

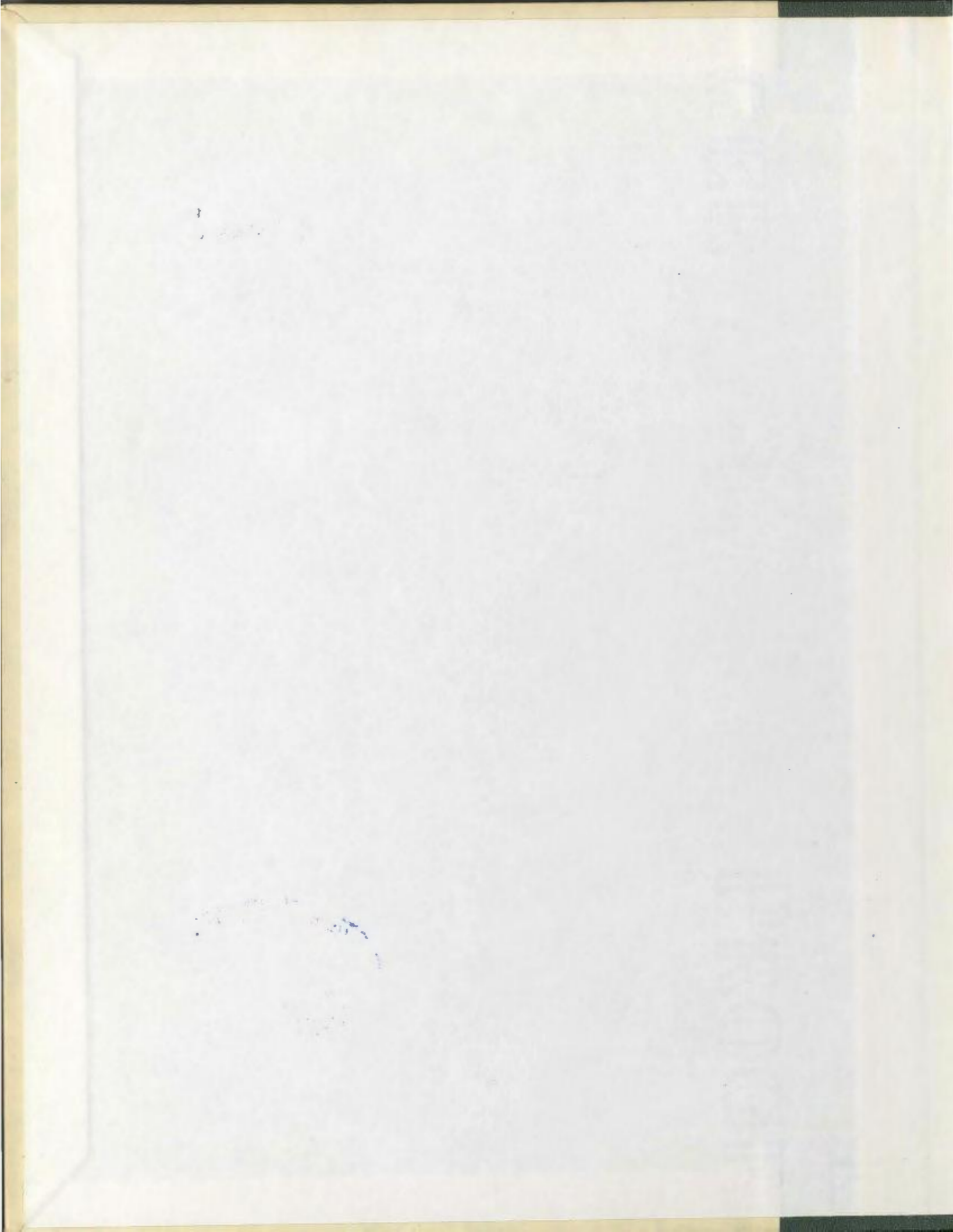
THE DEVELOPMENT OF A MODEL  
INFORMATION CENTRE CONTAINING APPROPRIATE  
GUIDANCE MATERIALS FOR NEWFOUNDLAND COUNSELLORS

**CENTRE FOR NEWFOUNDLAND STUDIES**

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HENRY V. O'REILLY



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THE DEVELOPMENT OF A MODEL  
INFORMATION CENTRE CONTAINING APPROPRIATE  
GUIDANCE MATERIALS FOR NEWFOUNDLAND COUNSELLORS

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A Project  
Presented to  
the Faculty of Educational Psychology  
Memorial University of Newfoundland

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

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by  
Henry V. O'Reilly

July 1974

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## ABSTRACT

The title, "Development of a Model Information Centre Containing Appropriate Guidance Materials for Newfoundland Counsellors", summarizes the general intention for developing the project. The writer developed an Information Centre containing occupational, educational, and personal-social information available in Newfoundland. Before actual collection of materials was conducted, surveys were developed to assess the need of such an undertaking.

By conducting a survey of the province's guidance counsellors, evidence was found indicating that sources of information were not being utilized effectively by schools. A survey of the guidance supervisors in the other nine provinces pointed out that such undertakings were worthwhile in provinces where they were tried. Those provinces not having initiated such a project also acclaimed its worth.

With this background information, the writer proceeded to collect the three types of information - 1) occupational, 2) educational, and 3) personal-social. Counsellors helped identify the occupational interest areas of students on the questionnaire. Recommended types of educational and personal-social information were taken from the literature. Using these types of information, the writer proceeded to contact in person or by letter any organizations or groups disseminating occupational, educational,

or personal-social information. Each organization or group contacted was also asked questions about the cost and availability of their materials; the availability of resource people; and further sources of information.

Once the information was collected; it was classified and displayed by using a system developed by modifying various approaches reported in the literature. After filing and classification of the materials, the model Information Centre was erected and displayed as an example of a centre that could be developed and used by counsellors throughout the province.

To supplement the centre, an Information Service Packet was developed for counsellors. This was designed to help counsellors become aware of various guidance materials sources and pertinent information about organizations and groups in the province. The writer has encouraged the appropriate officials to have this packet reproduced and sent to all schools as a help in initiating or even updating sources for Information Services.



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## CHAPTER I

### INTRODUCTION

A service found in most guidance programs today is the Information Service. The broad purpose of Information Services is to gather and disseminate accurate, up-to-date, usable information from three categories: (1) occupational, (2) educational, and (3) personal-social. The information is to help students keep abreast of the demands of the environment. Occupational information comprises the world of work; educational information deals with training facilities; and personal-social with understanding of self and others.

The writer has addressed himself to this description and will develop an Information Centre of materials relative to Newfoundland. The preferred aspects of a good Information Service will be studied; and the types of information available will be gathered into an Information Service Packet. Upon completion, counsellors will be made aware of these resources.

#### Purpose and Scope of this Project

The purpose of this project was to collect and display occupational, educational, and personal-social information relative to Newfoundland. Mr. William Kennedy, Supervisor of the Pupil Personnel Services, with the Department of Education & Youth expressed concern over the fact that a detailed list of available information was lacking in this province. His department has shown interest in the collection of this information and in making the sources available to the guidance counsellors of the province. (See Appendix A).

It was the writer's belief that such a project would be advantageous to guidance counsellors in the province, to the Pupil Personnel division of the Department of Education & Youth, and to himself.

Definitions of Terms

For the purpose of this project, the following definitions will be used:

Information Centre. As used in this study, the Information Centre will be the classification and display of materials available in Newfoundland to high school counsellors for setting up an Information Service as part of their guidance programs.

Information Service Packet. The sources of the information displayed in the Information Centre has been produced as a packet or handbook for counsellors in the province.

Occupational, Educational, and Personal-Social. These are the distinctive areas of information that are maintained throughout the project.

Limitations of this Project

As stated in the title, and in the section entitled "Purpose and Scope of this Project", this project was concerned only with a first hand collection of materials limited to Newfoundland.

The writer cannot be expected to have compiled all the information that might be needed by all individuals at the various times during their development. Rather, the writer has concentrated on high school students and is interested in knowing and understanding sources of information - sources of places, people, material, and ideas where one may obtain

information to meet the individual's needs and assist in his development.

### Procedure of Conducting the Project

To collect and classify information relative to Newfoundland, a variety of procedures have been followed. Although these procedures are explained in Chapter III, they are described briefly here to give the reader an overview.

Suggestions from the literature along with results of local and national surveys helped determine types of information worthwhile for Information Services.

Once sources were established, contact was made with organizations and groups disseminating occupational, educational or personal-social information. The materials collected were classified and displayed in a model Information Centre. Descriptions of the classification and display systems employed are explained in Chapter IV.

As an appendix to the project, a packet of available sources was developed. Hopefully, this will be reproduced and sent to guidance counselors throughout the province. The Information Service Packet contains mailing addresses and pertinent information concerning costs and resource people. The review of the literature which follows will perhaps shed light into initiating and maintaining the service in guidance programs.

## CHAPTER II

### REVIEW OF LITERATURE

This section will present a discussion of the relation of Information Services to Guidance; the goals and purposes of Information Services; the types of information recommended; and the physical set-up and use of Information Services.

#### Relation of Information Services to Guidance

Although different authors report different concepts of what guidance is supposed to accomplish, the writer has been able to identify basic themes consistently repeated in the literature. Miller (1961) made a comprehensive definition of guidance when he stated that "guidance is the process of helping individuals achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home and community. (p. 7)". Information Services, by providing a wide variety of information to students about themselves and their educational, occupational and social opportunities have fostered this maximum adjustment.

Adjustment to one's environment necessitates that one become a good decision-maker and planner. Hughes (1971) noted that "if the aims of guidance are to ensure that pupils are to learn how to make decisions and plans, then they must be given information about the range of choices available and this must be based on sound and relevant facts (p. 204)". The function of Information Services has been to insure that this relevant information be generated, coded, stored, retrieved and disseminated to students.

Along with decision-making, attitude change has been accepted as an aim of guidance facilitated by Information Services. Srebalus, Mink & Smith (1970) made reference to this:

In the social-psychological literature, strong evidence supports the premise that significant attitude change follows upon the insertion of information from a source that has a perceived high level of credibility; if that information is contrary to a previously held opinion. (p. 77)

Guidance programs help students cope with a complex changing world while Information Services provide students with knowledge to become aware of the complexities and how to handle them. Industrial specialization, social mores and economic demands have created a turbulent atmosphere for the young student. To help alleviate bewilderment and frustration in this complex world, valid and accessible information has to be made available.

Availability, though, does not singly constitute viable Information Services. Information must be personalized by the user to be effective. This aspect of information will be given consideration in the next section.

#### The Goals and Purposes of Information Services

Tolbert (1959) summarized the 'why' or the purposes of information well when he said:

There is no question that pupils need a wide range of social, occupational, and educational information, to make the most of potential, cope with rapid and complex changes, and live productive and satisfying lives (p. 179).

The literature dealing with the purposes of Information Services generally agree with this summary but have expanded it somewhat. Some discuss the goals and purposes in general while others discuss them at various stages of development. As a basis for reviewing these goals and



purposes, the writer has drawn upon the works of Johnson (1968), Miller (1965), Norris, Zeran & Hatch (1966), and Zeran & Ricco (1962).

Zeran & Ricco (1962) stated the general goals of Information Services as follows:

1. To develop a broad and realistic view of life's opportunities and problems at all levels of training.
2. To create an awareness of the need and an active desire for accurate and valid occupational, educational and personal-social information.
3. To provide an understanding of the wide scope of educational, occupational, and social activities in terms of broad categories of related activities.
4. To assist in the mastery of techniques of obtaining and interpreting information for progressive self-directiveness.
5. To promote attitudes and habits that will assist in the making of choices and adjustments productive of personal satisfaction and effectiveness.
6. To promote assistance in narrowing choices progressively to specific activities which are approximate to aptitudes, abilities and interests manifested and to the proximity of definite decisions (p. 35):

These objectives are not inclusive of all the objectives of Information Services in any one school, but they have served as significant guideposts pointing the way to a comprehensive and effective service at all levels of schooling. Although the writer is interested only in high school Information Services for this study, he realizes that information is effective at different levels.

Norris, Zeran & Hatch (1966) noted the six objectives delineated above and mentioned further that information should be necessary at the elementary school level because the environment would be too complex to save for study during the junior or senior high school years. At the elementary level, students should explore job fields, discover interrelationships of occupations, use information to build good work habits, foster

proper attitudes toward work, and assist themselves to make better educational choices. This, of course, should be continued into the high school.

Information should be made available to help the student handle effectively the immediate situation, to assist in exploration, and to assist in more specific planning. At the various levels of schooling, students experience unique situations and anticipate new ones, and consequently information has been deemed necessary all throughout the school years.

Arbuckle (1966) and Ricco & Quaranta (1968) believed that specific goals and purposes were needed for the three types of information: Occupational, Educational, and Personal-Social. Briefly, they noted that educational information was concerned with helping students acquire information about the opportunities and requirements necessary to reach certain levels of achievement in life. Occupational information has as its goal the assisting of students in learning about what the world of work is like now and what it is probably going to evolve into in the foreseeable future. Social information has also served a dynamic purpose in schools by helping students better understand themselves, others and their social environment.

In all cases, whether and author or authors discussed the purposes of Information Services generally, at specific school levels, or in relation to the three types of information, they all cautioned guidance personnel about the misuse of the service by students. In guidance or counselling, students who are referred to information, often are unable to properly decipher and utilize information. Therefore, the authors mentioned in this section, emphasized an important goal of Information Services as assisting

students in learning to obtain and interpret information to help themselves live better lives.

Hughes (1971) suggested that students could be taught to utilize information intelligently and constructively by group guidance as well as individual help. Students must be taught to try to understand themselves and their life-styles and to assimilate information that is pertinent to them. Counsellors must guide students to be selective and perceptive and to learn how to expose themselves to as much information as needed and use it effectively.

The actual use of information by the individual has to be more important than the simple dissemination of it by Information Services. This, of course, has raised the question of what types of information should be collected for Information Services. In the next section, the writer has referred to various authors who have recommended possible types of information.

#### Recommended Types of Information

Any discussion of Information Services would be incomplete without suggestions as to various types and possible sources of information to be housed in the Information Centre. Much of the literature is addressed to these as well as ways of evaluating the material that is housed. The author has drawn on the literature to discuss types and sources of (I) occupational, (II) educational, and (III) personal-social information. These specific areas of information are taken separately with a separate section at the end dealing with (IV) their evaluation.

Although the writer has chosen to collect and display information from the province of Newfoundland, there are also sources available nationally.

Consequently, a discussion of types and sources of information are developed with a national as well as local scope.

(I) Occupational Information. Abundant amounts of printed as well as audio-visual information have become available in the world of work. Printed materials were produced as monographs, abstracts, books and descriptions while audio-visual materials included charts, films, filmstrips and recordings. These types of information are prepared by many agencies and individuals for differing reasons ranging from occupational descriptions to public relations and recruitment.

A classification of the various types of occupational information has been developed by the National Vocational Guidance Association. This classification was modified and presented to counsellors by Humphries, Traxler & North (1967) as follows:

1. Books describing a variety of occupations; occupational briefs presenting information about specific jobs.
2. Articles about specific jobs or fields of work appearing in popular magazines, journals published by professional societies, and trade journals.
3. Biographies and works of fiction dealing with persons engaged in certain occupations.
4. Brochures and other materials on occupations published by business and trade associations.
5. Catalogs and other materials published by training schools.
6. Interviews with and talks by people who have had experience and success in their respective occupational fields.
7. Correspondence with officers of trade, commercial or professional organizations.
8. Interviews with local employment agency personnel.
9. Films and charts presenting occupational information.
10. Radio and television programs devoted to vocational problems.
11. Personal visits to offices, stores, and factories to observe people at work in different occupations.
12. Tryout experiences in jobs, either part time or full time: (p. 285).

Local sources of information have been highlighted by Norris, Zeran & Hatch (1966). School-work experiences, job interviews, and summer placement programs have been acclaimed as excellent occupational information sources. Job interviews have differing formats but the National Vocational Guidance Association has developed one that the writer will suggest to counsellors in the Information Service Packet later in this paper.

Besides career information, valid information about choosing a career, employment trends, job satisfaction and vocational literature have become increasingly available from national and local employment agencies.

From the literature reviewed, occupational information sources are noted as the most overwhelming of the three areas of information collection.

(II) Educational Information. Like occupational information, educational information has been considered relevant on a local, regional and national level. Various types of information have become important at different levels of schooling. The levels most often referred to have been initial school entry, junior and senior high school entry, and after graduation. Information concerning school regulations, curricular offerings, services, further education, study skills, and financial aids are suggested as valuable educational information. Educational information has been produced in both printed and audio-visual forms like books, pamphlets, catalogs, directories, reprints, films, and filmstrips.

A scheme of types for educational information has been devised by Norris, Zeran & Hatch (1966) and divided into two categories. The first

category was Training Opportunities which included various kinds of programs (e.g., catalogs, directories, and brochures on facilities); special types of programs (e.g., apprenticeship, correspondence courses, and military education); and selection of training programs. Secondly, there was Special Educational Aids including information on financial aids (e.g., loans, grants and fellowships); orientation and adjustment to training (e.g., student handbooks); study habits; and values of education.

The divisions of educational information developed by the above authors have been recognized by and referred to by others in the literature.

Contact with people; publications; and educational and training institutions were proposed as possible sources of this type of information. Contact with people included interviews, correspondence and surveys of admission officers, educational directors in business and other officials. The second source (publications) involved communication with commercial publishers, associations and organizations, government publishers, business and industry. The final source (educational and training institutions) meant utilizing observation and participation via visits to educational exhibits, field trips, participation in meetings, conventions, and workshops.

(III) Personal-Social Information. Norris, Zeran & Hatch (1966) have developed a repertoire of types and sources of this information which is referred to frequently in the literature also. They described this information about human beings which will help a student to understand himself better and to improve his relations with others (p. 24)".

Typical information for Information Services has been derived from the Mooney Problem Checklist, the SRA Youth Inventory and Havighurst's developmental tasks of adolescence. These included Understanding Oneself (e.g., personal development, personality, and emotional health); Understanding Family Relations (e.g., home life, dependence vs. independence, and love); Understanding Boy-Girl Relations (e.g., dating, sex, and social events); Health (e.g., grooming and hygiene); Social Skills (e.g., etiquette, conversation, and games); Financial Planning (e.g., recreation, travel, hobbies and crafts).

Only recently has personal-social information begun to be included in Information Services. Yet many sources are cited for obtaining this information. Community services, health organizations, business and industry, publishing companies and governmental departments supply information in this area. Information can be obtained from workbooks and reading guides, booklets for increasing self understanding, personal hygiene, films and wall charts.

(IV) Evaluation of Information. Although it is not the intent of this project to evaluate the information collected, the writer recognizes the fact that it is important. Counsellors and students collectively must evaluate information since according to the literature, the best evaluator is the user.

In evaluating occupational information, the National Vocational Guidance Association has designed a guide for schools. The guide contained eight criteria which were: 1) Sponsorship (i.e., the professional standing of the publisher); 2) Date (i.e., when it was collected); 3) Methods used (i.e., extent of research and sources utilized); 4) Scope (i.e., comprehensive-

ness of coverage of the occupation); 5) Scientific Character (i.e., biases, objectivity and accuracy); 6) Presentation (i.e., preciseness of its social and economic setting); 7) Style (i.e., clarity, conciseness, and interesting contents); and 8) Format (i.e., attractiveness).

Educational information has had no evaluation criteria developed by a professional group like the one mentioned above developed by the National Vocational Guidance Association. Hollis & Hollis (1969) have offered the most comprehensive list though, consisting of (I) Extent to which awareness of educational opportunities are increased; (II) Accuracy of information; (III) Comprehensiveness; (IV) Authoritativeness; and (VI) Up-to-dateness.

In reviewing the literature, one notes that evaluation of personal-social information has not been reported. The reasons for this seemed to be twofold. Firstly, this type of information is so diverse that appropriate criteria is impossible to develop. Secondly, the use made of the information by students may well be its only evaluative criteria.

In summary, the information available in the three areas involved many types and sources. The authors cited in this section have offered these types and sources and also evaluative criteria. The counsellor and students must decide their own courses of action for their situation just as they must make decisions for setting up and displaying the information which is discussed in the next section.

#### Physical Set-Up and Use of Information Services

No one system for selection, organization and presentation of information has been devised to suit all schools. But any paper on Information



Services necessitates a discussion of these aspects. To adequately cover these aspects, the writer addressed himself to the following topics: (I) selection of personnel; (II) location of the service; (III) basic materials; (IV) encouraging the use of the service; (V) classification and filing of the information; (VI) uses of the information on group and individual bases; (VII) evaluation of the service.

(I) Selection of Personnel: Various suggestions as to what person or persons should run the Information Service have been offered. But one point agreed upon by Fiengold (1972); Hatch & Steffire (1965); and Norris, Zeran & Hatch (1966) was that good personnel were essential to effective organization and maintenance.

Larger schools have employed the services of a librarian or a staff member with part-time duties to carry out the function in coordination with the guidance staff. Smaller schools, lacking in this manpower, should consider other alternatives such as a cooperative effort amongst teachers, counsellors, and students. Through student cooperation and other means, well-functioning centres have eliminated professional staff from menial tasks.

The collection and preparation of information should be coordinated initially by professional people on staff with capable students helping to maintain it. Fiengold (1972) has advocated the hiring of information specialists as counselling aides.. To bolster his case, he said:

Youth are at times making decisions on yesterday's facts and figures. There is a need for large-scale educational and career information retrieval systems on the order of the literature-searching service now available in medicine (p. 192).

(II) Location of the Service. To ensure extensive use of information, it has to be made "on the basis of present and projected needs, skills, intellectual level, and maturity of potential users (p. 128)".

It seemed the main criterion alluded to in the literature was a location where it would receive the greatest use.

Two locations recommended in the literature were the library and counsellor's office. The former was suggested because of the organizational skill available there and the latter because of the counsellor's close contact with student needs. Classrooms have also become storehouses for information - especially for career material related to school subjects.

(III) Basic Materials. Possible types and sources of occupational, educational, and personal-social information have been outlined earlier. But often the myriad amount of information and available space has forced counsellors to seek out at least basic materials. Norris, Zeran & Hatch (1966) have recommended basic materials and these have been quoted by authors such as Miller (1968) and Brown & Srebalus (1972). Although, the authors, Norris, et.al., have given American sources, the Canadian counterparts are available. These are:

Occupational.

1. Occupational Outlook Handbook
2. Occupational Outlook Quarterly
3. National Vocational Guidance Association Bibliography of Current Occupational Literature.
4. Vocational Guidance Quarterly
5. A Comprehensive Annotated Bibliography
6. Directory Of Occupational Titles
7. ~~Standard Industrial Classification Manual~~
8. Subscription to a monthly guidance subscription service.

### Educational

1. Copy of catalogs from colleges, universities and training institutes.
2. One standard directory of colleges and universities
3. One directory of vocational schools
4. One directory of scholarships and financial aid information
5. Selected material on values of education, how to study, and how to select a training institution. (p. 281).

(IV) Encouraging the Use of the Services. The emphasis given to Information Services by guidance personnel has greatly determined its use. Students and teachers alike must be kept aware of new and old materials in the Information Centre.

Various media are employed to publicize information like bulletins, posters, display racks, school newspapers, boards, assemblies, and staff meetings. Filing systems are explained to students. Accessibility of information through check-out systems has also enhanced the use of Information Services.

Norris, Zeran & Hatch (1966) have suggested further encouragement for use when they noted that "giving the student body opportunity to select and to secure materials, particularly free and inexpensive ones, should result in their using the materials more effectively (p. 386)".

(V) Classification and Filing of Information. Chaotic situations have developed in Information Services when plans are not properly devised for the systematic disposition of materials. From the literature review, the writer learned that no prescribed classification system is available for every particular school but some are suggested. Projected needs of a particular situation and other criteria determined the classification and filing systems.

Gutsch & Alcorn (1970) summarized possible criteria to be used in devising systems. The time factor in filing and re-filing was the first practical criterion. A system should: (1) be easily understandable to students; (2) present a variety of information in a simple and meaningful way; and (3), should be flexible enough to expand to function with equal efficiency as information increases.

In choosing a classification system, one should consider a) developing his own system, b) purchasing a commercial system, or c) placing the responsibility on the librarian. Whatever the case, the writer has chosen to discuss various methods of classification from the literature for I) occupational, II) educational, and III) personal-social information.

(I) Occupational Information. This area of information has caused guidance personnel much time and effort to classify. Bound as well as unbound materials have to be filed. Occupational descriptions, industry literature, national and local information, and related vocational material have to be accounted for in one's classification and filing.

Material has been usually systematically organized in one of four ways: a) alphabetically; b) in a code or numerical order; c) by interest; or d) by school subject.

(a) The alphabetical filing system has been prepared either by occupational title or by worker title. The plan has been made available commercially but is often 'home made'. The value in organizing alphabetically lies in its simplicity, its adjustability to local conditions, and its built in index. This system has also been noted for its efficiency in

handling small amounts of material. Disadvantages of this system have also been pointed out such as inflexibility as materials expand, the difficulty in relocating information when it becomes larger and the inability to group related occupation because they are separated by the alphabet. Some people have effectively limited its disadvantages. The Michigan Plan devised by Wilma Bennett as reported by Norris, Zeran & Hatch (1966) has made it more expandable by using both the alphabet index and a cross-referencing system which relates occupations. The writer has devised a similar plan which is described in a later chapter.

b) The coded system, often referred to as the Dictionary of Occupational Titles (D.O.T.) Plan, has two filing systems built into it. These have been called the Occupational Group Arrangement and the Worker Trait Arrangement.

The advantageous aspects of the D.O.T. Plan included its overview of the entire working world, its related fields and its encouraging feature for a student to explore more occupational areas. It has had obvious advantages for schools with large amounts of material, but its complexity to students has been quoted in the literature as the main disadvantage. The cost of such plans have also caused more consideration. Two kits produced commercially using D.O.T. classifications were the "Chronicle Plan" from Chronicle Guidance Publications and the "Desk-Top Kit" from Careers Publications.

c) Filing by interest has been derived from the interest areas on the Kuder Preference Record, Vocational, Form C. Authors like Hollis & Hollis (1969) questioned its worth since students placed too much faith in their interest scores for which no validity correlation was provided.

d) Edward C. Roeber (1950) developed a school subject classification system by drawing upon 325 subject headings in 11 school subjects and then cross-referenced them. Gutsch & Alcorn (1970) have warned against such a system because classifying by school subjects eliminated a variety of occupational areas.

Norris, Zeran & Hatch (1966) and Hollis & Hollis (1969) made passing mention of a classification by industry but have questioned its worth because it avoided the worker and his work to concentrate on the particular industry.

Whatever system employed, counsellors have to consider materials for all aspects of the world of work as well as the type of information whether it be printed or audio-visual materials.

(II) Educational Information. According to Norris, Zeran & Hatch (1966):

No commercial systems have been developed as yet for classifying and filing educational materials; hence, it is necessary that school personnel devise an appropriate plan (p. 396).

Norris et al. as well as Hollis & Hollis (1969) suggested that bound materials be attractively arranged on shelves. Furthermore, neatly organized files or boxes should be available for unbound materials. The writer has adopted this arrangement for his own Information Centre and used a classification system suggested by Norris, Zeran & Hatch (1966). This arrangement was delineated above in the section entitled "Recommended Types of Information". It was divided into two sections - Training Opportunities and Special Educational Aids.

The Training Opportunities file necessitated some type of filing. The authors suggested filing alphabetically by school, by geographical location, by type of training facility or by major emphasis. Individual catalogs and directories could be arranged alphabetically in pamphlet boxes or vertical files. Application forms were also recommended for each institutional file. This arrangement was modified by the writer to be used in the display described in Chapter IV. The Special Educational Aids may be displayed on shelves or in vertical files. This depends on the amount of information available for the file.

(III) Personal-Social Information. This type of information has only recently been introduced to Information Services and no commercial system of filing is mentioned in the literature. Norris, Zeran & Hatch (1966) have again devised a classification system which can also be used as a filing system. The list considered was described above in the section entitled "Recommended Types of Information" (e.g., Understanding Oneself, etc.). The writer has subdivided these topics previously and adopted the system to fit the information collected.

In summary, classification and filing systems must be developed by individual schools to suit their own needs. Norris, Zeran & Hatch (1966) stated it more concisely when they said "whatever system is chosen, it should be easy to administer and to use; should provide for logical filing categories, and should be expandable (p. 401)".

(VI) Use of the Service. Brown & Srebalus (1972) defined three methods of using Information Services:

(I) self-motivated, independent use; (II) self-motivated, interdependent use

and III) specially planned approaches, where motivation cannot be assumed. Information Services as such are of no avail unless used. Some students have used it independently while others need planned activities. Planned or group activities have comprised most of what was discussed in the literature. The writer chose to discuss the three approaches alluded to by Brown & Srebalus.

I) Self-motivated, independent use - Some students have learned that progress demands exploration on their part. Using Information Services this way has presupposed that the student has mastered the techniques of information exploration and utilization. Oftentimes, the opposite is true, and few students have been able to effectively use information on their own, but it remains as a viable goal for Information Services.

To attract independent use, computerized Information Centres have been implemented in some schools. An Occupational Information Access System developed in Oregon in 1972 provided students with career information through simple tele-typing.

II) Self-motivated, interdependent use - This method of using information has involved counsellor and student working together. When students require information they are referred to it by the counsellor. Hollis & Hollis (1969) cautioned counsellors at this point that supplying students with information does not mean it is being utilized. Helping the student use information also has its merits.

III) Specially planned approaches - Unlike the two former approaches, this employment of Information Services has more structure. Various sources have described group approaches to information dissemination. Group



activities have been acclaimed as effective not only in dissemination of information but as helpful in fostering decision-making and developing evaluation techniques for this information.

The most significant values of group work outlined in the literature were its economy of time, facilities and personnel. According to Norris, Zeran & Hatch (1966), through group activities, student-student and student-counsellor relations have improved. Certain types of information like job interviewing techniques received more use in the group situation.

A limiting factor pointed out about groups is its denial of individuality. Some students utilized information differently from others and some needed individual help in some information-seeking. Administrative problems and crowded curricula have also limited the use of group activities.

Despite the limitations, groups have persisted. Two media for presenting information to groups were described by Hollis & Hollis (1969), Miller (1968) and Norris, Zeran & Hatch (1966). These were a) courses and units; and b) special ~~activities~~ and resources.

Various courses and units such as guidance courses, guidance units and home room programs have been utilized. All three have dealt with careers, educational opportunities, and social living. The latter two methods involved teacher cooperation and so proper scheduling, planning and coordination were necessary to succeed. Oftentimes, because of scheduling, courses and units have become difficult to maintain and so special activities and resources have replaced them. Norris, Zeran & Hatch (1966) stated:

Until the time when elementary and secondary school provides required courses and units in occupational, educational and social information, many schools will have to utilize special activities and resources to present information (p.450).

Career days and variations like college days or business-industry-education days have become popular in some schools. Teachers and students alike have been given the opportunity to observe members of the community. Field trips and orientation days have also involved much the same experience.

Career clubs, scholarship clubs and guidance clubs have involved students in collection and displaying information in classes. School and community newspapers as well as audio-visual aids and television have helped disseminate information.

Special community resources have been mentioned. Groups with special interests like service clubs, labor unions, professional associations, governmental agencies and social agencies have become viable sources of information.

Throughout the literature, no one method was acclaimed as best. Individual schools must have considered their own needs and govern themselves accordingly.

(VII) Evaluation of Information Services. The evaluation of any guidance service has been a difficult undertaking because the effects of services may not become apparent until a later stage in the student's life. But evaluation of immediate and lasting effects must be given consideration.

An evaluative checklist; a survey of present activities and materials; and a questionnaire have all been used to help estimate the short-range effectiveness of Information Services.

Long-range measures have been proposed as the real test of the effectiveness of Information Services. Some of the subjective criteria

suggested for use with students or former students included: the degree of realism in educational and training choices; the expressed degree of satisfaction in present school setting; the degree of satisfaction with vocational progress; evidences of positive vocational progress; and the expressed degree of satisfaction with Information Services.

In summary, the writer noted that the literature available dealt with many facts of Information Services. The four main headings used in the above discussion were: the relation of Information Services to Guidance; the goals and purposes of Information Services; the types of information recommended; and the physical set-up and use of Information Services.

Many ideas and suggestions have been offered to help counsellors design, display and maintain effective Information Services in guidance programs. No one system has been offered which is suited to all schools. However, each school can adopt and modify the suggested systems to accommodate their own needs and situation. Many of the issues discussed in the literature have been incorporated into the development of this project. The incorporation of these issues will become clearer as the reader progresses into the following chapter which discusses the methodology employed.

## CHAPTER III

### METHODOLOGY

The writer intended to gather information on occupational, educational, and personal-social areas relative to Newfoundland. The end result was to classify and display the information and compile a packet of sources available to provincial guidance counsellors.

#### Overview of the Methodology

The actual procedure or methodology was undertaken in four steps. To give the reader an overview of the methodology, the steps are described briefly before expanding each individually.

Step 1 - Local and National Surveys - The writer surveyed guidance counsellors about Information Services. The first part of the survey was a checklist of student occupational interests and the second part was a survey of services presently being used. (See Appendix B)

Letters were sent to the guidance supervisors for the other nine provinces of Canada to see if an undertaking like this project had been conducted in their provinces.

Step 2 - Collection of Information - Based upon the counsellors' responses to occupational interests of students and the recommendations from the literature for the educational and personal-social information areas, information collection was carried out in the manner to be described below.

Step 3 - Classification and Display of Information - The collected information was classified, filed and set up for display as an Information Centre.

Step 4 - Reporting of Information Sources - A packet or handbook of the sources of information was developed so that it may be made available to the province's guidance counsellors.

These were the general steps in the methodology for the project. Below is a more detailed description of each.

#### Local and National Surveys

During the week of January 17, 1974, the writer was involved in setting up a vocational guidance program in a high school on Bell Island. To initiate this program a survey of occupational interests was conducted. The results of this survey first interested the writer in designing a project for collecting occupational information. The school, St. Edward's High, has 330 students who were each asked to list any occupations they were interested in knowing about. Since District Vocational Schools, College of Fisheries, Memorial University, Canada Manpower, Nursing, Armed Forces, Religious Life and Piloting constituted their main interest areas, these areas were placed on a questionnaire for counsellors supplemented by a section for other occupations counsellors felt were of interest to their students. (See Appendix B).

On April 11, 1974 letters were sent to the supervisors of Guidance Services in the other nine provinces of Canada. (See Appendix C). From these letters, the writer wanted to ascertain if a packet of information had been devised in their provinces; how it was compiled; and whether they believed this was useful to counsellors.

On May 1, 1974 the questionnaire was sent to the guidance counsellors of the province. (See Appendix B). Ten days later the materials were again

sent to the counsellors. The questionnaire was divided into two parts:

I) Occupations; and II) Physical Set-Up of Information Centre.

Since occupational information is so diversified, the writer decided to ascertain from counsellors what occupations were of interest to their students. This list of occupations offered the writer direction regarding what type of information needed to be collected. Since educational and personal-social information have been adequately outlined in the literature, the writer has employed models from these sources in collecting the information for these two areas. The collection of information is discussed in the next section.

The second part of the questionnaire was used to help identify the physical set-up, maintenance, and use presently being made of Information Services.

The results of these surveys are analyzed in the next chapter.

### Collection of Information

The major emphasis of the project was on the collection of occupational, educational, and personal-social information in this province. The writer collected the information through visitations to institutions, agencies, and community services that disseminate the types of information recommended. A list of questions were prepared to use during interviews. (See Appendix D). The printed or audio-visual information collected was classified while other information pertinent to the interviewed organization was entered as notes of interest in the Information Service Packet for counsellors. (See Appendix F). Any organization which could not be contacted personally because of distance or finances were contacted by letter.

When interviewing organizations or individuals the structured questions asked were basically the same. Of course, the areas of interest were somewhat different for I) occupational, II) educational, and III) personal-social organizations. For this reason the writer will separate the three areas and describe the procedure employed.

I) When collecting occupational information, there was some overlap with the educational information area. For example, educational institutions like Memorial University, College of Trades and Technology, College of Fisheries, Division of Vocational Education, and Institutional schools were interviewed to obtain educational information yet the information supplied had some occupational background as well.

From the list of occupational interests indicated on Bell Island and the new areas of interest supplied on the counsellor survey, the writer had a list of people to visit or write when necessary.

While in the process of collecting occupational information, the need to include other agencies and groups became apparent. A comprehensive list which included these agencies and groups was obtained from the Corpus Almanac of Canada - 1974.

Since counsellors showed interest in various trades, the writer obtained a list of the 142 trade unions in Newfoundland from the Department of Manpower & Industrial Relations. A special letter was drafted and sent to these union representatives. (See Appendix E).

II) When collecting educational information, the writer approached the various sources and asked the pre-selected questions listed in Appendix D.

Since the various groups approached were to supply different types of information, the writer divided these into two groups with an outline of the types of information sought.

Group One consisted of Memorial University, College of Trades and Technology, District Vocational Schools, Adult Education Centres, College of Fisheries and Institutional schools. Information sought from Group One dealt with: qualifications for entrance; registration; accommodations; student aids for that institution; correspondence courses; costs; accreditation; facilities; student life; courses of study; placement services; part-time work; and success of graduates.

Group Two consisted of the various departments of the Department of Education & Youth. Information sought from Group Two dealt with: financial aids; scholarships; fellowships; loans; grants; study habits; and 'values of education' literature.

III) When collecting personal-social information, the writer approached the various community services and agencies. A list of these was obtained from the Social Welfare Council's Directory of Community Services of Newfoundland and Labrador (1969-70) and the Corpus Almanac of Canada - 1974.

In summary, the information collected from the three areas was displayed in an Information Centre and the sources supplying information were recorded in an Information Service Packet for counsellors.

#### Classification and Display of Information

The writer decided to classify the occupational information alphabetically and by occupational group arrangements. The occupations were



classified by worker title while general information like labor standards or student opportunities were classified by the title of the material. The writer used the Dictionary of Occupational Titles for help in deriving occupational group arrangements.

Efforts have been taken to develop an expandable and usable system according to the cautions of the literature. The occupational classification system has been used in the model Information Centre and is properly explained in the reporting of the results in the next chapter.

The classification system for educational information was developed based on one proposed by Norris, Zeran & Hatch (1966). The two areas of classification were Training Opportunities and Special Educational Aids. Further subdivisions of these have been made and will be explained more extensively in the next chapter.

The same authors also proposed a classification system for personal-social information. The classification was divided into: Understanding Oneself; Understanding Others; Understanding Family Relations; Understanding Boy-Girl Relations; Health; Personal Appearance; Social Skills; Financial Planning; and Leisure Time. The writer has slightly modified these to suit the project and has adopted them for the Information Centre. These are also further explained in the next chapter.

#### Reporting of Information Sources

The writer has devised an Information Service Packet for the counselors of the province. (See Appendix F). From the various interviews and letters the information collected was classified into the three areas:

occupational, educational, and personal-social.

This packet contained notes of interest (derived from the interview questions); the types of information available; and alternate sources of information.

A list of organizations supplying information has been entered in the Information Service Packet. A description of the packet appears in the next chapter.

The Division of Pupil Personnel with the Department of Education & Youth has shown interest in this packet and has agreed to make efforts to have it reproduced for the province's guidance counsellors.

The steps used in completing the project have been outlined in this chapter. The next chapter reports the results of the surveys; the classification and display systems used in the model Information Centre; and a description of the Information Service Packet.

## CHAPTER IV RESULTS AND DISCUSSION

The main components of this project were the development of an Information Centre ~~containing~~ information relative to Newfoundland and the compilation of a source packet for counsellors. The above two topics will be discussed following a descriptive analysis of the survey.

Local survey - Ninety-eight guidance counsellors were surveyed by means of a checklist. (See Appendix B). ~~Of these, the writer received~~ sixty-six responses which was a 67% return.

From Part I of the counsellor survey, the writer hoped to ascertain the occupational interest of students in Newfoundland. The occupations listed in the checklist plus the new ones supplied by counsellors were the guide the writer used in collecting occupational information. Any occupations listed were recorded in the project and information was sought about all these occupations. Since the numerical occurrence of particular occupations was of no concern to the goals of this project, no attempt to tally their specific rate of occurrence was made.

Generally, counsellors checked many of the institutions where occupational information could be sought. Most showed interest in Canada Manpower, College of Fisheries, College of Trades and Technology, District Vocational Schools, and Memorial University as institutions catering to the occupational interests of students. Careers in flying, the Armed Forces, the Royal Canadian Mounted Police, the Newfoundland Constabulary, nursing, and as air stewardess were checked by the greater majority of counsellors.

Of the sixty-six responses received, 37 offered other occupational interests of students that had not been listed by the Bell Island group. With the occupations catered to by the institutions and the new ones indicated, the writer compiled a list of 150 different occupations. These occupations ranged over twenty-two occupational groups.

Since the major components of this project were the collection of information; the display of the Information Centre; and the Information Service Packet, descriptive analysis of Part II was done to obtain an overview of services offered and to determine if this project would be advantageous to counsellors. The results are presented below in three sections - Section A: General; Section B: Display of Information; and Section C: Using the Information Centre.

"Section A - General". From this section, the following was learned:

1. Of the sample of sixty-six counsellors, 54 have information centres operating. Of these, 50% were maintained by counsellors with the help of students, teachers or librarians. The remainder were maintained solely by librarians.
2. The survey indicated that fifty-nine counsellors were on mailing lists while 72% were on less than 10 lists; 14% were on between 10 and 20 lists; and the remainder were on more than 20.
3. Financially, there have been forty-seven counsellors spending annual allotments on their centres. There were 59% spending less than \$100; 37% spending between \$100 and \$500; and the remaining 4% spending in excess of \$500. See Table 1 below.

TABLE 1  
Physical Set-Up of Information Centre  
(Section A: General)

	<u>Percentage</u>
Schools having Information Centres	82%
Schools not having Information Centres	18%
Centres maintained by Counsellors with help of Teachers, Students, and/or Librarians	50%
Centres maintained by Librarians	50%
Counsellors using Mailing Lists	89%
Counsellors not using Mailing Lists	11%
Counsellors using less than 10 Mailing Lists	72%
Counsellors using between 10 and 20 Mailing Lists	14%
Counsellors using more than 20 Mailing Lists	14%
Centres financed annually	71%
Centres not financed annually	29%
Counsellors spending less than \$100	59%
Counsellors spending between \$100 and \$500	37%
Counsellors spending more than \$500	4%

From this part of the survey, the writer found that counsellors have been involved with Information Services but the use of available sources has been rather limited. For the greater majority of counsellors, financial expenditures have not been directed towards materials for their centres. The data have reinforced the need for a project of this type to make counsellors aware of available sources - especially free sources.

"Section B - Display of Information". From this section, the following was learned:

1. Of the 54 centres in use, 27% were located near the counsellors' offices; 25% were in school libraries; 47% were located in various places simultaneously (i.e., the vicinity of counsellors' offices, libraries, and classrooms); and 1% were in classrooms solely.
2. In classifying materials, 52% used the occupational-educational-social classification system; 7% devised their own system; and 41% used no classification system at all.
3. Information displays have varied with 18% using only closed files; 47% using only open files; and 35% using a combination of both. Permanent displays were used by 54% of the counsellors while 36% used portable displays and the remainder shared both types.
4. To advertise information, 80% employed combinations of bulletin boards, display racks, school newspapers, and posters. No centre was without advertisement.
5. Seating arrangements were supplied in 81% of the centres. See Table 2 below:

TABLE 2

Physical Set-Up of Information Centre  
(Section B: Display of Information)

	<u>Percentage</u>
Centres located near the Counsellors' Offices	27%
Centres located in School Libraries	25%
Centres located in Classrooms	1%
Centres located in various settings simultaneously	47%
Centres employing Educational, Occupational, and Personal-Social Classifications	52%
Centres employing their Own Classifications	7%
Centres employing No Classifications	41%
Centres utilizing Closed Files	18%
Centres utilizing Open Files	47%
Centres utilizing Combinations of Both Files	35%
Centres having Permanent Displays	54%
Centres having Portable Displays	36%
Centres having Combination of Both Displays	10%
Centres advertising using Combinations of Bulletin boards, display racks, school newspapers, and posters	80%
Centres using only one of the above advertisements	20%
Centres having Seating Arrangements	81%
Centres having no Seating Arrangements	19%

From this part of the survey, one can assume that counsellors have employed a variety of displays. The variety of displays has alerted the writer to consider different types for his own centre. The most outstanding fact from this section was that, to a great extent, classification of information has not been undertaken by counsellors. This, according to the literature, is a shortcoming which often leads to poor use of the service by students. For this reason the information for the model centre and for the Information Service Packet has been classified in a way which should present an alternative to counsellors.

"Section C - Using the Information Centre". From this section, the following was learned:

1. Across the province, 14% are used rarely; 76% of centres are used moderately, and the remaining 10% used extensively.

2. Students have been using information at home and in school in 81% of the situations; and in school alone in 19% of the situations. Approximately 36% of the centres have information available for taking; 44% have devised checking systems; and the other 20% used both methods.

3. In 74% of the cases information has been disseminated through combinations of guidance units, guidance courses, and homeroom programs. Each method was used singly in about equal distribution.

4. Activities and special resources were also used to disseminate information. In 68% of the cases, combinations of career days, orientation days, field trips, school newspapers, and student handbooks were employed. Career days were the singly most used activity. See Table 3 below.



TABLE 3

Physical Set-up of Information Centre  
(Section C: Student Use of Information Centre)

	<u>Percentage</u>
Centres being used Rarely	14%
Centres being used Moderately	76%
Centres being used Extensively	10%
Centres allowing use of materials at home & in school	81%
Centres allowing use of materials in school only	19%
Centres operating without checking-out procedures	36%
Centres operating with checking-out procedures	44%
Centres with inconsistent policies regarding checking-out procedures	20%
Centres using combinations of Guidance Units, Guidance Courses, and Homeroom Programs to disseminate Information	74%
Centres using only One of the above to disseminate Information	26%
Centres using combinations of Career Days, Orientation Days, Field Trips, School Newspapers, and Students Handbooks to disseminate Information	68%
Centres using only one of the above to disseminate Information	32%

From the third section, it was apparent that various methods of disseminating information and checking out materials were being used. But the alarming statistic was that information centres were being used only moderately in 76% of the school situations. Authors like Norris, Zeran & Hatch (1966) and Hollis & Hollis (1969) have recommended that information has to be localized to attract student usage. This project may produce this effect by collecting information pertinent to this province.

National Survey - On April 11, 1974 letters were sent to nine guidance supervisors for the other nine provinces of Canada. (See Appendix C). Six of the provinces replied to the letter. These were: Nova Scotia, Prince Edward Island, Ontario, Manitoba, Saskatchewan, and British Columbia.

1. In Nova Scotia, there has been no such packet but whenever information becomes available, it has been sent to counsellors in bulk. They have not become involved with helping counsellors obtain and collect much information because all counsellors are trained in educational and occupational file keeping.

2. In Prince Edward Island, there has been no such packet primarily because they have no guidance specialist at the Department of Education. But they have been in the process of hiring someone and one of his jobs would be to compile this type of information for members because they believe that this would be valuable to them.

3. In Ontario, the Ministry of Education has computerized occupational and educational information. Students fill out forms for information they need and send their questions to the ministry. Questions are answered personally on educational institutions in the province or on 7,000 occupations.

4. In Manitoba an information packet was devised six years ago. It was a 100 page listing of informational sources of personal-social, occupational, and educational guidance materials and services. This province believed it was of tremendous help but, of course, it needed to be updated.

5. In Saskatchewan, a graduate student at the University of Saskatchewan, Regina campus has undertaken a similar project for that province. This province believed the project was of worth to its counsellors to supplement an occupational catalogue they already had. The student has been financed by the Saskatchewan Guidance and Counselling Association to compile this information.

6. In British Columbia, guidance services have been deleted from the Department of Education. So they have not produced such a packet. But they have collated a comprehensive collection of occupational information for the province into a book called "Careers for the 70's."

From this survey, the writer has learned that the other provinces of Canada have made efforts to distribute sources of information either by training ~~is~~ counsellors in information classification, collection, and filing; by developing packets like this project's; by computerizing and disseminating; or by hiring someone to carry out this task.

Whatever the efforts, the provinces were convinced like our guidance division that such a project would be advantageous to the counsellors.

From the information found through the local and national surveys the writer has learned that a collection of occupational, educational and personal-social information relative to Newfoundland has definite merits and

also that awareness of available resources has been advantageous to counsellors. In the next section, the writer explains the set-up of the model Information Centre of available materials.

### Classification and Display of Information Centre

The collection of the occupational, educational and personal-social information has been outlined earlier in the chapter entitled "Methodology of Project". The sources that were available will be recorded in the next section. This section contains a description of the classification and filing systems that were used in the display of the model Information Centre. The writer has classified the information into occupational, educational, and personal-social areas and described them separately. The design used both open displays and filing cabinets.

There were four categories in all and they have been described in the following order: I) Occupational, II) Educational III) Personal-Social, and IV) Lists of Publications.

I) Occupational Information. In the literature, the filing of occupational information has received the most emphasis of any type of information. The authors have cautioned that the system be usable and expandable. Although the filing of occupational information was time consuming initially the writer has developed it such that re-filing and new classifications would be accommodated. The classification system and display have four aspects and these are described below.

Part 1 - There were quite a number of occupations available so they were grouped according to related fields or occupational group arrangements.

The system involved twenty-two groups in all. These groups were modified from the Dictionary of Occupational Titles arrangements and included the following:

1. Architecture and Engineering (i.e., careers as architects, engineers, surveyors, etc.)
2. Armed Forces (i.e., careers in the military)
3. Art and Writing (i.e., careers as artists, photographers, journalists, etc.)
4. Business Relations (i.e., careers in accountancy, finance, or public relations)
5. Clerical Work (i.e., careers as clerks, typists, etc.)
6. Communications (i.e., careers in telegraph, telephone, telecommunications, etc.)
7. Computers (i.e., careers in computer science, data processing, etc.)
8. Education and Training (i.e., careers as teachers, professors, or instructors)
9. Entertainment and Amusement (i.e., careers in drama, sports, recreation, etc.)
10. Farming, Fishing and Forestry (i.e., careers as farmers, agriculturists, fishermen, foresters, etc.)
11. Industries (i.e., labor information or annual reports on various industries)
12. Law, Law Enforcement & Safety (i.e., careers as policemen, firefighters, lawyers, etc.)
13. Mathematics and Physical Science (i.e., careers in mathematics, physics, geology, etc.)

14. Medicine and Health (i.e., careers in hospitals or the health fields)
15. Museum, Library, and Archival Services (i.e., careers as librarians, curators, archivists, etc.)
16. Radio & T.V. (i.e., careers as personnel in radio and television broadcasting)
17. Religion and Theology (i.e., careers as ministers, priests, religious, etc.)
18. Services (i.e., careers in beauty culture, chauffeuring, food management, etc.)
19. Social Sciences (i.e., careers in psychology, sociology, etc.)
20. Social Work (i.e., careers as social workers, welfare workers, etc.)
21. Trades and Crafts (i.e., careers in technical, mechanical, or crafts fields)
22. Transportation (i.e., careers in land, air or sea transportation)

If necessary, extra categories can be added to this system. Various materials from industry can be classified in the category entitled "Industries" and this can be further subdivided if necessary.

Various materials (representative of these occupational group arrangements) were displayed on open shelves in the Information Centre. For further occupational information from these arrangements, students were referred to filing cabinets as described below.

Part 2 - Every piece of information was entered on an index card as follows:

- i - Name of worker in the occupation
- ii - Official name of the material
- iii - The type of material (brochure, tape, brief, booklet, etc.)
- iv - The occupational group arrangement to which it belonged
- v - The code number devised using the first letter of the name of the worker

Below is an example of how this appeared on the cards:

Architect

"Careers in Architecture" (booklet)

Architecture and Engineering  
A - 1

From this code the student could locate the appropriate information in the file cabinet for booklets under the heading Architecture and Engineering. (Note: Each piece of information was appropriately marked on the front for easy re-filing). Any further career information on architects arriving at the centre would be coded in this section with the coding A-1-I; A-1-II; A-1-III; and so on. In each of the twenty-two files there was a separate section for general information on that particular grouping and the material was marked as:

Architecture and Engineering  
General. - 1

or

Architecture and Engineering  
General - 2

Part 3 - Each index card was duplicated and entered into two files. The first file was arranged by occupational group. The second filing card system was arranged alphabetically for easy reference. Thus, when a student was not aware of what occupational group to refer to for a particular occupation, he could look at the alphabetical listing.

Part 4 - A separate facet of the occupational information section was entitled "World of Work". It included a display of materials not suited to filing under specific occupational group arrangements. These materials were also appropriately marked for re-filing under:

- i-Unemployment Insurance
- ii-Student Employment
- iii-Labour and Union
- iv-General Information

The scheme has been developed to ensure easy filing, quick referencing and expansibility.

II) Educational Information. Norris, Zeran & Hatch (1966) devised a classification system for educational material which the writer has adopted. The material has been divided into two major categories with alphabetically arranged subheadings. These were:

1. Training Opportunities
  - a) Adult Education
  - b) Craft Training
  - c) College of Fisheries
  - d) College of Trades and Technology
  - e) District Vocational Schools
  - f) Institutional Schools
  - g) Memorial University
  - h) Schools of Nursing



## 2. Special Educational Aids

- a) Financial Aids - Rehabilitation Services  
Scholarships & Bursaries  
Student Loans
- b) Values of Education

Various materials were displayed representative of these educational groupings in open shelving. For further information from these groupings, students were referred to filing cabinets housing these same groupings.

Each piece of material was appropriately marked in each grouping for easy re-filing by students. Group headings and sub-headings were given as:

Training Opportunities  
Memorial University

or

Special Educational Aids  
-Financial Aid-  
Scholarships & Bursaries

III) Personal-Social Information The classification systems for this type of information were scarce but the writer has adopted and modified one offered by Norris, Zeran & Hatch (1966). The information has been divided into nine categories with sub-headings. These were:

1. "Understanding Oneself"
  - a) Emotional & Mental Characteristics
  - b) Individual Differences
  - c) Personality
2. "Understanding Others"
  - a) Children
  - b) Peers
  - c) Senior Citizens
  - d) Other Cultures or People

3. "Understanding Family Relations"
  - a) Child Care & Upbringing
  - b) Home Environment
  - c) Marriage & Parenthood
4. "Understanding Boy-Girl Relations"
  - a) Birth Control & Family Planning
  - b) Communicable Diseases
  - c) Sex Education
5. "Personal Appearances"
  - a) Body Care
  - b) Grooming
6. "Health"
  - a) Alcohol
  - b) Drugs
  - c) Illness & Disease
  - d) Safety & First Aid
  - e) Tobacco
7. "Financial Planning"
  - a) Buying
  - b) General Consumer Material
  - c) Investing & Saving
  - d) Selling
8. "Society"
  - a) Citizenship
  - b) Economy
  - c) Social Skills
9. "Leisure Time"
  - a) Crafts - Clothing
  - b) Crafts - Food
  - c) Crafts - Entertainment
  - d) Crafts (Miscellaneous) & Courses
  - e) Environmental Information
  - f) Groups
  - g) Travel

Various materials were displayed representative of these personal-social groupings in open shelving. For further information from these groupings, students were referred to filing cabinets containing these same groupings.

The further subdivisions were made in each grouping to accommodate differing types of information. Of course, each piece of material was appropriately marked in each grouping for easy re-filing by students. Each marking contained the main group heading along with the sub-heading. An example would be as follows:

Understanding Oneself  
"Emotional & Mental Characteristics"

IV) Lists of Publications. Besides the occupational, educational, and personal-social sections, the writer has employed a separate rack for publication listings (i.e., lists of films, materials, special resources, etc. that are available from organizations whether the information was occupational, educational, or personal-social). All of the materials were displayed and marked in the following number:

"Lists"  
Printed or Audio-Visual Materials

In summary, the writer notes that effort has been taken to see that the Information Centre would be expandable and that filing and use would be facilitated by careful classification. The writer has also ear-marked information on the back with the name of the institution from which it was obtained. This was designed to facilitate re-ordering of material from the original source. The final reporting for the project was the Information Service Packet which is discussed in the next section.

### Development of Information Service Packet

The final reporting of this project was the development of an Information Service Packet for secondary schools. From visitations and correspondence, the writer has compiled a mailing list of organizations supplying occupational, educational and personal-social information in this province.

An introduction to the packet described the nature of the project; how the information was collected; and the classification system and display used in the center. The sources themselves have been divided into three areas: occupational, educational, and personal-social information. With each organization there were addresses supplied along with notes of interest pertinent to the organization and listings of the available information. The "Notes of Interest" came about as a result of the questions the writer asked of each organization. (See Appendix D).

In summary, this project has reported three types of results. Firstly, the surveys sent to the province's guidance counsellors and the guidance supervisors across Canada were analyzed. From these, the writer learned of information sources and alternate types of classification and display systems for centres. The worth of such a project for the province was bolstered by comments from the survey of guidance supervisors in other provinces.

The second part of the findings of the project was the actual classification and display of the information collected in Newfoundland. This was developed as a model Information Centre which was displayed at the university. The final outcome of the project was the production of an Information Service Packet for the guidance counsellors in the province. This contained mailing addresses; actual types of information; other pertinent information concerning cost and availability of materials.

The results of this project have pointed out a number of suggestions and recommendations. These will be discussed in the next chapter.

## CHAPTER V

### RECOMMENDATIONS AND SUGGESTIONS

This chapter contains recommendations and suggestions for further research that have arisen from the work done on this project.

#### Permanent Information Dispensing Centre

Other provinces in Canada which have compiled the occupational, educational, and personal-social information have realized that such a compilation will outdate itself within time. To keep information dissemination up-to-date and accurate, efforts must be made to collect and distribute information continually.

If some persons were employed by the Department of Education & Youth to perform this task, the above goal may be achieved. Most often school personnel are inflicted with heavy schedules which do not allow time to keep contact with many agencies, institutions and organizations in our province. If an information staff were to maintain communications with these groups and relay lists of current information, then schools would be in a little better position to help keep students informed.

The writer is not suggesting that this Information Dispensing Centre actually send out the informational materials to schools. This would involve unnecessary mailing and storing charges. But a continual dispensing of informational sources could be easily handled. From the counsellor survey, the writer learned that schools were not utilizing mailing lists extensively enough. This service may be the type of help that would solve this problem.

A more dynamic approach would be provided by a computerized information service. This may seem a little extravagant for a province the size of Newfoundland, but if this service were connected to pupil personnel services in the other Canadian provinces, our scope of information would be exponentially increased.

#### Graduate Course in Administering Information Services

From the local survey of counsellors in our province, there proved to be an alarming amount of Information Centres operating with little or no classification systems. If one of the aims of guidance is to provide students with the tools for decision-making, planning and better living, it cannot be accomplished without proper information. Counsellors have to be able to direct students to information that can help in achieving this aim. It seems that students have been using Information Centres only moderately in this province. Perhaps this occurs because of the frustration of trying to locate information that is not classified.

In our world where the amount of informational sources is spiralling at tremendous rates, it is essential that ways be found to properly collect, code, classify and retrieve information. In the counsellor education program now offered in this province, there have been only fleeting efforts to discuss the importance of the informational service in guidance programs.

If lack of information or poor classification systems exist, then counsellors must spend much of their valuable time in verbal dissemination of information that can be easily located and read by students who use an effective Information Service. A course of this nature should help counsellors to provide students with suitable information.

### Newfoundland Referral Agencies

While conducting the collection of information for this project, the writer met with many people. The purposes of this project did not include referral agencies although the writer has mentioned some to school personnel in the Information Service Packet. However, the writer suggests that a project to locate and describe referral agencies in the province would be a worthwhile endeavour.

A study of medical, rehabilitative, and judicial sources in our province would give counsellors help in their work. In Newfoundland and Labrador where our population is scattered it would be advantageous to be able to locate agencies that may help. The project could include a description of the personnel, costs, and availability of referral agencies in the province.

### Need for Further Research

To improve Information Services, the writer believes evaluation of past services; study of present services and a look into the future are necessary steps. The following studies would provide part of the necessary information.

1. A study of Newfoundland high school graduates could help estimate the worth of Information Services and enable the schools to find out how much Information Services were beneficial to students in occupational, educational, and social endeavours.

2. A detailed study of present information services in our schools would be advantageous. By studying the use, display, and filing of present



systems, there may be sufficient information with which to work in finding ways to improve this guidance service.

3. The writer believes that detailed research into computer coding and retrieval systems for information and the feasibility of this approach for Newfoundland would be a worthwhile study.

In summary, this project has found that developing effective Information Services requires an organized effort to gather, classify, and display information.

For this project, the writer used surveys and a review of the literature to determine the types of information which should be included in an Information Centre. Using the three suggested types (i.e., occupational, educational, and personal-social) as guideposts, groups and organizations were contacted to collect information.

This information was then classified and displayed by using a system developed by modifying various approaches reported in the literature. This system was then utilized in setting up a model Information Centre.

Valuable information about organizations and groups was gathered through a structured interview technique as well as correspondence. From this, an Information Service Packet was developed for guidance counsellors. Information such as addresses, costs, availability and other sources of materials were included in the packet. (See Appendix F).

The results of this project indicated that the Information Service in guidance needed some unified effort to meet student's needs. This project should be of some help in the area. However, to help students meet the

demands of their environment, counsellors must continue to gather and disseminate accurate, up-to-date, usable information from the occupational, educational, and personal-social areas.

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APPENDICES

APPENDIX A

LETTER FROM SUPERVISOR

PUPIL PERSONNEL SERVICES

DEPARTMENT OF EDUCATION & YOUTH

Division of Special Services,  
Pupil Personnel,  
Department of Education & Youth,  
April, 1974

Re: "INFORMATION SERVICES" Project

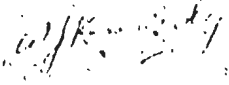
Recently, I was approached by Henry V. O'Reilly concerning the collection of occupational, educational, and personal-social information relative to our province. At the time, he intimated compiling a list of resources of this information suitable for school personnel.

As supervisor of the Pupil Personnel Division of the Department of Education & Youth, I see this as being a very worthwhile and necessary venture at this time in our growth. With information increasing at tremendous rates, efforts of this nature must be undertaken to keep abreast of the times. Many counsellors and students contact my office in an effort to locate information of the very type Mr. O'Reilly is willing to compile.

The Pupil Personnel Division is a growing entity in the Department of Education but shortage of staff has not allowed the time necessary to conduct such a necessary endeavour. But we do realize full well its potential. Every effort will be made by our division to publish and release the Information Service Packet to schools in the near future.

We wish him the best in his project.

Sincerely,

  
William J. Kennedy.



APPENDIX B  
COUNSELLORS' SURVEY

Department of Educational Psychology  
c/o Memorial University  
St. John's  
Newfoundland

May, 1974

Dear Counsellor:

Presently, I am engaged in the preparation of an information service packet for the guidance counsellors of Newfoundland and Labrador. This is being undertaken as a project/thesis for a Master's degree in Education.

The idea is to collect and classify occupational, educational and personal-social information relative to Newfoundland. I intend to approach employment agencies, educational institutions and community services in our province. Then, the information furnished will be classified and presented as an information packet.

Once the packet is finalized, mailing lists of available sources will be sent to you by Mr. William Kennedy, Supervisor to Pupil Personnel for the Department of Education & Youth. This, we believe, will be of value to all counsellors and guidance services.

I am soliciting your help in two areas. Firstly, would you help identify the occupational areas relative to Newfoundland that the students in your school(s) show interest in knowing about? Secondly, my project will involve the physical presentation of an information centre and I would like to find out how your high school information service is organized. Your help can be given by completing the attached checklists.

I realize this is a difficult time of the year for you, but I hope you can spare some time to help me with this. Your help will be greatly appreciated. Your reply will be anxiously awaited.

Please reply to the above address.

Sincerely,

*Henry V. O'Reilly*  
Henry V. O'Reilly

COUNSELLOR SURVEY

(All data that is collected will be held in confidence and used only to obtain group results.)

1. What is your current setting? (tick one)  
 elementary ( ); junior high ( ); high school ( ); board level ( )
2. How many schools are you involved with? Number: \_\_\_\_\_
3. Do you have concurrent teaching responsibilities with your guidance responsibilities? \_\_\_\_\_ If so, what % of time is for guidance?  
 \_\_\_\_\_
4. What school board are you working with? \_\_\_\_\_

N.B. Answer the following questions that are applicable to you.

Part 1 \* OCCUPATIONS

Please check the occupations, employment agencies or institutions your students have shown interest in and list others you know are missing in the category entitled OTHER.

Note: Any occupations covered by the institutions or agencies listed in numbers 1 - 6 will be taken care of. My main concern is occupations outside of these six that Newfoundland students may be interested in learning about.

Place a Tick after the Appropriate Number

- |                                   |     |                                   |     |
|-----------------------------------|-----|-----------------------------------|-----|
| 1. Canada Manpower                | ( ) | 7. Airline Stewardess             | ( ) |
| 2. College of Fisheries           | ( ) | 8. Armed Forces                   | ( ) |
| 3. College of Trades & Technology | ( ) | 9. Nfld. Constabulary             | ( ) |
| 4. District Vocational Schools    | ( ) | 10. Nursing                       | ( ) |
| 5. Memorial University            | ( ) | 11. Pilot                         | ( ) |
| 6. Selection Services Limited     | ( ) | 12. Religious Life                | ( ) |
|                                   |     | 13. Royal Canadian Mounted Police | ( ) |

14. OTHER:

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PART 2 - PHYSICAL SET-UP OF INFORMATION CENTRE

N.B. Answer the following questions that are applicable to you.

Section A - General

1. Do you have an information centre(s)? (tick one)  
 Yes (  ); No (  ); If yes, answer the following questions;  
 If no, do you have any other way of disseminating information  
 in your guidance program(s)? \_\_\_\_\_  
 (Explain) \_\_\_\_\_
2. Who maintains your information centre? (tick one)  
 a. Student (  ); b. Counsellor (  ); c. Teacher (  ); d. Librarian (  );  
 e. Combination of a,b,c, or d (What Combination?) \_\_\_\_\_;  
 f. Other (explain) \_\_\_\_\_
3. Are you on mailing lists to keep information up to date? \_\_\_\_\_  
 If so, how many? \_\_\_\_\_
4. Do you have sources of free information? \_\_\_\_\_
5. Do you have finances to buy information is necessary? \_\_\_\_\_
6. If yes to number 5, how much do you spend each year? \_\_\_\_\_

Section B - Display of Information

1. Where is your information centre located? (tick one)  
 a. Library (  ); b. Near Counsellor's Office (  ); c. Classrooms (  );  
 d. Combination of a,b,c, (What Combination?) \_\_\_\_\_;  
 e. Other (explain) \_\_\_\_\_
2. What type of display do you use?  
 a. closed cabinets or files (  ); b. open files (  );  
 c. combination of a and b (  ); d. other (explain) \_\_\_\_\_
3. Is your information centre: (tick one)  
 Permanent (  ); Portable (  )
4. How is your information centre categorized? (tick one)  
 Occupational, Educational, Social (  ); No categories (  );  
 Other (explain) \_\_\_\_\_

5. How do you advertise new information? (tick one)  
 bulletin board ( ); guidance display rack ( ); school newspaper ( );  
 posters ( ); never advertise ( ); other (explain) \_\_\_\_\_
- 
6. Are there seating arrangements for students close by your information centre? Yes ( ); No ( )

### Section C - Using Information Centre

1. How often do students use the information centre? (tick one)  
 Never ( ); Rarely ( ); Moderately ( ); Extensively ( )
2. Where do students use information? (tick one)  
 Only in school ( ); Only at home ( ); Both at school & home ( )
3. To get information, do students....  
 Take information as needed ( ); check it out ( );  
 Other (explain) \_\_\_\_\_
- 
4. In using information with groups, do you utilize:  
 a. periodic units of work ( ); b. Guidance courses ( );  
 c. Home room programs ( ); d. combination of a,b,c (What combination?)  
 e. no method ( );  
 f. Other (explain) \_\_\_\_\_
- 
5. In presenting information, do you use the following activities or resources?  
 a. Career days ( ); b. Orientation Days ( ); c. Field trips ( );  
 d. School paper ( ); e. Student Handbook ( ); f. None of these ( );  
 g. Combination of a, b, c, d, or e (What Combination?) \_\_\_\_\_  
 h. Other (explain) \_\_\_\_\_
-

APPENDIX C  
LETTERS TO  
CANADIAN GUIDANCE SUPERVISORS

April 11, 1974

Dear Sir:

Presently, I am engaged in the preparation of an information service packet for the guidance counsellors of Newfoundland. This is being undertaken as a project/thesis for a Master's Degree in Education.

The idea is to collect and classify occupational, educational and personal-social information relative to Newfoundland. I intend to approach employment agencies, educational institutions and community services in our province. Then, the information furnished will be classified and presented as an information packet.

Once the packet is finalized, mailing lists of available sources will be sent to counsellors by Mr. William Kennedy, Director of Pupil Personnel for the Newfoundland Department of Education and Youth. This, we believe, will be of value to all counsellors and guidance services.

It would be greatly appreciated if you would help me in this endeavour. Would you please, at your earliest possible convenience, contact me at the address below and let me know the following:

1. Have you compiled such a list or packet in your province?
2. If not, do you plan to do so in the near future?
3. If so, would you let me know how this was undertaken?
4. Do you think that such a packet is/or would be useful to counsellors in the schools?

Finally, if any such list of informational materials in your province is available, I would greatly appreciate a copy of same. I will be glad to provide you a copy of my findings upon request.

Thanks for your interest. I am anxiously awaiting your reply.

Sincerely,

*Henry V. O'Reilly*  
Henry V. O'Reilly  
Graduate Student  
Department of Educational Psychology  
Memorial University of Newfoundland  
St. John's, Newfoundland

*Norman Garlie*  
Dr. Norman Garlie, Supervisor  
Assistant Professor  
Department of Educational Psychology  
Memorial University of Newfoundland



APPENDIX D  
INTERVIEW QUESTIONS  
FOR INFORMATION COLLECTION

## Interview Questions

- a. What printed materials are on hand?  
i.e., monographs, brochures, abstracts, catalogs, books, etc.
- b. What audio-visual materials are on hand?  
i.e., charts, poster, films, filmstrips, recordings, etc.
- c. Are all your materials free of charge?/What materials have to be purchased and what are the costs?
- d. May guidance counsellors obtain your free materials in bulk? If no, what is the procedure?
- e. Do you know of any other material that can be obtained by writing some other source(s)?
- f. Do you have any resource people who travel throughout Newfoundland and Labrador discussing your occupation/agency/institution/service? If so, could I have tentative schedules?
- g. What are the mailing addresses for counsellors who would like to obtain information?

APPENDIX E  
LETTERS TO  
TRADE UNION REPRESENTATIVES

Graduate Studies  
 c/o Department of Educational Psychology  
 Guidance and Counselling  
 Memorial University of Newfoundland  
 St. John's, Newfoundland  
 A1C 5S7

Dear Sir or Madam:

We need your help!!

Presently, we are trying to collect information about careers in Newfoundland. Your union is involved with trades that we would like career information about. We hope to compile a list of available sources for high school guidance counsellors in the province. This project is of special interest to me as it is part of my project for a Master's degree in guidance counselling.

If you have any information available on careers in your union, could you please mail me three copies of each.

There are a few other questions I am interested in as well.

1. Could you list occupations in Newfoundland that are a part of your union.
2. If a student were asking about a particular career which of the following items could you provide information on:

Please Tick

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | 1. Job Description (how, why & what of work performed and tools & equipment used)                  |
| <input type="checkbox"/> | 2. Required basic abilities & personal traits (intelligence, emotional stability, dexterity, etc.) |
| <input type="checkbox"/> | 3. Skill requirements (e.g. knowledge, responsibility, mental application, accuracy, etc.)         |
| <input type="checkbox"/> | 4. Physical and environmental demands.   |
| <input type="checkbox"/> | 5. Extent and kind of training required.   |
| <input type="checkbox"/> | 6. Manner in which workers are selected.   |
| <input type="checkbox"/> | 7. Line and speed of promotion.  |
| <input type="checkbox"/> | 8. Extent of supervision.  |
| <input type="checkbox"/> | 9. Terms of employment (e.g. wages/salary, hours, vacations, etc.)                                 |
| <input type="checkbox"/> | 10. Special conditions for employment (age, sex, marital status, licence, union membership, etc.)  |

If you would not be able to answer these, is there another source one could write to and find out about these occupations in Newfoundland.

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3. If your union does not have any printed or audio-visual materials on careers, could you give the address of your national/international headquarters where such material may be obtained?
4. Does your union have any policy on sending speakers from your ranks to speak in high schools (e.g. about careers)?

Note:

Please tick No. 2 on this paper and fill in union name and answer Nos. 1, 3 & 4 on last page.

Your help will be greatly appreciated in this matter. It is a matter of urgency to me at this time that I hear from you. Thank you for your concern.

Anxiously awaiting reply at above address.

Sincerely yours,

*Henry V. O'Reilly*  
Henry V. O'Reilly  
Graduate Student

*Dr. Norman Garlie*  
Dr. Norman Garlie  
Project Supervisor

PLEASE FILL IN NAME OF UNION HERE

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---

1.

3.

4.

APPENDIX F  
INFORMATION SERVICE PACKET

INFORMATION SERVICE PACKET

compiled

by

Henry V. O'Reilly



Dear Counsellors and Teachers,

This packet of information sources has been compiled to help you direct students to information now available in our province. The information is divided into three areas - occupational, educational, and personal-social. The sources of information are the final result of a project conducted in fulfillment of a Master's degree in Guidance and Counselling. To obtain these sources, effort has been taken to visit or communicate with community services, employment agencies, and educational institutions in the province.

The actual information collected was classified and displayed as a model Information Centre for schools. While collecting the information, each organization was questioned as to the prices of their information; about their availability to visit schools; and for alternate sources of information. The answers to these questions have been entered as 'notes of interest' accompanying each organization.

Undertakings of this nature have been conducted in other provinces of Canada. In these places the sources of information have proven worthwhile to school personnel. But, of course, information soon becomes outdated. This packet is a beginning, though, and may form a base for someone else to update in the future to help keep us all informed.

### How the Information was Collected

Locating sources of educational and personal-social information did not prove to be a difficult task. By using the Directory of Community Services of Newfoundland and Labrador published in 1970 by the provincial Department of Social Services and the Corpus Almanac of Canada - 1974 published by Corpus Publishers Services Limited in Toronto, I was able to locate associations, societies and groups presently operating in our province. The latter source proved to be the most up-to-date and viable listing of our province's services and organizations.

Occupational information sources proved the most difficult of the three types. But with the help of a survey of the province's guidance counsellors, I was able to direct myself to areas they believed were of interest to students. Once sources were located they were approached by visits or letters to collect information.

There is definitely a scarcity of occupational information in the province but maybe as more of us approach or write various organizations in our work, more people will recognize the need and develop the information. Many organizations, not mentioned here because of lack of available information, have intimated they would gladly give information by letter or verbally if requested.

Many of the authors writing on information services have referred to local interviews as alternative sources for obtaining occupational information. During this year, the graduate class at Memorial University has experimented with a job interview or job analysis form to be used by students when interviewing working people. The information obtained has proved

worthwhile because it enables students to ask worthwhile questions concerning various facets of a job. The facets of the job analysis have been modified from one given by the National Vocational Guidance Association and have been presented here for your convenience.

### Job Analysis

1. Job Title and Description
2. Job Description (e.g. the 'what, how, and why' of the work performed; the tools, equipment, materials and supplies used)
3. Skill Requirements (e.g. knowledge, responsibility, mental application, accuracy, etc.)
4. Required basic abilities and personal traits (e.g. intelligence, dexterity, emotional stability, oral expression, personal appearance, etc.)
5. Physical and Environmental Demands
6. Extent and Kind of Training Required
7. Manner in which Workers are Selected.
8. Line and Speed of Promotion
9. Extent of Supervision
10. Terms of Employment (e.g. wages/salary, hours, vacations, etc.)
11. Special Conditions for Employment (e.g. age, sex, marital status, citizenship, licence, union membership, etc.)
12. Date of Analysis and additional comments

### Classification and Display of Information

There is no proper way of classifying and displaying information that is suitable to all schools. My classification and display systems have not proven this statement any less true. I only mention my work in developing systems for an Information Centre as a help if at all possible. Below I

have listed the classification used and briefly described my display for your approval.

Occupational Information - There were twenty-two occupational group arrangements for the various careers. Open shelving was used to display materials representing these arrangements while the bulk of the information was filed in filing cabinets. For each piece of information two index cards were used and on these was typed the occupation; its appropriate grouping; and a code number. One card was placed in a file arranged the same as the occupational group arrangements and the other in an alphabetical file (for reference when students were unsure of the group to look for).

The occupational group arrangements used were:

- |                                 |   |
|---------------------------------|---|
| 1. Architecture & Engineering   | 12. Law, Law Enforcement & Safety       |
| 2. Armed Forces                 | 13. Math & Physical Sciences            |
| 3. Art & Writing                | 14. Medicine & Health                   |
| 4. Business Relations           | 15. Museum, Library & Archival Services |
| 5. Clerical Work                | 16. Radio & TV                          |
| 6. Communications               | 17. Religion & Theology                 |
| 7. Computers                    | 18. Services                            |
| 8. Education & Training         | 19. Social Sciences                     |
| 9. Entertainment & Recreation   | 20. Social Work                         |
| 10. Farming, Fishing & Forestry | 21. Trades & Crafts                     |
| 11. Industries (Miscellaneous)  | 22. Transportation                      |

A separate facet of the occupational section was the display rack type of filing containing general kinds of information. This was entitled "World of Work" and included information on Unemployment Insurance; student employment; labour and unions; and general vocational information.

Educational Information. Two main categories were used to classify educational information. These were: "Training Opportunities" which harboured information on Newfoundland educational institutions; and "Special Educational

"Aids" with information on financial assistance for education in the province as well as literature on the values of education.

Materials representing these categories were displayed in open shelving while further information was available in filing cabinets.

Personal-Social Information. Nine main categories were utilized to classify this type of information. These were:

- |                                   |                       |
|-----------------------------------|-----------------------|
| 1. Understanding Oneself          | 6. Health             |
| 2. Understanding Others           | 7. Financial Planning |
| 3. Understanding Family Relations | 8. Society            |
| 4. Boy-Girl Relations             | 9. Leisure Time       |
| 5. Personal Appearance            |                       |

Materials representing these categories were displayed in open shelving while further information was available in filing cabinets.

Other than these three sections, the Information had a separate display for publication listings and film listings.

#### Sources of Available Information

The packet has been arranged into the categories of Occupational Information; Educational Information; and Personal-Social Information. Since some organizations have supplied more than one type of information, their address and 'notes of interest' are only listed once.

Various organizations have published lists of their films, tapes, printed materials, etc. Since it is not the purpose of this packet to duplicate their efforts, the reader will be referred to the catalogs or lists provided by the organization in question. There are no claims that this packet has reached every possible source of Newfoundland information. But it is believed to be quite representative and maybe later a committee of people updating this packet would be advantageous.

"Occupational Information"

Air Canada  
 c/o Personnel & Administration Supervisor  
 Fourth Floor; Royal Trust Building  
 Water Street, St. John's

Notes of Interest

- Information is free but of limited supply.
- If possible, visitations will be arranged by writing the above address. Sales representatives may be able to visit.
- For further information, alternate sources are: Supervisor, Air Canada, Gander or Employment Officer, Place Ville Marie, Montreal 115, P.Q.

Information Available

1. Application forms for any position.
2. "Air Canada - Passenger Agent" (career brochure)
3. "The Sky's the Limit" (career brochure on Flight Attendant)
4. "Airline Pilot - Air Canada" (career brochure)
5. "Air Canada - Employment Opportunities" (brief describing jobs in Administration & Sales; Technical & Mechanical Branch; Flight Crews; Flight Attendants; and Ramp & Stores)

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Association of Registered Nurses  
 67 LeMarchant Road  
 St. John's

Notes of Interest

- Material is free but limited to one or two each.
- If requested, ARNN will try to accommodate schools with visits or arrange for a speaker.
- For more information on registered nurses, write Publications - Canadian Nurses Association, 50 The Driveway, Ottawa, K2P 1E2

Information Available

1. "Financial Assistance for Nursing Students" (brochure)
2. "Programs Offered at Canadian Schools of Nursing" (brochure)
3. "Provincial Entrance Requirements for Schools of Nursing and Schools of Practical Nursing" (brochure)
4. "Roles, Functions, and Educational Preparation for the Practice of Nursing" (brochure)
5. List of A-V aids available from ARNN

"Occupational Information"

Canadian Forces Recruiting  
Main Post Office Building  
Water Street, St. John's

Notes of Interest

- The information from the Forces is free and available in bulk to schools:
- Representatives from the Forces travel all throughout the province on a fixed schedule released to schools 30-60 days before time. Any other visits may be arranged if feasible.

Information Available

1. "Career Opportunities in the Canadian Forces - A Handbook for Counsellors"
2. Brochures on the various careers in the Forces.
3. "Everybody Talking at You" (brochure on staying in school)
4. Filmstrips on careers in the Forces

Canadian Labour Congress  
127 Queen's Road  
St. John's

Notes of Interest

- The material from CLC is free, but for bulk orders contact: Canadian Labour Congress, 2841 Riverside Drive, Ottawa.
- Speakers will be arranged by contacting the St. John's address.
- Films used by the CLC are available from National Film Board.

Information Available

1. Briefs are available on:
  - a. History of Canadian Labour
  - b. How Unions Work
  - c. The Structure of Labour in Canada
  - d. Labour's Social Objectives
  - e. Glossary of Labour Terms
  - f. Canadian Labour and the World
  - g. Labour's Role in Society

"Occupational Information"

Canada Manpower Centre  
 Viking Road  
 St. John's

Notes of Interest

- All CMC information is free and is supplied on demand.
- There are 17 centres across the province who supply information and speakers for schools.
- The Occupational Analysis Units supplied by CMC have been discontinued for the meantime and will be replaced by a Career Outlook Guide to be made available in 1975.
- For further information, contact Canada Manpower and Immigration, Cadillac Building, Cumberland Street at Rideau Street, Ottawa, K1A 0J9

Information Available

1. "Career Outlook Tables - Community College and University" (booklet)
2. "Career Outlook Series for College Graduates" (booklets)
3. "The Canada Manpower Training on the Job Program" (kit)
4. A series of seven booklets describing CMC's services
5. Brochures on Special Programs (e.g., L.E.A.P.; O.F.Y.; and Outreach)
6. Miscellaneous booklets on the world of work. For example:  
 "Challenge for the '70s - Employee Training in Business and Industry"  
 "Adjusting to Technological and Other Change"  
 "A Guide for the Job Hunter:"

Canadian Broadcasting Corporation  
 Prince Philip Drive  
 St. John's

Notes of Interest

- Information is free from CBC but the amount is limited.
- An alternate source of information is: Canadian Broadcasting Corporation, P.O. Box 8478, Ottawa, K1G 3J5

Information Available

1. "Careers in the CBC" (booklet)



"Occupational Information"

Canadian Mental Health Association  
(see "Personal-Social Information")

Information Available

1. "Mental Careers Information" (briefs on careers as psychiatrist, clinical psychologist, social worker, nurse, occupational therapist, and aide or attendant)
2. "Employment Opportunities in Mental Hospitals" (brochure)

Canadian Underwriter's Association  
Centre Building  
Church Hill, St. John's

Notes of Interest

-This association has one booklet which is free but the supply is limited.

Information Available

1. "Facts of the General Insurance Industry in Canada" (booklet)

Certified General Accountants' Association  
c/o Mr. Oscar Forward  
Federal Department of Internal Revenue  
Sir Humphrey Gilbert Building  
Duckworth Street, St. John's

Notes of Interest

-Information from the association is free and several copies of the materials are available on request.

-Mr. Forward represents the association in Newfoundland and will gladly answer letters on careers as CGAs.

-For more copies of the information, contact: The Certified General Accountants' Association, Atlantic Region, P.O. Box 5100, Station C, Saint John, N.B., E2L 3W1

Information Available

1. "The CGA's Association of Canada - Atlantic Calendar"
2. Application for enrollment

## "Occupational Information"

Civil Service Commission  
Gorman-Bulter Building  
Kenmount Road, St. John's

### Notes of Interest

- The commission is responsible for advertising for jobs in the civil service.
- Civil service applications are processed here and entrance exams are written.
- You may write in for particular job specifications in the Civil service.

### Information Available

1. Civil Service job specifications (These are some as those offered by the Classification and Pay Division at the Confederation Building except that particulars are added to suit the occasion.

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Classification and Pay Division  
Provincial Government  
Confederation Building  
St. John's

### Notes of Interest

- C&PD has the specifications for civil service jobs in this province.
- Each job is divided into three categories: a) Definition of Work; b) Illustrative Examples of Work; and c) Desirable Knowledge, Abilities and Skills
- C&PD has the most comprehensive career catalog in the province. To supply all their job specifications would be overwhelming because they constitute volumes. But if you require specifications on particular jobs, write to the above address.

### Information Available

1. Job Specification for the Civil Service
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"Occupational Information"

College of Fisheries, Navigation  
Marine Engineering and Electronics  
(see "Educational Information")

Information Available

1. Career brochures on trades offered at the college (part of the information kit)

College of Trades & Technology  
(see "Educational Information")

Information Available

1. Resumes of the trades offered at the college (briefs)
2. "Food Management Technology" (career brochure)
3. "Civil Engineering Technology" (career brochure)

Denominational Education Committee  
Sixth Floor  
Royal Trust Building  
Water Street, St. John's

Notes of Interest

-The material at DEC is free, but the supply is limited.

Information Available

1. "Have You Thought about Teaching as a Career?" (brochure)

Eastern Provincial Airways  
c/o Industrial Relations Department  
Gander International Airport  
Gander

"Occupational Information"Notes of Interest (Eastern Provincial Airways continued)

- Material is free from EPA and a person may obtain up to six copies.
- For additional information write the above address.
- To receive application forms or locate speakers for your school, contact St. John's, Gander, Deer Lake or Goose Bay.

Information Available

1. "Come Fly with Us" (career brochure on stewardesses)
2. Application forms for any EPA occupations

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Department of the Environment  
Fisheries and Marine Services  
(see "Personal-Social Information")

Information Available

1. Brochures on the fishing industry in Newfoundland
  - a. "The Grand Banks"
  - b. "Provincial Fisheries - Newfoundland"
  - c. "Newfoundland Fisheries in -1971, -1972, -1973"

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Department of Health  
Confederation Building  
St. John's

Notes of Interest -

-This information is free and available in bulk. Also, information on financial assistance for the career can be obtained here.

Information Available

1. "Administrators - Career Opportunities" (brochure)
-

"Occupational Information"

Department of Manpower & Industrial Relations  
 Gorman-Bulter Building  
 O'Leary Avenue, St. John's

Notes of Interest

-The apprenticeship training program is limited to people already in the trade, but you can obtain a copy of any program you like.

-This department also has listings of union representatives, but from the 142 contacted none have printed or audio-visual material available.

Information Available

1. Copy of contract for apprentices (brochure)
2. Current list of union representatives
3. Brochures on the following apprenticeship programs: auto body repairer; bricklaying & masonry; carpentry; commercial cooking; electrical construction; heavy duty repairer; industrial electrician; joiner; machinist; millwright; motor vehicle repairer; painting & decorating; sheet metal worker; and plumbing & domestic heating.

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Department of Mines & Energy  
 (see "Personal-Social Information")

Information Available

1. "The Newfoundland and Labrador Mining Industry - The Promise of the Seventies" (brief)
2. "Georama 72" (brief)

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Department of Social Services  
 Confederation Building  
 St. John's

Notes of Interest

-The information is free from this department but the supply is limited.

Information Available

1. "What is a Social Worker?" (career brochure)
2. "Their Career: Helping People Help Themselves" (career booklet on social workers)

## "Occupational Information"

Department of Rural Development  
c/o Public Relations Division  
Confederation Building  
St. John's

### Notes of Interest

-The information is free and available on request.

### Information Available

1. A packet of Developmental Programs with information on: L.E.A.P.; Mortgage Lending Plan; Newfoundland and Labrador Development Corporation Limited; Small Loans program; Farm Development Loan Program; Industrial Development Incentives Program; Home Industries; Rural Project Planning; and Development in Newfoundland

Engineering Coordination Department  
Faculty of Engineering  
Memorial University  
St. John's

### Notes of Interest

-Although limited in supply, the information is free.  
-The Engineering Faculty conducts field trips around the island and, if possible, will visit your school.  
-The Association of Professional Engineers of Newfoundland, O'Leary Avenue, St. John's will also help with information or arranging visitors for schools.  
-A Canadian source for information is: Engineering Institute of Canada, Mansfield Street, Montreal, P.Q.

### Information Available

1. "Engineering at Memorial" (brochure)
2. "The Employer and Co-operative Education" (brochure describing co-op program being used at Memorial University)
3. "Engineering - Where the Action Is" (career booklet)
4. "Women in Engineering" (career booklet)
5. "Career Outlook - University & Community College - Engineering" (book)
6. "Career Profiles of U. of T. Women Engineering Graduates" (career booklet)
7. "Making the most of Your Job Interview" (booklet by New York Life)

"Occupational Information"

Health Education Division  
(see "Personal-Social Information")

Information Available

1. Brochures on Careers in: Occupational Therapy; Physiotherapy; Registered Nursing; Social Working; Dentistry; Dental Hygiene; Medicine; and Speech Therapy & Audiology

Home Economics Consultant  
220 LeMarchant Road  
5th Floor - Medical Centre  
Instruction Department  
Department of Education

Notes of Interest

Information from this office is free but the supply is limited. Given two weeks notice, the consultant will visit your school. An alternate source of information is: Canadian Home Economics Association, 901 Birnside Building, 151 Slater Street, Ottawa, K1P 5H3

Information Available

1. "Consumer Information" (an index of selected federal publications of consumer interest)  
2. "Consider a Career in Home Economics" (booklet)  
3. "Home Economics - Summer School" (brochure from Mount St. Vincent University)

Information Canada  
(see "Educational Information" and "Personal-Social Information")

Information Booklet

1. "Annual Reports on Industrial Development Bank & Ministry of Transport"  
2. "Salary - New Graduates of Universities and Community Colleges (booklet)"

"Occupational Information"

Information Available ( Information Canada continued)

3. "Canada Manpower Review" (booklet on student labour market and Canadian Police forces)
4. "Bibliography of Career Information Publications in Canada" (booklet)
5. "Outline of Federal Government Programs for Students"
6. Four publications by UIC on employment guides
7. "Financing Canadian Industry" (booklet)
8. "Canada Manpower Training Program (brochure)
9. "Labour Standards - Motor Transport"
10. A series of nine booklets entitled "Doing Business in Canada"
11. "Implementation Report on Status of Women"
12. "CBC/Radio-Canada" (booklet)
13. A series of brochures and booklets on Canadian industries

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Institute of Chartered Accountants  
of Newfoundland  
Commercial Chambers - 197  
Water Street, St. John's

Notes of Interest

- The information from ICAN is free and usually they will supply up to thirty copies.
- If you would like to hear from a chartered accountant, write ICAN and they will supply a film and an accountant in your area, if possible.
- If a person is employed with a CA firm, ICAN will set up courses for him.

Information Available

1. "Intellectual Challenge - Opportunity for Service as a Chartered Accountant" (career brief)
2. Film available on chartered accountants (made in Alberta)

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Instructional Materials Centre  
(See "Personal-Social Information")



"Occupational Information"

Information Available (Instructional Materials Centre continued)

1. Thirty tape recordings describing careers available through training at District Vocational Schools. The series is called "Guidance to the Vocations" by Ken Griffiths. A list of the tapes appears in the School Broadcast catalog. Send in 8 - one hour tapes (blank) and you can have the series.

2. A second series of career tapes is also available from IMC and is entitled "Time for Decision". Send in 8 - one hour tapes (blank) and you can have the series.

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Iron Ore Company of Canada  
 Eastern Canada Savings & Loans Building  
 Bonaventure Avenue  
 St. John's.

Notes of Interest

-IOC reserves the right to keep their job specifications confidential. They are involved in many occupations and by writing the above address your questions will be answered.

-Their information is free but limited in distribution.

Information Available

1. Kit describing the industry and its operations.
2. Application forms.

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Labrador Linerboard Limited  
 Stephenville

Notes of Interest

-Information on this industry is free and available from the above address.

"Occupational-Information"

Information Available (Labrador Linerboard Limited continued)

1. "Lab Liner Log" (newspaper)
2. "Labrador Linerboard Limited" (brochure)
3. "Visitor's Data Book"

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Memorial University of Newfoundland  
(see "Educational Information")

Information Available

1. All the brochures on different faculties have career information.

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Ministry of Transport (Air)  
c/o Torbay Airport  
Office of the Airport Manager  
P.O. Box 5670

Notes of Interest

-Any information used by M.O.T. in Newfoundland comes from a regional office: Atlantic Personnel Administrator, Ministry of Transport, P.O. Box 42, Moncton, N.B.

-The information is free and available in bulk on request.

-For information or arrangement of visitors to schools, contact the airports at St. John's, Gander, Deer Lake, Stephenville, and Wabush.

Information Available:

1. "Airport Campus" (booklet on careers in aviation)
  2. "Career: Air Traffic Control" (booklet)
  3. "Careers in Electronics for Technicians - Technologists" (brochure)
  4. "Careers in Radio Operations" (brochure)
  5. "Career Opportunities as Ships Officers" (career brief on Canadian Cosat Guard)
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"Occupational Information"

Ministry of Transport (Sea)  
 Southside Road  
 St. John's

Notes of Interest

-Information from this address is free but the distribution is limited.  
 -For further information, contact: Atlantic Personnel Administrator,  
 Ministry of Transport, P.O. Box 42, Moncton

Information Available

1. Application for Employment
2. "The Canadian Coast Guard Officer Training Plan" (booklet)
3. Career Opportunities as Ships Officers (brief)

Newfoundland-Labrador Computer Services  
 c/o Finance & Administration Manager  
 100 Elizabeth - 9000  
 St. John's

Notes of Interest

-The information from this company is free and bulk orders will be supplied if sufficient notice is given.  
 -The company has visited schools outside St. John's only on rare occasions but if possible they will try to accommodate you.  
 -NLCS reserves the right to keep its job specifications confidential.

Information Available

1. "NLCS - Careers in Data Processing" (booklet)

Newfoundland & Labrador Federation  
 of Labour  
 Grand Falls

Notes of Interest

-The federation will make efforts to supply counsellors and teachers with free information.

## "Occupational Information"

### Notes of Interest (Nfld. & Labrador Federation of Labour continued)

- Representatives of the federation have spoken in schools, and if possible, will continue this policy.
- Briefs presented to Teacher Education Committee at MUN and Provincial Curriculum Project plus Speaker's Notes for preparation of talks on labour are also available to school personnel:

### Information Available

1. "The Newfoundland & Labrador Federation of Labour...Who and What is it?" (brochure)
2. "Youth and Unions" (brochure)
3. "Labour and Social Involvement" (brochure)
4. "Notes on Unions" (briefs also available from CLC)
5. "CLC - Organizer's Manual"
6. A series of fact sheets on: Native People; Women in the Work Force; Day Care; Poverty; Civil Liberties; The Environment; Pollution Control; Human Rights; and Human Rights Legislation
7. "Trade Unions and the Workingman in Canada - Years of Hard Labour" (book priced at \$1.50)

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Newfoundland Broadcasting Corporation  
CJON - TV  
Buckmaster's Circle, St. John's.

### Notes of Interest

- The information from CJON is free but the supply is limited.
- Further information can be obtained by contacting the personnel manager at the above address.

### Information Available

1. "Careers in Broadcasting" (booklet from the Canadian Association of Broadcasters)
  2. Career briefs devised at the local level. These are: Continuity Writer; Radio & Television Engineering; Selling Radio & TV; News Reporting; Photography; Radio Production; Radio-TV Announcer; Record Librarian; Sports Writing and Reporting; and Television Production
-

"Occupational Information"

Newfoundland Constabulary  
c/o Chief of Police  
Fort Townsend, St. John's

Notes of Interest

- The information is free and limited copies are available to individuals.
- The Constabulary does not travel outside of St. John's.
- For more career information contact: Atlantic Police Academy, Sargent Dave Camp, P.E.I.

Information Available

1. "Careers" (booklet on Constabulary careers)

Newfoundland Hospital Association  
95 LeMarchant Road  
St. John's

Notes of Interest

- In the fall of 1974 the NHA will be producing a free Hospitals Careers booklet.
- It will be available in limited supply until interest is shown.
- At the NHA office the lady in charge of Nursing Assistants also has an office.
- For many of the careers listed below there is financial assistance available from The Deputy Minister, Department of Health, Confederation Building, St. John's.
- For assistance for disabled persons contact: Provincial Coordinator of Rehabilitation, Rehabilitation Division, King George V Institute, P.O. Box 5954, St. John's.

Information Available

1. Career briefs are available on the following; Ambulance Operator; Biomedical Engineer; Cardiology Technician; Dietitian; Director of Housekeeping Services; E.E.G. Technologist; Food Management Technologist; Hospital Administrator; House-keeper; Laboratory Technologist; Medical Records Technician; Medical Secretary; Nursing Assistant; Occupational Therapist; Pharmacist; Respiratory Technologist; Social Worker; Speech Pathologist; and X-Ray Technologist

"Occupational Information"

Newfoundland Medical Association  
135 Military Road  
St. John's

Notes of Interest

-The association has only one piece of information and this is free.  
-The association does not visit schools usually because they believe doctors will perform this task.

Information Available

1. "Careers in Canadian Medicine" (booklet) - this is also available from Health Education Division.

Newfoundland Teachers Association  
3 Kenmount Road  
St. John's

Notes of Interest

-The information from the NTA is free but usually distribution is limited to one per student who writes for it. An information packet is sent out to give students an idea of the profession.

-A list of other Canadian teachers' associations is also available from the above address.

Information Available

1. Information package containing:
- a. "Have You Thought about Teaching as a Career?" (brochure)
  - b. "Special Interest Council Handbook"
  - c. Current "NTA Journal"
  - d. Current "NTA Teacher's Handbook"

"Occupational Information"

Opportunities for Youth  
127 Water Street  
St. John's

Notes of Interest

-The information from OFY is free and available in bulk.  
-More information on OFY can be obtained from Canada Manpower.  
-All during the winter, organizers are travelling throughout the province and will visit schools.

Information Available

1. "Outline of Federal Programs for Students" (brochure)
2. "Opportunities for Youth - Application Form and Summary Sheet"
3. "Opportunities for Youth - Atlantic Canada" (brochure)
4. "OFY - Information Booklet for Project Participants"
5. "OFY - Projects in Summer '72" (book)
6. "OFY - Projects in Summer '73" (book)

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Post Office  
c/o Personnel Manager  
Water Street  
St. John's

Notes of Interest

-The specifications for careers in the post office are open to the public. If you would like a particular specification, contact the nearest post office.

Information Available

1. Job Specifications
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Price (Nfld.) Pulp & Paper Limited  
Grand Falls

"Occupational Information"

Notes of Interest (Price Pulp & Paper Limited continued)

-Information on the paper industry is free and several copies are available on request.  
-For further information, contact: Price Head Office Building, 65 Ste. Anne Street, Quebec Street, Quebec City.

Information Available

1. "Price - In the Forests Since 1816" (booklet)
2. "Price - Some Facts and Figures" (booklet)

Province of Newfoundland  
Department of Labour  
Confederation Building  
St. John's

Notes of Interest

-The information is free and obtainable in limited supply from Newfoundland Information Services, Main Floor, Confederation Building, St. John's.

Information Available

1. "Some Answers on Engineering & Technical Services" (booklet)
2. "Some Answers on Labour Standards in Newfoundland" (booklet)

Provincial Department of  
Forestry & Agriculture  
(see "Personal-Social Information")

Information Available

1. "Employment Opportunities - 1973" (brief on agricultural business managers)
2. "Training for a Career in Forestry - Some Facts and Figures" (brief)



## "Occupational Information"

Provincial Parks  
(see "Personal-Social Information")

### Information Available

1. "Union Oil Company of Canada Limited" (annual report)
2. "Preparation of the Interpretive Naturalist" (brochure)
3. "Park Interpretation Is..." (brochure on work of park interpretation officer)

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Royal Canadian Mounted Police  
R.C.M.P. Building  
Pleasantville, St. John's  
(see "Personal-Social Information")

### Notes of Interest

- The material is free and available in bulk.
- Any detachment will send representatives to schools. Along with printed materials, the officer can supply a career film and safety films.

### Information Available

1. "A Career in Scarlet" (career booklet)
2. "The Royal Canadian Mounted Police" (history of the Force)
3. "An Historical Outline of the Force" (booklet)
4. "RCMP - Career Opportunities for University Graduates" (brochure)
5. "Serve Canada with the RCMP" (career brochure)

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Society of Industrial Accountants  
c/o Mr. Stu Winsor - Controller  
Newfoundland Farm Products  
St. John's  
P.O. Box 1821

### Notes of Interest

- The Registered Industrial Accountants course has its outlet in Halifax for the Maritimes but Mr. Winsor is the Newfoundland Representative.

"Occupational Information"

Notes of Interest ( Society of Industrial Accountants continued)

- He will gladly answer any inquiries about RIA.
- For further information, contact: Society of Industrial Accountants, 124 Roy Building, 1657 Barrington Street, Halifax, N.S., P.O. Box 543.

Information Available :

1. "RIA - The Management's Accountant's Educational Program". (calender)
2. Information sheet for applicants
3. Course enrollment sheet
4. "Provincial Student Regulations" (brief)

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Speech Therapy Division  
Government Building  
Harvey Road, St. John's  
P.O. Box 4160

Notes of Interest

- The information is free and available in limited numbers. The same information is available from Health Education Division.
- There are grants in Newfoundland for studying speech therapy.
- The director has talks with teachers and does student evaluation, and if requested to speak to classes, he will try to accomodate you.
- For further information contact: Canadian Speech and Hearing Association, Glenrose Hospital, 10230 - 111 Avenue, Edmonton, Alberta.

Information Available

1. "Opportunities for Speech Therapists and Audiologists in Canada" (brochure)

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St. John's Weather Office  
Department of the Environment  
c/o Officer in Charge  
Torbay Airport

## "Occupational Information"

### Notes of Interest ( St. John's Weather Office continued)

-The material on careers is free and if on hand it will be mailed to anyone requesting it.

-If copies are not available here, contact: Assistant Deputy Minister, Atmospheric Environment Service, Department of Environment, 4905 Dufferin Street, Downsview, Ontario M3H 5T4.

-On request, the officer here or in Gander will try to send someone to your school.

### Information Available

1. "Technical Careers in the Atmospheric Environment Service" (booklet)

Unemployment Insurance Canada  
 Building 223  
 Pleasantville, St. John's  
 P.O. Box 2030  
 A1C 5S3

### Notes of Interest

-Information from UIC is free but bulk orders are obtainable from Information Canada, Water Street, St. John's.

-Resource people to visit schools are available on request. There are offices in St. John's, Marystown, Gander, Grand Falls and Corner Brook.

### Information Available

1. "A Message to Students" (brief describing UIC)
2. "UIC Information" (brief)
3. "Information - Adult Occupational Training Course" (brief)
4. Social Insurance Number applications
5. Various briefs and brochures on aspects of UIC. These are:
  - a. "Rights and Obligations"
  - b. "UIC - A Right of Canadians"
  - c. "How to Complete Your Application for Benefit"
  - d. "How to Complete Your Claimant's Report"
  - e. "Appeal Procedure"
  - f. "Maternity - UIC"
  - g. "Retirement - UIC"

"Occupational Information"

Victorian Order of Nurses  
 93 Water Street  
 King George V. Institute  
 St. John's  
 (see "Personal-Social Information")

Notes of Interest

- Materials from VON are free but the supply is limited.
- For more information contact: V.O.N., 5 Blackburn Avenue, Ottawa.

Informational Available

1. "A Career - A Victorian Order Nurse" (brochure)
- 

Youth & 4-H Division  
 (see "Personal-Social Information")

Information Available

1. "A Career in Daily Newspapers" (booklet)
  2. "Careers as a Home Economist in Business" (booklet)
  3. "Questions and Answers about Home Economics Careers" (brochure)
-

"Educational Information"

Chief Examiner & Administrator  
 Department of Education  
 Confederation Building  
 St. John's

Notes of Interest

- General Educational Development Tests are made available to help people attain a high school equivalency.
- The information is free.

Information Available

1. "Want a High School Equivalency Standing?" (brochure)
2. Application Forms

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College of Fisheries, Navigation,  
 Marine Engineering & Electronics  
 c/o Guidance Counsellor  
 P.O. Box 1860  
 St. John's  
 (see "Occupational Information")

Notes of Interest

- All materials are free and available as part of an information kit. Calendars are limited in supply but every school is usually sent a copy.
- The guidance counsellor will try to visit any school requesting him or he will send along a department head.

Information Available

1. Information kit containing a calendar, guidance service notes, applications, student handbook and dormitory accommodations
  2. Tape-slide show on officer training now on loan to schools
  3. Tape-slide show on deckhand training now on loan. (Sometime in 1974-75, a tape-slide show on the college will be on loan).
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"Educational Information"

College of Trades & Technology  
 c/o Guidance Counsellor  
 St. John's,  
 P.O. Box 1693  
 (see "Occupational Information")

Notes of Interest

-All materials from CTT are free and available in bulk except for calendars which are limited to 2 per request.

-On request, the guidance counsellor would travel to any school. He usually would like to arrange areas at a time if this can be accommodated.

Information Available

1. Application Forms
2. "The College of Trades & Technology" (brochure)
3. "Prospectus" (calendar)
4. "Student Handbook"
5. "Student Services" (book published by counselling office)

Craft Training Section  
 Division of Vocational Education  
 Merrymeeting Road, St. John's  
 P.O. Box 4070

Notes of Interest

-All material is free but, limited to individuals because of its value.  
 -By contacting the above address, you may find out about courses in sewing, embroidery, millinery, knitting, macrame, weaving, crafts, crochet, leather craft and patchwork.

-For more information on crafts training contact: Canadian Home Economics Association, 901 Burnside Building, 151 Slater Street, Ottawa, K1P 5H3.

Information Available

1. Craft Training - a) directory  
 b) outline

"Educational Information"

Division of Vocational Education  
and Adult Education  
Merrymeeting Road, St. John's  
P.O. Box 4070

Notes of Interest

-Materials on DVS or Adult Education are free but usually limited to one per applicant.

-To have people visit your school contact the following places for liaison officers: Adult Education, P.O. Box 4070, St. John's or Division of Vocational Education, Sir Richard Squires Building, Corner Brook.

-All DVSS and Adult Centres carry informational materials.

-Tapes describing careers at DVSS are available from the Instructional Material Centre, Pleasantville.

-For information on pre-vocational curriculum contact: Coordinator, Pre-Vocational Curriculum Committee, Medical Arts Building, LeMarchant Road, St. John's.

Information Available

1. "Prospectus" (calendar for DVSS and Adult Centres)
2. "NIABE" (book on curriculum for adult education)
3. "Evening Program" (booklet)
4. "Pre-Vocational Curriculum Guide" (booklet)
5. Application forms

General Hospital Nursing Education  
c/o Associate Director  
Forest Road, St. John's

Notes of Interest

-The information is free but students have to write individually for information.

-On request, they will travel to high schools outside St. John's but the high school must incur the expenses.

Information Available

1. "General Information" (calendar)
2. Application forms

"Educational Information"

Grace Hospital  
 School of Nursing  
 LeMarchant Road  
 St. John's

Notes of Interest

- All materials are free but limited in distribution.
- A student will find an application form request in the middle of the calendar.
- Travel off the Avalon has to be incurred by high schools if you want a visitor.
- During the next year, open houses may be held for students at the Grace.

Information Available

1. Applications for nursing and medical report forms
2. "Grace General - School of Nursing" (calendar)
3. List of testing times for nursing applicants.

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Information Canada  
 (see "Personal-Social Information and Occupational Information")

Information Available

1. "Annual Report on Scholarship and Grants in Aid of Research" (Canada Council listings - #book)
2. "1974 Summer Language Bursary Program" (booklet)

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Institutional Schools  
 Division of Special Services  
 Department of Education  
 Confederation Building  
 St. John's

Notes of Interest

-There are no individual information packets on the individual institutional schools, but a booklet describing all of them is available.



"Educational Information"

Notes of Interest (Institutional Schools continued)

-For further information, contact the director at the above address.

Information Available

1. "Educational Services" (booklet on institutional schools)

Memorial University  
of Newfoundland  
St. John's  
(see "occupational Information")

Notes of Interest

-All materials at MUN are free and only calenders are limited in supply.

-To have people visit your school contact the liason officers in Goose Bay, Corner Brook, Grand Falls, Clarenville, and St. John's.

-Of course, MUN is offering yearly seminars now to familiarize students with the institution and registration.

-Tape-slide shows on MUN-General; Faculty of Education; and Junior Divisions may be on loan to schools by this fall.

Information Available

1. Brochures on different faculties.
2. Brochures on junior division
3. Counsellor Bulletins (quarterlies)
4. MUN calendars and supplements
5. Guide to Courses - Political Science and Economics
6. Application forms

(For numbers 1 - 6, contact: Public Relations, Room A14, Arts & Administration Building, MUN or the liason officers.)

7. Brochures on scholarships and awards

(For number 7, contact: Secretary, Scholarship Committee, Student Affairs Department, MUN.)

8. Booklet on student life (being devised by Student Affairs)

9. "Information on Programs not offered at MUN" (brief)

10. List of departments at MUN

(For numbers 8 - 10, contact: Student Affairs, A 238, MUN)

11. Brochures on accomodations at MUN

12. Application forms for accomodations

(For numbers 11 - 12; contact: Secretary, Paton College, MUN)

"Educational Information"

Rehabilitation Division  
 Department of Rehabilitation & Recreation  
 King George V Institute  
 Water Street, St. John's  
 A1C 5X4

Notes of Interest

- Information here is free but limited in distribution.
- Any disabled person on their way to a post-secondary institution or work usually come to this office for physical and financial assistance.
- The division is always willing to speak to teachers or counsellors about their service.

Information Available

1. "Rehabilitation Memo: Vocational Training for Disabled Persons" (brochure)
2. "Application for Rehabilitation Services"
3. Form for Canada Manpower from the Rehabilitation Division
4. Medical Certificate form

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Scholarships and Bursaries  
 c/o Supervisor  
 Department of Education  
 Confederation Building  
 St. John's

Notes of Interest

- The information is free and accessible to all schools.

Information Available

1. Regulations for Scholarships and Bursaries (brochure from 1959 with revisions in 1970, 1971, and 1973)

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St. Clare's School of Nursing  
 Director of Nursing  
 LeMarchant Road  
 St. John's

"Educational Information"Notes of Interest ('St. Clare's School of Nursing continued)

- The information is free but limited to 2-3 copies per request.
- To receive applications, students must write individually.
- At high school's expense, the nursing school will try to accommodate requests for visits.

Information Available

1. "St. Clare's Mercy Hospital School of Nursing" (calendar)
2. Application forms

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Student Aid Division  
Department of Education  
Confederation Building  
St. John's

Notes of Interest

- All materials are free but limited to 3 or 4 per request.
- Arrangements of visits to schools can be arranged with sufficient notice.

Information Available

1. "Canada Student Loans Program" (brochure for non-Memorial Students)
2. "Students Aid Program for Memorial University Students for the Academic Year 1974-75" (brochure)
3. "Canada Student Loans Program 1974-75" (brochure on national regulations)
4. Application forms (one for Memorial students and one for non-Memorial students)

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Western Memorial Hospital  
School of Nursing  
Corner Brook

Notes of Interest

- Information from the school is free but the supply is limited.

"Educational Information"

Notes of Interest ( Western Memorial Hospital School of Nursing continued)

-If high schools accept expenses and time is available the nursing school will try to accomodate requests.

Information Available

1. Catalog or Calendar from the school
  2. Application Forms
-

## "Personal-Social Information"

Alcohol and Drug Abuse  
Foundation  
282 LeMarchant Road

### Notes of Interest

- All materials at ADAF are free and available in bulk.
- Other sources are ADAF, 20 St. Catherine's Street, Grand Falls; ADAF, P.O. Box 684, Grand Bank; and individuals at these places will visit schools on request.
- ADAF is also responsible for the Allied Youth program and the distribution of Al-Anon and Al-A-Teen organizations' information.
- Research done on alcohol and drugs in North America is kept in reference at the St. John's office. If you require the copies of this research; just write in.

### Information Available

1. Fact sheets on all types of drugs (alcohol, cannabis, etc.)
2. "Some Questions and Answers" (brochures on drugs)
3. Five brochures concerning alcoholism in the family
4. "How to know the Alcoholic" (brochure)
5. "Films on Alcohol" (list)
6. Two briefs introducing Allied Youth
  - a) "Allied Youth"
  - b) "Allied Youth - What it is, Does and Should Do"
7. Five papers on aspects of Allied Youth entitled: "Directory"; "Education"; "Membership"; "Projects"; and "Socials"

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Area Cadet Officer (land)  
Canadian Forces Station - St. John's  
Pleasantville, St. John's

### Notes of Interest

- The publication is free and available in bulk.
- If a school is interested in initiating a corps, additional sponsors' information is available. By contacting the above address, an officer will visit your school.

### Information Available

1. "Cadets - First Step Towards a Man's World" (brochure)
2. Two films: "Banff" and "Day in the Life of a Cadet"

"Personal-Social Information"

Better Business Bureau  
Argyle Building  
Portugal Cove Road  
St. John's

Notes of Interest

-All information except one piece is free from BBB. Postage and handling are needed to send out information.

-On the Avalon, the BBB will travel at their expense, but elsewhere they must be reimbursed.

Information Available

1. Series of brochures on facts on: Shopping for Food; Selecting a Franchise; Service Calls; Purchasing; Moving; and Life Insurance.
2. Series of brochures on "Tips on...." Audio Products; Dry Cleaning; Home Improvements; Home Study Schools; Multi-Level Selling Plans; Sales Contracts; Work-at-Home Schemes.
3. "What is a bbb" (brochure)
4. Various brochures on Salesmen; Refunds; Consumer Purchases; Magazines; and Investing
5. "Consumer Buying Guide" (booklet at \$1.50)

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Boys Scouts of Canada  
288 Duckworth Street.  
P.O. Box 5334  
St. John's

Notes of Interest

-All material is free and supplied to suit needs of group who is requesting.

-On request, headquarters will send someone to help initiate a group and supply a small grant to help form the group.

Information Available

1. Application forms
2. Brochures on Charter of Scouts and by-laws; Policies; and Procedures
3. Annual report

"Personal-Social Information"

Information Available (Boy Scouts continued)

4. Brochures on Sponsoring, Administering, Financing, and Recruiting in Scouts
5. "Scouting Serves Canada" (brochure)
6. "Join Us in Venturing" (brochure)
7. Two brochures on Sea Cadets.

Canadian Cancer Society  
Philip Place  
Elizabeth Drive  
P.O. Box 9520  
St. John's

Notes of Interest

-All the information is free and available in bulk.  
-For schools requesting speakers, contact the above address or the society at the following addresses: West Street, Corner Brook; Kinsman Building, Grand Falls; Federal Building, Carbonear. Labrador is serviced by the St. John's office.

Information Available

1. A full list of films, brochures and posters is available from the St. John's address. These are concerned with cancer information for men and women and also smoking information.

Canadian Mental Health  
Association in Newfoundland  
King George V Institute  
Water Street, St. John's  
P.O. Box 5788  
(see "Occupational Information")

Notes of Interest

-Material is free except for "Mental Health and School Health Services" costing 35c.

-There is a wealth of information here but it is not all directed to students. There are materials for parents of mentally retarded kids; teachers involved with mentally handicapped kids; pastors; and guidance counsellors.

"Personal-Social Information"Notes of Interest (Canadian Mental Health continued)

-If requested, someone from the association will visit your school.

Information Available

1. "Profile" (booklet on the association)
2. "Alcoholism" (brochure)
3. Pamphlets on Mental Health:
 

a. Early Signs	e. Two Families
b. Mental and Emotional Illness	f. When Things Go Wrong
c. Stress	g. Your Tensions
d. Suicide	h. Chart of Happy Living
4. General information booklets and brochures:
 

a. Educating Yourself for Retirement	e. Towards Marriage
b. First Aid Handbook	f. Your Menopause
c. How to Buy a Home	g. Your Teen Years
d. Making Ends Meet	

Canadian National Institute  
for the Blind  
70 Boulevard  
St. John's

Notes of Interest

- All CNIB information is free, but limited to 3 per person.
- Representatives for CNIB are also at the following addresses:  
West Valley Road, Corner Brook; and Sweeney Building, Grand Falls
- A guide for teachers about partially blind kids is available.

Information Available

1. "CNIB Service" (brochure)
2. Two brochures on "braille"
3. "Causes of Blindness - Statistics" (brochure)
4. "A Statistical Study of the Blind population of  
Canada" (brochure)
5. "The Most Wonderful Eyes in the World are Your Own" (brochure)
6. Five brochures on diseases affecting the eyes:  
amblyopia; cataracts; diabetes; glaucoma; and strabismus
7. A list of CNIB films that are on loan



"Personal-Social Information"

Canadian Red Cross  
55 Duckworth Street  
St. John's

Notes of Interest

-Most items are free at Red Cross and the priced ones are listed in a catalog. Any free information can be obtained in bulk.

-On request, they will visit schools. Contact one of the four sections - Water Safety, Nursing, Blood Transfusion, or Red Cross Youth.

Information Available

1. Chart describing the services
2. "Resource Handbook"
3. "High School Handbook" (describing Red Cross to students)
4. "Semi-Circle" (senior high newsletter)
5. "Nursing Services" (brochure)
6. Two brochures on water safety
7. Three brochures on water safety courses
8. Priced list of water safety
9. Film catalog on water safety
10. "Four Lines of Defense against Hypothermia (brochure)

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Canadian Wildlife Service  
Sir Humphrey Gilbert Building  
Duckworth Street  
St. John's

Notes of Interest

-The information is free and limited. Greater amounts can be obtained through Information Canada.

-An alternate source is: Canadian Wildlife Services, Environment Canada, Ottawa, K1A 0H3.

-Someone will travel to schools if you contact the St. John's address.

Information Available

1. "Canadian Wildlife Service Publications" (booklet)
2. List of films on loan from the Service
3. "Waterfowl Hunter's Guide" (booklet)
4. "Canadian Bird Names" (booklet)
5. "Birds Protected in Canada" (booklet)
6. Hinterland "Who's Who" series on various animals

"Personal-Social Information"

Canadian Youth Hostels Association  
 c/o Buckmaster's Circle Recreation  
 Centre  
 St. John's

Notes of Interest

-Information from the association is usually free but there is a priced list of tourist information for other countries. Youth hostel cards are also purchased here.

-The Atlantic regional office is at 6260 Quinpool Road, Halifax, Nova Scotia.

Information Available

1. "Summer in Canada" (booklet)
2. "Let's go Hostelling" (brochure)
3. "Youth Hostelling in North America (brochure)
4. "Youth Hostelling Overseas" (brochure)
5. A series of brochures on various hostels in North America and overseas.

Department of the Environment  
 Fisheries and Marine Services  
 c/o Information Officer  
 Building 303, Pleasantville  
 P.O. Box 5667, St. John's  
 (see "Occupational Information")

Notes of Interest

-All materials are free and available in bulk to schools.

-For visits to schools in areas where they do not have a representative, write the above address.

-There are information centres like this in Ontario, Quebec, Nova Scotia, British Columbia, and Manitoba.

Information Available

1. "Fisheries Fact Sheets" (95 in all)
2. List of films on hand at Regional Branch (30 in all)
3. "Water Pollution in the Atlantic Provinces" (booklet)
4. "A pollution Primer" (booklet)
5. "The Environment Needs You" (booklet)
6. "Atlantic Fisheries" (booklet)
7. "Environment Canada - Its Organization and Objectives"

"Personal-Social Information"

Department of the Environment  
Forestry Branch  
Information Officer  
Building 304 - Pleasantville  
P.O. Box 6028, St. John's (see "Occupational Information")

Notes of Interest

- All materials are free and available in bulk.
- They will try to arrange school visits but tours of the branch itself can most assuredly be arranged.
- A new booklet on "Forestry in Newfoundland" will be available in Fall '74. It also contains some career information.

Information Available

1. "Canada's Eight Forest Regions" (brochure)
2. "Canada - a Forest Nation" (brochure)
3. A kit for students wanting to join the Junior Forest Ranger Association.
4. A series of five booklets called "Newfoundland Forestry Notes".
5. A list of forestry films is also available

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Department of Finance  
Confederation Building  
St. John's

Notes of Interest

- The information from this department is available free or from Newfoundland Information Services, Main Floor, Confederation Building.

Information Available

1. "The Economy - Newfoundland and Labrador Outlook - 1974" (book)
  2. "Budget 1974" (book)
  3. "Historical Statistics of Newfoundland and Labrador" (book)
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"Personal-Social Information"

Department of Mines & Energy  
 Confederation Building  
 St. John's  
 c/o Information Officer  
 (see "Occupational Information")

Notes of Interest

-The information is free but the supply is limited.  
 -For further information contact: Geological Survey of Canada,  
 601 Booth Street, Ottawa. K1A 0E8.

Information Available

1. "Exploration in Newfoundland" (brief)
2. "Energy in Newfoundland" (brief)
3. Current list of publications
4. "Barite and Celestite Deposits in Newfoundland (booklet)

Department of Tourism  
 Confederation Building  
 St. John's  
 c/o Information Officer

Notes of Interest

-The information from Tourism is free but limited to 2-3 per request.  
 -If possible, they will make efforts to visit schools.  
 -Newfoundland Information Services also supplies this information.

Information Available

1. Information packet with brochures on places to stay; fishing; transportation; and Newfoundland scenery.

"Personal-Social Information"

Family Planning Center  
3 Church Hill  
St. John's

Notes of Interest

-Their information is free and they will supply up to 40 copies for a class.

-They use much of the information and films supplied by Health Education Division but they concentrate more on Sex Education, Birth Control and Family Life.

-They have materials specifically for teachers, parents, nurses and social workers.

-With two weeks notice, the center will send a representative to your school.

-For more information contact: The Family Planning Federation of Canada, 96 Eglinton Avenue East, Suite 204, Toronto, M4P 1C9.

Information Available

1. "Resource Catalogue" (materials at the center in Toronto)
2. "Provincial Family Planning and Sex Education Conference" (booklet)
3. Eight booklets on sex and marriage in general
4. Three booklets on VD
5. Thirteen booklets and brochures on birth control

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Girl Guides of Canada  
Building 566  
Pleasantville  
St. John's

Notes of Interest

-The information is free and available from over 120 area commissioners.

-If an area commissioner cannot be contacted, write the above address to have it referred.

Information Available

1. Eight promotional brochures entitled:
 

a. Cadets-Who are They?	e. Guiding in Living Action
b. Camping with the Girl Guides	f. Looking for Something?
c. Canada's Link....	g. Partners in Guiding
d. The Challenge of Leadership	h. World Association

## "Personal-Social Information"

Health Education Division  
 Department of Health  
 85 Elizabeth Avenue  
 St. John's

### Notes of Interest

-All materials are free with usually six copies of each item allowed for distribution or more if sufficient reason to do so.

-Public health nurses are always available to speak in schools. For public nurses outside St. John's contact Government Building, Grand Falls or Sir Richard Squires Building, Corner Brook.

-The materials here constitute the most extensive source of health information in the province.

### Information Available

1. "Health Teaching Aids" (comprehensive list of materials in booklet form) The booklet is broken into: Alcohol; Careers in Health; Child Care; Chronic Illness; Communicable Diseases; Dental Health; Drugs; Body Care & Grooming; Maternal & Infant Health; Nutrition; Environmental Health; Safety; Family Living & Sex Education; Smoking & Health; and Posters.

2. Reference Section List (researches in health)

3. Film list (films are on loan)

4. "Annotated Guide to Health Instruction Materials in Canada"  
 (booklet)

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Information Canada  
 216 Water Street  
 St. John's

(see "Occupational Information" and "Educational Information")

### Notes of Interest

-This new office is primarily for free information and enquiries. A display of priced materials is set up but the franchise for selling these publications in Newfoundland is held by Dick's and Macy's Book Stores. Of course, you may mail directly for a publication making cheques payable to "Receiver General of Canada."

-In the future a mobile unit displaying information will be traveling around the province.

-Any information in stock will be sent to you, but any other will be ordered or you will be supplied with an address.

"Personal-Social Information"Information Available

1. "Federal Government Publications Selected for High School Libraries" (This booklet is very extensive and is available on request. The information is divided into all school subjects including Guidance. A catalog contains sources for 611 publications which are both free and priced. It also includes a list of Information Canada Enquiries and Book Stores)

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Instructional Materials Centre  
 Department of Education  
 Charter Avenue  
 Pleasantville, St. John's  
 (see "Occupational Information")

Notes of Interest

- All materials are free or on loan to educators.
- To get loan of items, forms are supplied.

Information Available

1. Four catalogs are available: a) School Broadcast Catalogs; b) Filmstrip Catalog; c) Film Catalog; and d) Audio-Tape Catalog

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National Film Board  
 of Canada  
 NFB Building  
 Pleasantville  
 St. John's

Notes of Interest

- There are presently 2,000 films in St. John's at NFB.
- Films on Canada's Industries, Health and Science, and Social Science offer much in the way of occupational, educational and personal-social information.
- The catalog is free of charge and available to schools.

"Personal-Social Information"

Information Available (National Film Board continued)

1. "National Film Board of Canada - Film Catalogue"
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Newfoundland Information Services  
Main Floor  
Confederation Building  
St. John's

Notes of Interest

-This service will supply any government report like annual reports, royal commissions and special papers. The information is free unless listed in their catalog.

-If the information you want is in permanent use, you may obtain bulk materials but the supply is limited on material that is used infrequently.

Information Available

1. NIS (catalog of government materials - monthly reports)
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Newfoundland Safety Council  
King George V Institute  
Water Street, St. John's  
P.O. Box 5123

Notes of Interest

-The promotion brochures for safety courses are free and obtainable in bulk. But the courses do cost students nominal fees and the fee structure is defined in the catalog.

-For some of their courses they have people around the province trained to teach them.

Information Available

1. "Newfoundland Safety Council Catalogue" (The catalogue has a list of films on loan as well as courses on Babysitting Training; Motorcycle Training; Safe Bicycling; Supervisor's Safety Training; Defensive Driving; Lateiner Method of Accident Control; and Industrial First Aid,
2. Brochures on the above courses



"Personal-Information"

Newfoundland TB & Respiratory  
Disease Association  
King George V Institute  
Water Street, St. John's  
P.O. Box 5250

Notes of Interest

- All information is free and can be obtained in bulk.
- On request, one lady working with the nursing section of the association will visit schools.

Information Available

1. Brochures and booklets on: Air pollution; Tuberculosis; Anti-smoking; and Respiratory diseases.
2. "Everything From A to Z ... Well Almost" (list of publications and films from the association)

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✓ Nutrition Division  
Department of Health  
85 Elizabeth Avenue  
St. John's

Notes of Interest

- You can obtain up to two copies of the material here free of charge.
- The administrator works frequently with teachers and if she can help students, she will try to accommodate their requests.
- For career information contact: Canadian Dietetic Association, 1391 Younge Street, Toronto 290, Ontario.

Information Available

1. Film list from Health Education Division is also used by this organization.
  2. "Pound Problems?" (booklet)
  3. "Cooking for One" (booklet)
  4. "Food Poisoning" (brochure)
  5. "Food Guide for the Older Person" (booklet)
  6. "Helpful Hints for Campers" (booklet)
  7. Brochures on food and general health
  8. Booklets on growing food from The Department of Agriculture
  9. Booklets on Canning and Freezing foods
-

"Personal-Social Information"

Provincial Department of  
Forestry & Agriculture  
Public Information Officer  
Confederation Building  
St. John's  
(see "Occupational Information")

Notes of Interest

-All materials are free and available in bulk.  
-By contacting the officer above, a representative will be sent to your school.

Information Available

1. "List of Publications - Agriculture Canada" (booklet)
2. "Services available to Farmers" (brief)

Provincial Parks  
Building 1045  
Pleasantville, St. John's  
P.O. Box 9340  
(see "Occupational Information")

Notes of Interest

-The information is free but limited to 3 or 4 copies per request.  
-On request, a representative from this office or those in Lewis-  
porte, Pasadena, and Stephenville will visit your school.  
-Information on foresters, rangers, or naturalists may be obtained  
verbally through these offices as well. A course in forest technology is  
available from the College of Trades & Technology.

Information Available

1. A new tape-slide show on the parks is being produced now.
2. "Newfoundland and Labrador Provincial Parks" (booklet)
3. "Parks Division - Statistical Report" (booklet)
4. Booklets and brochures on parks, animal life and forest life.

"Personal-Social Information"

Royal Canadian Mounted Police  
(see "Occupational Information")

Information Available

1. Brochures on boating safety; safety; and home security
- 

St. John Ambulance  
King George V Institute  
Water Street; St. John's

Notes of Interest

- All materials from this organization are priced.
- For more information on their courses, contact the above address or a representative in your area.
- There are three courses: 1) 16-hour standard course (\$2.50); 8-hour emergency course (\$2.00); and 3) Multi-media emergency course (\$2.00).

Information Available

1. "First Aid" (book)
  2. "Fundamentals of First Aid" (book)
  3. "First Aid for Young Canadians" (book)
- 

Victorian Order of Nurses  
(see "Occupational Information")

Information Available

1. "VON - Publicity Handbook" (booklet describing organization)
  2. Small brochures on VON services:
    - a. "A Community Home Nursing Service"
    - b. "VON"
    - c. "When Your Baby Comes Home...."
    - d. "Where There's a Will...."
-

"Personal-Social Information"

Women's Place  
Water Street East  
St. John's

Notes of Interest

-The information here is free except for one booklet.  
-If possible, the information will be sent out in bulk.  
-The organization will try to visit any schools they can at their expense.

Information Available

1. "Our Bodies - Our Selves - A course by and for Women" (booklet costing 40¢)
2. "Newsletter" (outlet for feminist writing)
3. "Vasectomy for Men" (brochure)
4. "Sterilization for Women" (brochure)
5. Three other booklets on birth control
6. Two booklets on VD
7. "Women and the Law in Newfoundland" (booklet)
8. "Women's Space"
9. "The Landlord and Tenant Act, 1973"

YMCA  
New Cove Road  
St. John's

and

YWCA  
Military Road  
St. John's

Notes of Interest

-These organizations operate primarily in St. John's but have national fame.  
-There is not much information available but by writing they may be able to give more answers.

## "Personal-Social Information"

### Notes of Interest (Youth and 4-H Division continued)

-To obtain a directory of the field service officers, write the above address. To set up a 4-H club, write the address and a representative will visit your school.

-For Canadian information in general, write: Canadian Council on 4-H Clubs, 185 Somerset West, Ottawa, K2P 0J2.

### Information Available

1. General information booklets:
  - a. "Regulations Governing 4-H Clubs"
  - b. "Canadian Council on 4-H Clubs"
  - c. "General Leader's Handbook"
  - d. "Self-Determined Projects"
  - e. "It's Child's Play"
2. Booklets and brochures on the following: reading; oral communication; communication; positive thinking; public speaking; giving demonstrations; gardening; touch typing; woodworking; leathercraft; photography; sewing; cooking; archery; forestry; singing; car safety; beauty tips.

"Personal-Social Information"

Information Available (YMCA and YWCA continued)

1. "When Women Work Together - A History of YWCA in Canada" (book)
2. "YMCA - The Distance Between Two Triangles - YWCA" (booklet)
3. Program of seasonal activities

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Young Voyageur Service  
Department of Rehabilitation  
and Recreation  
Confederation Building  
St. John's

Notes of Interest

-The brochures explaining the Young Voyageur program are free but limited in distribution.

-If possible the director will try to visit your school but certainly will help you by telephone or letter.

Information Available

1. "The Young Voyageurs" (brochure explaining program)
2. "The Young Voyageur - Guide for Participants" (brochure)

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Youth and 4-H Division  
Department of Rehabilitation  
and Recreation  
Confederation Building  
St. John's  
(see "Occupational Information")

Notes of Interest

-This organization offers more information on courses for students than any other in Newfoundland.

-All the information is free but is usually distributed to clubs by district officers. There are eight such 4-H officers in the province serving the 4-H clubs.







PROCEEDINGS

