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OCCUPATIONAL OPPORTUNITIES FOR THE MENTALLY RETARDED  
 " IN CATAWBA COUNTY, NORTH CAROLINA

by

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ABSTRACT

A three part study was conducted to determine the occupational opportunities for the mentally retarded in Catawba County, North Carolina. The study consisted of a survey of thirty-eight Catawba County employers, with an emphasis on the furniture industry and the hosiery industry; a survey of labor market data; and a survey of agencies in Catawba County that are available to the mentally retarded for assistance in obtaining and maintaining employment.

Information received from the three surveys strongly suggests that the labor market for semiskilled and unskilled labor is currently very good. Employers that were interviewed expressed a need for employees with skills that do not generally exceed the limits of many mentally retarded workers. It was also generally agreed by those employers visited that if the mentally retarded applicant is reasonably dependable, responsible, industrious, and emotionally stable, his mental limitations would not prohibit employment.

Based on the information collected in this study, it is strongly recommended that mentally retarded students be prepared for these opportunities. This preparation can best be achieved through emphasis on living skills, assessment of vocational aptitudes, skills in obtaining employment, and skills in maintaining jobs. It is essential that mentally retarded students be given access to vocational courses. Vocational teachers should be trained in developing specialized lesson plans for the mentally retarded student.

In summary, there seems to be unlimited opportunity for the mentally retarded student in Catawba County if proper preparation is made available to them and if the student is successful in this preparation.

OCCUPATIONAL OPPORTUNITIES FOR THE MENTALLY RETARDED  
IN CATAWBA COUNTY, NORTH CAROLINA

A Thesis  
Presented to  
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In Partial Fulfillment  
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Master of Arts

by

Patricia Black Hackney

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Chapter 1

INTRODUCTION

Being mentally retarded refers to a condition of impaired ability to learn and adjust to the demands of society due to underdeveloped intelligence (Conley, 1973, p. 1). For the purpose of this study, an IQ of 70 or below will be used to designate those persons considered mentally retarded. The reasons for this are: (a) it is the most commonly used reference point: (b) most studies in this area refer to persons whose IQ falls below 70: (c) when the IQ falls above 70, difficulty adapting to society is generally caused by factors other than intellectual inadequacy.

Ronald Conley (1973, p. 10) cites several important points that should be clarified with respect to the definition of the mentally retarded. Mental retardation is not the same as being illiterate or mentally ill. It is possible to be mentally retarded and also illiterate and/or mentally ill, but the terms should not be used interchangeably. Often persons function at an IQ level below their potential due to adverse environmental conditions. In some cases they may actually be functioning below the level designated as mentally retarded. Although they are not actually retarded they must be considered as such until their functioning level is raised. Some cases of mental retardation are caused by brain damage that may in time be repaired. These cases must

also be treated as mentally retarded until the damage is repaired.

It is general practice to divide the mentally retarded into four categories: (a) profoundly retarded (IQ 0-19); (b) severely retarded (IQ 20-34); (c) moderately retarded (IQ 35-49); (d) mildly retarded (IQ 50-69). Retarded children are often categorized as educable, trainable, or totally dependent. Educable children are placed in the regular school program but receive instruction in basic reading, writing, spelling, and arithmetic skills in a classroom specifically for educable retarded students and taught by instructors trained to work with them. Trainable children are unable to learn the basic subjects, but they do attend school. They are not included in the regular school program, but they are taught to provide for their personal needs and to develop some social skills. They are maintained in a special classroom the entire day. Totally dependent children are maintained in institutions designed to provide for their needs.

As adults, almost all mentally retarded persons function on a higher level than they did as children. Many educable retarded students fade into the adult population and go virtually unnoticed. The trainable child often develops into an adult who is at least semi-dependent. Of course, many factors affect the future of the mentally retarded child. No definite prognosis is possible; however, adequate education, training, and understanding greatly increase the possibilities.

## THE PROBLEM

The estimation has been made that over five million persons in the United States are mentally retarded; therefore, it is vitally important that efforts be made to determine the most effective and economical way to develop these individuals to their fullest (Angel, 1969, p. 7). A crucial aspect of this development is employment. School counselors, agency counselors, and all other persons engaged in supportive services to the mentally retarded are relatively ineffective without a complete picture of the labor market in their geographic area and the opportunities that the labor market provides for the mentally handicapped.

### Statement of the Problem

It was the purpose of this study to determine the occupational opportunities for the mentally retarded in Catawba County, North Carolina.

### Need for the Study

At the time of this study there were approximately 1,694 mentally retarded adults over nineteen and approximately 1,078 under nineteen (Baroff, 1974, p. 64). Those mentally retarded persons who are still in school need assistance in determining realistic opportunities for themselves and then developing the necessary skills to avail themselves of those opportunities. There are presently no collective data on employment opportunities for the mentally retarded.

## LIMITATIONS OF STUDY

The following limitations are recognized and reported:

1. The survey is limited to those occupational opportunities within

Catawba County, North Carolina.

2. The survey is further limited to those manufacturers or employers that expressed a willingness to participate in supplying information.

## DEFINITIONS OF TERMS USED

For the purpose of this study the following terms are defined:

### Handicapped

Literature regarding the handicapped refers to the 24 million Americans (World Book, 1975, Vol. 13, p. 41) that suffer any handicapping condition of the body. The mentally retarded compose almost one-fourth of all handicapped. Information cited using the term handicapped is to be interpreted as it relates to the mentally retarded.

### Occupational opportunity

In this study the term occupational opportunity was broadened to include not only specific jobs, but also education and training. If occupational possibilities exist for the mentally retarded, but the necessary preparation is missing, then there is no real opportunity.

## PROCEDURE

During a period from November, 1976, through February, 1978, a three part study was conducted concerning the occupational opportunities for the mentally retarded in Catawba County, North Carolina.

Part One

A personal survey was made of a sample of the furniture, hosiery, and service industries of Catawba County. This survey covered the individual positions within each business visited that presented an opportunity for the mentally retarded. In discussing these positions with the employers, required skills for each position were determined. The survey also provided specific information about the businesses themselves, such as the name and address, telephone number, the personnel manager, the total number of employees, and the number of shifts the company operates. This information provides a quick reference guide to the employers who have expressed an interest in employing the handicapped worker.

Part Two

A review of labor statistics published by the Employment Security Commission was conducted to obtain information necessary to reflect the current demand for jobs. This information was related to the positions cited in the survey of Part One. Data were also studied to obtain employment projections over the next seven years.

Part Three

The final part of the study was to survey the agencies and organizations in Catawba County that are available to the mentally retarded for assistance in obtaining and maintaining employment. This information includes a synopsis of the services provided, the procedure for obtaining these services, and any restriction of services that may exist.

## Chapter 2

## REVIEW OF THE LITERATURE

It is often very difficult for a retarded person to achieve self-direction in seeking a job. He may not know the extent of his own abilities or how to present them to a prospective employer. He may be unsuccessful in his job search time after time without ever knowing why he has failed (Angel, 1969, p. 7). Education and training provide one of the most effective methods for overcoming these inadequacies.

## EDUCATION AND TRAINING

Until recently, special education classes for the mentally retarded beyond the eighth grade were rare, and Mudd (1968) discovered that three-fourths of the mildly retarded subjects had left school by the age of 16 or shortly thereafter. However, due to recent financial support for special programs for the retarded, retention rates are increasing. Unfortunately, these special programs have often been merely a convenient way of isolating the mentally retarded from the rest of the school. Schools are presently receiving additional funding and guidelines in an effort to further improve vocational preparation of our mentally retarded students.

Vocational educators are also assuming more responsibility for providing vocational training to mentally retarded adolescents. Yet, many

of these educators are still reluctant to integrate the mentally retarded into vocational classes. Other than the problem of attitude, vocational educators often feel unprepared to meet the needs of these special students. Preparation for vocational teachers in instructing the mentally retarded is seldom available at the local setting. Neither vocational educators nor special educators have clearly defined the limits of their roles in educating the mentally retarded student. They have also neglected to identify overlapping responsibilities. This has caused a wide gap in our educational vocational services to these students. Many of our mentally retarded students are currently falling into this gap, finding themselves untrained, and thus unprepared to enter the world of work (Weistenstein, 1977, p. 159). The critical issue regarding the mentally retarded is how to provide career education and provide adequate academic education to prepare them for entering the world of work or community living (D'Alonzo, 1976, p. 256).

In spite of the difficulties involved, many school systems are providing exemplary programs for the career development of retarded individuals. The Calhoun Area Vocational Center (CAVA), Battle Creek, Michigan, provides one of the few vocational programs which fully integrate the handicapped and non-handicapped students. The students, most of whom are classified as Educable Mentally Retarded in their thirteen home districts, attend their home high school for a half day of academic training, often in a segregated setting. For the other half day, they are enrolled in one

of the twenty-eight CAVA occupational training programs. The training provided is as realistic as possible with the students engaging in such activities as working on cars in the auto mechanics program and building and selling two houses per year in the carpentry program. Similar programs exist in Slickersville, New Jersey; South Bend, Indiana; St. Paul, Minnesota; Framington, Massachusetts; and Doylestown, Pennsylvania (Cageika, 1977, pp. 161-162).

Areas of training that are being opened up to mentally retarded students include health occupations, landscaping, graphic arts, plant maintenance, welding, driver education, small engine repair, business occupations, auto mechanics, auto body mechanics (Mossman, 1972, p. 4).

Educators are becoming more and more convinced that students often benefit more from on-the-job training than they do in a classroom that attempts to teach them the same skills. This is particularly true of the mentally retarded students who generally learn quicker by seeing and doing than by listening in class. Training programs are being developed in every state that will provide an adequate combination of education and training with on-the-job experience. The following pages will present an excellent example of how such a plan might be prepared. The plan was developed by Robert Eley (1976).

#### Steps for Training Plan Development

1. Assess the student's needs. As a professional educator, the coordinator is able to analyze each student and identify the major goals that are to be attained by that student through a concurrent work

and education experience. For example, a student with a learning disability may require experience in which he or she can find immediate measure of success. Accordingly, the coordinator should know what interests and strengths the student now possesses; e.g., being outdoors, or taking care of pets. Obviously, to recognize student needs will require the instructor or coordinator to search school records, talk with other professionals who know the student, and hold one or more interviews with the student.

2. Know the community. The needs of students must be considered in relationship to available training stations in the community. Before students are placed in training sites, the coordinator should have made a thorough canvass of potential training sites [sic] and have obtained as much information as possible about the nature of stations and of the persons who are in supervisory capacities. For example, it may be very unwise to place a student with an emotional disability in a training site [sic] which involves considerable job stress.
3. Gain a knowledge of the occupations. Once a training site is located, it is necessary for the coordinator to understand the occupation into which the student is to be placed. This is important and is a primary responsibility for the training plan development and is necessarily that of the coordinator. Job knowledge may be acquired by (a) discussing the job with the employer, (b) using resources such as The Dictionary of Occupational Titles, (c) observing other workers performing the job, or (d) discussing the job with incumbent workers.
4. Draft the training plan. At this point an appointment should be made with the employer to discuss the rough draft in depth. Major questions should be asked: What additional learning experiences will be needed on the job? Which of the experiences will be provided on the job, in the classroom at both locations? Are there circumstances within this job that should be carefully considered when placing a student with certain identified disadvantages and handicaps? What is the approximate time for each of the identified learning activities? What is the best sequence of the learning activities? Are there materials or resources that might be provided the student to supplement the classroom and on the job experiences? Are there experiences that might be added to enrich the student's total learning? Can the learning experiences be evaluated adequately?
5. Complete the training plan. With input from the employer and the coordinator's own professional knowledge, the training plan can be completed. It is at this point that the training plan content should be discussed with the students. Thus, the student having some personal

involvement with the training plan might be more ready to accept the learning that will be expected of him or her.

6. Disseminate the training plan. The training plan is a dynamic document that should guide the student's in-school and on-the-job education. Thus, a coordinator can use the document to structure classroom learning experiences for a particular student. A coordinator should also use the document to check the progress of the student in the work situation. In other words, whenever the coordinator visits with an employer of a student, the coordinator should review the progress of the student. If the student's progress is not what was expected, then the employer and the coordinator will need to consider alternative learning activities.





Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
½ week	2. Use electric fixed saw 3. Know use of and recognize a router	X	X X	Observation "	Tool identification
one week	Learn to Properly Use Staging and Extension Equipment 1. Select and use ladders 2. Assemble staging	X X	X X	Discussion & observation " "	9
one week on-going	Learn to Properly Do Framing 1. Use measuring tools to lay out 16" OC-24" OC 2. Use square to mark layout 3. "Stage" sill studs for use in correct stacks 4. Measure, cut and secure "mud sills"	X	X	"	Layout stud location on plate and mud sills
one week	5. Fasten (nail, brad or spike) floor joist to layout	X	X	"	Stack various types of lumber
½ week	6. Secure ceiling joist from stock and stage	X	X	Observation	Cut, drill (to size) 2"x8" or other size lumber
on-going two weeks	7. Use nail gun (air) safely	X	X	"	Parts of house slides
on-going one week	8. Lay out floor decking a. Know types of floor decking	X	X	Discussion & Observation	Load and clean nail gun
one week	9. Measure and cut ceiling joists to required lengths	X X	X X	" "	10
one week	10. Secure and stack rafters or truss units	X	X	"	Stack rafter lumber
on going	11. Secure, stack and cover roof decking	X	X	"	Stack roofing materials
½ week	12. Measure and cut to size required blocks and blocking using hand and power saws	X	X	Discussion Observation	

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
on-going	Learn Proper Site Clean-up 1. Salvage useable materials 2. Reduce safety hazards 3. Sweep/clean site and work area 4. Clean and secure tools and equipment	X X X X X	X X X X X	Observation " " " "	

A factor that is having a tremendous effect on the education of the handicapped is Public Law 94.142. This legislation is basically a national special education law requiring state and local educational agencies to provide free and appropriate public education for all handicapped children ages 3-21. The regulations of Public Law 94.142 provide specifically for vocational education of the handicapped. States must ensure that funds received under the Vocational Education Amendments of 1976 are used in such a way that free and appropriate education is being provided. State and local education agencies must also take steps to see that handicapped students have the same variety of programs and services that are available to non-handicapped students. Individual education plans (I.E.P.'s) "must include a statement of the child's present level of educational performance, including academic achievement, . . . prevocational and vocational skills." Based on these plans, funding, and current information on research and new knowledge relative to serving the handicapped will be available to special education personnel, as well as regular educators, vocational educators, career guidance counselors, work study, coordinators, and job placement personnel (Phelps, 1977, pp. 186-187).

In developing curriculum for the mentally retarded, guidelines should include the following:

1. Class size is kept deliberately small, ideally between 8 and 14.
2. Instruction and supervision is intensive and constant.
3. Practical "learning by doing" is emphasized; theoretical study

is minimized.

4. Positive "you can do it" approach is emphasized.
5. Sequence of skills or operations is presented at a slower pace. (compared to regular programs).
6. Reinforcement by repetition is recommended.
7. There is no ceiling on achievement; each pupil may ascend the hierarchy of skills to the limit of his ability (Mossman, 1976, p. 56).

Preparation for employment of the mentally retarded in public schools can be greatly supplemented by community and governmental agencies.

#### COMMUNITY AND GOVERNMENTAL SUPPORT

The public schools and vocational rehabilitation agencies generally work together closely. Rehabilitation is "our society's unique process of restoring the dignity of its disabled members and of making the most of their talents. It involves the use of recognized medical, psychosocial, and vocational services singly or in coordination combination to meet the requirements of the physically and mentally handicapped (Meyen, 1967, p. 157)."

The Department of Social Services provides social evaluation, social case work, and social group work. These services are provided to the mentally retarded and their families as readily as to any other member of society.

In many communities sheltered workshops are being established for

the handicapped. This institution is half business and half rehabilitation or social agency. This in itself causes many problems. The most positive factor regarding sheltered workshops is that they do provide a certain amount of training, an opportunity to work, and the opportunity for the handicapped to have interaction with others. Sheltered workshops are almost always reserved for the severely and profoundly handicapped (Meyen, 1967, pp. 180-181).

The Federal government is assisting the states to provide proper education for the handicapped by making annual grants that may escalate to more than three billion dollars by 1982 ("Opening More Doors for the Nation's Retarded", 1976, p. 56). Federal regulations require any company having government contracts of \$2,500 or more to take "affirmative action" to secure employment for those workers with handicaps, including mentally retarded. Under modified examination procedures, more than 7,400 mentally retarded persons have been hired for minor positions by the Federal government itself since 1964 ("Opening More Doors for the Nation's Retarded", 1976, p. 56).

An on-the-job training program, funded at about two million dollars a year by the Federal Government and administered by the National Association for Retarded Citizens has placed some 14,000 retarded in competitive jobs at private firms since 1967 ("Opening More Doors for the Nation's Retarded", 1976, p. 56).

Governmental support is also provided through the U.S. Employment Service. This agency provides job placement for the handicapped as well

as aptitude testing and counseling services. Public Law 113 made Vocational Rehabilitation services available to the nation's mentally retarded (Cegelka, 1974, p. 104). Vocational rehabilitation counselors work closely with public schools to help in screening applicants and working with eligible students.

#### OCCUPATIONAL OUTLOOK

Mentally retarded persons have interests, variations in aptitude, skills, and abilities the same as the non-retarded. When properly placed, they can become productive employees. It is unrealistic to decide on occupations suitable to the mentally retarded without regard to their abilities (Angel, 1967, p. 7).

#### Occupational Potential

Highly simplified and routinized jobs can be performed by the mentally retarded, even to the extent of out-producing normal persons by wide margins and with high levels of safety (Kohn, 1977, p. 150). Jobs that tax the patience and expectations of many workers who have normal capabilities can be filled by the retarded. Using them in this manner is advantageous to the employer and enhances the self-esteem of the retarded by providing them with meaningful work. "Society gains when an EMR leaves the welfare rolls or the sheltered workshop and becomes a tax paying, productive citizen (Kohn, 1977, p. 151)."

A Connecticut psychologist studied the records of employed mentally

retarded persons after they had been working twelve years. He found that employers rate them as high as the non-retarded workers in promptness, regularity, friendly relations with fellow workers, and steadfastness on the job. Their weekly earnings compared favorably to the non-retarded doing similar work; and the psychologist predicted that most of them would continue in their present jobs until they retired (Angel, 1969, p. 44).

It is estimated that more than 85 percent of all retarded children born each year could become capable of self-support, to some degree, given adequate training and employment opportunity (Angel, 1969, p. 45).

Placement of the mentally retarded in service jobs has had the highest rate of success, and training for the growing occupations in this field will probably provide the best employment opportunities in the future for the retarded (Angel, 1969, p. 45).

#### Specific Sources of Employment

Angel (1969, pp. 153-330) surveyed 350 occupations to discover their possibilities as sources of employment for the handicapped. Out of this number, he found forty-four that he could recommend for the mentally retarded. Although there is no intention to exclude other possible areas of employment, the following list does present an excellent overview of sources the mentally retarded might consider.

1. Assembler of small parts
2. Assembler of small products
3. Assorter

4. Attendant at used car lot
5. Automobile painter
6. Basket maker
7. Breeder of canaries and parakeets
8. Buttonhole-machine operator
9. Cafeteria worker
10. Candle maker
11. Carpentry
12. Chicken grader
13. Chicken raiser
14. Cleaning homes and small offices
15. Cooks helper
16. Dairy farmhand
17. Distributor
18. Domestic worker
19. Electronic unit sub-assembler
20. Embroidery operator, machine
21. Flower and green plants nursery
22. Furniture upholsterer
23. Greens picker
24. Hand laundry
25. Hooked rugs
26. Janitor (porter)
27. Kennelman
28. Knitting machine operator
29. Laundress/Laundryman
30. Lawn care
31. Linen room attendant
32. Meat wrapper
33. Mender in linen service
34. Merchandise marker
35. Painter helper
36. Pets hotel
37. Racket stringing
38. Restroom attendant
39. Reweaving
40. Weed raiser
41. Sewing machine operator
42. Stuccoing
43. Weaving by hand (Angel, 1969, pp. 153-330)

#### Limitations

Unfortunately, as technology progresses, the number of jobs available at the unskilled semiskilled levels which the mentally retard-

ed is considered capable of handling continues to decline. The mentally retarded has the added problem of competing for these jobs with adults and adolescents of normal intelligence who dropped out of school or failed to take vocational training (Gorelick, 1966, p. 1).

#### Job Development

To assist the mentally retarded in his search for employment, job development specialists often work with employers toward hiring them. The specialists often face many obstacles. One of the most widespread problems is the attitude of the work community. A multitude of misconceptions about the mentally retarded is observed everywhere the job developer goes. Employers must be educated to the limited information the label "mentally retarded" conveys. It tells nothing about potential for vocational adjustment (Burrow, 1974, p. 392).

In the Marsfield Project on job development, employers tended to divide into four groups.

1. One hundred employers hired a mentally retarded person as a direct result of efforts by the project staff. In most cases this involved just one employee.
2. A rather small group included those employers who would have hired a mentally retarded worker if the appropriate person was available or if the job could have been adapted to the restricted abilities of a mentally retarded person.
3. A larger group encompassed those employers who made a nominal commitment to hire the mentally retarded. These employers were in philosophical agreement, but they found a myriad of reasons why a particular retardate was not suitable.
4. A small group of employers who did no more than listen politely

to the job developer (Burrow, 1974, pp. 392-393).

In summary, the occupational outlook for the mentally retarded is brighter than ever before. Public interest and awareness, improved educational opportunities, renewed Federal legislation and financial support are the major reasons. These factors all contributed to 1977's being labeled, "The Year of the Handicapped".

### Chapter 3

#### ANALYSIS OF DATA

The population used for this study included those manufacturers listed in the Catawba County Chamber of Commerce Handbook of local manufacturers. The observations made and the information collected were used to determine specific employment opportunities for the mentally retarded in Catawba County.

#### PROCEDURE

An initial survey was made by mail to determine employers who would be willing to meet with this writer. A letter of introduction (Appendix A) was mailed to each manufacturer employing 25 or more people. The letter included a request for a visit to the industry. A follow-up survey consisted of a personal visit to each employer who had replied affirmatively. During the visit, employees were observed performing various tasks. Based on these observations and input from the employer, the opportunities available were catalogued. The basic skills required for the jobs listed were analyzed to help persons using the information to better determine the suitability of specific individuals. Data collected during these visits were classified as furniture, hosiery, or miscellaneous opportunities.

The second phase of the study was conducted in the offices of the

Employment Security Commission in Hickory, North Carolina. Computer printouts of Table 96 (a compilation and breakdown of all activity in the local employment security office each year) were carefully reviewed. The Employment Security Commission study, Employment Projections to 1985 for North Carolina Planning Regions, was reviewed to obtain pertinent information. The local labor analyst and several key interviewers were consulted for assistance in interpreting data and contributed personal information regarding the total employment picture for the worker with special limitations. From this wealth of information, pertinent facts and projections were compiled to present a concise overview of the labor market as it relates to the mentally retarded worker.

The third phase of this study was designed to determine assistance available to mentally retarded individuals seeking employment. After surveying community agencies and civic organizations, it was determined that only two agencies were directly involved with the employment of the mentally retarded. The local office of the department of Vocational Rehabilitation and the Employment Security Commission were visited to determine available services.

#### BASIC SKILL REQUIREMENTS

1. Eye-hand coordination
2. Manual dexterity
3. Reading, writing, and math skills on a level higher than those of the sixth grade.
4. The ability to make judgments as to the quality of the job done.
5. Reading and writing skills sufficient to read labels or orders

- and/or mark tickets.
6. Ability to follow verbal directions.
  7. Physical fitness, ability to lift over 50 pounds easily.
  8. Physical fitness, ability to lift 20-30 pounds often each day.
  9. Visual perception.
  10. Ability to do simple maintenance on machine used, and/or keep it loaded.
  11. A neat and clean appearance.
  12. Freedom from allergy to materials or chemicals used.
  13. Ability to read rules, scales, or other gauges.
  14. Mechanical ability.
  15. Extensive skill development. Should not be considered as an entry level job.
  16. Valid driver's license.

#### THE FURNITURE INDUSTRY

The furniture industry in Catawba County employs almost 30,000 workers or 43 percent of manufacturing employment for an average weekly wage of \$159.74; averaging \$9.12 above the statewide furniture average of \$150.62 (Employment Security Commission, 1978).

Although the furniture market fluctuates, it is currently experiencing very high employment. Highly skilled persons are being sought, but a majority of the openings are for material handlers and other unskilled or semi-skilled labor.

In discussing the employment of the mentally retarded in the furniture industry, several factors surfaced repeatedly.

1. Employers are very safety conscious and expressed concern for subjecting the mentally retarded to danger.
2. Employers need labor. They will not be prejudiced by a worker's basic mental ability as long as he/she can perform the assigned task satisfactorily.

3. The problems that occur most often with employees are seldom related to skill or mental ability.

Of the furniture employers surveyed, 93 percent expressed positive attitudes toward employment of the mentally retarded. Forty-three percent became excited about the realm of possibilities. Unfortunately these attitudes were not spontaneous. In most interviews, the employers reacted with an embarrassed silence or a look that suggested that all of the common stereotypes of the retarded were going through their minds. After discussing the misgivings and misconceptions, most employers seemed surprised and hopeful over the potential of these "wasted" individuals.

In visiting approximately ten percent of the major furniture manufactories in Catawba County, the following opportunities were observed. The application of these possibilities to the mentally retarded will vary greatly.

#### Opportunities In Furniture

Title*	D.O.T.** Code	Average Hourly Wage After Six Months	Basic Requirements (p.22)
assembler	763.684-038	3.50	2, 4, 5
bailer	920.685-010	3.50	2, 5, 7
band saw operator	667.682-010	3.90	1, 2, 4, 5, 10, 15
button coverer	734.687-046	3.25	1, 2, 5
button sticker	734.687-046	3.25	1, 2, 5

\* See Appendix B for definitions of job titles

\*\* Dictionary of Occupational Titles, April 1, 1978



Title*	D.O.T.** Code	Average Hourly Wage After Six Months	Basic Requirements (p.22)
case fitters	763.684-026	3.50	2, 5, 8
cleaners (rubbers)	919.687-014	3.25	2, 4, 5
cushion stuffers/ fillers	780.684-054	3.25	2, 5, 8, 12
cut-off sawyer	667.682-022	3.25	1, 2, 4, 5, 10
cutting and boring machine operator	699.685-014	3.50	1, 2, 4, 5, 9, 15
doweler	669.885-050	3.25	1, 2, 5, 8
driver	905.663-014	3.75	2, 3, 7, 11, 16
finish sprayers	741.684-026	3.25	1, 4, 5, 10, 12
gluers	762.687-034	3.25	1, 2, 3, 4, 5, 13
hand sanders	761.687-010	3.25	2, 4, 5, 6, 8
hand stainers	742.687-010	3.25	2, 4, 5, 8, 12
hardware attachers	762.684-046	3.25	1, 2, 5, 9
inspectors	763.687-026	3.50	4, 5
lathe operator	664.382-010	4.00	1, 2, 4, 5, 10, 15
loaders	929.687-030	3.50	2, 5, 6, 7
lumber handlers	929.687-030	3.25	2, 5, 6, 7
maintenance	381.687-018	3.00	2, 5, 6, 7
material handler	929.687-030	3.00	2, 5, 6, 8
matress stuffers	780.684-066	3.75	2, 4, 5, 8
nash sander operator	662.685-038	3.60	1, 2, 4, 5, 10, 16

Title	D.O.T. Code	Average Hourly Wage After Six Months	Basic Requirements (p. 22)
variety saw operator	667.782-146	3.75	1, 2, 4, 5, 10, 16
veneer room tailer	669.686-034	3.25	2, 6
waxers	742.684-010	3.25	2, 4, 5
welt slitters	699.682-030	3.25	2, 4, 5, 6

Directory of Furniture Manufacturers Surveyed

1. Barnhardt Manufacturing Company, 820 21st St. N.W., Hickory  
 Telephone: 328-1893      Contact Person: Mrs. Keller  
 Approximate Number Employed: 125      Shifts: First  
 Major Product: Cushions and cushion materials
  
2. Bassett Upholstery Division, East 20th St., Newton  
 Telephone: 464-3354      Contact Person: John Greene  
 Approximate Number Employed: 725      Shifts: First  
 Major Product: Upholstered Living Room Furniture
  
3. Carolina Comfort Furniture Company, Highway 127 North, Hickory  
 Telephone: 495-8241      Contact Person: Jack Hendrix  
 Approximate Number Employed: 140      Shifts: First
  
4. Century Furniture Company, 401 11th St. N.W., Hickory  
 Telephone: 328-1851      Contact Person: Sam Dula  
 Approximate Number Employed: 550      Shifts: First

Title	D.O.T. Code	Average Hourly Wage After Six Months	Basic Requirements (p.22)
order clerk	922.687-058	3.25	3, 6, 8
packer	920.587-018	3.25	2, 4, 5, 6, 8
parts organizer	222.387-058	3.25	2, 4, 5, 6
patching/repairing	769.684-038	3.50	2, 4, 5
pattern cutters	781.381-022	5.00	1, 2, 4, 5, 9, 15
pinchers	780.684-062	3.25	1, 2, 4, 5, 12
planers	669.782-022	3.90	2, 4, 5, 8, 10
poly cutters	781.584-014	3.75	2, 4, 5, 6, 8, 15
pre-assemblers	763.684-038	3.50	1, 2, 5, 8
receivers	929.687-030	3.25	2, 5, 6, 7
rip-saw operator	667.682-066	3.70	1, 2, 4, 5, 10
rip-saw tailer	929.687-030	3.25	2, 4, 5, 6
sanding machine operator	761.682-014	3.25	1, 4, 5, 8
sewers	787.782-242	3.50	1, 2, 4, 5, 10
shipping	222.387-050	32.5	2, 3, 6
slotters	640.685-078	3.50	1, 5, 13
spool sander	761.682-014	3.90	1, 2, 4, 5, 10, 15
stapler	780.684-118	3.50	1, 2, 5
upholstery cutter	781.884-030	4.50	1, 2, 4, 5, 10
upholsterer (inside)	780.684-118	5.00	1, 2, 4, 5, 7, 15
upholsterer (outside)	780.684-118	6.00	1, 2, 4, 5, 7, 15

Major Product: High quality furniture for every room

5. Conwed Corporation, 3050 Main Avenue, N.W., Hickory  
Telephone: 322-7990 Contact Person: Dorothy Price  
Approximate Number Employed: 50 Shifts: First  
Major Product: Poly-foam cushions for upholstering companies
6. Cox Manufacturing Company, Inc., 16 14th St. N.W., Hickory  
Telephone: 327-4123 Contact Person: Elvie Bean  
Approximate Number Employed: 55 Shifts: First  
Major Product: High quality upholstered bedroom furniture
7. Hickory Chair Company, 37 9th St. Pl. S.E., Hickory  
Telephone: 328-1801 Contact Person: Joe Strange  
Approximate Number Employed: 700 Shifts: First  
Major Product: Lane Chairs
8. Hickory Tavern Furniture Company, Highway 70-A East, Hickory  
Telephone: 328-2271 Contact Person: Banks Ritchie  
Approximate Number Employed: 310 Shifts: First  
Major Product: Upholstered Furniture
9. Hickory Wood Turning and Carving, 221 20th St. S.E., Hickory  
Telephone: 327-2571 Contact Person: Tom Lindsey  
Approximate Number Employed: 55 Shifts: First
10. Leathercraft, Inc., 1394 11th Ave. S.E., Hickory  
Telephone: 322-3305 Contact Person: Kathy Sheely

Approximate Number Employed: 100 Shifts: First

Major Product: Genuine Leather covered furniture

11. Marlowe Furniture Company, Route 7, Hickory  
 Telephone: 397-5578 Contact Person: H.D. Marlowe  
 Approximate Number Employed: 80 Shifts: First  
 Major Product: Upholstered furniture
12. Ray Hamlet Company, Inc., Industrial Park, Conover  
 Telephone: 464-5643 Contact Person: Ken Underwood  
 Approximate Number Employed: 30 Shifts: First, Second  
 Major Product: Foam cushions for furniture manufacturers
13. Southern Furniture Company, 1711 11th Ave. S.W., Hickory  
 Telephone: 322-1800 Contact Person: Nan Bumgarner  
 Approximate Number Employed: 100 Shifts: First  
 Major Product: Bookcases
14. Thomasville Furniture, Inc., 900 12th St. Dr., N.W., Hickory  
 Telephone: 327-9133 Contact Person: Edith Grimes  
 Approximate Number Employed: 98 Shifts: First  
 Major Product: Modern Furniture
15. Shuford Furniture Company, 1457 9th Ave. N.E., Hickory  
 Telephone: 328-2373 Contact Person: Loretta Bumgarner  
 Approximate Number Employed: 100 Shifts: First  
 Major Product: Upholstered furniture

## THE HOSIERY INDUSTRY

The second largest industry in Catawba County is textiles. A major portion of this industry is composed of hosiery manufacturers. Approximately 9,000 persons or 14 percent of the manufacturing employment with a weekly average income of \$141.51; much lower than the state wide average of \$158.66 (Employment Security Commission, 1978).

While visiting approximately ten percent of the hosiery mills in Catawba County, it became apparent that the shortage of employees in many areas of the industry is critical. As with the furniture industry, the majority of the needs occur in positions that require only minimal training that is provided on the job. Although the initial reaction of the hosiery employers was skeptical, they seemed more interested in what the mentally retarded worker can do rather than what his or her mental abilities may be. The qualities that the employer looks for in potential employees were basically the same as those of the furniture industry. Regular attendance was the first one mentioned in every interview. The employers also mentioned safety regulations. Although three employers seemed reluctant to hire workers who were known to be mentally retarded, all of the employers visited agreed to interview and consider any of these applicants. Federal requirements and recent civil rights legislation for the handicapped may account for these responses. While visiting the employers, the following opportunities were observed.

## Opportunities in Hosiery

Title	D.O.T. Code	Average Hourly Wage After Six Months	Basic Requirements (p. 22)
automated sewing machine operator	787.682-074	3.50	1, 2, 4, 5, 9, 10
boarders	589.685-010	3.50	2, 5, 4
banding machine operator	920.587-010	3.25	2, 3, 6, 8, 10
boxers	920.587-010	3.25	2, 5, 8
clippers	789.687-030	3.00	2, 4, 5
cuffers	789.687-182	3.25	1, 2, 4, 5, 8
dyehouse extractors	581.685-042	3.50	5, 6, 7, 12
dyehouse tumblers	581.685-062	3.50	5, 6, 7, 12
dyehouse workers	582.585-014	3.50	5, 6, 7, 12
electrical/mechanical maintenance	638.281-014	4.50	2, 3, 6, 7, 14, 15
folders	920.587-018	3.50	2, 5, 4
greige goods worker	922.687-058	3.25	5, 6, 7
inspector	684.684-010	3.25	4, 5
knitting machine fixer	689.280-014	3.00	1, 2, 3, 4, 9, 15, 14
knitting machine operator	684.685-010	3.60	1, 2, 4, 5, 10, 13
maintenance	381.687-018	3.00	2, 5, 6, 7
material handlers	929.687-030	3.00	2, 5, 6, 8
order clerk	922.685-078	3.25	3, 6, 8

Title	D.O.T. Code	Average Hourly Wage After Six Months	Basic Requirements (p. 22)
packaging machine operator	920.685-078	3.25	2, 5, 10
pairers	684.687-010	3.60	1, 2, 8, 9, 5
riders	920.587-018	3.25	2, 5, 10
seamers	787.682-074	3.25	1, 2, 4, 5, 9, 10
shipping	222.387-050	3.50	2, 3, 6, 7
transfer machine operator	659.685-022	2.90	1, 2, 4, 5, 10
turners	789.687-182	3.00	2, 5

Directory of Hosiery Manufacturers Surveyed

1. Adams-Millis, 74 8th St. S.E., Hickory  
Telephone: 322-2007 Contact Person: Mr. Sears  
Approximate Number Employed: 200 Shifts: First
2. Brookford Finishing Company, Inc., 2226 1st St. S.E., Hickory  
Telephone: 322-1110 Contact Person: Sylvia Franks  
Approximate Number Employed: 176 Shifts: First, partial second
3. Ellis Hosiery, 709 Lenoir Road, N.W., Hickory  
Telephone: 322-1010 Contact Person: Mr. Houston  
Approximate Number Employed: 300 Shifts: First, Second, Third

4. J.P. Stevens Company, 3000 2nd Ave. N.W., Hickory  
Telephone: 328-2491 Contact Person: Mr. Collie  
Approximate Number Employed: 770 Shifts: First, Second, Third
5. Kayser Roth Finishing Division, 70 80th St. Pl. S.E., Hickory  
Telephone: 328-5351 Contact Person: D.O. Sigmon  
Approximate Number Employed: 390 Shifts: First
6. Longview Hosiery Mill, Inc., 125 23rd St. S.W., Hickory  
Telephone: 328-2463 Contact Person: Frances Jones  
Approximate Number Employed: 100 Shifts: First, Second, Third
8. Southern Hosiery Mill, Inc., 953 C Avenue, S.E., Hickory  
Telephone: 328-5201 Contact Person: J.E. Yount  
Approximate Number Employed: 170 Shifts: First, Second, Third
9. U.S. Hosiery, 948 9th St. Dr., N.E., Hickory  
Telephone: 322-6493 Contact Person: Anna Rush  
Approximate Number Employed: 170 Shifts: First, Second, Third

#### MISCELLANEOUS EMPLOYERS SURVEY

A survey of thirteen employers was made in an effort to determine a variety of opportunities that occur outside the furniture and hosiery industries. Although specific job titles are seldom repeated in several of the companies, there is often a similarity in skills required and basic functions. For example, a person who packs ice cream sandwiches in a

dairy could easily be employed to pack rolls of tape in a tape manufactory. The employers surveyed present a wide variety of opportunities that reflect the majority of manufacturing opportunities county-wide. As in the two preceding surveys, many opportunities exist that require little or no training. The turnover rate in these positions is not as high as many opportunities in furniture and hosiery, there are, however, enough possibilities to merit consideration. At the present, there is a tremendous demand for fast food workers. Counterwork may require more computational skills than some mentally retarded workers possess, but many wrapping, cooking, refilling, and stock jobs are good possibilities. The diversity among these positions makes generalization very difficult. The following opportunities were observed.

#### OPPORTUNITIES IN MISCELLANEOUS AREAS OF EMPLOYMENT

Title	D.O.T.** Code	Average Hourly Wage After Six Months	Basic Requirements (p. 22)
bailer of waste	920.685-010	4.00	2, 4, 5, 6, 7, 10, 14
band cutting machine operator	781.584-014	3.15	1, 2, 5, 8, 10
blister packing machine operator	920.685-154	3.75	2, 5, 10
braiding machine operator	683.685-101	2.90	1, 2, 5, 10
coater operator	509.382-010	4.50	2, 3, 4, 8, 9, 10, 13

\* See Appendix B for definitions of job titles  
 \*\* Dictionary of Occupational Titles, April 1, 1978

Title	D.O.T. Code	Average Hourly Wage After Six Months	Basic Requirements (p. 22)
commissary good preparer	317.684-018	3.00	1, 2, 5, 11
commissary utility worker	929.687-030	2.95	5, 6, 7
couterperson	311.677-014	2.95	5, 6, 7
craft yarn winder/packer	681.685-154	3.00	2, 5, 8, 10
cutter (tape)	781.884-030	3.50	2, 4, 5, 7, 12
cutter (glove)	781.687-030	4.00	1, 2, 4, 5, 8
cutting machine operator	699.685-030	4.00	2, 3, 4, 8, 14, 15
cutting press operator	699.685-014	4.00	2, 3, 4, 8, 14, 15
dishwasher	318.687-010	2.65	2, 5, 6, 8
dry weigher	929.587-014	3.50	2, 4, 5, 7, 12
drying machine operator	581.685-062	3.20	5, 7
folder (flat)	363.686-010	3.10	2, 5, 8, 10
folder (sanitizer)	363.686-010	3.20	2, 3, 8, 10
fork lift operator	921.683-050	3.50	2, 5, 6, 7, 10
forming (glove)	784.687-038	3.15	2, 5
freezor operator	529.482-010	3.50	2, 3, 4, 8, 10, 13
gauntlet cuffing	583.685-042	3.15	2, 4, 5
head mixer	550.685-062	3.50	2, 4, 5, 7, 12, 13, 15

Title	D.O.T. Code	Average Hourly Wage After Six Months	Basic Requirements (p. 22)
hot stamper	652.685-030	3.20	2, 3, 4, 8, 10
housekeeper	321.137-101	2.85	4, 5, 8
inspector/packer	684.684-010	3.25	4, 5, 7
insulation fabricator	721.484-018	3.25	1, 2, 4, 5
lacer	774.887-018	4.00	2, 4, 5, 8, 14
loaders	929.687-030	3.25	2, 5, 6, 7
laundry sorter	361.684-014	3.00	2, 5, 8
maintenance	381.687-018	2.90	2, 5, 6
manual location attendant	13.361-022	3.10	2, 3, 4, 11
manual packer of laces	920.587-018	3.50	2, 5
material handler	929.687-030	3.25	2, 5, 6
mender	787.682-030	3.25	1, 2, 4, 5,
overedge seamer	786.682-198	3.25	1, 2, 4, 5, 10
packer (tape)	920.587-018	3.00	2, 5, 8
packer (ice cream)	920.587-018	3.10	2, 5, 8
pairing and banding machine operator	920.685-078	3.00	2, 5, 10
porter	381.687-014	3.00	4, 6, 8
potato bagger	920.685-078	3.00	2, 5, 6, 8
pressers, machine	363.682-018	3.10	1, 2, 4, 5, 8
printing machine operator	651.482-010	3.60	1, 2, 3, 4, 8, 9, 10, 13, 14, 15

Title	D.O.T. Code	Average Hourly Wage After Six Months	Basic Requirements (p. 22)
product worker	299.367-014	3.25	2, 5, 6, 7
quilter	689.685-106	3.75	2, 5, 7, 10, 13, 14
re-winder	699.587-101	3.00	2, 4, 5, 8
routeman	292.353-010	4.00	3, 6, 7, 11, 14, 16
rust preventative applier	726.684-014	3.50	2, 5, 7, 12
salad person	317.684-014	2.90	2, 4, 5, 6, 11
sanitarian	529.137-014	3.10	2, 4, 5, 6, 7, 11
saturator operator	584.382-010	4.50	2, 3, 4, 8, 9, 10, 13, 14, 15
sealer	920.685-074	3.25	2, 5
sewer	784.682-010	3.50	1, 2, 4, 5, 9, 10
shipping	222.387-050	3.50	2, 3, 6, 7
short-order cook	313.361-022	2.85	2, 4, 5, 6, 11
slitter	699.682-030	3.00	2, 4, 5, 8, 10, 13
small room worker	922.685-078	3.00	2, 3, 6, 7
sprayer	741.684-026	3.30	1, 2, 4, 5, 10
stacker	929.687-030	3.50	2, 3, 4, 8, 14, 15
turning machine operator	583.686-018	3.15	2, 5
waiter/waitress	311.477-030	2.85	2, 3, 4, 6, 7, 11
warehouse worker	922.687-058	3.00	2, 5, 6, 7
washing machine op- erator	361.686-010	3.10	5, 6, 8, 12

Title	D.O.T. Code	Average Hourly Wage After Six Months	Basic Requirements (p. 22)
wet weigher	929.587-014	3.50	2, 4, 5, 7, 12, 13 15
vending location attendant	929.687-030	3.10	5, 6, 7, 10, 11

DIRECTORY OF MISCELLANEOUS

EMPLOYERS SURVEYED

1. Conover Manufacturing Company, Industrial Park, Conover  
Telephone: 464-1698 Contact Person: Fred Fox  
Approximate Number Employed: 270 Shifts: First  
Major Product: Protective gloves
2. General Electric, Fairgrove Church Road, Conover  
Telephone: 464-1361 Contact Person: Murray S. Chism  
Approximate Number Employed: 1,000 Shifts: First, Second, Third  
Major Product: Transformers
3. Gulf States Paper Corporation, 212 Conover Blvd., Conover  
Telephone: 464-5560 Contact Person: William R. Brockhoff  
Approximate Number Employed: 160 Shifts: First  
Major Product: Paper cartons for food items
4. Hickory Industries, 781 27th St., N.W., Hickory  
Telephone: 322-2602 Contact Person: David Moore  
Approximate Number Employed: 155 Shifts: First, Second, Third





based on the following economic assumptions.

1. The economy will gradually recover from the high unemployment levels of the mid-1970's and reach full employment (96%) by 1985.
2. No major event such as widespread or long-lasting energy shortages or war will significantly alter the industrial structure of the economy or alter the rate of economic growth.
3. Current social, technological, and scientific trends will continue, including values placed on work, education, income and leisure.
4. The institutional framework of the United States economy will not change radically (U.S. Department of Labor, 1974).

The North Carolina Department of the Employment Security Commission provides labor information related to projected employment and annual average job needs as they pertain to each geographical region. Catawba County is located in Region "E" along with Burke, Caldwell, and Alexander counties. These four counties have a close working relationship. The four counties refer to themselves as the Unifour Complex. According to the North Carolina Labor Force Estimates, about 5 percent of the state's 1977 employment was in this region. Although the area is predominantly rural, it is highly industrialized. The two major industries are furniture and textiles, which have three-fourths of the manufacturing employment. The four areas of employment that the mentally retarded worker would usually work in are shown below with percentages of the labor force involved as compared to statewide (U.S. Department of Labor, 1974).

#### REGION E

Major Occupational Group	Number	% of Labor force	Number	% of Labor force
Operatives	44,980	39.2	607,940	24.8
Service workers	9,715	8.5	260,700	10.6
Laborers, except farm	5,330	4.6	138,010	5.6
Farmers and farm workers	1,705	1.5	106,240	4.3
	61,730	53.8	1,115,890	45.3

These statistics show that not only do we have majority of our labor force involved in jobs within the grasp of the mentally retarded, but this is a substantially higher percentage than statewide.

The following table presents an abstract from available statistics from Region E, showing those employed in jobs thought to provide opportunities for the mentally retarded worker. Noting the percentage of increase or decrease in the projections can be extremely helpful in counseling with these workers.

Title	1974	1985	% Increase	Average Annual Needs
assemblers	1,805	2,495	38	141
sewers/stitchers	6,240	8,710	40	656
furniture and wood finishers	530	460	-14	*
upholsterers	1,305	1,490	14	40
packers, wrappers	1,985	2,710	37	162
clothing ironers and pressers	340	335	- 2	19
other laundry/dry cleaning	490	425	-13	*

\* Annual average job needs between 1974 and 1985 are estimated to be less than 15.

Title	1974	1985	% Increase	Average Annual Needs
cutters	1,210	1,520	25	70
filers, polishers, sanders and buffers	1,380	1,045	-24	*
misc. machine operators	4,095	4,945	21	212
fork lift operator	355	440	24	*
bakers	170		26	*
carpet installers	85	100	14	*
inspectors	205	290	41	15
sign painters/letters	45	55	27	*
furnace tenders	45	60	38	*
spinners, twisters, winders	3,455	3,560	3	159
checkers, examiners	3,625	5,780	59	413
graders and sorters	150	170	11	*
bottling, canning operators	65	80	25	*
garage workers and gas station attendants	490	425	-13	*
riveters and fasteners	115	140	23	*
delivery and route workers	850	1,040	23	*
truck drivers	2,830	3,350	18	85
cleaning service workers	1,725	2,260	31	134
cooks	1,030	1,375	33	86
dishwashers	180	210	17	*

\* Average annual job needs between 1974 and 1985 are estimated to be less than 15

\*\* Total employment between 1974 and 1985 is estimated to be less than 25

Title	1974	1985	% Increase	Average Annual Needs
food counter workers	205	275	32	18
waiters	840	1,050	25	73
misc. food workers	455	580	28	39
nurses aides, orderlies	790	1,195	51	83
baggage, porters, bell-hops	**	**	**	*
housekeepers	125	145	17	*
carpenters helpers	315	485	52	94
construction laborers	730	890	23	27
garbage collectors	85	140	67	*
gardeners, groundskeepers	645	690	7	34
stock handlers	1,085	1,240	14	38
vehicle washers	190	185	- 5	*
misc. warehouse laborers	80	90	10	*

## JOB ORDERS IN CATAWBA COUNTY \*

Title	D.O.T. Code	Number of orders
material handler	929.687-030	555
sewing machine operators	787.682-074	500
upholsters	780.684-118	298
packagers	920.587-018	286
clerks, general	219.388-014	234
knitting machine operator	684.685-010	235
cutters, wood	761.000-000	146
inspectors	763.687-026	125
porters, cleaners	381.687-014	134
gardeners, yardmen	304.887-014	140
woodworking machine operators	669.782-	131
carpenters	860.381	130
boarders, folders	589.685-010	128
waiter/waitress	311.477-030	112
yarn winders	681.885-154	119
furniture laborers	869.887-	96
truck drivers	905.663-014	72
assemblers, construction	869.884-	62
bricklayer helper	861.887-	51

\* These are only orders that were placed with the Employment Security Commission for the fiscal year 1977. They do not reflect every opening that existed.

Title	D.O.T. Code	Number of orders
painter, sprayer	741.684-026	62
kitchen helpers	318.687-010	49

## SURVEY OF EMPLOYMENT SERVICES

Community services involved directly with employment of the mentally retarded are limited at this time. The Catawba County Sheltered Workshop provides an excellent source of employment and training for those retarded adults who are so profoundly handicapped that they are unable to function in a regular employment setting. However, the educable mentally retarded student that will be seeking regular employment would not qualify for these services.

Professional employment agencies were contacted. They will accept mentally retarded clients, but do not provide special services. The reason most often given was that they must charge the same fee as for other clients. This fee usually amounts to one month's salary. Many agencies refund the first month's wages to an employer if the client proves unacceptable. They feel that it is not good business to "gamble" on a person with the mentally retarded worker's limitations. This information was supplied by the manager of a successful agency who is also the parent of a retarded child who cannot find employment.

The Employment Security Commission

All services provided by the Employment Security Commission are

made available to the mentally retarded. A survey of these services provided the following information:

The main branch of the Catawba County Employment Security Commission is located at 716 4th Street, Southwest, Hickory, North Carolina. The commission has two very important services to provide to the community. The first is that of supplying payments to persons who have become unemployed and who qualify for these payments. The second service is equally important and is the service with which this survey is most concerned. The service of job placement is available completely without charge to anyone who is seeking employment and is at least fifteen and one half years of age. Persons with physical and mental handicaps are eligible for interviewing, job placement, counseling, and testing services.

Interviewing. All applicants are interviewed to determine their job interests, education, abilities, and limitations. According to Fran Woods, Interviewer I, mentally retarded applicants are interviewed in the same manner for two reasons. One is that it is required state policy, and the other reason is that, regardless of misconceptions, very few mentally retarded citizens are different enough to merit any reaction from the interviewer. However, the mental handicap may be such that it does or may, prevent placement. In that case the applicant would be referred to the employment counselor for specialized attention. Severely mentally retarded applicants are almost never placed on jobs by an inter-

viewer.

Counseling. The Employment Security Commission office in Hickory, North Carolina has only one employment counselor. This position is currently filled by Bill Holtsclaw. According to Mr. Holtsclaw, the Employment Security Commission is not designed to provide, or capable of providing, specific assistance to the mentally retarded. The counseling services are provided whenever it is felt that this will meet the main need of the applicant. If his needs are much greater, and therefore job placement more difficult, the Counselor acts as a referral agent to other supportive services such as Vocational Rehabilitation Centers. The Employment Security Commission does not discriminate against mentally retarded workers and makes placements whenever the office finds it possible. Mr. Holtsclaw expressed a regret that there are not more adequate evaluation techniques available to him to assist in job matching.

Testing. Testing is provided in the schools through a co-operative program conducted by the Employment Security Commission Counselor. The test given is the General Aptitude Test Battery (GATB). Any junior is eligible. Handicapped students are not excluded if they wish to take the test. Students who plan to go directly into the labor market after high school are encouraged to take this test as juniors. It is not stressed as much for college bound students. Testing is also provided in the office itself to any applicant who requests it. Employers also may make requests for prospective employees to be tested. The following tests are available:

1. GATB: General Aptitude Test Battery - Used to measure seven different aptitudes: General learning ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, Clerical Aptitude, Motor Speed and Coordination, Finger Dexterity, and Manual Dexterity.
2. SATB: Specific Aptitude Test Battery - Usually given at the request of an employer to test for a specific ability.
3. Clerical Battery: This test is used for classifying applicants applying for local government jobs.

A typewriter is provided for one-handed applicants.

Labor Analysis. Anyone seeking information related to the labor market or labor force of the Unifour Complex can obtain help from the labor analyst at the local Employment Security Offices. The Hickory office is served by analyst Gail Barbour.

#### The Department of Vocational Rehabilitation

Vocational Rehabilitation was established to attempt to help those with employment handicaps find their rightful place in society. The goal of Vocational Rehabilitation is to place the handicapped in meaningful positions in order that they may become tax-paying, self-respecting citizens of their communities. The office of Vocational Rehabilitation in Hickory provides most of its services through its counselors and a psychologist who is not an employee of Vocational Rehabilitation. Persons seeking the services of this office must meet the following eligibility

requirements:

1. There must be the presence of a mental or physical disability.
2. The disability must be a substantial handicap to employment.
3. There must be a reasonable expectation that the person can become gainfully employed as a result of Vocational Rehabilitation Services.

In addition to these three criteria, if a severe catastrophic disability exists so that a determination of the third basic criterion cannot be made, the disabled person may be accepted for an extended evaluation to determine if there is a reasonable expectation that the person can become employable. Evaluation is limited by the extent of the disability and cannot exceed eighteen months. Clients of Vocational Rehabilitation may receive one or more of the following services:

1. A general physical and special diagnostic examination.
2. Medical, surgical, and hospital care.
3. Artificial appliances.

The office of Vocational Rehabilitation receives referrals from county agencies such as the Employment Security Commission, from physicians, friends of handicapped persons, or the handicapped themselves may come directly to the Vocational Rehabilitation office. Each referral is interviewed by a counselor to determine the existence of a handicap and to determine the extent of that handicap. Once this has been done a complete physical examination is required. It is at this point that a

psychologist will be used to test and evaluate the client. This information will be used in discovering limitations and abilities and will be of value to the counselor. If training is necessary the client will be placed in the proper training facility. When a client is ready, the counselor will begin to make job placement inquiries. When a handicapped person is placed in a job, the counselor continues to work with the client for three months to insure success. Another check is made with the person after six months before he or she is released. Often the handicap is so severe that placement in the regular labor market is not possible. Agencies such as the sheltered workshop are then used. Vocational rehabilitation also provides higher education for physically handicapped people who cannot otherwise afford it. Physical defects that can be corrected and that are preventing employment fall within the guidelines of services provided by Vocational Rehabilitation. Most of the mentally retarded clients of Vocational Rehabilitation are referred to that office by teachers or counselors working with these people. It is important to note that merely being classified mentally retarded because of an I.Q. score does not qualify one for Vocational Rehabilitation services. The mental disability must be preventing the person from becoming successfully employed through regular channels before Vocational Rehabilitation can provide service. If any doubt exists as to the eligibility of a prospective client, the Vocational Rehabilitation office will provide an evaluation and make a decision. It was admitted that these requirements often restrict services to persons who need help, but do not exhibit severe enough limitations.

## Chapter 4

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A survey of employers in Catawba County was conducted for the purpose of compiling data for determining employment opportunities and services available to the mentally retarded.

Three separate surveys were conducted. The first survey consisted of personal visits to employers who responded to a request for an interview. The second survey was concerned with studying labor statistics related to present opportunities and projected opportunities in specific employment areas. The third survey was conducted to determine support services of community agencies toward the employment of the mentally retarded.

Information received from the three surveys strongly suggests that the labor market for semiskilled and unskilled labor is currently very good. Of the thirty-eight employers surveyed, thirty-three felt that, based on information available to them, the mentally retarded worker could be an asset to them. Not only did the employers feel that the mentally retarded could do the work, but agreed that in many cases, after proper training and orientation, they could be more successful and valuable than workers now being employed in those positions. The main idea involved in this thinking was that the mentally retarded might consider certain jobs as opportunities for steady, realistic work with wages that

would make them self-supporting, self-respecting members of society. Employers related that, at the present, the turnover in less skilled areas of their plants is very high. In several positions turnover of over 100 percent a year is not uncommon. The majority of employers felt that workers usually left these positions for one of the following reasons:

1. They quickly became bored with the work.
2. They felt that they "deserved" better jobs.
3. They saw no value in steady work.
4. They moved to a more skilled or better paying job as it became available.

After discussing the idea of employing the mentally retarded, the majority of employers saw them as an "untapped labor source". The only conditional comments were related to the mentally retarded worker's having those qualities that employers look for in every employee. These qualities include: a) dependability, b) responsibility, c) industriousness, and d) emotional stability.

#### CONCLUSIONS

Based on the information collected in this study, the evidence of potential opportunity for the employment of the mentally retarded is overwhelming. Employers and labor statistics all reflect a need for employees to perform tasks that can be done by many mentally retarded workers. The most widely requested position was that of material handler. The 550 requests received by the local Employment Security Commission in 1977 would be more than enough to employ every graduating senior in Catawba County this year. Although the job requirements for this position

vary from one manufacturer to another, it always involves moving items from one place to another and following orders or directions. Almost every Educable Mentally Retarded student ever observed by this writer could perform some or all of these duties.

Unfortunately, another conclusion has been drawn. Employment opportunities, shortage of labor, and open-minded employers will not be sufficient to guarantee a radical improvement in the successful employment of the mentally retarded. Just as it is true that they can successfully perform many jobs as well as the "regular" worker, it is also true that they often display similar negative traits. Regular attendance, personal hygiene and appearance, industriousness, responsibility, and willingness to take direction are traits that the mentally retarded must be able to display. Those persons working with the mentally retarded may be able to find an employer who will hire him/her, but this will not be successful employment unless the above traits have been acquired.

#### RECOMMENDATIONS

Based on the information provided in this study and on the first-hand knowledge of Catawba County educational programs for the mentally retarded, the following recommendations are made:

1. Living skills should be emphasized more than reading and writing skills. Students who experience success in areas involving reading and writing should, of course, be given every opportunity to develop these skills. It is truly our goal to

help the mentally retarded student to be self-supporting, then we must realize the importance of developing the attitudes, skills, and habits that are required to fill positions most likely to be available to them.

2. Careful assessment of vocational aptitudes is necessary. The mentally retarded student should be given regular opportunities to develop and exhibit progress in manipulative skills, direction following, discriminatory skills, measuring skills, and assembly skills.
3. Counselors or other designated personnel should work with students on job matching skills such as identifying abilities and limitations, matching abilities to suitable jobs, becoming familiar with positions that suit the students' interests. Visits with various employers to watch various jobs being performed would be very helpful.
4. Job-getting skills should also be developed. These skills should include being able to supply information required on an application, understanding the importance of being on time for interviews, developing confidence in order to "sell" oneself to an employer, and a knowledge of the basic steps of an interview. Applications from a variety of employers should be used to develop proficiency in completing more than one type. Role playing should be used to develop interviewing skills. Personnel managers have expressed willingness to visit classes and talk with students about their companies and provide "mock" interviews.

5. Job-keeping skills are equally important and should include developing acceptable attitudes toward employers, developing habits of regular attendance and personal hygiene, becoming familiar with work situations such as punching a time clock, taking only specified rest breaks, and becoming familiar with programs such as employment insurance, social security, health insurance, retirement programs, and workman's compensation.
6. The teachers of the mentally retarded students can do much to prepare them for the labor market. However, this should not be the teacher's responsibility alone. If vocational teachers can identify what they teach, in terms of vocational instructional tasks, they can also identify the basic functioning skills in the various learning areas. These skills are essential for any handicapped student to be able to learn the performance activities of various vocational programs. Special teachers at the prevocational level, and earlier, can assess the basic functioning skill needs of their students. Once the skills are identified, they can be matched with the needed basic skills essential for vocational task instruction. It seems obvious that when the learner and the vocational task require development of the same skill, these skills should be taught and developed prior to the handicapped students being placed in a specific vocational program. If efforts are made to provide prevocational education for our handicapped students, they should be able to succeed in the regular vocational program of the high school. This success, of course,



depends on the ability of the vocational teachers to relate to the handicapped students and recognize the very real possibilities of incorporating him/her in the vocational program.

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APPENDIX A

Hickory City Schools

OFFICE OF THE SUPERINTENDENT

Hickory, N. C. 28601

Dear

Hickory City Schools has developed a program that we believe can be of value to you as an employer as well as to our students. The program is designed to prepare physically and mentally handicapped students for the labor market. The Board of Education has appointed an occupational counselor to work with students whose mental or physical ability limits his or her job placement opportunities. The first phase of this program is for the counselor to explore key businesses in Catawba County to assess the labor market for these students. To contribute to the success of this program, you need only agree to an interview with the counselor. Learning everything we can about your operation and training program will be very important in future plans we make for our handicapped students.

Your help, by completing the form below, returning it at your earliest convenience, and permitting the counselor to visit you or your representative, will be sincerely appreciated.

Thank you,

PBH/eg

Patricia B. Hackney, Occupational Counselor for  
the Physically and Mentally Handicapped

Joseph H. Wishon, Superintendent  
Hickory City Schools

-----  
Name of Business \_\_\_\_\_ Phone \_\_\_\_\_

Person to See \_\_\_\_\_ Title \_\_\_\_\_

Date and Time Preferred \_\_\_\_\_ Alternate \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Return to: Hickory City Schools  
432 4th Avenue, S. W.  
Hickory, N. C. 28601

APPENDIX B

## GLOSSARY OF JOB TITLES

- assembler: Assembles or fastens together wooden parts of furniture. There are a variety of positions referred to as assembly jobs. They involve the use of screws, staples, and glue. (Furniture, Other)
- automated sewing machine operator: Operates a sewing machine that performs the entire sewing task. The operator must learn to properly load articles on the machine and watch for imperfect production by the machine. (Hosiery, Textile, Other)
- bailer: Responsible for "tying" up bundles of materials. The tying may be done with a variety of bands, but usually is done with a thin, narrow strip of metal. The bailing is usually done with the use of a bailing machine. (Any)
- band cutting machine operator: Operates a machine that cuts rolls of material into narrow rolls of specified width. Must lift rolls onto machine and remove narrow rolls as they are completed. (Glove, Textile, Other)
- banding machine operator: Operates a simple machine that feeds out bands under socks and then seals the edges of the band to encircle the pair. Must load the machine with bands bearing the proper information for the socks being run through. Often is expected to be able to solve minor malfunctions of the machine. (Hosiery)
- band saw operator: Places pieces of wood on the sawing table and pushes them against the blade until they are cut. Drops cut pieces into a box. (Furniture, woodworking)
- blister packing machine operator: Operates a large machine that feeds trays filled with product into the sealing area where a cardboard cover is sealed over the tray. Tray then proceeds to cutting area and is cut into individual sealed packages. (Shoe laces, Other)
- boarder: Pulls damp socks onto metal forming boards. After boarding machine steams socks they are removed and stacked. (Hosiery)
- boxer: Places a certain number of items in boxes or cartons. (Any)
- braiding machine operator: Tends a line of machines that braids a number of threads together to produce shoe lace cording. Must replace spools of thread, tie on the next threads, watch for problems. (Shoe lace)

- button maker: Operates a machine that covers metal button caps with fabric to produce buttons. Must be able to fill machine and keep it moving. Must be able to read orders and match fabric with button size and number. (Furniture, Other)
- button sticker: Threads button onto a long upholstery needle and sticks the button into the proper location on furniture or cushions. (Furniture)
- case fitters: Attaches plastic guides to the bottom of drawers. (Furniture)
- cleaners: Wipes staining excess from wooden furniture. (Furniture)
- clippers: Removes end strings from socks by passing them across an electric trimmer. (Hosiery)
- coater operator: Operates an extremely large (25' long, 12' high) machine that applies a glue coating to the paper used for masking tape. (Tape, Other)
- commissary utility worker: Moves stock from warehouse to areas where it is needed. (Food preparation, Other)
- commissary food preparation: Works on an assembly line performing one of the several operations involved in making food items for vending machines, particularly sandwiches. (Food preparation)
- counterperson: Works in a restaurant serving short orders. May serve food in a cafeteria line. May fill out order sheets and take money as in fast foods operations. (Restaurant)
- cuffers: Uses a cuffing machine to turn down the upper part of a sock to form a cuff. (Hosiery)
- cushion stuffers/fillers: Inserts foam cushions into covers or blows loose filling into covers to form cushions. Sometimes tools are available but often done by hand. (Furniture)
- craft yarn winder/packer: Using a hand operated winder, yarn used in craft work is wound to a desired size skein. It is then secured, banded, and packed in boxes.
- cut-off sawers: Operates a variety of circular saws, with single or multiple

- blades, to cut lumber and lumber products. (Woodworking, Furniture)
- cutter (Tape): Works in making glue for making masking tape. Takes large batches of glue dough and runs them through a roller. The glue is then cut into appropriate sized pieces and passed on to the head mixer. (Tape)
- cutter(Glove): Operates a cutting press that cuts a pattern through many layers of material to produce the parts necessary to make gloves. (Glove, Other)
- cutting and boring machine operator: Sets up and operates a machine that cuts pieces of wood to certain lengths and bores holes at designated points according to printed plan. (Woodworking, Furniture)
- cutting machine operator: Sets up and operates a machine that cuts shoe-string material into specified lengths. (Shoelace, Other)
- cutting press operator: Sets up and operates a machine that presses a cutting die through many thickness of a given material to produce a cut-out pattern that can be folded into a finished product, i.e., packages for food products. (Paper, Other)
- dishwasher: Must load and unload dishwashing machine, add detergent and operate. May have additional duties involving the placement of dishes and flatware. (Restaurant)
- doweler: Operates a machine to glue and drive dowel pins into holes in parts of wooden articles prior to assembly. This operation may be performed by manual hammering of the dowels in some instances. (Furniture)
- driver: Drives a vehicle to transport items for the manufactory to a given destination. (Any)
- drying machine operator: Loads and unloads a number of machines used to remove moisture from items that have been washed. (Laundry, Other)
- dry weigher: Adds ingredients to form a batch of glue dough, much as a baker mixed bread dough. These batches are very large and heavy. (Tape)

- dyehouse extractor: Loads and unloads machines that removes excess moisture from articles that have been dyed. (Hosiery, Textile, Other)
- dyehouse tumbler operator: Operates a machine that fluff dries articles that have been dyed and are not to be boarded. (Hosiery, Textile)
- dyehouse worker: Helps in moving materials from one location to another. May be a training position for more responsible dyehouse work. (Hosiery, Textile)
- electrical/mechanical maintenance: Responsible for keeping the electrical and mechanical systems of a plant functioning properly either personally or by directing the activities of helpers. This does not include specific machine fixing that is assigned to specialists. (Any)
- finish sprayers: Loads, operates, and unloads spraying equipment that applies a finish coat to articles. May involve paint, or glaze. (Any)
- folders: Folds articles in a designated manner to prepare them for selling. Often is required to place articles in boxes or cartons. (Any)
- folders (flat): A laundry worker responsible for receiving sheets and other flat material as it comes from the pressing machine. The worker must quickly inspect articles for damage and classify the article according to quality. The worker then folds the article and stacks it accordingly. (Laundry, Hotel)
- folder/sanitizer: Responsible for folding hospital laundry, wrapping in cellophane and keeping records of this laundry (Laundry, Other)
- fork-lift operator: Operates a vehicle that is used inside and outside to move and stack heavy articles. The machine has a loading deck that can be raised and lowered like an elevator. May also be responsible for organizing large quantities of stock and locating articles on demand. (Any)
- forming: Places a sewn article on a hot metal form to provide a given shape to the article. When formed the article is removed and stacked. (Glove, Other)

freezor operator: Sets up and operates a freezing machine to produce an article, usually edible. When item is ready the operator removes it in large quantities and it moves to another processing area. (Ice cream, Other)

gantlet cuffing: Sews the protective cuff onto work gloves. (Glove)

gluers: Applies glue by hand to articles, clamps article or places in a clamping machine. Removes dried articles and stacks to be used later in assembly. (Furniture, Other)

greige goods worker: Receives unfinished knitted goods, organizes and keeps records on available stock. May also be responsible for pulling out greige goods to send to various operations. (Hosiery)

hand sander: Using small sanding equipment, the hand sander works on a wooden piece until the desired smoothness is achieved. (Woodworking, Furniture, Other)

hardware attachers: Attaches various pieces of hardware to finished articles, i.e. pulls and knobs on furniture. (Furniture, Other)

head mixer: Performs a variety of operations with the glue dough to produce the glue itself. (Tape)

hot stamper: Operates a large machine that imprints the brand name on plastic (or materials similar to plastic) articles, i.e. Osterizer on blenders. (Plastics, Other)

housekeeper: Performs a variety of duties such as dusting, bed making, and general cleaning. (Hotel, Hospital, Private, Other)

inspector: May be located at various points of production to examine articles to assure quality. After inspection, may be required to pack articles in boxes. (Any)

insulation fabricator: Winds wrappers or tape around coils to insulate and reinforce coils. (Electrical equipment)

knitting machine fixer: Sets up knitting machines according to specifications. Adjusts machines and repairs them. Requires a great deal of skill and training. (Hosiery, Other)

knitting machine operator: Tends one or more machines that knits articles from yarn. Replaces empty spools, adjusts tensions and

ties on yarn. May inspect for defects. (Hosiery, Textile)

lacer: Laces and ties cotton tape to cover joint formed by soldering coil leads of adjacent coils in one pole phase group. Laces tape through and over wires of joint, loops tape around open leads, and ties tape. (Electric equipment)

lathe operator: Sets up and operates a lathe with a rotary cutting blade to cut round wooden parts such as legs for furniture. (Woodworking, Furniture)

loaders: Performs a variety of duties involved in loading goods onto trucks or other pieces of equipment. (Any)

laundry sorter: Receives bags of soiled laundry and separates articles according to fabric and washing needs. (Laundry, Hotel)

lumber handlers: Receives unfinished lumber as it is delivered and stacks it according to direction. May be assigned to move this lumber to other areas of the manufactory. (Woodworking, Furniture, Other)

maintenance: Keeps floors clean and free of debris or scrap material. May clean restrooms, keep paper dispensers filled and perform a variety of services involved in maintaining the plant. (Any)

material handler: May perform one or more of a variety of duties involved in moved materials from one area to another in a plant. (Any)

mattress stuffers: Inserts foam mattress pads into covers. (Furniture, Other)

mender: Repairs rips and holes in laundry. Requires the use of a sewing machine. (Laundry, Other)

nash sander operator: Tends a sanding machine that sands cylindrical pieces of wood by rotating it against strips of sandpaper. Must replace the used sandpaper and adjust the machine. (Woodworking, Furniture)

order clerk: Using a written order, the clerk goes through finished stock to collect items necessary to complete the order. (Any)

overedge seamer: Operates a sewing machine that trims raw edge from item and simultaneously binds trimmed edge with an overlooking

- seam. (Glove, Garment)
- packer: Places finished articles in boxes or cartons according to orders. May perform a variety of duties involved with the packing of the items. (Any)
- pairer: Matches boarded socks according to length, design, or other criteria to form pairs. Keeps count of the number of socks paired. (Hosiery)
- pairing and banding machine operator: Operates a machine that drops two shoe laces into a slot and then winds them into the proper "bundle". The laces then pass into the bander and are banded with the brand label. (Shoe laces)
- parts organizer: Keeps parts to be used in assembly in separate bins. May keep records on stock and pull parts when needed. (Any)
- patching/repairing: Takes items that have very small defects and makes them satisfactory for use. Usually uses fillers, glue, and sandpaper on items such as wood with cracks. (Furniture, Woodworking)
- pattern cutters: Using pattern pieces and electric scissors or cutting tools to cut out fabric of varying thickness or layers. Usually required to layout pattern in most economical placement. (Furniture, Glove, Other)
- pinchers: Using glue and a quick movement of the fingers, the edges of rectangle foam cushions are pinched together to produce cushions with rounded edges. (Furniture)
- planers: Feeds wooden pieces into planer to remove rough edges and give better shaping to the wood. (Woodworking, Furniture)
- polycutter: Operates a cutting machine that cuts large pieces of poly foam into smaller pieces to be used in cushions and other items. (Furniture, Other)
- porter: Performs cleaning and service duties such as vacuuming, sweeping, carrying packages, and suitcases. May be required to do special tasks related to the business. (Hotel, Other)
- potato bagger: Tends a machine that pours potatoes into plastic bags. Must keep the machine loaded with bags by opening and attaching the bags properly. Removes full bags. (Produce)

- pre-assembler: Does the preliminary assembly of wooden frame before it goes to assembler.
- pressers, machine: Operates a pressing machine in a laundry. May be flat pressing as used on slacks or a form presser for shirt sleeves. (Laundry)
- printing machine operator: Operates a complex machine that prints a picture or many pictures on sheets of paper or cardboard. Printing machines may be designed to add up to six colors to the print. (Printing, Paper Products)
- produce worker: Works in the produce department of a grocery store or a produce distributor. Checks stock for quality, maintains proper temperature for various types of produce. Keeps produce scheduled to minimize waste. (Produce, Retail)
- quilter: Operates a machine that layers three or more layers of different materials and stitches them together. This produces a single layer of quilted material that may then be made into specific items. Must load rolls of material, watch for malfunctions, and remove finished material. (Glove, Other)
- receiver: Works in the receiving department of a plant. Helps organize the incoming goods and may keep records. Usually helps with placement of goods. (Any)
- re-winder: Takes rolls that are imperfect and cuts out the error. The pieces are spliced and rewound to make a complete roll. (Tape, Other)
- rider: Applies stickers, price tags, or other identifying tags to articles such as socks. (Hosiery, Other)
- rip-saw operator: Operates a sawing machine that rips boards along the grain. Adjusts and bolts ripping and saw guides according to the desired width.
- rip-saw tailer: Removes cut-off pieces as they come through the rip-saw. Must determine those that need rejecting. Also sorts the pieces into proper containers. (Woodworking, Furniture)
- route person: Operates a vehicle that contains goods to be sold or services to be provided. Must keep records and usually must handle money. (Food vending, Laundry, Other)
- rust preventative applier: Dips article in material to completely seal the article from exposure to factors causing rust. (Electrical equipment, Other)

- salad person: Prepares salads and cold plates in restaurants or cafeterias. May be called on to perform other kitchen duties. (Restaurant)
- Sanitarian: Washes and sanitizes equipment that is used in food preparation. Usually found where large preparation machines are used. (Dairy, Other)
- saturator operator: Operates a massive machine (50' long) that processes the paper that is used in making masking tape. Must read many gauges and requires a great deal of training. (Tape)
- sealer: Operates a sealing machine that uses heat to seal plastic bags. Usually fills the bags before sealing them. (Hosiery, Other)
- sewer/seamer: Operates a sewing machine to perform one of many sewing operations. (Hosiery, Furniture, Other)
- shipping: Packs, seals, and prepares product for shipping. Must prepare shipping labels, weigh packages, and keep shipping on schedule. (Any)
- slotters: Cuts holes in polyfoam cushions to provide for inserting wooden legs. Must be able to use the pattern and be very exact. (Furniture, Other)
- spool sander: Holds wooden articles against revolving sandpaper to produce the smoothness desired. (Woodworking, Furniture)
- stapler: Uses a stapling gun to perform a variety of duties such as applying burlap to furniture frames or trim to upholstered furniture. (Furniture, Other)
- upholstery cutter: Using patterns cuts out pieces that will fit certain pieces of upholstered furniture. (Furniture)
- upholsterer: Using pieces that have been cut, the upholsterer covers the wooden frame. Padding is usually placed on the frame by the upholsterer as he works. Fabric is secured with staples or furniture tacks. Upholstering is often divided into outside and inside. (Furniture)
- variety saw operator: Operates a circular saw to perform such operations as rip sawing, cross cutting, beveling, grooving, and mitering. Must select sawing disk according to type of sawing desired. Must turn machine table or raise it to make desired operation

- possible. (Woodworking, Furniture)
- veneer room tailer: Removes sheets of veneer as they come out of the veneer gluing machine. (Furniture)
- waxers: Applies wax and buffs finished hardwood furniture. (Furniture)
- welt slitters: Takes scraps of leather or other material and runs it through a slitting machine to produce strips that are then spliced to produce long strips of usable material. (Furniture)