Agents)</td>
</tr>
<tr>
<td>Credit Managers</td>
<td>Real Estate Agents</td>
</tr>
<tr>
<td>Executives</td>
<td>Insurance Workers (Brokers)</td>
</tr>
<tr>
<td>Funeral Directors</td>
<td>Salesman (Traveling)</td>
</tr>
<tr>
<td>Government Jobs (Public Administration)</td>
<td>Variety Store Workers</td>
</tr>
<tr>
<td>Politicians</td>
<td>Farm Laborers</td>
</tr>
<tr>
<td>Purchasing Agents</td>
<td>Farmers (Cattle)</td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td>Farmers (Dairy)</td>
</tr>
<tr>
<td>Air Transportation Workers (Traffic and Reservation Workers)</td>
<td>Farmers (Fruit)</td>
</tr>
<tr>
<td>Bank Workers</td>
<td>Farmers (Fur)</td>
</tr>
<tr>
<td>Bookkeepers</td>
<td>Farmers (General)</td>
</tr>
<tr>
<td>Cashiers</td>
<td>Farmers (Poultry)</td>
</tr>
<tr>
<td>Collectors</td>
<td>Farmers (Truck)</td>
</tr>
<tr>
<td>Department Store Workers (Finance; Control &amp; Management)</td>
<td>Horse Breeders and Trainers</td>
</tr>
<tr>
<td>Foreign Service Workers (Clerical)</td>
<td>Landscape Gardeners</td>
</tr>
<tr>
<td>Government Jobs (Clerical)</td>
<td>Nurserymen</td>
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<tr>
<td>Hotel Workers (Front Office)</td>
<td>Fishery Occupations</td>
</tr>
<tr>
<td></td>
<td>Fisherman (Deep Sea)</td>
</tr>
<tr>
<td></td>
<td>Fisherman (Oyster &amp; Shrimp Dredgers)</td>
</tr>
<tr>
<td></td>
<td>Fisherman (Shallow Water)</td>
</tr>
<tr>
<td></td>
<td>Forestry Occupations</td>
</tr>
<tr>
<td></td>
<td>Foresters</td>
</tr>
<tr>
<td></td>
<td>Fur Trappers</td>
</tr>
<tr>
<td></td>
<td>Wildlife Management Workers</td>
</tr>
</tbody>
</table>
Skilled Occupations

- Bakers
- Brick and Stone Masons
- Carpenters
- Dressmakers
- Electricians
- Foreman
- Furriers
- Instrument Workers
- Linemen (Telephone, Telegraph, and Electric Power)
- Lithographers
- Machinists
- Mechanics (Automobile)
- Mechanics (General)
- Motion Picture Workers (Craftsmen)
- Painters
- Photo-engraver
- Plasterer
- Plumbers and Steamfitters
- Pressman
- Sheet Metal Workers
- Shoe Repairman
- Stationary Engineers
- Stereotypers
- Tailors
- Typesetters and compositors
- Tool and Die Makers
- Watch Repairman

Domestic Service Occupations

- Hotel Workers (Housekeeping)
- Household Workers

Personal Service Occupations

- Air Transportation Workers (Stewardesses)
- Barbers
- Beauticians
- Embalmers
- Hotel Workers (Culinary)
- Hotel Workers (Service)
- Practical Nurses
- Recreation Workers
- Red Caps

Protective Service Occupations

- Army
- Coast Guard
- Firemen
- Marine Corps
- Merchant Marine
- Navy
- Police

Building Service Occupations

- Building Maintenance Workers
- Government Jobs (Custodial)

Unskilled Occupations

- Longshoremen and Stevedores
- Unskilled Laborers
- Warehousemen
- Air Conditioning (Construction & Manufacturing Workers)
- Aircraft Makers
- Apprentices
- Automobile Manufacturing Workers
- Automobile Service Workers
- Bookbinders
- Bus Drivers
- Cannery Workers
- Cleaning and Dyeing Workers
- Clothing Manufacturing Workers
- Coal Miners
- Electrical Workers (Mfg.)
- Electrical Workers (Power Plant)
- Foundrymen
- Frozen Foods Workers
- Furniture Workers (Mfg.)
- Iron and Steel Workers
- Jewelry Makers
- Laundry Workers
- Local Transportation Workers (Bus)
- Local Transportation Workers (Street Railway)
- Lumberman
- Meat Packing Industry Workers
- Nonferrous Metals Workers
- Oil and Gas Well Workers
- Operatives
- Paint and Varnish Workers
- Petroleum Refinery Workers
- Plastics Mfg. Workers
- Plastics Materials Workers
- Pottery Workers
- Public Utility Workers (Electric Light and Power)
- Public Utility Workers (Natural Gas)
Public Utility Workers (Water Supply)
Pulp and Paper Workers
Radio Manufacturing Workers
Railroad Equipment Workers
Railroad Transportation Workers
Road Builders
Rubber Workers
Shipbuilders
Stationary Firemen
Textile Workers (Cotton)
Textile Workers (Wool)
Tobacco Workers (Cigarettes)
Tobacco Workers (Cigars)
Truck Drivers
Watch Industry Workers
Welders
APPENDIX VI

Final Check Sheet Sent to Seniors Before First Career Day in 1950

Corydon, Iowa
February 14, 1950

Seniors of Wayne County:

A few weeks ago we sent out a bulletin listing around one hundred vocations of which you were asked to choose three. Since it would be impossible to get speakers to cover all the vocations, it was necessary to total the various ones and select those most often asked for. Some of the vocations were thrown together under one heading. For instance, several had checked farmers (cattle), farmers (dairy), farmers (fur), farmers (poultry), and farmers (general). These will all be covered under the one topic "farming." Some others were also listed under one heading.

Each student should check three or four vocations in which he is most interested. Later these various vocations will be put in four different periods, and you will be assigned to one of these vocations each period. When these choices have been made, return this to your superintendent.

- Armed Forces—includes army, navy, and other branches of service.
- Air Transportation—includes different workers in this field; also stewardess.
- Beautician.
- Building Trades—all types of building.
- County Extension Workers—includes Home Economists, vocational agriculture and homemaking, home demonstration, soil conservation.
- Department Store Workers (all kinds).
- Engineering.
- Farmer
- Farm Equipment—salesman and farm equipment work.
Mechanic—auto.

Medicine and Dentistry.

Musician.

Nurse.

Photography—including newspaper work of various kinds.

Secretarial Training—including work of typists, secretary, accountant.

Salesman.

Scientist.

Teacher—both elementary and high school.

Telephone Operator—including lineman.

Window Display Worker—including interior decoration.
APPENDIX VII

Student Evaluation Questionnaire Given to Students Each Year Following the Career Day Program

Evaluation of Wayne County Career Day, 1953

The Schoolmasters' Club would like to have an evaluation of the Career Day program to assist in improving the program in the future. Your answers to the questions below will be helpful in making those improvements. The Club appreciates your help in this matter.

1. Did you receive valuable occupational information?

2. Did the speaker present a clear picture of the occupations?

3. Did you receive information which changed your opinion about any vocation?

4. Which speaker did you think was the best?

5. Was there any speaker you did not like?

6. Do you think a Career Day worth while and should it be continued each year? If so, should it be held in fall or spring?

7. What suggestions would you make for improving Career Day?

8. What added vocations would you suggest for another year?

9. Give your honest opinion about Career Day—what you liked about it and disliked about it.
APPENDIX VIII

Career Day Registration Card
Wayne County Career Day, March 29, 1954

Name of Student ____________________________________________

School ____________________________________________________

Attendance Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 General Session</td>
<td>Auditorium</td>
</tr>
<tr>
<td>9:25 Session 1</td>
<td>Room No. ____</td>
</tr>
<tr>
<td>10:25 Session 2</td>
<td>Room No. ____</td>
</tr>
<tr>
<td>11:15 Session 3</td>
<td>Room No. ____</td>
</tr>
<tr>
<td>12:10 Noon Hour</td>
<td></td>
</tr>
<tr>
<td>1:30 Session 4</td>
<td>Room No. ____</td>
</tr>
<tr>
<td>2:25 Session 5</td>
<td>Room No. ____</td>
</tr>
<tr>
<td>3:25 General Session</td>
<td>Auditorium</td>
</tr>
</tbody>
</table>
APPENDIX IX

Suggested Guide Sent to Speakers

Career Day

I. Description of the Vocation
   a. Nature of the work—hours, working conditions, etc.
   b. Attractive features—associations, social status, pensions.
   c. Undesirable features—hazards, strains, etc.
   d. Present outlook—demand and supply.
   e. Related fields of work.

II. Requirement of the Vocation
   a. Education and training—amount, nature, time, expense.
      1. School subjects most essential.
      2. Recommendations of where to obtain training, credentials, licenses.
   b. Personal qualifications—mental ability, personality type, special interests, appearance, age, sex.
   c. Physical qualifications—any special demands upon health, nerves, lungs, feet, endurance, vision.

III. Rewards of the Vocation
   a. Financial—pay scale or reasonable income.
      How paid—salary, commission, wage, bonus.
   c. Possibility of transfer to related vocations.
   d. Opportunity for advancement—promotions.
   e. Personal—service to others, associations, prestige, self-expression.

IV. How to get started in the Vocation
   a. Where to apply.
   b. Placement agencies, unions, associations of workers.
   c. Sources of further information on vocations.

V. Comments
   a. Any other points you feel important may be added.
APPENDIX X

First Wayne County Career Day Program

Career Day for Seniors in
Wayne County High Schools

Corydon High School Building

March 27, 1950

Sponsored by Wayne County Schoolmasters' Club

Room Directory

<table>
<thead>
<tr>
<th>Room No.</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Second Floor, North End</td>
</tr>
<tr>
<td>102</td>
<td>Second Floor, North End</td>
</tr>
<tr>
<td>103</td>
<td>Second Floor, North End</td>
</tr>
<tr>
<td>104</td>
<td>Second Floor, South End</td>
</tr>
<tr>
<td>105</td>
<td>Second Floor, South End</td>
</tr>
<tr>
<td>201</td>
<td>Third Floor, North End</td>
</tr>
<tr>
<td>203</td>
<td>Third Floor, North End</td>
</tr>
<tr>
<td>Science (Sc.)</td>
<td>Third Floor, South End</td>
</tr>
<tr>
<td>Agriculture (Ag.)</td>
<td>Third Floor, South End</td>
</tr>
</tbody>
</table>

9:00 - 9:15—Concert — Corydon School Band

9:15 - 9:20—Clarinet Quartet—Charlotte Swegle, Janet Fry, Kay Johnson, Harriet Henderson

9:20 - 9:25—Vocal Solo — Roger Montgomery


9:30 - 10:10—Address — Dr. Ray Bryan, Iowa State College

10:10 - 11:05 — Conference Period I

11:05 - 12:00 — Conference Period II
Noon

1:25 - 2:20 — — — — — — — — — — — — — — — — — — — Conference Period III
2:20 - 3:15 — — — — — — — — — — — — — — — — — — — Conference Period IV
3:35 - 4:00 — — — — — — — — — — — — — — — — — — — Dr. Ray Bryan, Iowa State College

Period I | Room | Period II | Room
--- | --- | --- | ---
Agriculture | 101 | Agriculture | 101
Air Transportation | 102 | Air Transportation | 102
Engineering | 103 | Engineering | 103
Department Store Worker | 104 | Window Display Worker | 104
Telephone Operator | 105 | Secretarial Training | 105
Photography & Journalism | 201 | Nurse | 201
Musician | 203 | Musician | 203
Medicine & Dentistry | Ag. | | |

Period III | Room | Period IV | Room
--- | --- | --- | ---
Farm Equipment | 101 | County Extension Worker | Ag.
Photography & Journalism | 201 | Building Trades | Sc.
Beautician | 203 | Beautician | 203
Armed Forces | 102 | Armed Forces | 102
Department Store Worker | 104 | Window Display Worker | 104
Teacher | 103 | Telephone Operator | 105
Salesman | Sc. | Teacher | 103
Secretarial Training | 105 | Nurse | 201

Conference Leaders

Agriculture—Charles Greenlee, Farm Management Specialist for Iowa, Iowa State College

Aviation—Kenneth Woods, Mid-Continent Airlines
Rick Jergenson, Iowa Aeronautics Commission

Armed Services—Sergeant Gene Kater, Army Recruiting Service
Chief J. B. Norman, Naval Recruiting Service
S/Sgt. Donald J. Dowd, Marine Recruiting Service

Auto and Air Mechanics—Don Pullman, Ford Garage, Centerville
Beauty Culture—Mrs. Caroline E. Sheldon, Thompson School of Beauty Culture

Building Trades—O. W. Crowley, Executive Secretary Associated General Contractors of Iowa

County Extension Worker—Louis Thompson, in charge of Farm Operations of Iowa State College

Department Store Worker—Miss Sarah Dawson, Training Staff, Younkers Department Store

Engineering—Frank Kerekes, Assistant Dean of Engineering Department, Iowa State College

Farm Equipment—R. A. Sparboe, Territory Manager of John Deere Company

Medicine and Dentistry—Dr. E. W. Ritter, Centerville

Musician—LeRoy Dick, Bill Mason Music Company, Des Moines

Nurses Training—Miss Vivian M. Culver, Director of Nursing Education at Broadlawns Hospital, Des Moines

Photography (including Newspaper work)—Herb Owens, Register & Tribune, Des Moines

Secretarial Training—Mr. S. D. Fenton, Director American Institute of Commerce, and Mr. V. H. Steel, Industrial Relations, Manager for International Harvester, Moline, Illinois

Salesman—Maynard Hofman, Houghton-Mifflin Company

Teacher (Elementary and High School)—Dr. Guy Wagner, Iowa State Teachers College

Telephone Operator (including Linemen)—Pahl Thompson and his head operator

Window Display Worker—Younkers Department Store

General Speaker—Dr. Ray Bryan, Vocational Education, Iowa State College
APPENDIX XI

Fifth Wayne County Career Day Program

For Juniors and Seniors in
Wayne County High Schools

Seymour High School Building
March 29, 1954

Sponsored by Wayne County Schoolmasters' Club

Room Directory

<table>
<thead>
<tr>
<th>Room No.</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Third Floor, South End</td>
</tr>
<tr>
<td>17</td>
<td>Third Floor, South End</td>
</tr>
<tr>
<td>Assembly</td>
<td>Third Floor, Center</td>
</tr>
<tr>
<td>13</td>
<td>Third Floor, North End</td>
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<tr>
<td>14</td>
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<td>15</td>
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<td>21</td>
<td>First Floor, Center</td>
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<tr>
<td>22</td>
<td>First Floor, Center</td>
</tr>
<tr>
<td>23</td>
<td>First Floor, Center</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>South Building</td>
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<tr>
<td>Library</td>
<td>Third Floor, Center</td>
</tr>
<tr>
<td>Board Room</td>
<td>Second Floor, Center</td>
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<tr>
<td>Superintendent's Office</td>
<td>Second Floor, Center</td>
</tr>
<tr>
<td>Lunchroom</td>
<td>First Floor, Center</td>
</tr>
</tbody>
</table>

During the noon intermission the Rhythmaires from Allerton will furnish the music at a dance held in the gymnasium for all the juniors and seniors.
9:00 - 9:05 - - - - - - - - - - - - - - - Music Varieties
9:05 - 9:10 - - - - - - - - - - - - - - - Welcome - Supt. Earl O. Berge
9:10 - 9:25 - - - - - - - - - - - - - - - Address - Dr. Ray Bryan, Iowa State College
9:25 - 10:20 - - - - - - - - - - - - - - - Conference Period I
10:20 - 11:15 - - - - - - - - - - - - - - - Conference Period II
11:15 - 12:15 - - - - - - - - - - - - - - - Conference Period III
12:15 - 1:30 - - - - - - - - - - - - - - - Conference Period IV
1:30 - 2:25 - - - - - - - - - - - - - - - Conference Period V
2:25 - 3:20 - - - - - - - - - - - - - - - General Assembly
3:25 - 4:00 - - - - - - - - - - - - - - - General Assembly (Gymnasium)

Talk by Dr. Ray Bryan, Career Day Director, Iowa State College

<table>
<thead>
<tr>
<th>Period I</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>17</td>
</tr>
<tr>
<td>Armed Services</td>
<td>-</td>
</tr>
<tr>
<td>Department Store Worker</td>
<td>15</td>
</tr>
<tr>
<td>Engineering</td>
<td>-</td>
</tr>
<tr>
<td>Photography &amp; Journalism</td>
<td>14</td>
</tr>
<tr>
<td>Real Estate &amp; Insurance</td>
<td>21</td>
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<tr>
<td>Salesmanship</td>
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<tr>
<td>Radio &amp; Television</td>
<td>Assembly</td>
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<tr>
<td>Banking</td>
<td>-</td>
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<tr>
<td>Civil Service</td>
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<table>
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<th>Period II</th>
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<tr>
<td>County Extension Worker</td>
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<tr>
<td>Beauty Culture</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Farm Equipment</td>
<td>-</td>
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<tr>
<td>Nursing</td>
<td>-</td>
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<tr>
<td>Teaching</td>
<td>-</td>
</tr>
<tr>
<td>Window Display Worker</td>
<td>15</td>
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<tr>
<td>Public Employment Service</td>
<td>22</td>
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</table>

<table>
<thead>
<tr>
<th>Period III</th>
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<tbody>
<tr>
<td>Armed Services</td>
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<tr>
<td>Auto Mechanics</td>
<td>-</td>
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<tr>
<td>Beauty Culture</td>
<td>-</td>
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<tr>
<td>Building Trades</td>
<td>Assembly</td>
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<tr>
<td>Dentistry</td>
<td>-</td>
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<tr>
<td>Medicine</td>
<td>-</td>
</tr>
<tr>
<td>Photography &amp; Journalism</td>
<td>-</td>
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<tr>
<td>Law</td>
<td>-</td>
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<tr>
<td>Secretarial Training</td>
<td>-</td>
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<td>Civil Service</td>
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<table>
<thead>
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<td>Auto Mechanics</td>
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<tr>
<td>Engineering</td>
<td>-</td>
</tr>
<tr>
<td>Homemaking</td>
<td>-</td>
</tr>
<tr>
<td>Radio &amp; Television</td>
<td>Assembly</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>-</td>
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<tr>
<td>Secretarial Training</td>
<td>-</td>
</tr>
<tr>
<td>Teaching</td>
<td>-</td>
</tr>
<tr>
<td>Telephone Co. Employment</td>
<td>Boys</td>
</tr>
<tr>
<td>Girls - North Hot Lunch Room</td>
<td>-</td>
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<tr>
<td>Pharmacy</td>
<td>-</td>
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</table>
Period V

Room

Armed Services - - - - - - Gym
Building Trades-- - - - - Assembly
Farm Equipment - - - - - - 10
Homemaking - - - - - - - - 23
Nursing - - - - - - - - - - 17
Real Estate & Insurance - - 21
Telephone Co. Employment
  Boys - - - - - - - - - - 22
  Girls - - - - North Hot Lunch Room
Window Display Worker - - - 15
Public Employment Service - - 1h

Conference Leaders

Agriculture—Charles Greenlee, Farm Management Specialist for Iowa State College, Clio

Armed Services—Sgt. Bill Long, Marine Corps, Osceola
  Sgt. William Hawkins, Marine Corps, Des Moines
  William Green, Navy, Ottumwa
  Capt. C. B. Craig, Army & Air Force, Des Moines

Auto Mechanics—O. W. Kinnear, Ford Garage, Humeston

Banking—F. L. Sawyers, Centerville National Bank, Centerville

Beauty Culture—Mrs. Elzora Horner, Iowa School of Beauty Culture, Des Moines

Building Trades—O. W. Crowley, Executive Secretary Associated General Contractors of Iowa, Des Moines

Civil Service—Joseph T. Slattery, Investigator, U. S. Civil Service Commission, Des Moines

County Extension Work—Alvin Goettsch, District Extension Supervisor, Iowa State College

Dentistry—Dr. R. L. Scott, Seymour

Department Store Work—Mrs. Mabel M. Kutch, Training Director, Younkers Department Store, Des Moines

Engineering—R. J. Lubsen, Associate Professor of Civil Engineering, Iowa State College

Farm Equipment—J. R. Veach, International Harvester Company, Centerville
Homemaking—Miss Helen LeBaron, Dean of Home Economics, Iowa State College

Law—Tom Bown, County Attorney, Corydon

Medicine—Dr. Yocum, Chariton, and Dr. A. E. Davis, Seymour

Newspaper Writing—Wayne Davis, Seymour Herald, Seymour

Nurses Training—Henrietta Froehke, R. N., Director of Nurses, Broadlawns Hospital, Des Moines

Pharmacy—M. K. Allred, Registered Pharmacist, Corydon

Public Employment Service—Guy L. Evans, Manager, Employment Security Commission, Iowa State Employment Service, Centerville

Radio and Television—James Davis, Coordinator WOI-TV, Iowa State College

Real Estate and Insurance—C. K. Engene, Corydon

Salesmanship—E. W. Eischen, Pigott Supply Co., Des Moines

Secretarial Training—S. D. Fenton, Director American Institute of Commerce, Davenport

Teaching (Elementary and High School)—Arthur C. Anderson, State Supervisor, State Department of Public Instruction, Des Moines

Telephone Company Employment—L. A. Dumas, Northwestern Bell Telephone Company, Des Moines

Window Display Worker—Mrs. Mabel Kutch, Training Director, Youngkers Department Store, Des Moines

General Speaker—Dr. Ray Bryan, Department of Vocational Education, Iowa State College
Superintendents' Answers to Various Questions in the Questionnaire

3. Do you have an occupational information or vocational guidance program continuing in your school throughout the year? If yes, what form does this program take, such as special classes, tests, or other means.
   a. Special classes and tests. Special interviews are held and occupational information is made available. (Humeson)
   b. Tests, advisement, counseling, occupational information made available. Part-time guidance counselor. (Lineville)
   c. We have a one semester course in occupations, and ninth graders have a guidance course. (Corydon)
   d. A broad testing program including the Kuder Occupational Preference Test which is given to all high school students as sophomores and again as seniors. Results of tests are available to students and are used in guidance program. All staff members are guidance people and vocational emphasis is made in all courses. All junior students are given a special guidance unit prior to Career Day in connection with their English III class and under a teacher experienced in vocational guidance. They do research, give reports, and write a research theme on one of their fields of vocational interest. Senior students take a course in vocations under an experienced guidance teacher. Many seniors consider this course the most valuable of this high school. (Seymour)

5. Have you attempted to evaluate the Wayne County Career Day in any way? If yes, how?
   a. Evaluation questionnaires to students. Evaluation of changes in vocational plans. Evaluation of students' vocational activities after graduation. (Humeson)
   b. Student responses by questionnaire and interview. (Sewal)
   c. Evaluation of students' reactions which have been good. Several have been able to decide on a future course of action, primarily as a result of Career Day. (Lineville)
   d. By having students and teachers fill out questionnaires pertaining to the Career Day program. (Corydon)
   e. By giving students an evaluation questionnaire over Career Day. By class discussions. By keeping a vocational history of students' work and career experiences after graduation and continuing this information in the students' cumulative record. (Seymour)
7. Is there any preliminary planning or preparation in your high school before students attend the Career Day? If yes, what is the nature of this planning or preparation?
   a. Overview of day's activities. Basic information to be secured from counselors and listing questions to ask them. (Humeston)
   b. Class meetings, discussions of employment fields and planning program to follow on Career Day. (Sewal)
   c. Orientation, advisement, completion of schedule cards. (Lineville)
   d. We give vocational tests, put all available reading material on the study hall table, show films, and have assembly programs pertaining to vocations. (Corydon)
   e. Only a discussion of various conferences they wish to attend. (Cambria)
   f. Orientation to the Career Day program. Special vocational study made by juniors and seniors in vocational unit of study and vocations class. Pre-planning of conference sessions to be attended and questions to be asked. (Seymour)

10. Is there any follow-up program in your high school after the Wayne County Career Day? If yes, what is the nature of the follow-up?
   a. Review of information. Harmonize any differences of opinion. Suggest follow-up procedures and additional sources of information. (Humeston)
   b. Individual conferences. Evaluation questionnaires. (Lineville)
   c. Making good vocational books available and showing follow-up films. Individual conferences. (Corydon)
   d. Career Day experiences are integrated into our guidance programs. Students, especially seniors, make a direct follow-up of their vocational interests by writing letters, obtaining interviews, or collecting research data. These activities lead directly to many of our students finding employment, winning college scholarships, or entering various career training programs by the time they graduate from high school. (Seymour)
BIBLIOGRAPHY

Books


Articles

Carmine, Kenneth S. "Careers Begin in High School," School Activities, XXVI (March, 1953), 221-223.


Eggleston, Ralph. "Career Day at Medina," Nation's Schools, XXIX (February, 1942), 32.


Pamphlets


Unpublished Material

Fischer, Ellis E. "Evaluation of Career Days in Iowa High Schools." Unpublished Master's field report, Graduate Division, Drake University, 1953.