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The Establishment of a Pilot Elementary Career Education Program in Community Unit #2, Robinson, Illinois

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THE ESTABLISHMENT OF A PILOT ELEMENTARY CAREER

EDUCATION PROGRAM IN COMMUNITY UNIT #2, ROBINSON, ILLINOIS
(TITLE)

BY

DALE E. BOYD

FIELD STUDY

~~-THESIS-~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATIONAL ADMINISTRATION

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It is with great respect that this author wishes to thank the assistance given by Dr. Gerhard C. Matzner and Dr. Donald Smitley who worked with this author on the project. A debt of gratitude also is given for the members of the career education committee without whose excellent cooperation this project would not have been possible.

The purpose of this field study is to examine the establishment of a pilot elementary career education program in Community Unit #2, Robinson, Illinois.

It is the belief of this writer that elementary career education is an attempt to bring a stronger program to the elementary schools.

This study is not a review of a complete elementary career education program but rather the guidelines used in establishing a pilot program. It is hoped that persons interested in establishing a career education program will use this field study as a reference for their own project.

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CHAPTER I

INTRODUCTION

Vocational programs have been in existence throughout public schools for a number of years. They are recognized as no longer being a luxury but instead as mandatory at the high school level. State and federal governments have given grants, endowments, and direct subsidy to vocational programs at the high school level.

The vocational programs properly conducted have been assets to the economy of our country. In spite of the enormous success of vocational programs, there are some very serious limitations. Because of the limited number of programs most schools are able to afford, only a relatively few students are able to enroll in vocational classes. Vocational education has also developed a stigma in that everyone knows that vocational education is for those people who don't have the capacity to enroll in college bound courses. Some educators view vocational education as a dumping ground for those students who are discipline problems. If a student is disrupting the class, then transfer him to wood shop where he will be busy making bookends all year.

It becomes rather ludicrous to spend money at the high school level without developing adequate supportive materials at the elementary level or junior high level. Title I experience is perhaps the most appropriate comparison.

The original Title I of the National Defense Education Act of 1963 insisted that remedial reading programs, if offered, be originated at the high school level. The reasoning was quite simple: any child with reading problems at the high school level will encounter severe problems in attempting

to secure employment. Proponents argued that a non-reader will be forced to take only the most meager jobs available. Minority groups also claimed that a non-reader was a victim of dual discrimination; if a person was a member of a minority group and also a non-reader, he would be virtually unemployable. Millions of dollars were expended over the next five years.

In 1968 an evaluation of Title I NDEA produced some startling results. Little progress was observed in the high school level remedial reading programs. The planners failed to consider a few very important facts. One analysis revealed that reading habits are well established by grade eight. Little change will occur after a student enters high school. Another factor was that non-readers at the high school level were most likely to be the potential dropouts, who, even though they may start the program, would be unlikely to finish it.

After serious reassessment, it was decided that remedial reading would most likely be effective at the elementary level with the emphasis changed from remediation of reading problems to the prevention of reading problems. Since the change to the elementary level, the remedial reading programs have realized general success.

STATEMENT OF THE PROBLEM

Vocational education must be compared to remedial reading in the aspect of emphasis placed at the wrong level. How can educators who insist on drilling skills and facts into children from the earliest years be so oblivious to the obvious handicap of pressuring a child into making a decision on his or her occupational goals upon entering high school? Educators tend to insist that youngsters of thirteen or fourteen decide a course of study, be it vocational or college preparatory, without any preparation of the child.

It becomes imperative that we re-evaluate the total school program as it now functions. There should not be competition between vocational and academic education. A cooperative effort would result in a relatively new program of study entitled "career education".

DEFINITION OF TERMS

"Career education" was a term coined by then Assistant Secretary for Education and U.S. Commissioner of Education, James E. Allen, Jr., in 1970 in an address before the National Association of Secondary School Principals. Dr. Allen commented:

It is the renewed awareness of the universality of the basic human and social need for competence that is generating not only increased emphasis today on career education but a whole new concept of its character and its place in the total educational enterprise. (1)

Dr. Sidney P. Marland, Jr. has actually been a chief spokesman for career education. Dr. Marland, formerly Assistant Secretary for Education in the U.S. Department of Health, Education and Welfare, in his Career Education Now speech before the National Association of Secondary School Principals in 1971, defined career education as:

...a concept that says three things. First, that career education will be part of the curriculum for all students, not just some. Second, that it will be continuous throughout a youngster's stay in school, from the first grade through senior high and beyond, if he elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school. (2)

Kenneth B. Hoyt, the former Associate Commissioner for career education in the U.S. Office of Education includes the following definition of career education:

Career education is . . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.(3)

Bailey and Standt define career education as:

. . . a process-oriented development of self. (4)

The most important fact in these definitions is that career education is not vocational education, although vocational education is certainly a facet of career education.

This author became interested in career education somewhat reluctantly in early 1974. As a classroom teacher at the elementary level, this writer was asked to attend a career education meeting in Benton, Illinois, on February 6, 1974, sponsored by Western Illinois University under the direction of Dr. Bea Wehrly. This author was suffering from a common malady affecting most teachers--a reluctance to introduce vocational education into the elementary classroom. Preconceived ideas tend to be the most dangerous ideas. They tend to inhibit creativity.

At this conference, ideas, materials, and guest speakers gave new ideas concerning elementary career education. The skepticism and reluctance of this author was now converted into inquiry. In conferring with the elementary coordinator, Mr. James R. Stitt, and the high school vocational director, Mr. Kenneth Caraway, a consensus was reached that at some future date, elementary career education would be discussed for possible implementation.

Mr. Stitt appointed this author to consider possible implementation within three years. This author, therefore, began preparation by working with the Nuttall Middle School and the Robinson High School vocational committee. The purpose was to acquaint them with the concept of elementary career education. The committee was informed of the possibility of establishment of the elementary career education program within three years. These

committee members were encouraged by this author to no longer limit their thinking to vocational education, but to widen their scope by considering the concept of career education. Events were soon to change the emphasis on elementary career education.

On July 1, 1975, Mr. Stitt was appointed as Superintendent of Community Unit #2 Schools of Robinson, Illinois. Mr. Stitt's vacancy was later filled by the author as the principal of Washington Elementary School for the 1974-75 school year. The promotion of this author from classroom teacher to a beginning administrator was rather unexpected, but at least it provided an opportunity to initiate new ideas concerning elementary career education.

PURPOSE OF THE STUDY

The purpose of this paper, therefore, is to examine the establishment of a pilot program in elementary career education in Community Unit #2 schools. The establishment and the strengths and weaknesses of the program will be critically examined and recommendations will be made to those who desire to establish their own career education program.

This study will be concerned with the period of time from August 26, 1974, to May 29, 1975. The author was, during this period of time, serving in the dual function of the elementary principal of Washington School and the Project Director of the elementary career education program.

CHAPTER II

ESTABLISHMENT AND PREPARATION OF A PROGRAM

Most schools throughout the nation have curriculum study committees established for the avowed purpose of reviewing the present school curriculum and making recommendations for improvement. Community Unit #2 schools also have a curriculum study committee composed of teachers from each of the three levels--elementary, middle, and high school.

SELECTING AN APPROPRIATE COMMITTEE

In consulting with Superintendent Stitt, the members of the elementary curriculum committee were assigned to this writer as chairman of the elementary career education program for the purpose of developing a career education pilot program. It was suggested that these committee members would consider the implementation of an elementary career education pilot program for the 1974-75 school year.

Members of that group were Mrs. Alberta Tilton, Grade three, Mrs. Marty Attaway, Grade five, Mrs. Bouchie Reinbold, Grade one, Miss Becky Wallace, Kindergarten, all from Lincoln Elementary School; Mrs. Lucille Fairrow, Grade three, Miss Elizabeth Legg, Grade four, Miss Diane Yeager, Grade four, Miss Jean Dawkins, Grade two, all from Washington Elementary School; and Mr. Ron Veenstra, Grade five from the Flat Rock Elementary School. All of these people were contacted and agreed to study elementary career education for the 1974-75 school year as part of the curriculum study committee.

As with any new program, one must attempt to secure information on similar programs to analyze strengths and weaknesses, and to use them as a guide to develop your own successful programs. One of the most outstanding references for elementary career education programs that are presently functioning throughout the United States is written by Dr. Marla Peterson of Eastern Illinois University, entitled a Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies.

This booklet is divided into five chapters, each carefully organized as to facilitate easy use. With the use of this booklet, representative samples of elementary career education programs were chosen. This booklet does not attempt to rate the programs, but instead simply includes a synopsis of each project, as well as the address of each project.

This author chose, on the recommendation of Dr. Larry Bailey, the following projects to evaluate: Career Education Project, Seattle, Washington; Career Development Project, Moberly, Missouri; Career Education, Peoria, Illinois; Elementary Occupational Information Program, Granite City, Illinois; Careers, Belleville, Illinois; Moline Elementary Career Education Project, Moline, Illinois; and perhaps the finest program of all, Career Awareness, Owatonna, Minnesota.

As with any new program, a clearly defined program is essential. Goals, objectives, materials necessary, and most of all teacher competencies and dedication are paramount in planning a new program. Every new program must have leadership, but more important, it must have staff members who are creative and willing to devote countless hours in the development of new programs. Members of this committee were very willing to work on new ideas, but had little idea of how to proceed. This author was literally starting from the very beginning.

CREATING A PHILOSOPHY

This author believes very strongly that the very first item in preparing a new program is the development of a philosophy to guide the entire project and to focus the thinking of the group in one general direction. The group first met on September 16, 1974. At this meeting, this author presented many different thoughts on career education and what should be included in an elementary career education program. After much discussion, the following

philosophy was adopted: The purpose of career education in the elementary curriculum is to provide students at the awareness level the knowledge, attitudes, and psychomotor skills involved in career exploration.

As a result of the first meeting, the committee had a statement contained in our philosophy that was to be the guide upon which the entire project was to be established--career awareness. The definition of career awareness is simply the attempt to create an interest in all types of career opportunities. The first meeting, therefore, gave this author the opportunity to observe the attitude of the committee members and their reaction to career education. The reaction of the committee was very similar to those of most staff members at the elementary school: a sense of caution and perhaps indifference. They became defensive. Most teachers felt that they were already doing many items in career education, but that it was not formalized into a program.

It became quite apparent that much more work was necessary on the part of the author to secure the full understanding of the concept of career education or career awareness. No further work could be accomplished until the members of the committee were persuaded that career awareness was an important new concept.

This author on September 10, 1974, attempted to contact the office of the Superintendent of Public Instruction (now known as the Illinois Office of Education). The purpose was to inquire on other career education programs within the State of Illinois. This became a very enlightening experience.

Robinson, Illinois, is located in Region Six of the Illinois Office of Education. The service center for the IOE is located in Mt. Vernon, Illinois. In calling, the author was referred to Mrs. Bonnie Gilenberg. Mrs. Gilenberg is associated with the Illinois Division of Vocational and Technical Education (DVTE). Mrs. Gilenberg stated that since she started work on

September 1, 1974, she was not familiar with elementary career education projects in Region Six. She did refer me to an IOE office in Springfield, Illinois. In calling, the author came into contact with Mrs. Carol Reisinger. Mrs. Reisinger stated that she also started work on September 1, 1974, and was not familiar with the programs found in the State of Illinois. Her previous experience had last been as a career education specialist with the State of Vermont. She did inform this author that she was not associated with DVTE, but instead was hired to develop a different program, and hopefully, blend her program with that of the DVTE. This author was amazed that the State of Illinois has two separate programs. One program was developed through the DVTE, and the second program was to be developed by the IOE. There did not appear to be any coordination between the two programs.

This author was apparently to receive little immediate assistance from the State of Illinois. Assistance was, however, given at a later date by these fine ladies.

This author then decided to inform Superintendent Stitt of the progress of the career education committee. His suggestion was that I inform the Board of Education as to the intent of the curriculum committee to study the feasibility of implementing a pilot career education program during the 1974-75 school year. Mr. Stitt further suggested that an in-service program be planned around the concept of career education at the elementary level.

Following Mr. Stitt's advice, this author appeared before the Community Unit #2 Board of Education on September 16, 1974. The presentation of this author was limited to informing them of the concept of career education and how it may apply to the elementary school. The Board of Education appeared quite interested in the concept of elementary career education. It was stressed that career education was not vocational education.

Later in the week, this author met with Mr. Kenneth Caraway, the high school vocational director, to discuss both vocational and career education plans. Basically, it was agreed to gradually phase out the term vocational education and to instead use career education in all future correspondence. In retrospect, this may have been an error. It tended to reinforce the concept among most staff members at all levels that career education was in fact merely another term for vocational education. It may have been better to have kept the two terms separate to avoid unnecessary confusion.

On September 23, 1974, a second meeting was held with the career education committee. At this meeting, much discussion was held on the terminology of career education. It was generally agreed that instead of using the term career education at the elementary level, we should use the term career awareness. The possibility of obtaining guest speakers and perhaps making a visitation to a school district within the State of Illinois was discussed.

A personal observation of this author was that apathy was still apparent, but a glimmer of enthusiasm was apparent. This author followed the committee's desire in attempting to secure more information throughout the state. Having previously ordered guides from throughout the nation, this author attempted to locate guest speakers for in-service programs. Dr. Edward Cianiawaski was contacted in regard to a visitation in the Urbana school system. Dr. Cianiawaski replied that as the Urbana Schools career education director, he would be happy to arrange a visitation, but that he would be unable to attend in-service programs due to previous commitments. He further stated that his program was concerned with grades 6-8 only and little assistance could be given the K-5 level.

Mrs. Mary Crum, the A-160 Recognition Chairman, asked about including a statement of career education in the local recognition program. A statement was prepared by this author that would permit flexibility in establishing the career education program and yet would be suitable for state recognition.

The statement was as follows:

Community Unit #2 will provide knowledge and skills which will allow the student to evaluate himself and set goals for the future in accordance with his desires and abilities.

Inventory of Need: Little, if any, provision is made for vocational information at levels K-8.

Statement of Need: An attempt should be made to provide career information at levels K-8.

Objective #1: By May 1975, the career education committee will make recommendations for improving vocational opportunities for all students in the world of work.

These statements were adopted by the Board of Education and officially became part of our A-160 program.

Having received little information from the IOE, this author attempted to secure assistance from the Federal Office of Career Education in Washington, D.C. in regard to exemplary programs now in existence and the possibility of securing federal funding for our pilot program. No reply was ever received from that office.

Admittedly this author was becoming very discouraged. It appeared that little information existed on elementary career education from the state or federal level. It was disheartening in attempting to inform the career education committee on new programs, let alone inform the entire elementary staff.

GUEST SPEAKERS

In attempting to secure more information, this author again contacted Mrs. Carol Reisinger. An in-service day had been established for October 11, 1974, by the Board of Education. This author was in hopes that Mrs. Reisinger would be able to attend this meeting. Mrs. Reisinger replied that she would be happy to attend the in-service day and present a two-hour program. She further stated that this would be her first opportunity to visit downstate Illinois and to view career education programs in the planning stage.

Mrs. Reisinger presented her program on October 11, 1974, with outstanding results. Her comments actually stirred people to consider career education at the elementary level as a practical and vital program. Rather than include the total text of her comments, a short analysis of the most important points brought out in her program will be included. Mrs. Reisinger stated that the reasons for career education were pronounced. The economic conditions of the United States have forced many people to reconsider the vulnerability of their occupation. Eighty percent of the students who begin college drop out before graduation. Students feel a frustration with the present school system. Tax payers who must fund the schools are demanding an accounting for the tax collars expended. No longer can educators declare that they are educating the students for careers beyond high school unless they are able to prove that the students under their charge are employable. Mrs. Reisinger went beyond the reasons for career education and moved into the definition of career education. In her presentation, Mrs. Reisinger stated that the most important aspect of career education was not vocational exploration, but rather that decision making, self-awareness, and value clarification are the most important parts of career education. Everyone needs ego reinforcement. Everyone must feel that he is important. Every child should, in the process of career education, come to feel that every job is meaningful and important. After giving many illustrations and suggestions, Mrs. Reisinger ended the in-service program with the key statement of the day concerning relevance. If a child is able to understand the relevance of a subject matter being presented, then school will become meaningful and hopefully more enjoyable. (5)

Mrs. Reisinger's presentation was the first step toward convincing the staff of the importance of career education at the elementary level. During the next career education committee meeting, a noticeable change in the attitude of the committee members was observed. They now realized what was

meant by the concept of career education at the elementary level and the opportunities within the classroom for enrichment. A "brainstorming" session was held during this meeting; ideas, suggestions, and an in-depth analysis of Mrs. Reisinger's comments were discussed. The statement that people work best when they feel that something is their own idea is correct. When this author assumed the role of facilitator of ideas rather than the group leader, these committee members readily responded with new ideas. These members were ready to do serious work on career education. This author, therefore, expresses a sincere debt of gratitude to Mrs. Carol Reisinger for inspiring these members.

This author attempted to contact known programs within the state. Having recently received a copy of the Peoria, Illinois, program, this author called the director of the program, Dr. Chester Dugger. He stated that many of their ideas were made possible under a federal grant, but that the grant had expired and their entire program was in a state of flux. A visitation at this time was not advised by Dr. Dugger.

The rest of the month of October was spent in related research on new ideas in career education. A valuable source of information that was not immediately apparent was salesmen. This author constantly questioned salesmen of educational matter on what new material was available in elementary career education. Unfortunately, most had little to offer. Most textbook salesmen would be willing to recommend any new programs or programs already in existence. Most textbook salesmen did contribute names of people with whom contacts could be made.

At the next meeting of the career education committee, plans were tentatively made. It was decided to begin the pilot program in early April and stop the program at the end of the month. The reasons were quite simple. By April, a definite program could be established for a thirty-

day pilot program. Most material could be either purchased or constructed, the goals and objectives could be prepared, and the program could be conducted with a minimum of difficulty.

ANALYSIS OF OTHER CAREER EDUCATION PROGRAMS

In late October, all the career education guides previously ordered had been received. This author compared all of the different approaches taken by the school districts. The following is a summary of the different approaches taken by school districts:

Moline School System:

Kindergarten	School workers--people who work in the schools.
Grade One	The family as a unit
Grade Two	The social community--people we meet have jobs.
Grade Three	Careers within the city of Moline.
Grade Four	In-depth study of six various workers.
Grade Five	Occupations of groups by geographic locations within the United States.

Seattle Public Schools:

Kindergarten	Classroom jobs and duties of each family member. All family must share in home jobs.
Grade One	Recognize that all people do not have the same interests or abilities.
Grade Two	Identify and study community occupations.
Grade Three	Why people prefer certain occupations and the occupations found in governmental services.
Grade Four	Analyze career possibilities and how they differ in geographical locations.

Grade Five

Recognize the need for knowledge
The study of the qualifications
needed for good employment.

Peoria Schools Career Awareness:**Kindergarten**

The occupations of father and mother.

Grade One

School workers.

Grade Two

Workers in the community.

Grade Three

Talent--who makes it and why.

Grade Four

Resources--where do we get our
material and why.

Grade Five

Local community workers--an in-
depth study of three to five workers.

Belleville, Illinois, Career Awareness:**Grades K-4**

Awareness stage--to acquire an aware-
ness of self, of people around us
and the work they do.

Grades 3-6

Appreciation and attitudes--career
development as it relates to the
student's self-awareness and to his
relationship to others.

Grades 5-9

Orientation and exploration--the
development of vocational understand-
ing in conjunction with self-appraisal.

Moberly, Missouri, Career Development Program:**Kindergarten**

School helpers

Grade One

Jobs at home

Grade Two

Jobs within the community

Grade Three

Choice of three occupations

Grade Four

Variety of occupations

Grade Five

Wise decision making on careers

Palatine Career Awareness Program:**Kindergarten**

Nature of occupations--need, value,
diversity.

Grade One	Importance of work in the life of each individual.
Grade Two	Relationship of the production of goods and services to the family as a consumer unit.
Grade Three	Necessity for diversified occupations in suburban setting.
Grade Four	Interrelationship of occupations in an urban setting.
Grade Five	Role definitions of various occupations.

IN-SERVICE MEETINGS

An in-service meeting was to be held on January 9, 1975, for all Community Unit #2 elementary teachers. The committee met on December 3, 1975, to discuss the career education program. It was suggested that an additional guest speaker be contacted in order to present a program on elementary career education at the January 9 meeting. It was the consensus of the group that another guest speaker would be able to inform the staff of the purpose of elementary career education.

This author contacted Dr. Larry Bailey of Southern Illinois University to inquire as to his availability as a guest speaker at our in-service meeting. Dr. Bailey replied that because Southern Illinois University would still be on Christmas vacation during that time period, he would be most happy to conduct a two-hour in-service program on elementary career education.

On January 9, 1975, Dr. Bailey presented an outstanding program on elementary career education. A short summary will be presented on the program Dr. Bailey presented.

Three major educational phases have occurred in the Twentieth Century. The first phase was the phase that occurred after 1957, after the Russians had launched Sputnik I. People in the United States demanded "excellence" in education. The purpose was to train people in science, mathematics, and foreign language. Eighty percent of the money was spent on twenty percent of the students. Schools were criticized heavily and became an instrument of national foreign policy.

The second major phase may be called the "relevance" era. This is the era that the educational professionals gained control of the schools. Curriculum development was the key phrase of this group. A number of theoretical and technical achievements were made. New math and new biology were examples of reviewing the present curriculum. This phase occurred during the early 1960's. Yet, improvement in education was minimal. Accountability by taxpayers became prevelant.

In the late 1960's and early 1970's, the third phase came into existence. This phase is sometimes referred to as the "panic" phase. The schools were criticized because of their basic structure. Schools were referred to as jails and were thought to de-humanize kids. What was wrong with the schools was not the curriculum, but the basic concept of the schools as an institution. The critics felt that the schools had to be changed in two directions. The schools must be held accountable for preparing kids for adulthood, and secondly, the schools have to be more humane.

As a result of these three phases, the time has arrived for career education. It is time to remove the false dichotomy between the white collar and blue collar jobs. Intellectual snobbery can no longer exist. Dr. Sidney Marland proposed the elimination of this, the artifical distinction between things academic and things vocational and replace them with career education. Career education is not a fad but a credible curriculum.

The major question, therefore, is "what is career education"? The answer is really quite simple. Career education is simply a program, a process, and a concept. All of these may be referred to as approaches to career education. Career education as a program and a concept are really only the means of accomplishing career education. The process is actually the ends of career education. You must specify ends before you can select programs, curriculum materials, or anything else. There is a major difference between content and process. We may be so devoted to content that we neglect the expected outcomes of the students.

CREATING GOALS AND OBJECTIVES

It is very important in career education to define developmental stages. Each developmental stage should include the developmental tasks for each stage. All curriculum planning for career education can be done by stating goals, general objectives, and finally specific objectives. The goals simply guide our development. We do not teach from these goals. Our general objectives tie together our general goals. The specific objectives are really what you are teaching the kids.

An example was given specifically for first grade teachers to help differentiate between work and play. This example was a part of the project Dr. Bailey helped to develop. The main thought of this exercise is to help the children learn about classification.

You do not have an occupational decision unless you make it. It is not your decision if someone makes it for you. Wise decision making is a long, arduous task.

Creativity of the child becomes stifled. Career education will use this natural curiosity of a child to help in career development. The purpose of career education is not to create little workers, but instead to allow them to help discover who they are and what they want to be.

Self-awareness is the key of the success of career education. A wholesome feeling toward the concept of work is very important. You must determine the child's interest before you allow him to make a career choice. No one should ever impose his will on a formative child. Career choice is actually a small part of career education. Self awareness is the most important concept that a teacher can help the child develop.

Teacher produced material is often found to be superior to commercially produced products. The reason is quite simple. The teacher must decide on objectives before the unit or material is prepared. Therefore, the materials are "custom made" to the child or group of children. Commercially produced materials are excellent as supplementary material but are only a small part of the total program. Once you decide on your goals, then you are ready to develop the program.

In Dr. Bailey's summation, he stated that the most important program is not the teacher but the child. The teacher can only facilitate the natural creativity of children.⁽⁶⁾

Dr. Bailey's program was the catalyst to the elementary staff. It was the enthusiasm that followed that was most heartening. The staff was totally committed to using career education in their classrooms. The career education committee now was ready to start work.

A few days later, this author and two members of the career education committee attended a workshop at the Urbana Service Center for Education in Urbana, Illinois. On January 14, 1975, Ms. Linda Finefrock, Ms. June Stark, and Mr. Leo Bodino hosted the workshop on elementary career education. While this workshop did not feature a single speaker, it did feature a variety of career education material that was commercially available. The workshop was more of a "how-to-do-it" approach in career education.

Four major approaches were illustrated. The first was based on the U.S. Department of Labor. The second approach was the unit concept. The teacher would develop a single unit on a career and do an in-depth study of that career and related careers. The third approach was a study of interrelated jobs connected with producing a specific product. The fourth and final approach was for students to simply view their surroundings and simply explore the careers they find.

Ms. Finefrock stated that to initiate career education you really don't need anything except imagination. She further stated that the core of the curriculum was field trips. The field trip can do more to acquaint the students with careers than many, many lectures. The key to the field trip is not to merely take students on a guided tour of a factory, but instead, the students must be thoroughly prepared. Cameras and tape recorders are a necessity. A discussion of the tour is vital. It allows children to ask a variety of questions, all related to what they have viewed.

Guest speakers are very helpful. It is first necessary to prepare the guest speaker on the time limit and what material the speaker should bring. A list of speakers that are available should be kept on file and used by other staff members. A very important point was expressed--keep the parents informed! Their support is essential to a career education program. A suggestion of a career day featuring the parents as guest speakers has been used in an Urbana area school with a great deal of success. The rest of the meeting dealt with the examination of school material available, discussing the advantages and disadvantages of the commercially produced products. Ms. Finefrock also stated that when purchasing commercially available materials, you should buy them on thirty-day approval whenever possible. The advantage is that you have an opportunity to closely examine the products and use them in the classroom with the opportunity to return

them if they are unsatisfactory without any expense except postage. The final part of the program was a question and answer session dealing with career education.

Throughout the remaining month of January, the career education committee reviewed the programs and a discussion was held on how our local program would be handled. The philosophy previously adopted was reviewed and it was the consensus of the committee that career awareness was still the avenue to pursue.

Following Dr. Bailey's suggestion, a broad goal for each grade level was established. All of the goals were designed around the concept of career awareness. The grade level themes were established as follows:

Kindergarten

The individual may develop self awareness through observation of activities related to the home.

First Grade

The student may develop a career awareness through study and observation of school activities.

Second Grade

The student may develop career awareness through study and observation of community workers familiar to the student.

Third Grade

The student may develop career awareness through study of careers within the city of Robinson, Illinois.

Fourth Grade

The student may develop career awareness through the selection of a product manufactured in the State of Illinois.

Fifth Grade

The student may develop career awareness by studying occupational groups located throughout the United States.

Through the use of these broad, grade level themes, the program was beginning to become well organized. The month of February was spent with weekly committee meetings in an attempt to interpret the broad themes into workable and measurable goals. During this time, a discussion on how the program was to be initiated was held. It was the original concept of placing

the pilot program in the Flat Rock attendance center. After much discussion, the committee felt that since this program was not tied to a specific school, and since all schools should have the opportunity to observe the progress of the career awareness program, it was recommended that each person on the committee represent his individual grade level during the program. In this manner, the program would be in operation at all three attendance centers and only those people involved in the program would be using the materials. This idea was a very important point in the program. By each committee member representing a different grade level, they would be the people who had developed the program using the material to the fullest advantage.

On February 21, 1975, the specific goals for each grade level were established. These goals are:

Kindergarten Goals:

1. To allow the children the opportunity to familiarize themselves with the many jobs performed in the home.
2. To strengthen the kindergarten child's self concept.
3. To allow the children the opportunity to see the value of accepting their home responsibilities.
4. To allow children the opportunity to relate what types of jobs they do and why.
5. To expose children to particular homemaking chores.
6. To allow children the opportunity to discuss why jobs in the home are important.
7. To allow children the opportunity to simulate home situations in role playing and in the housekeeping and workbench areas of the classroom.

8. To allow children the opportunity to discuss how the family relationship/activities change when mother works outside the home.
9. To allow children the opportunity to fully appreciate the role of parents in the home.
10. To allow children the opportunity to plan as their parents might do under similar life situations.

First Grade Goals:

1. To develop an awareness of the importance of the different types of occupations by learning about the workers at school.
2. To promote positive attitudes toward the work of school personnel.
3. To develop the ability to identify school workers.
4. To help each student have a better understanding of the interdependence of the school workers.
5. To perform responsibilities and duties at school.

Second Grade Goals:

1. To help children make better adjustments in their community.
2. To help answer the questions of children about the many things they see and experience in their community.
3. To develop appreciation for the services and contributions of others through personal experience.
4. To encourage respect for work and workers through development of attitudes, knowledge, and skills.
5. To develop a positive self concept.
6. To stimulate in children the importance of safety in work.

Second Grade Goals:

7. To help children become aware that they can become more successful when they plan their work and develop their skills.
8. To help children become better acquainted with the characteristics of various kinds of jobs.
9. To recognize that all people do not have the same interests or abilities.

Third Grade Goals:

1. To develop an appreciation of the role of man's work in past and present society.
2. To help understand the role of the individual worker in the economy and different aptitudes for many types of careers.
3. To help children learn that each individual is responsible for his own behavior when working or playing.
4. To help individuals adjust their behavior to achieve a successful work or play relationship with other people.
5. To help people plan, organize, and control their behavior when working and playing with other people.
6. To help people use information about their personal behavior and information about the behavior of others when working and playing.

Fourth Grade Goals:

1. To help the student develop an appreciation for all types of work.
2. To help the student develop an understanding of the interdependency of occupations.
3. To help the student develop a realistic view of the world of work in terms of his own abilities and limitations.
4. To acquaint the student with a wide variety of occupations in Illinois.
5. To stress the dignity of work and that every worker performs a useful function.

Fifth Grade Goals:

1. To acquaint the student with the individual differences of each student in the classroom.
2. To assist the student in the growth of the concept of self-awareness.
3. To help the student discover the vast amount of jobs available in the United States.
4. To assist the student in developing an awareness of skills that are necessary in certain occupations.
5. To develop the concept of the interdependence between school and occupational requirements.

On March 6, these goals were reviewed for the purpose of clarification and were adopted. It was the opinion that the specific goals would be included in the thirty-day lesson plans of the pilot program. These specific goals would be reviewed and recommendations made at the end of April.

Later the same day, Mr. Ken Caraway asked that this author write a short letter describing the program as proposed so that an amended report could be filed with the Illinois Office of Education for the purpose of increased funding.

Funding the program was of major consideration in early March. The amount granted the staff by Superintendent Stitt was \$1,500.00. The purpose of this amount was to provide sufficient funding for the thirty-day period. The committee met and agreed to limit spending to \$200.00 per grade level. Because the committee members had previously reviewed material that they felt would be of assistance in the pilot program, the material was selected and purchase orders prepared. This would allow a thirty-day period for the purchases to be received. It would be important to note that all purchase orders were placed with the stipulation that they must be shipped on a thirty-day examination period. Consumable items were exempted from this examination period policy.

On March 24, the committee met again to finalize all plans and to determine the status of the purchases and the teacher made materials. Lesson plan blanks were given to all committee members to be filled in daily and kept as part of the program. Most of the orders were filled, and those that had not arrived were not of a nature that would affect the program.

The committee ended the March 24 meeting ready and anxious to begin the project. The starting date was agreed to be April 3, 1975, immediately following the traditional Easter vacation.

On April 3, 1975, a freak accident occurred that delayed the program for two days. At the Lincoln attendance center, the boiler malfunctioned, forcing that building to be closed on April 4 and 5. This presented a short delay at that attendance center. By phone, those teachers involved agreed that April 8 through May 10, 1975, would be ample time for the program. This would be a period of twenty-five days of student attendance. It was also suggested that if additional time was needed, sufficient time would be provided during the month of May.

On April 8, 1975, the elementary career awareness program was officially started. This author visited all staff members involved at all buildings to assist in any minor problems that may occur. Fortunately, the staff was proceeding with no apparent delays.

No attempt will be made to cover all of the activities that occurred during the pilot program. Examples will illustrate a few activities by the committee members. Field trips were numerous, guest speakers were utilized, including the Mayor of Robinson. Many parents addressed the classes on their particular skill and their own feeling about the concept of work. Students wrote to various local companies and received replies on their product and marketing operations. Two students even managed to secure the

company president of a local industry to speak to the class and arrange a personalized tour of his industry, complete with sample products for the class.

Self awareness was also emphasized. Students were asked to write their own thoughts in a form of a personal diary in one class. The student would then at the end of the month try to determine his own likes and dislikes at home and at school.

One of the most important audio-visual aids was secured through Mrs. Carol Reisinger. Mrs. Reisinger contacted this author and inquired if the committee had used the film series "Bread and Butterflies" that is available through the Illinois Office of Education. She further stated that she would send two films immediately for use by the appropriate grade levels. Having shown these films in the classroom, the results were good in that they reinforced previously presented material.

On May 10, 1975, the pilot program officially ended. However, several teachers did continue to use the material through the school year. A review of the program was necessary and recommendations were to be made.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The materials selected by the committee members were thoroughly evaluated and those that were inappropriate were returned. Specific goals were reviewed and in areas that were needed, improvements were made. Areas of weakness were either strengthened or in some cases deleted because they were not necessary or were inappropriate.

This author views the program as highly successful. The staff was most helpful and most anxious to prove its professional competence in curriculum planning and design.

After careful study and discussion, the following recommendations were compiled:

1. During the early part of the 1975-76 school year, the committee would meet again to prepare a program for implementation for the entire staff.
2. A thirty-day time period was inadequate to cover all material desired. More time must be allotted to cover areas that the committee felt important.
3. A guide should be prepared during the 1975-76 school year for use by new teachers in the unit.
4. The career education program will be designed for use any time during the school year and not be limited to a specific time period.
5. Flexibility must be provided in the program so that each teacher may cover the material but limitations may be eliminated.
6. More money must be allotted for the purchasing of items that may become available.
7. More guest speakers will be secured so that questions that arise may be answered or at least recommendations for improvements be made.
8. The career education committee be retained for the purpose of reviewing the progress of the program at the end of the 1975-76 school year.

The author of this paper has a few personal observations concerning this pilot program. For those people who desire the program of elementary career education, a few suggestions are given:

1. Allow plenty of time. Don't be discouraged by the apparent lack of cooperation. Most teachers are willing to help but are reluctant to do so because they feel inadequate.
2. As project director, do your homework. You will be asked to guide a group of people who initially have little direction.
3. Attempt to select your committee with the idea of securing the people who are willing to work dilligently in completing goals. Ideas are formed during the course of study, but the most important task is getting those goals in a well-organized format.
4. Do not move too rapidly. Make sure that your committee members are proceeding at a rate that will reflect their own skills and abilities. Attempting to initiate a project without adequate skills or an adequate background will doom the project to failure before you start.
5. Don't attempt to convert the entire staff to a new concept in curriculum. A few people who are willing to work will in time make converts and set the example for others to follow.
6. Try to select the most promising ideas of the group. You cannot use all ideas, but allow the members to select only those ideas that show promise.
7. Obtain guest speakers whenever possible. An outsider may stimulate the thinking of a group but will never succeed in making a program an instant success.
8. Leadership is a difficult concept to identify. Leadership does not mean imposing the will of the leader on the group, but rather to facilitate the group into responding and acting. Do not be alarmed if the group does not follow the direction that you as leader feels it should. You are only the leader in the respect that the goals established are accomplished.
9. Never discard an idea too quickly. If an idea is ridiculed by you, you will encounter only resentment.
10. You must always keep in mind that the success of the program will depend on the people in the classroom. You will not be able to monitor every move nor should you. The staff is a highly trained group and will instruct the class in the most appropriate method.
11. Always allow for flexibility in your program. The main idea is that you are teaching a concept to students, not memorization of facts.

12. Always analyze, review, and correct anything that you attempt. Once you start the project, keep your goals in mind. Stick to them.

As with all new programs, certain areas could be strengthened. However, with the excellent cooperation of the elementary career education committee, the program could be viewed as an outstanding success by faculty members and students. Plans are currently being comprised so that the career education program will move from the pilot stage into part of the elementary curriculum. As this project comes to an end, our work is not finished, but instead is moving to another level--i.e. implementation.

FOOTNOTES

1. Bailey, Larry J., and Stadt, Ronald W. Career Education: New Approaches to Human Development, Bloomington, Illinois: McKnight Publishing Company, 1973, p. 268.
2. Hoyt, Kenneth B., Evans, Rupert N., Mackin, Edward F., and Mangum, Garth L. Career Education: What It Is and How To Do It, 2nd Edition, Salt Lake City, Utah: Olympus Publishing Company, 1974, pp. 13-14.
3. Hoyt, Kenneth B., Pinson, Nancy M., Laramore, Darryl, and Mangum, Garth L. Career Education and the Elementary School Teacher, Salt Lake City, Utah: Olympus Publishing Company, 1973, pp. 17-18.
4. Bailey and Standt (Op. cit.) p. 344.
5. Taped remarks of Mrs. Carol Reisinger, Career Education Specialist, Office of the Superintendent of Public Instruction, State of Illinois, October 11, 1974.
6. Taped remarks of Dr. Larry J. Bailey, Associate Professor, Department of Occupational Education, Southern Illinois University of Carbondale, Carbondale, Illinois, January 9, 1975.

APPENDIX A
LOG OF ACTIVITIES

LOG OF ACTIVITIES

9-9-74 Started to work on career education concept.

9-10-74 Attempted to contact various OSPI personnel by telephone. No success due to a large number of the staff not available.

9-11-74 Contacted Mrs. Bonnie Gilenberg at the Mt. Vernon Division of OSPI.

9-12-74 Contacted Mrs. Carol Reisinger, Career Education Specialist with OSPI.

9-12-74 Sent a letter to Mrs. Mylrae Rundle in regard to Career Education Program in Palatine, Illinois.

9-16-74 Called Mrs. Carol Reisinger in regard to an in-service meeting on October 11, 1974. Permission was granted for her to attend the meeting.

9-17-74 Wrote to Dr. Larry Bailey, Southern Illinois University, in regard to his availability to conduct a workshop at a future date.

9-23-74 Wrote to Dr. Edward Cianiawski, Urbana, Illinois, in regard to a possible visitation. Meeting with the local career education committee.

9-24-74 Wrote a letter to the Peoria School District regarding teacher visitation. Received a call from Dr. Cianiawski; visitation not practical, due to age and grade level differences.

10-7-74 Wrote a letter to Mr. John Linder, Associate Commissioner Office of Career Education, United States Office of Education, Washington, D.C., regarding information on governmental assistance in establishing an elementary career education program.

10-10-74 Received the Dictionary of Occupational Titles, Volumes I & II, and the Occupational Outlook Handbook, from the United States Department of Labor.

10-11-74 Mrs. Carol Reisinger spoke to the teachers as part of the local in-service program.

10-15-74 Meeting of the local career education committee.

10-16-74 Received a letter from the Peoria Schools. They have lost their federal funding and the program is in jeopardy. State visitors from OSPI; recommended that an elementary career education program be established.

- 10-28-74 Received a copy of the Moline, Illinois, career education curriculum guide.
- 11-10-74 Meeting of the local career education committee.
- 11-21-74 Received a call from Mrs. Carol Reisinger inquiring as to the assistance of her presentation to the local program.
- 11-23-74 Received a copy of the Seattle, Washington, career education guide.
- 11-29-74 Received a copy of the Moline, Illinois, and the Owantana, Minnesota, career education guides. Also conducted a meeting of the local career education committee. Conferred with Superintendent Stitt in regard to the progress made to date.
- 12-10-74 Conferred with Mr. Ken Caraway, the high school vocational director concerning the latest changes in new state guidelines regarding elementary career education.
- 12-15-74 Received the Granite City, Illinois, career education curriculum.
- 1-6-75 Called Dr. Bailey regarding the January 9, 1975, workshop. He confirmed the date and his willingness to assist in conducting the workshop.
- 1-8-75 Meeting of the local career education committee.
- 1-9-75 Dr. Bailey presented an outstanding program. His remarks were taped for later review and analysis.
- 1-14-75 A meeting was attended by a few members of the local committee in Urbana, Illinois, on elementary career education.
- 1-16-75 A meeting with the local career education committee to discuss Dr. Bailey's remarks and to discuss the workshop held in Urbana, Illinois.
- 1-23-75 Meeting of the local career education committee.
- 2-3-75 Meeting of the local career education committee. Goals and objectives were discussed.
- 2-12-75 Reviewed the goals and objectives of the program. Decided to pilot the program at the various buildings, rather than a single building.
- 2-21-75 Regan to study various commercially prepared materials.
- 3-6-75 Met with Mr. Ken Caraway in regard to writing a short description of the proposed pilot career education program for Community Unit #2 Schools.

- 3-10-75 Meeting of the local career education committee. Agreed that commercially made materials would be ordered within the budgetary limitations of \$200.00 per grade level. Ordering would be on an examination basis.
- 3-17-75 Commercially produced materials were ordered.
- 3-24-75 Final local career education committee meeting before implementation of the pilot program.
- 4-7-75 The pilot program actually began.
- 4-16-75 A local career education committee meeting was held to discuss the progress and the problems of the pilot program.
- 5-10-75 The pilot program officially concluded.
- 5-17-75 A local career education committee meeting was held. Discussion of the materials, program, and recommendations for the 1975-76 school year were made.

APPENDIX B

MATERIALS FOR THE OCTOBER 11, 1974, IN-SERVICE PROGRAM

Mrs. Carol Reisinger is now serving as the Educational Specialist in Career Education for the Office of the Superintendent of Public Instruction.

Mrs. Reisinger's experience includes serving as Regional Consultant for the Vermont State Department of Education's Division of Elementary and Secondary Education.

Mrs. Reisinger has been with the New York State Department of Education as Director of a federally-funded project in Career Education involving 21 school districts out of a Board of Cooperative Educational Services Center.

Before that she wrote and directed a new work-study program for alienated students in the Liverpool, New York school system where she also designed an English curriculum for non-college-bound pupils.

Prior to Liverpool, she taught and served as Chairman of the Department of English at Newport, Pa., and taught at Central Dauphin, Pa.

Mrs. Reisinger took her undergraduate degree at Millersville (Pa.) State College and her MEd. in English at Shippensburg (Pa.) State College.

CAREER EDUCATION: WHAT IT IS - WHAT IT ISN'T.

First, Career Education is NOT vocational education, although vocational education is a necessary component of career education.

Second, Career Education is not occupational training, although, again, that's a necessary ingredient.

Third, Career Education is not simply the provision of occupational information beginning in the kindergarten level, the so-called World-of-Work concept, although that's also very important.

Fourth, Career Education is not obtained by the establishment of an area vocational center. Unfortunately, too many educators are using these terms synonymously. They are not the same.

Fifth, Career Education is not relative only to those children and youth who will not go to college, and....

Sixth, Career Education is not separate from, independent of, or unrelated to so-called academic education.

WHAT IT IS

Career Education is, therefore, an attitude, an educational philosophy, if you will, that must, to be totally effective, permeate the thinking of every teacher, counselor, administrator, board member and parent in this country.

It is simply a commitment to do everything possible, beginning with preschool programs and continuing through graduate school, to see to it that the educational system prepares all children, youth, and adults, who do not suffer from an insurmountable physical, mental, or emotional impairment, to function at the maximum of their ability when they enter the labor market.

This presumes, therefore, that fourth-grade teachers teach a child math, not because there is an intrinsic value in learning fractions, but because some form of mathematics is absolutely necessary to allow that child, as an adult, to be gainfully employed. It also presumes that the structure and sequence of the math program, as we know it, may have to be changed because the development of performance objectives will define for the teacher what is essential in the math program of youngsters.

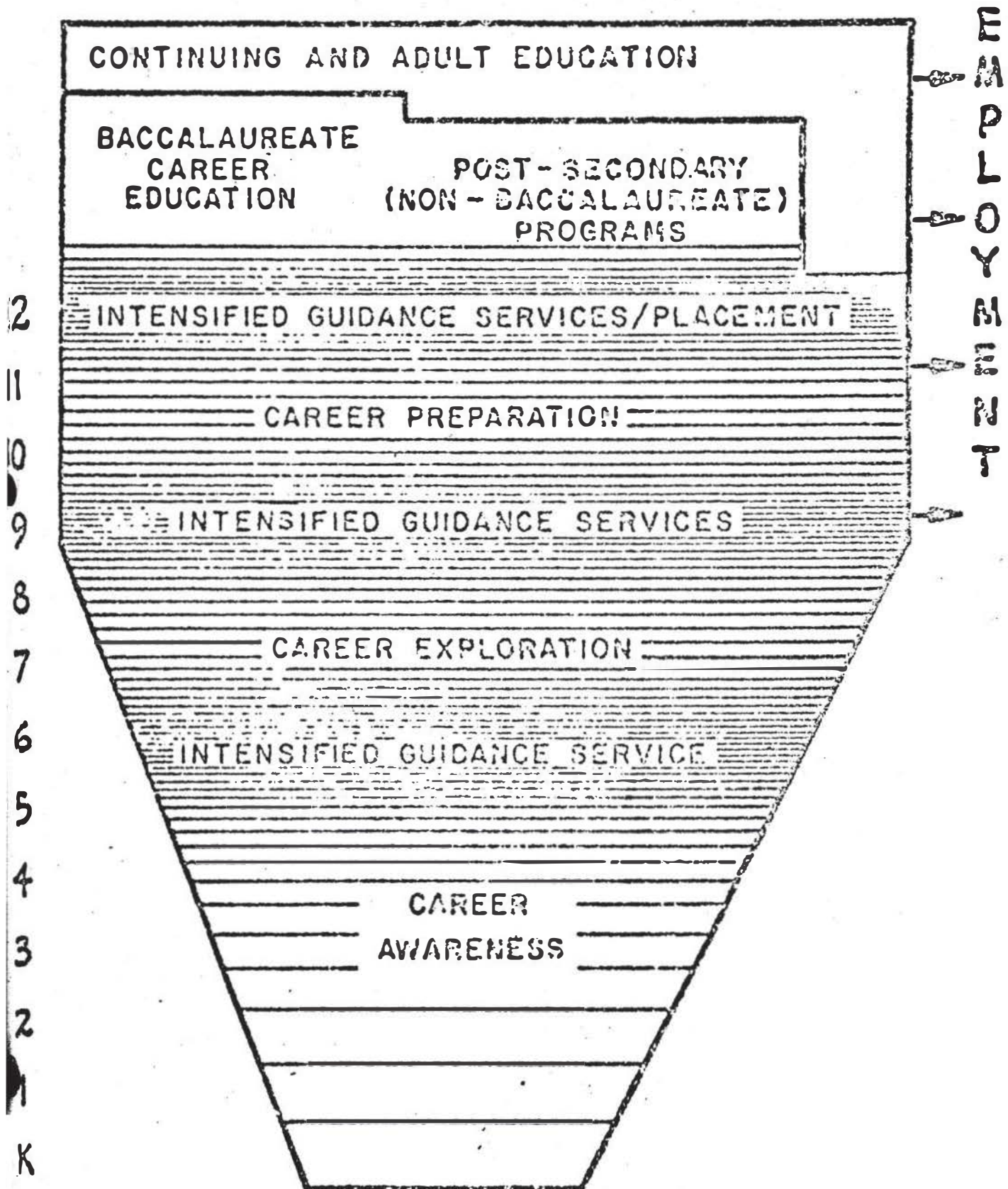
The fourth-grade teacher is obviously used here only for illustrative purposes. The same type of example can be developed for the sophomore English teacher, the senior language instructor, the community college history professor, and the graduate psychology course instructor. Career Education, therefore, pervades all of education, and everything we do is done not for the sake of education, but for the sake of the student's career preparation.

Above taken from School Shop, April, 1973, p.51.
By William F. Pierce.

KEY CONCEPTS OF CAREER EDUCATION

1. Preparation for successful working careers shall be a key objective of all education.
2. Every teacher in every course will emphasize the career relevance of that subject matter. Every teacher in every course at every level can contribute to occupational preparation by emphasizing career implications of traditional subject matter.
3. Comprehensive programs of self-assessment will provide decision making experience to support career development.
4. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.
5. Preparation for careers will give as much attention to work attitudes, human relations, skills, orientation to nature of the work-a-day world, exposure to alternatives in career choices, etc., as to actual job skills. Students should be made aware in their school experience that "man works." Utilize interrelationships between home, family, community and occupational society.
6. Learning will not be reserved for the classroom, but learning environments will be identified in the home, the community, employing establishments and coordinated by the school. Career training will be provided to give vocational skills in high school, tech school, community college, university, on the job -- for students of all ages, for specific competencies, for entry, for up-grading, for re-entry, or for new jobs or roles.
7. There will be no beginning and no end, whether K-6, K-12, K-14 or K-20. Beginning in early childhood, continuing through regular school years, allowing the flexibility of youth to leave for experience and return to school for further education -- a place for adult training and, finally, productive use of leisure time and of retirement, career education is womb to tomb.
8. Business and labor, private and public employers must actively contribute to the goals of career education by providing the cooperative study needed by students, teachers and counselors.
9. Career education will not absorb or bury all education. Citizenship, culture and family responsibility will still be there, but career education will be their equal.
10. Career education offers a meaningful adjunct to existing educational programs which promises to increase student motivation while at the same time providing relevant service to society. It is not simply a short-term educational "fad;" neither is it a single, unified program. Career education has already found expression in a variety of programs at all levels of education in all parts of the nation.

A COMPREHENSIVE CAREER EDUCATION SYSTEM



• OCCUPATIONAL INFORMATION ACTIVITIES

- | | |
|------------------------------------|-------------------------------|
| 1. Interviews | 25. Resource Persons |
| 2. Skits | 26. Brainstorming |
| 3. Theme Writing | 27. Games |
| 4. Bulletin Board | 28. Research Projects |
| 5. Debate | 29. Demonstrations |
| 6. General Discussion | 30. Radio and TV Programs |
| 7. Small Group Discussion | 31. Illustrations |
| 8. Committee Work | 32. Projects |
| 9. Individual Study | 33. Prepare Lists |
| 10. Vocational Guidance Kits | 34. Chalktalks |
| 11. Newspaper Articles | 35. Panel Discussions |
| 12. Oral Reports | 36. Make Files |
| 13. Field Trips | 37. Make Tests |
| 14. Movies | 38. Standardized Tests |
| 15. Filmstrips | 39. Problem Solving |
| 16. Slides | 40. Prepare Charts and Graphs |
| 17. Overhead and/or opaque | 41. Window Displays |
| 18. Collect Want Ads | 42. Write Letters |
| 19. Write Want Ads | 43. Assign Reading |
| 20. Employment Security Commission | 44. Thought Problems |
| 21. Exhibits | 45. Prepare Speeches |
| 22. Collect Materials | 46. Notebooks |
| 23. Observation | 47. Scrapbooks |
| 24. Role Playing | 48. Lectures |

FIELD TRIPS

The following are some interesting guidelines for Field Trips for Career Development. This will be of value to any of the schools who are planning field trips this spring and summer.

A. Teacher-Pupil Planning

1. Plan type of trip.
2. Are students interested in going on field trip?
3. Is trip justifiable? (Can classroom provide same learning?)
4. Reason for taking trip:
 - a. Develop awareness of different workers
 - b. Helping them observe working conditions
 - c. Awareness of interdependence of workers
 - d. Fit their jobs to courses (etc. - what math is used)

B. Teacher Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
 - Develop form-sheet for the tour of business place
4. Contact business tour establishment
 - a. Permission to come and definite date and time
 - b. Provide information for business place being toured
 - 1) Number of students
 - 2) Age, grade level, etc.
 - 3) What material covered by students previously
 - 4) Questions students might ask
 - 5) Safety measures to be observed
 - 6) Questions workers might ask
 - c. Secure any information or materials from business for students to review before going on trip

C. Pupil Preparation

1. Watch for:
 - a. Working conditions.
 - b. Duties of workers
 - c. Clothes they wear - appropriate
 - d. Number of workers
 - e. Safety
 - f. Do workers enjoy the kind of work they are doing
2. Special instructions
 - a. Appropriate clothing
 - b. Conduct on tour
 - c. Safety practices
 - d. Courtesy throughout tour
 - e. Departure time

D. Follow-up

1. Did you enjoy the trip?
2. Would you recommend the trip for others? Why? Why not?
3. Were all questions answered?
4. Did you observe any kind of work you would enjoy doing?
5. What did you learn on this trip that you didn't learn in class?

CAREER AWARENESS INTERVIEWING QUESTIONNAIRE

INTERVIEWER

INTERVIEWEE

1. When did you first think about becoming a/an
 - a. Is your work exciting?
 - b. Do you provide a service or goods?
 - c. Do you do more than one thing?
2. When you were young did you have interests that help you in your job?
3. Does your job require special abilities? Does your job require special tools? What are they?
4. What kind of training does one need? Where did you get yours?
5. What kinds of jobs did you have when you were in school?
6. What gives you some of the greatest satisfaction in your job?
7. What are some of the disadvantages?
Do you ever get mad about the things you do?
8. Do you get a coffee break?
9. Would you recommend other people going into a job like yours?
10. Could a man or a woman do your job?
11. Have you heard other jobs? What are they?
12. Would you like to change jobs?
13. Describe a typical day.
How do you get to work?
14. Are there any fringe benefits?
15. How many different kinds of jobs did you think of before you decided on this one?
16. Do you have any goals you haven't reached yet?
17. What jobs do your best friends have?
18. What kind of vacation does your work provide?
19. How many hours do you have to work? How long have you worked at this job? Do you have to take work home to finish? Do you ever have to go away on your job?
20. What kind of salary can a person expect? (Low and High)
21. Do you like being interviewed?

OCCUPATIONAL INFORMATION ACTIVITIES

1. Interviews
2. Skits
3. Theme Writing
4. Bulletin Board
5. Debate
6. General Discussion
7. Small Group Discussion
8. Committee Work
9. Individual Study
10. Vocational Guidance Kits
11. Newspaper Articles
12. Oral Reports
13. Field Trips
14. Movies
15. Filmstrips
16. Slides
17. Overhead and/or opaque
18. Collect Want Ads
19. Write Want Ads
20. Employment Security Commission
21. Exhibits
22. Collect Materials
23. Observation
24. Role Playing
25. Resource Persons
26. Brainstorming
27. Games
28. Research Projects
29. Demonstrations
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31. Illustrations
32. Projects
33. Prepare Lists
34. Chalktalks
35. Panel Discussions
36. Make Files
37. Make Tests
38. Standardized Tests
39. Problem Solving
40. Prepare Charts and Graphs
41. Window Displays
42. Write Letters
43. Assign Reading
44. Thought Problems
45. Prepare Speeches
46. Notebooks
47. Scrapbooks
48. Lectures

Vocations Suggested

SELF-RELIANT

Business
Banking
Commerce
Finance
Politics
Science
Medicine
Research
Law

Designing
Aviation
Salesmanship
Advertising
Management
Insurance
Education
Manufacturing



COURAGEOUS

Engineering
Science
Forestry
Agriculture
Armed Forces
Contracting
Transportation
Surveying
Management
Politics
Salesmanship
Education
Commerce
Finance
Business
Professional

TEMPERAMENTAL

Authorship
Fine Arts
Theatre
Research
Science
Designing
Music
Journalism
Composing
Interior Decorating
Commercial Art
Architecture

QUIET

Education
Research
Painting
Science
Inventing
Authorship
Accounting
Composing
Business
Fine Arts
Agriculture
Forestry
Professional
Building Trades
Social Welfare
Nursing

SOCIAL

Salesmanship
Business
Commerce
Politics
Nursing
Civil Service
Stenography
Social Welfare
Law
Advertising
Education
Insurance
Banking

IMAGINATIVE

Science
Inventing
Education
Advertising
Salesmanship
Engineering
Theology
Research
Designing
Interior Decorating
Home Economics

Business
Professional
Stenography
Politics
Fine Arts
Music
Theatre
Architecture
Aviation
Television

CO-OPERATIVE

Business
Professional
Education
Commerce
Building Trades
Engineering
Advertising
Salesmanship

Research
Theology
Politics
Banking
Management
Insurance
Designing
Interior Decorating

AGGRESSIVE

Salesmanship
Commerce
Business
Law
Banking
Politics
Finance
Manufacturing
Advertising
Secretarial
Insurance
Hostess Work
Radio
Television
Armed Forces

PRACTICAL

Accounting
Business
Mechanics
Radar
Science
Aviation
Surveying
Drafting
Building Trades
Commerce
Law
Salesmanship
Insurance
Finance
Management

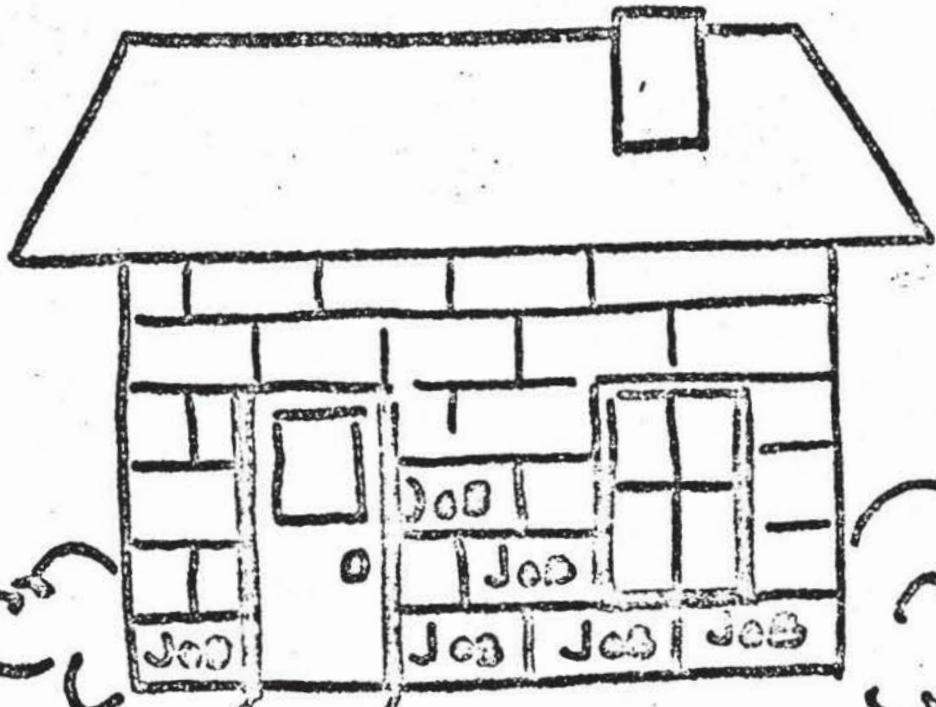
CONSERVATIVE

Social Welfare
Medicine
Nursing
Dentistry
Education
Business
Law
Domestic Science
Insurance
Banking
Research
Politics
Authorship
Theology

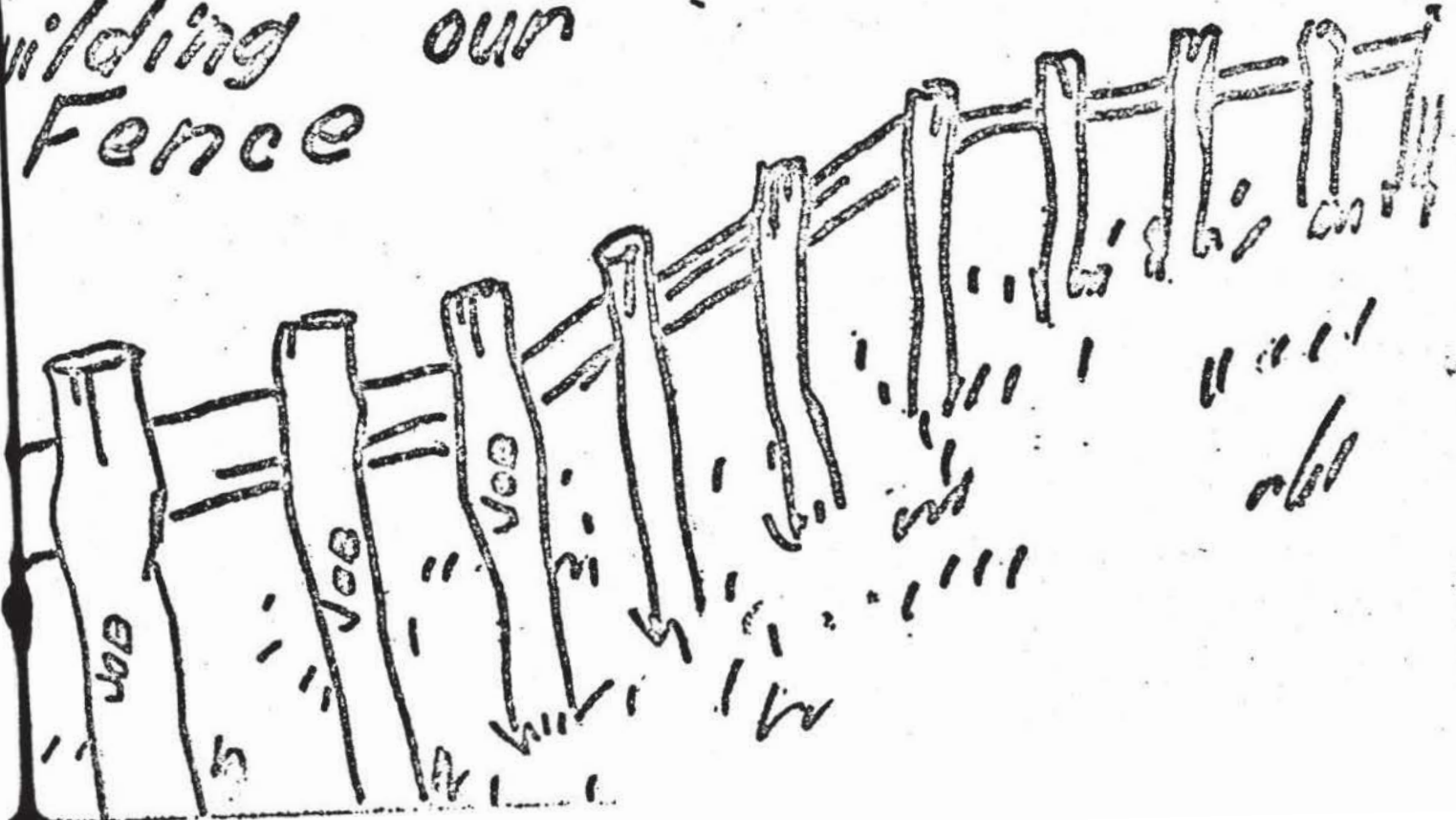
FRIENDLY

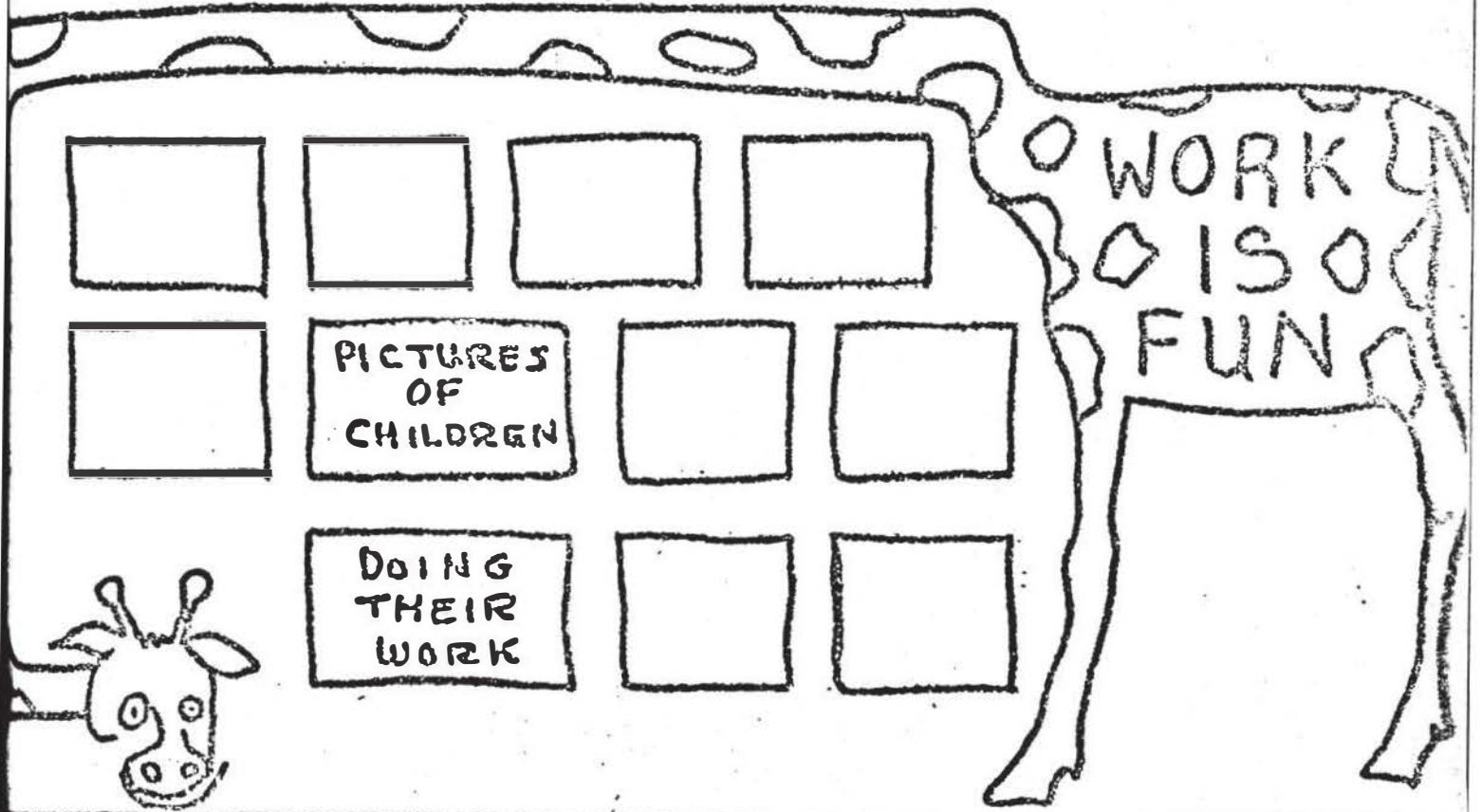
Salesmanship
Education
Theatre
Journalism
Stenography
Social Welfare
Politics
Hostess Work
Nursing
Civil Service
Domestic Science
Banking
Business
Insurance

JOB HOUSE

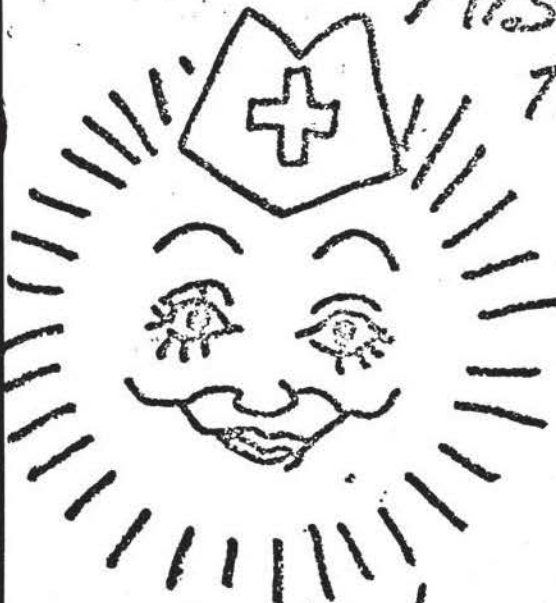


uilding our Fence





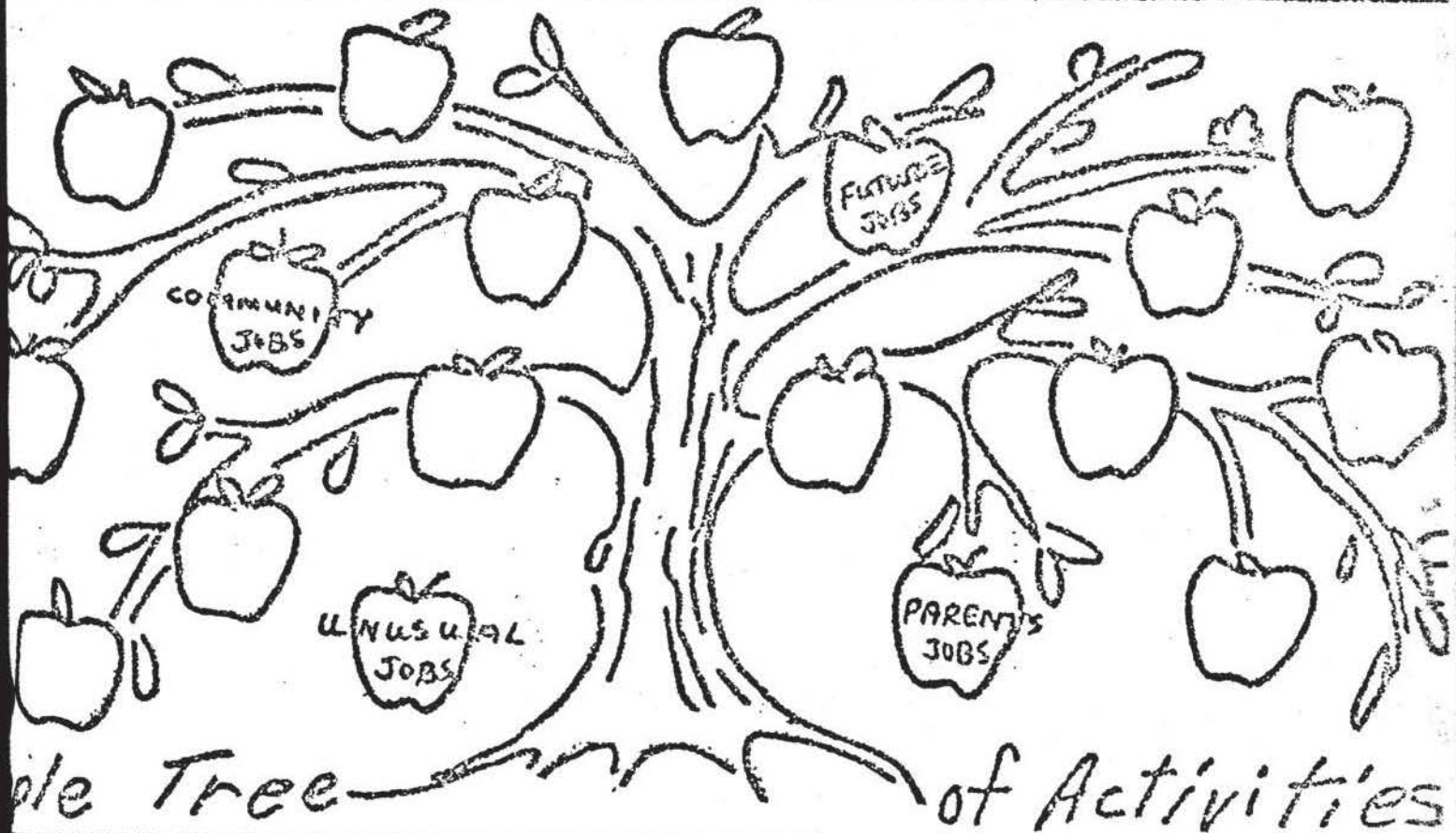
Miss Sunshine! wants
to be a NURSE - let's
tell her what she
will be doing!



Miss Sunshine!

CHILDREN'S
STORIES

DESCRIBING
NURSE'S
JOB



- Primary -

ILL

PERSON-IN-THE-OCCUPATION

LIFE-CENTERED ACTIVITY

llows simple map directions

Policeman

Make a map of neighborhood

scusses time sequence in
rms of people's lives

Relatives and friends

Describe how grandparents
dressed as a child

scusses relationship of
ople and land to their
cupation

Parents

Chart parents' occupations
and community resources.

es communication to foster
cial interation

Postman

Organize a classroom postal
system

cognizes important national
storical personalities

Historian

Pantomime or roleplay their
favorite historical figure

scusses importance of the
mmunity water supply

Water commissioner

Make a collage showing the uses
of water and explain it to
other classes

- Intermediate -

mpares agrarian development
different countries

Salesman for farm supplies

Make a collage showing various
tools, methods, and products
of different countries

plains the development of
ems in their historical
quence

Car dealer

Arrange pictures and models of
automobiles in a historical time
sequence

mpares climates of different
gions in the United States

Mapmaker or agricultural
researcher

Make a climate chart of different
regions of the United States

monstrate how land is used
-relationship to topography

Real estate salesman

Make models showing different
land types: mountains, plains,
swamps

SKILL

Investigates institutions in local community

Locates building on a city map

Explains legend on a map

Discusses development of local industry in relation to natural and human resources of area

Discusses contributions of significant people during a certain period of history

Compares values of different cultures in relationship to births and burials

Discusses basic economics of a business

Discusses historical development of transportation

PERSON-IN-THE-OCCUPATION

Board member, superintendent, representative of teacher's organization

City planning commissioner

- Upper -

Highway engineer

Local businessmen, farmers, etc.

Librarian

Various speakers representing various cultures

Member of the chamber of commerce

Archeologist, town historian

LIFE-CENTERED ACTIVITY

Interview school administrator, board member and teacher, and make chart showing interrelationship of roles

Make a model town

Chart cross-country trips

Exhibit products grown or developed by local industry

Create a play in which historical figures are the main characters

Make a display denoting the different customs from the cultures studied

Set up a "mock" company

Report on the history of roads

LANGUAGE ARTS AND CAREER EDUCATION

- Primary -

<u>SKILL</u>	<u>PERSON-IN-THE-OCCUPATION</u>	<u>LIFE-CENTERED ACTIVITY</u>
Identifies letters of the alphabet	File clerk	Alphabetize names of students in class
Forms letters legibly	Sales clerk	Set up store and write receipts for articles
Uses grammar appropriately	Television announcer	Create an announcement of an up-coming school activity for a radio station's "Community Events" program
Pronounces words correctly	Telephone operator	Roleplay phone company operations
Uses acceptable spacing and alignment	Person who does newspaper lay-outs	Practice forming letters and words on advertising pages of newspaper
Places events in sequence	Sportscaster, reporter	Retell stories using proper sequence

- Intermediate -

Selects appropriate words when writing	Secretary	Write letters to resource people
Finds reference materials	Librarian	Investigate a topic by checking different sources
Uses guide parts of books	Research assistant	Write biography including a table of contents, index, and glossary
Reads smoothly	Radio announcer	Poetry (or play) reading

SKILL

Organizes and expresses throughs clearly

Speels correctly

Follows oral directions

Makes inferences from reading

Speaks with poise and confidence

Summarizes and organizes in out-line form

Transmits intended meaning through oral communication

Analizes content

Punctuates correctly

Clarifies complex material

Selects facts to support ideas

PERSON-IN-THE-OCCUPATION

Factory foreman

Proofreader, signmaker

Gas station attendant

Newspaper editor

- Upper -

Restaurant hostess

Minister

Lawyer

Advertising manager

TV news writer

Seamstress, tailor

Salesman (car or insurance)

LIFE-CENTERED ACTIVITY

Write a report of assigned tasks completed at home or at school

Proofread an article for the class newspaper

Follow oral directions to clean out cabinet

Group discussion on a contemporary social issue

Plan a social event for parents and interested community people

Report interviews with adults

Arrange a mock political debate

Write ads

Write a news article to be read out loud

Follow simple written directions to make a wall hanging

Write a sales pitch for a used car

MATHEMATICS AND CAREER EDUCATION

- Primary -

<u>SKILL</u>	<u>PERSON-IN-THE-OCCUPATION</u>	<u>LIFE-CENTERED ACTIVITY</u>
Solves simple number sentences (1+1=2)	Housewife	Use receipes
Reads and understands	Housewife	Figure cost of family groceries by working on shopping lists
Counts from 1-100	Stock boy	Inventory materials in room
Measures quantities	Clerk	Display items sold by the pound, ounce, pint, gallon, etc.
Uses calendar - reads and writes dates	Secretary	Make an appointment book and schedule events
Recognizes and cuts out shapes	School crossing guard, bus driver	Make safety signs by cutting out squares, circles, triangles, etc.
Tells time - figure hours, minutes, etc.	Timekeeper	Keep time sheet of classroom activities

- Intermediate -

Utilizes addition, subtraction, multiplication, and division concepts	Banker	Set up model bank in classroom
Makes change	Grocery store clerk	Set up model grocery store
Multiplies fractions	Sales clerk in fabric store	Figure cost of material to make clothing items
Discusses understanding of fractions	Chef	Follow receipes

SKILL

Reads and writes temperatures,
Centigrade and Fahrenheit

Constructs and reads graphs

Solves word problems

Finds perimeters and areas

Finds diameter, radius, and
circumference of circles

Finds volume

Finds percents

Knows time zones, daylight
time, AM and PM

Uses fractions

PERSON-IN-THE-OCCUPATION

Nurse's aide

Sales manager of car dealer-
ship

- Upper -

Carpet layer, furniture
salesman

Architect, draftsman

Tire salesman

Building inspector

Bank loan officer

Airline pilot

Baker

LIFE-CENTERED ACTIVITY

Record temperatures of student

Graph sales of each class
member for a money-making
project

Measure furniture in room for
possible rearrangements

Make scale drawings of school
building

Measure bicycle and automobile
wheels and compare costs

Find cubic areas of rooms in
the school

Operate a model bank

Figure time differences en-
countered on vacation trips.
Discuss health implications

Make cookies for bake sale

SCIENCE AND CAREER EDUCATION

- Primary -

SKILL

PERSON-IN-THE-OCCUPATION

LIFE-CENTERED ACTIVITY

Identifies kinds of plants

Florist

Collect, identify, and display various types of plants

Identifies kinds of animals

Veterinarian

Organize a program for a Pet Day

Demonstrates understanding of how rocks are formed

Rock collector, jeweler, geologist

Collect, identify, and display of various kinds of rocks

Describes 5 basic senses

Baker, perfume saleslady

Buy ingredients and bake for a social event

Discusses sun as a source of heat and light

Farmer

Plant seeds in darkness, shade, and direct sunlight. Observe growth

Discusses growth in regard to living things

Pediatrician, parent

Display photographs of children with stories about special events at particular times in their development

- Intermediate -

Classifies animals into groups

Zoo or museum worker

Organize a make-believe zoo

Classifies plants into groups

Gardener, agronomist

Convert school grounds into a botanical garden

Demonstrates how soil is always being made

Forest ranger, farmer, and soil conservationist

Build a compost pile

Demonstrates how chemical changes produce new materials

Artist, chemical engineer fire extinguisher salesman

Make plaster of paris sculpture or fire extinguishers. Display products and report about process

SKILL**PERSON-IN-THE-OCCUPATION****LIFE-CENTERED ACTIVITY**

Discusses functions of a motor

Mechanic and small appliance
repairman

Compare motors from toy kits
with motors from small
appliances

Discusses basic water cycle, rain,

Weather reporter on radio
or TV

Set up model weather station

Plans an electric circuit

Electrician

Experiment with batteries,
bells, bulbs, buzzers, and
beepers

- Upper -

Demonstrates an understanding
of metamorphosis

Pest control specialist,
butterfly collector

Gather cocoons (or tadpoles)
and record developmental
stages

Plans testing of concepts by
identifying hypothesis and
variables

Race track mechanic,
highway safety engineer

Conduct experiments using
hypotheses

Demonstrates an understanding
of the rotation of the earth

Communications specialist,
meteorologist

Set up a model solar system

Demonstrates understanding of
gravity

Pilot

Build miniature rockets

Demonstrates understanding of
vibrations and sounds

Disc-jockey, musician

Tape record musical composition

Demonstrates understanding of
chemical change

Pharmacist

Make root beer

From: Teaching for Career Development
in the Elementary School

Walter Wernick

APPENDIX C

MATERIAL FROM THE JANUARY 9, 1975, IN-SERVICE PROGRAM

Career Education Workshop
Community Unit School District No. 2
Crawford County, Illinois
September 11, 1979

Workshop Agenda

1:00 - 1:30

I. Why Career Education

- A. The need: Cry for accountability and humanism in education
- B. The response:
 - 1. USOE career education movement
 - 2. OSPI Action Goals for the Seventies

1:30 - 2:00

II. Defining Career Education

- A. Career education and career development
- B. Process education and conventional education

2:00 - 2:20

III. A Curriculum Model for Career Education

- A. Developmental stages and tasks
- B. Goals and objectives

2:20 - 2:30

Break

2:30 - 3:15

IV. Implementing Career Education

- A. Career Development for Children Project curriculum materials.
- B. Review of additional commercially available curriculum material
- C. Teacher-developed lesson plans

3:15 - 3:30

V. Wrap-up, Questions, and Adjournment

CAREER DEVELOPMENT PROGRAM

INTRODUCTION:

We feel that many of the things that our teachers are now doing in the classroom are appropriate to the career development process of their students. What we must translate is that Career development, being a process, needs high level coordination to insure that what we are doing at each grade level is developmental. Our program will demand planning on the part of all teachers and staff that the program concepts are implemented in a logical and sequential fashion into their grade or subject area.

1. WHAT ARE WE DOING NOW?

- a. We need a paragraph summarizing, in general, what we are doing now in career development in Grades K-4. (Awareness Stage)

- b. What is happening now in Grades 5-6. (Appreciation and Attitude Stage)

- c. What is happening now in Grades 7-8. (Orientation and Exploration Stage)

2. WHAT DO WE WANT TO DO IN THE FUTURE?

- a. We need a paragraph summarizing our desire of future plans for Grades K-4.

b. Future plans for Grades 5-6: _____

c. Future plans in Grades 7-8: _____

3. WHAT ARE YOUR SUGGESTIONS TO ACHIEVE THE FUTURE PLANS?

GRADES K-4: _____

GRADES 5-6: _____

GRADES 7-8: _____

b. Future plans for Grades 5-6: _____

c. Future plans in Grades 7-8: _____

3. WHAT ARE YOUR SUGGESTIONS TO ACHIEVE THE FUTURE PLANS?

GRADES K-4: _____

GRADES 5-6: _____

GRADES 7-8: _____

SUGGESTED PROJECTS FOR PROVIDING A CAREER DEVELOPMENTAL PROGRAM

During these formative years of a child's life, the elementary school emphasizes the importance of initiating and stimulating self-growth in the career and vocational realm. As the child enters the educational world, it is suggested that he should be encouraged to imitate the work of groups as an activity. During the next three years, he studies the role of workers in his school and community. Differentiation of the work of his parents and the work of others begins. In grades 4, 5, and 6, the child adds to his knowledge and interpretation of work behaviors through further inquiry, observation and try-outs of work-related activities. Educational qualifications for desired ends become more meaningful at the 7th and 8th grades. It is at this level that the pupil develops an awareness of the importance of education in relation to work standards and requirements.

The following activities have been developed to provide a background of information which should help elementary school children become familiar with the world of work and orient them to the problems of vocational choice and selection at later periods in their development. The activities are not listed in any particular order. An effort was made to group the activities for K-3 grades at the beginning of the list, the activities for the 4, 5, and 6 grades next, then activities aimed at the 7th and 8th grades.

In so far as possible, the occupational materials and concepts initiated at the elementary school level should be integrated into the regular curricula of the schools. Special programs should supplement, rather than replace, the curricula emphasis.

- (1) Engage children in discussion which will help them see the dignity and value of all work in which men engage.
- (2) Encourage children to cut color pictures from magazines of "men at work" on various jobs and place them on a special bulletin board designed for this purpose.
- (3) Prepare a color book (grades 1-3) showing people and situations in various types of jobs and the kinds of uniforms they wear on the job (fireman, mailman, policeman, doctors, dentists, nurses, soldiers, sailors, marines, engineers, professional athletes, etc.)
- (4) Permit children in the first and second grades to engage in play activities involving various types of jobs. They can play doctor, lawyer, teacher, carpenter, and a host of other job personnel. In most of these activities, they can use actual tools.
- (5) Read stories with an occupational background to first and second grade children. Such stories as "The Little Train

"Who Thought It Could?" is a good example of the type of story that can be read. After the story has been read the children can discuss who runs the trains, what the conductor, brakeman, and engineer do--as well as discussing the value of cooperation and thinking that you can do certain things.

- (6) Assign the children in one of the classes in grades 4, 5, and 6 the task of writing out the answer to the following questions as a means of getting to know themselves better. "What kind of person do you want to become?" and "Why do you want to be that kind of person?"
- (7) Have the students in grades 4, 5, and 6 make a survey of the various types of jobs which exist in their community and then vote on the ones they would like to visit.
- (8) Develop projects which show how various vocations are related to the seasons of the year. Example: What is involved in a wheat harvest? Getting ready for summer--dusting off the air-conditioner, sharpening the lawnmower. Each season has many surprises and many seasonal occupations. The children may have a great deal of fun visiting the occupations they have studied.
- (9) Discuss with the children, beginning at about the fourth grade, the importance of individual differences--why people differ in so many of their interests, politics and aptitudes; the development of their uniqueness; and the problem of self-acceptance in their differences. This project can be the basis of a long term story by the children and related to the developmental unit concept.
- (10) Start a vocational scrapbook as a class project and encourage each child to cut out pictures and articles from various newspapers and magazines which they see place in the scrapbook.
- (11) Develop a unit which can move progressively through the 4, 5, and 6 grades on the importance of education to vocational choice and what actually happens to young people who drop out of school before completing high school. The drop-out problem can only be dealt with effectively if the potential drop out is identified early in the elementary school.
- (12) Games in the nature of the old seasonal "spell game" can be devised to acquaint students with some occupations. The teacher, or one of the students, can read a description of an occupation or describe the tools which are used in an occupation, and the students may learn to identify the occupation on the basis of the information which has been provided.
- (13) Jobs in the various government agencies can be used as units in a number of classes from the third or fourth grade through the fifth. People who work for the government can be speakers and frequently can show slides or films.

- (14) Give the youngsters a brief look at the glamour jobs--such as, movie/television actors and actresses; the entertainers; professional musicians; professional athletes; and the astronauts. The study of these occupations presents, in some instances, an excellent opportunity to study values in our society as represented by occupational choices.
- (15) Provide girls in the various elementary school classes special opportunities to study occupations other than the three traditional occupations for women. (nursing, teaching, and secretarial work)
- (16) Promote hobby shows as a means of helping children develop interests and assume responsibilities. Many youngsters have found their vocation through hobbies which they pursued during earlier developmental periods.
- (17) Permit students to discuss how they can utilize their vacation periods to get better acquainted with various occupations.
- (18) In Social Studies units, lead the children to discuss how different personality factors and traits are related to different vocational selections, as well as personality in general, to vocational choices which will eventually be made.
- (19) Teacher can schedule field trips where emphasis will be centered on the worker and the types of skills which they utilize in performing their jobs.
- (20) Organize units in the Social Studies curriculum to show the various ways people in the community utilize to make a living. One unit, for instance, can be developed around home building. The children can discuss the work of the carpenter, the bricklayer, the electrician, the painter, the plumber and others.
- (22) Develop a unit for fifth and sixth grades which will help the children be aware of the importance of building a good background during the elementary school years as preparation for the rest of their educational career. Learning good study methods and reading habits can be a part of this unit.
- (23) "My dad belongs to the Union" and "My brother is an apprenticeship student" can be the basis for a discussion in the sixth grade.
- (24) "My mother is a Gray Lady" and "My sister is a Candy-Striper" can be a program similar to the one above which children enjoyed.
- (25) Help children discover the relationship of particular interests to various vocational patterns.
- (26) Present children an opportunity to explore the contributions which various clubs and extra-class activities in the community can make to children's knowledge about vocations.
- (27) Students can be encouraged to study individuals who have made a success in more than one occupation. Such a study should

help students to become aware of the fact they they can probably find success in more than one field of endeavor.

28. The children could develop a newspaper where they can list occupations they have discussed in class; write editorials and include other items which they consider significant to them.
29. Provide children an opportunity to study unusual and little known occupations in the professional, technical, and non-technical fields.
30. Children could prepare their own personalized vocational notebook which will include a study of their interests, abilities, special aptitudes, skills, strengths, and weaknesses, notes from class discussions.
31. Encourage students to take tests which will help them understand their interests, abilities, aptitudes, and educational, social-economic background. No child can make the intelligent vocational decisions at any level without this information.
32. Arrange for demonstrations for various types of activities performed in different jobs. Chemists, physicists, typists, etc., can demonstrate various experiments which can be of intense interest to children.
33. Present children an opportunity to visit a state or national employment agency. Such a visit should be made after students have been prepared for such a visit.
34. Use short personality sketches of people studied in various courses - Social Studies, English, Science, Math, Music, and Art - which emphasize their vocations and ask students to identify the personalities through their vocations.
35. Introduce elementary school children to jobs in the Armed Services.
36. Assign students the task of writing letters to successful people in the community and nation asking them to tell about their vocations--why they selected it, and the qualities which they think are necessary for success in the field.
37. Conduct vocational exhibits in connection with Science Fair - Contests and exhibitions.
38. Study methods and techniques of problem solving with the youngsters through class discussions and group guidance. This job, when undertaken objectively and on an intelligent basis, can be a big step in assisting young people to develop the degree of independence they need to become emotionally and vocationally mature individuals.
39. Parents can be encouraged to visit the school and share information about their job with children.

40. Tape record interview or presentation made by a resource person.
41. Look for good films and filmstrips which can be shown at various grade levels which may have some vocational significance.
42. City youngsters may need to be presented an opportunity to observe adults at work in jobs which are characteristic of rural communities, farms, and ranch life.
43. Have a "Junior Career Day". Present children with an opportunity to become acquainted with individuals in the community from a variety of occupations, including occupations outside of the professions. One objective of such a program at the elementary school level should be to promote the development of more wholesome attitudes toward selected non-professional occupations and help youngsters realize the importance of occupations.
44. Hold a conference for parents where they can discuss the use of vacation periods to further the acquaintance of their children with various occupations. Occupations which are not frequently found at home can be visited to the profit of children. An individualized vacation program for parents to point out what to see in various areas of the country might bring children into contact with new occupations.
45. Develop a unit for parents of elementary school children which will help them understand the importance of education of their children, how the various subjects carried in the elementary school are related to vocational choice and what their specific role should be in the vocational guidance process of their children.

GENERAL INFORMATION ACTIVITY LIST

- | | |
|---|-------------------------------|
| 1. Interviews | 27. Research Projects |
| 2. Skits | 28. Demonstrations |
| 3. Theme Writing | 29. Illustrations |
| 4. Guest Speakers | 30. Projects |
| 5. Bulletin Board | 31. Chalktalk |
| 6. Debate | 32. Make Files |
| 7. General Discussion | 33. Vocational Testing |
| 8. Small Group Discussions | 34. Problem Solving |
| 9. Committee Work | 35. Prepare Charts and Graphs |
| 10. Individual Study | 36. Window Displays |
| 11. Newspaper Articles | 37. Letter Writing |
| 12. Oral Reports | 38. Assigned Readings |
| 13. Field Trips | 39. Thought Problems |
| 14. Movies (Call attention to
T.V. Special or local Theater
showings) | 40. Notebooks |
| 15. Filmstrips | 41. Scrapbooks |
| 16. Slides | 42. Lectures |
| 17. Overhead for Opaque Projections | |
| 18. Collect Want Ads | |
| 19. Write Want Ads | |
| 20. Employment Security Commission
Tab List | |
| 21. Exhibits | |
| 22. Collect Materials | |
| 23. Observation | |
| 24. Role Play | |
| 25. Brainstorming | |
| 26. Games | |

EVALUATION OF MATERIALS

Name of publication or materials _____

Publisher _____

What are the goals and purposes for which these materials were developed?

Give a brief description of the way(s) in which the materials attempt to achieve these goals and purposes:

Are the materials limited according to:

If so, note the limitations here:

Yes

No

Age

Sex

Grade level

Socioeconomic level of
individual to whom they
are directed

Racial or ethnic group

What is your personal opinion of the usefulness of these materials in a career education program?

In which program(s) described by the consultants today, would you see these materials as most valuable? Explain briefly.



Career Development for Children Project *

21,741 choices for a career

By MYRON BRENTON

To the Parent:

Growing unemployment among better educated segments of American society and the cry of many young people for education that has personal relevance, are causing many people to re-examine the role of education and the universal worth of a college degree. Youth, now, more than any other time in recent history are asking themselves, "What shall I do with myself?" The indications are clear; education has failed to adequately assist young people with their career planning and decision-making. In response to this need, a research project is being conducted at Southern Illinois University entitled the *Career Development for Children Project*. The purpose of the program is to develop a career-oriented curriculum for Illinois students in grades one through eight. The emphasis will be on developing an awareness and understanding of "self" and the "world of work" which students can utilize in making more intelligent and realistic career decisions. Education for career development, however, is not the exclusive responsibility of the schools. Parents inevitably influence the developing attitudes and resultant choices of their children. The article which follows recently appeared in *The New York Times Magazine*. It has been reprinted for distribution to parents with the hope that it will contribute to their understanding of how they may assist the career development of their children.

Larry J. Bailey
Principal Investigator
Career Development for Children Project

THE surprising results of a new study on career choice should change the prevalent view that parents have little or no influence on their children.

Dr. Raymond C. Doane of the University of Connecticut asked 2,000 high school students who had been most influential in helping them reach whatever career decisions they had made. About half of the youngsters reported that their parents had carried the most weight.

In more authoritarian and less complicated times, a parent's task in preparing his child for the future was relatively easy. There were fewer kinds of jobs and they were more visible; it was fairly evident what most people did for a living. Children more or less obediently followed their parents' wishes; they became apprentices, worked alongside their fathers or followed the upward mobility my-son-the-doctor syndrome.

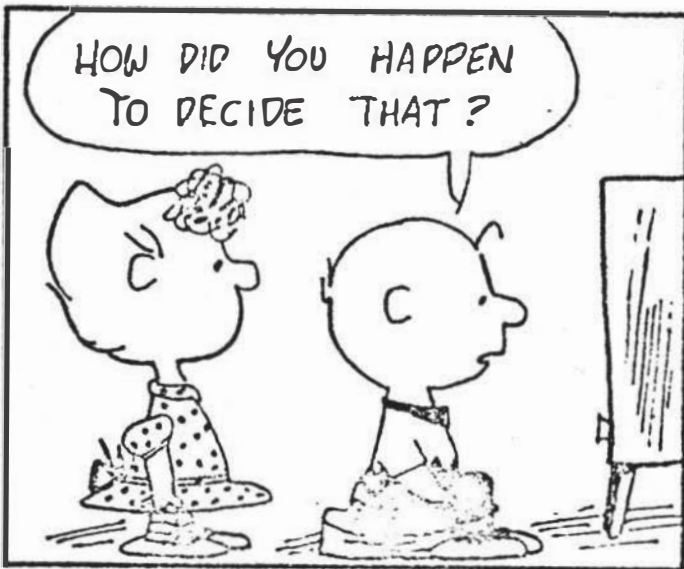
Today, the U.S. Government's "Dictionary of Occupational Titles" has 21,741 entries, an increase of more than 6,000 over the previous edition published five years earlier. And most people spend their working hours hidden behind the walls of offices, factories and laboratories so that children have no idea of what daddy does between 9 and 5.

Another difference between today and yesterday is that many young people question the very concept of work. They view business as a conglomerate of cut-throat enterprises that impose a crushing conformity upon their employees. They insist that nothing on God's earth inspires them to even consider a career, or they point to the draft and claim it is useless to plan ahead. Their attitude seems to be based on the assumption that mothers and fathers can and will support children indefinitely. It seldom occurs to them that retire-

ment forces drastic financial adjustments on most parents, that the time will eventually come when they must leave the nest and that it is better if they have learned how to fly.

These changed—and changing—patterns add new dimensions to the parent's role. As Paul Sharar, executive director of the YMCA's Counseling and Testing Service in Manhattan, explains, "If (parents) are trying to interest their children in many things, letting them explore possibilities, not being either over-directive or removed from contact, they're practicing career guidance."

Yet, this is more difficult than one would suspect. The very fact that parents are parents is a handicap. It's in the nature of adolescents to rebel against parental advice. And parents, who have, after all, a tremendous ego investment in their young, tend to lack objectivity. "They have definite ideas of what



they want for their children," says Dr. Martin R. Katz, a psychologist at Educational Testing Service. "They have values they want to impose. Their approach is apt to be, 'This is my image of you, this is what I want you to be.'"

This is usually counterproductive. Real incentive and enthusiasm for a career comes from the knowledge that it's part of one's own unfolding; a career taken on to please one's parents can easily backfire. Not every bright, normal child is suited to go to college—or, for that matter, wants to—but if a parent insists that it's the only passport to the good life, he's planting the seeds of discontent or failure. Some children would make better craftsmen than doctors, lawyers or accountants, but many middle-class parents see this as a manifestation of downward mobility and are horrified.

OBJECTIVITY may come easier if parents possess a few insights into vocational development theories. Career development actually begins in early childhood when youngsters play at fantasy occupations. They choose roles in terms of people they identify with. A 5-year-old, impressed by the gentle reassurance his pediatrician offers, may say, "I want to be a doctor." Another child, thirsting for adventure, may announce, "I'm going to be an astronaut!" Children can neither project themselves into their adult future nor judge their own abilities and personalities, but even the most outrageous occupational fantasy helps to build a child's confidence, and parents should refrain from making fun of it.

The seventh or eighth grade seems to be a real pivotal point. Some experts ascribe this to genetic reasons but, in any event, in the traditional school structure it's when children are first allowed to choose a few of their courses. From then on opportunities increase to make curriculum choices that are directly or indirectly tied to eventual careers. Guidance people stress that, because adolescence is such an unstable period, career decisions made at this time are still very tentative. Even the teen-ager who states, "I'm going into medicine," or whatever, usually has hidden doubts.

"Not infrequently a boy will give

this kind of answer," says Paul Sharar of the YMCA. "Just because everyone is asking him what he's going to become. It serves as a buffer."

The fact that about 50 per cent of college freshmen change their majors illustrates the tentative nature of adolescent decision-making. There's no "right" time for making a career decision. Each child reaches the point in terms of his own development at his own pace. For this reason, and also because occupational requirements change so rapidly these days, young people should be careful not to box themselves in when making career-related decisions. They should allow for as many alternatives as possible.

How can parents help to bridge the gulf between the classroom and the world of work? For one thing, they can draw their children into their own occupational lives as early as possible. Teachers encounter many children as old as 9 or 10 who have only the vaguest concept of what their fathers do for a living. The father who occasionally takes his 5-year-old to his office and explains what's going on will give the child an image of work, something the youngster will never get from seeing dad do his usual disappearing act each morning.

On a more sophisticated level, exploring career possibilities with relatives, friends and professional acquaintances can be very helpful. Pointing to the teen-age quest for independence, Dr. Katz suggests that parents engage in a "cultural exchange program" in which one parent serves as a supplementary career counselor to another's youngster.

Adults have a tendency to over-emphasize the material aspects of various businesses and professions rather than the inherent satisfactions. One of the best ways to show a youngster that work can be creative and rewarding is to expose him to people who find their work fulfilling and satisfying.

This is particularly important today when a growing number of youngsters not only reject the idea of following in their fathers' footsteps, but are totally disinterested in any career. There are students so far removed from the world of work, so lacking in any occupational iden-

tity, that they have built up a whole system of negative mythology about all pursuits for pay. "A lot of kids don't know what they want to do—or don't want to do anything—because they've never done anything," said one distraught father whose college dropout son drifts around the fringes of the Berkeley University community.

THE more actively a youth can explore and test his interests and capacities, the more perceptive he will be about what really appeals to him as an occupation in adult life. But how can he get this diversity of work experience? How can he explore the "guts" of a potentially interesting field? The problem is becoming more difficult every year. Occupational researchers are developing "simulated work samples"—a series of programmed learning materials about various fields—to be used in conjunction with a computer. No matter how effective these may turn out to be, nothing gives the feel of work so much as work itself. Some guidance experts would like to see work-study programs a normal feature of every child's schooling, including those in college preparatory programs as well as youngsters in vocational and commercial tracks. Outside of school, children should be encouraged to do paid chores for neighbors and friends. After-school and summer jobs are other excellent ways to get valuable work experience. Unfortunately, such opportunities seem scarcer and scarcer; summer jobs were extremely difficult to find this year. Even more unfortunately, the few such jobs available in these difficult economic days seldom match a child's real interests.

But there are many rewarding—but unpaid—ways teenagers can get work experience. There are university-run summer institutes in scientific and artistic fields. Hahnemann Medical College and Hospital in Philadelphia, for example, offers a bio-science program for talented high schoolers who participate as research assistants. Doing volunteer work for institutions or causes is another way to experience actual work situations. Volunteers get a chance to grapple with major social problems and get a glimpse of fields they may never have known existed, like activist law or city planning.

Children can also be helped to widen their horizons by working with their hands as well as their minds. One father, whose high school son was at loose ends during the summer, bought an old car engine for the boy to tinker with. "It opened up a whole new world to him," the father reports. "And he's thinking now that he may want to become an engineer."

The computer will necessarily play an increasingly important role in career guidance because of the sheer volume of occupational information now available, but parents have not become outmoded—nor are they likely to become so—as sources of career advice. Their single most valuable resource is probably the Labor Department's "Occupational Outlook Handbook," which gives the requirements, wages, working conditions and employment outlook for more than 500 occupations and professions. And "The Dictionary of Occupational Titles," which lists and groups all job categories, is also useful. Both books are available in most libraries.

There's no shortage of career books on specific occupations. Some are informative, but too many present a shallow, idealized view of the professions they are "selling." A unique approach to reader involve-

ment is taken in two new career books by Bernard Asbell, "What Lawyers Do" and "Careers in Urban Planning" (Wyden). Eschewing the how-to approach, they consist of lengthy tape-recorded interviews with a number of young adult professionals in these occupations, who talk candidly and intimately about the joys and agonies of their work.

Parents can look into and help strengthen the vocational programs in their children's schools. The Fathers Club of the Bronx High School of Science's Parents Association, for instance, sponsors a very effective Career Evening in which professionals in the physical and social sciences give informal talks and answer questions. Parents can also work with school counselors and P.T.A.'s in promoting community career exploration programs. In one community, high school seniors spend a day with a professional in a field that interests them, observing him as he goes about his duties.

If a youth is floundering or feels himself pushed in a vocational direction he doesn't want to pursue, professional intervention is sometimes useful. A talk with the school guidance counselor may help. So may an outside career counseling and testing service. The American Board

of Counseling Services in Washington, D.C. publishes a list of accredited agencies.

The most crucial thing parents can do in terms of career guidance is probably the most difficult of all—to help their children explore and examine their own values and encourage their independence, and to allow them to make their own decisions as early as possible. Youngsters who are drawn into decision-making almost as soon as they're able to verbalize; who are allowed to test themselves, to build up their self-confidence and develop their autonomy—such children have the best chance of developing a clear sense of direction in life and of making responsible career decisions.

A constellation of factors having to do with a person's self-concept and the kinds of gratifications he requires play a part in his ultimate choice of occupation. Parents can't very well prevent their children from making what turns out to be an unwise choice. They can, however, minimize the risk of that happening by practicing the most essential element of good career counseling—recognizing that their function is not to direct their children's choice but to aid them in the process of choosing. ■

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Career Development for Children Project

Some Questions and Answers on Career Development: An Interview with CDCP

What follows is an imaginary dialogue between an elementary teacher and a member of the staff of Career Development for Children Project¹ (CDCP). As CDCP has become better known, the staff has experienced the necessity of answering some rather direct questions. To date, we have spent over two and one half years in intensive and often introspective work. It has proven, at times, to be a frustrating and challenging inquiry. Now, as answers have begun to appear with increasing speed and gratifying consistency, we have been reawakened to the need for explaining ourselves. Not explanations in the shorthand of shared assumptions or educational jargon, but in direct replies to equally direct questions.

Q. What, exactly, is this term called "career development"?

A. We use the term "career development" to describe one facet or dimension of the maturation process. In other words, career development is part of growing up, the same as physical development or social development.

Q. What part?

A. The part of growth and learning illustrated by the child's developing interests in various types of activities; attitudes toward school and work; and values (or feelings) regarding the importance and worth of such activities to him. An occupational choice is not made at one specific point in time. Rather, it results from acquired behaviors and experiences during the formative years of childhood and adolescence. It is obvious, then, that there is no

direct answer a teacher can provide to a child's question such as "What should I be when I grow up?" However, the teacher can provide experiences and activities to assist the child to continuously and systematically learn more about himself and the larger environment (including the world of work) in which he will function as an adult.

Q. Isn't this the concern of all schooling? For that matter, isn't this what all education is about? . . . For example, what's new about teaching self-development?

A. You're right that the avowed goal of contemporary public education includes self-development and preparation for adulthood. Traditionally, however, the curriculum has tended to emphasize sub-

1. Conducted in cooperation with the Illinois Division of Vocational and Technical Education and Southern Illinois University at Carbondale.

ject matter, often at the expense of personal, social, emotional, and career development.

There is considerable evidence in recent years that this tendency is being reversed and that teachers are becoming more aware of the need to emphasize relevant and humanistic education. We see career development as being very compatible with these emerging trends. The self-development component of education, then, is not entirely new. What is "new" is the realization that self-development must be integrated and articulated more closely with the child's attitudes and knowledge about the world of work. From this interaction it is hoped that the child will mature in his ability to make more realistic and more valid career decisions.

Q. Is this what you mean by the term "vocational maturity"?

A. Yes. And to achieve this ultimate goal, the CDCP curriculum directs itself toward organizing instruction that has the following general objectives:

1. To provide instructional activities which will allow the student to become aware of his interests and abilities, to explore activities in which he will be able to develop new interests, and to evaluate his abilities in relation to many different types of

activity. Through direct, concrete experiences it is believed that the child will develop positive attitudes toward career-related activities and to discover what his abilities and values may actually be.

2. To provide the student with an understanding of key concepts, principles, and structure for what we call the world of work.
3. Finally, to assist the student to develop the skills he will apply in later years in career planning and decision-making. The two previous objectives related to "self" and the "world of work" represent the principal types of data that the individual uses in occupational decision-making.

Q. It sounds obvious, but what exactly do you mean by the "world of work"?

A. The term "world of work" is not obviously defined. The world of work is one of those marvelous phrases often used and seldom defined. Its definition appears so self evident that when it's used you automatically assume the other person shares your definition.

CDCP defines the world of work as the sum of "occupational establishments." In other words, we use it to refer to the social structure of institutions in which work takes place. CDCP uses this definition as an organiza-

tional framework for developing instructional materials. We have found this usage to be very functional. In addition, the approach is a valid extension of many existing concepts already in existence in the elementary curriculum.

Q. What you have said may be well and good but to what end? Why is a specific curriculum needed when all education is directed to broad ends that include your general objectives?

A. As to the first part of your question: The specific aim is increased personal freedom to make career choices based on an understanding of the tremendously varied opportunities available in contemporary society. We hope to prevent students' making choices directed only by custom, geographic accident, or based on race or social class. Further, we would hope that career decisions made throughout life be arrived at in harmony with self understanding and that they result from an individual's own actions and self-determination rather than be effected solely by external forces.

Q. That sounds rather high flown and idealistic. Come down to earth and try again. Remember you still haven't answered my question about the need for a specific curriculum.

A. All right, but I won't abandon those high flown

statements. We believe a vacuum exists in the contemporary school curriculum. A belief shared with many interested citizens, educators, and legislators. This vacuum exists where a bridge should be, i.e., a bridge between the school and a productive, satisfying career.

We feel our CDCP curriculum helps the teacher by providing an organized program to help supply this missing link. The public schools have generally assumed (and reasonably so) that initial career development would take place outside of the formal educational system, and in the past it did. But now, the day to day life of the student is separated in many ways from the world of work. Not only has technology vastly increased the number of specialized jobs, but the very structure of our society has changed. Every day we see more examples of social and technical changes dislocating and alienating youth. No longer will the existing curriculum and the process of growing up, by themselves, assure that youth will be able to make a successful transition from school to work. Also, we should not forget that at some point in their life virtually all men and women in our society work. Regardless of whether a student is interested in being a carpenter, a physician, or a housewife, the individual needs to be pre-

pared for the time at which he will make a career decision.

Q. U.S. Commissioner of Education Sidney P. Morland has spoken of something he calls career education. What is career development's relationship to career education?

A. The curriculum that CDCP is developing is harmonious with what Commissioner Marland advocates. Our curriculum emphasizes self development in interaction with world of work concepts and information. Career education as defined by Dr. Morland is a major National educational priority embracing the dual components of relevance and accountability. Dr. Marland states:

In any event, what the term 'career education' means to me is basically a point of view, a concept—a concept that says three things: First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family even if he leaves before completing high school."

Q. Does career development mean the same thing as vocational training?

2. Morland, S. P. Morland on career education. *American Education*, 1971, 7(9), 25-28.

A. No, not in the sense of skill training for a specific job. Career development is education for everyone, since everyone's growth includes a vocational maturity dimension. Our curriculum hopes to develop this dimension to the fullest potential.

Q. Who will be involved in career education?

A. Any teacher who can see himself freed from the traditional bonds of subject matter. The CDCP curriculum is designed for children and youth and is based on an analysis of their future needs rather than a perceived notion of what traditional subject matter specialists believe the student should know. The addition of career development to the curriculum could do much to help restore meaningfulness and relevance to the curriculum.

Q. What must a teacher, who wishes to be involved in career development, know before he begins?

A. All teachers, of course, are involved in aspects of career development. If they wish a more systematic approach they should become acquainted with self-theory, career development theory, and developmental guidance. They should also become well versed with respect to Commissioner Marland's statements on career education. It is anticipated that teachers will learn that

career development and career education are valid and worthwhile goals of American education.

Q. How can teachers involve themselves in this new curriculum effort?

A. The use of teacher's guides and instructional materials

which CDCP is developing is one approach. As the curriculum is being completed and field-tested, inservice programs and workshops will be conducted by the Illinois Division of Vocational and Technical Education and Southern Illinois University at Carbondale. It is anticipated that the

curriculum will become available at the end of the funding period in August 1973.

April 1972
Lorry J. Bailey
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TRANSLATING DEVELOPMENTAL THEORY INTO PRACTICE¹

The translation of theory into practice was the task of the Grassroots Involvement Committee. The theories of Maslow, Super, Ginzberg, Erikson, Deutsch, Havighurst, Dewey, and Piaget were reviewed as to how they related to career development. Important ideas from each theorist were put down and activities were suggested for implementing these ideas into practice. These ideas and activities are summarized below. The committee did not intend for readers to assume that this list is all inclusive or exhaustive in nature. It is merely a starting point to show how good theory can be translated into something practical. An appendix is included so you may read in greater detail the theories discussed by the committee.

Affective Teaching

Upon entering school, children should discover that the classroom is a working problem-solving unit and that each student has individual and group responsibilities. Teachers in all grades can make use of the Glasser Circle technique² in helping children solve problems and thus better the learning situation. Children can also write down a problem and put it in a box. Students can draw from the box and role play the situation. Teachers can use multi-media materials on the market, such as the Duso kit, to discuss feelings. Open-ended films, such as those put out by Singer, can be used in discussing problems.

Help the Child Have a Feeling of Success

Each child needs to feel he can succeed at something. Teachers should lighten up on graded activities. Children should be given opportunities to select activities. Examples of this are: choosing stories to read, selecting where to begin in the social studies textbook, and helping to decide daily schedules.

Values Should be Open and Not Biased by the Teachers' Values

Teachers should be made aware of their own values as they relate to the world of work. Teachers should participate in the Orientation to Work Values exercise. Teachers should discuss textbook biases and thereby discover some of their own feelings and ideas about career education.

Experiences Should Begin with the Known and Work Toward the Unknown

Children should start working with the familiar before experiencing the new. Children should study first the occupations they see daily and can relate to.

¹Ideas included in this summary are from the individual and group work of the Grassroots Committee which helped in planning the 1973-74 Western Illinois University - Illinois Division of Vocational and Technical Education one-day workshops on elementary occupational information. Members of the committee are: Donna Sisson, Elementary Counselor, Havana; Irene Bohannon, Second Grade Teacher, Peoria; Gary Steinert, Junior High Science Teacher, Morrison; Maria Dunstan, Materials Specialist for the WIU-DVTE workshop project; and Bea Wehrly, Associate Professor of Counselor Education at WIU. This summary was organized by Maria Dunstan.

²Glasser, William, Schools Without Failure, New York, Harper and Row, 1969

Examples would be the school cooks, janitor, parents' occupations, bus driver, teacher, and principal. After the children have studied occupations they see daily, they can branch out and study different occupations in the community, moving on to occupations in other communities, and continually broadening their exposure to as many occupations as possible. The children could write stories of their families' work. They could bring pictures of their families' and friends' occupations and they could draw or tell about their families' occupations. The age level may influence the child's way of communicating the families' occupations. The older child may want to tape a story.

Find out the Child's Needs Versus the Child's Wants

The children could make a scrapbook and list the things they want versus the things they need as it relates to an occupation. The child will learn about himself and learn what certain occupations require. The child should gradually get a more realistic idea about occupational requirements and also about his own capabilities.

Help the Student Deal with Conflicts and Failures

Students need to be told that making mistakes happens to all and shouldn't be looked upon as something bad. The teacher could tell a story about someone in the community or have someone come into the classroom and discuss the up's and down's of their career, stressing mistakes made along the way and how they learned from these mistakes. The class can discuss mistakes made by the students and the teacher.

Teachers Should be Aware of the Home Environment of Each Student

Teachers need to take advantage of special opportunities to make home contacts such as delivering homework for a sick child, visiting the home on the child's birthday, and visiting the home when a death or accident occurs. Home visits are frequently made for disciplinary reasons only. Teachers should visit for positive as well as negative reasons.

Children Need to Communicate with Adults

Many children are disadvantaged in their relationship with adults. Children should experience situations in which they are allowed to talk and listen to adults. Parents can come into the classroom and discuss their work. Several parents could come in and form a panel allowing the children to ask questions of the panel. The children could interview parents and workers in the community. The ABLE project makes use of the interview in their activities.

Dignity and Need of all Work

Discuss your community and stress how one job is dependent upon another. Children could make a scrap book to show how all jobs are interrelated. They could draw a tree showing how many different jobs are needed to keep a school in operation. They could play games such as charades, Name the Job, and What's My Line. Children could make a book of drawings showing the jobs they have at home or at school and the importance of them. Students could make a scrap book of what workers are needed to just live at home (lights, water, gas, etc.). Puppets could be made of community workers and the class could enact scenes. Hobbies could also be discussed by having adults come in and discuss their leisure time activities. The children could keep a diary of their time to help them see the need for a hobby. It should be stressed that hobbies are necessary and should be

pleasurable. Teachers could write an open ended story and have children finish it.

Teachers Should Know the Community Resources and Needs

The class may start by making a card file of community resources and jobs. The class could do a survey of the community to find out what work is available in their community.

Teachers Need to Build Self-Esteem of the Students

The teacher could help this by a simple pat on the back or a smile. The Glasser circle could be used to get each child involved in a discussion and help each child become aware of the needs of others. The suggestions on helping children feel success included earlier in this summary are highly related to building self-esteem.

Education Needs to be Involved and Meaningful and Allow for Productive Thinking and Creativity

The child needs to be shown the importance of education and how it relates to occupations. Discuss the subjects and knowledge needed to function at a job. If the child doesn't see the importance of a certain subject, take it away. An example would be math. Once the child realizes we can't operate without numbers he may be able to see the value of it. Education can be more relevant by having more concrete experiences for the children such as field trips, or job activity boxes (OCCUPAC). The class could set up corporation or junior achievement activities. The children could make something to be sold to bring in creativity and productive thinking. The class should discuss personalities needed for different jobs. A chart could be made to show skills necessary for a job and the personality traits they think would go along with the job.

A Closer Relationship Between the School and Parents

Teachers need to use follow ups with parent letters and surveys. The teacher should always discuss with the students what they are sending home for parents to read, thus enabling the student to be involved in the relationship between the school and parent. Parents should be welcome to visit the classroom and invited often.

One Can Control His Surroundings If Made Aware of Alternatives

The schools should teach that compromise is not failure. Have the children discuss related occupations and job families. One could have the class make a booklet of three occupational choices and discuss the choices made stressing that if you can't be the first it's OK to be the second or third or last. The Glasser circle could be an effective activity when discussing alternatives. The class could discuss the importance of doing the best one knows and being satisfied with that. There will always be someone who may do the job better but that is OK. We should first be concerned in knowing and satisfying ourselves.

Help the Students Express the Three Periods of Fantasy, Tentative, and Realistic Choice

Exposure seems to be the key for this concept. The children could make a scrap book of occupations they might like to enter. Fantasy stories could be read

and discussed. Books, films, and field trips could be used. The children could make a fantasy choice for an occupation and then find out more about the occupation to see if they had an accurate idea of what the job involved. Realistic job choices are made in the high school and college years but it is in the awareness years of the elementary school that children need exposure in order to make satisfying realistic choices. Career education is a lifelong process and should be integrated into all subject matter. Educators should realize that occupational choice is a developmental process.

What is Necessary for Making a Living

This involves exposure to budgeting. The class could discuss ways to earn money, ways to spend money, and ways to save money. Parents could be invited in to watch children role play a situation in which they are concerned with spending allowances, birthday money, etc. Budgeting involves parent education of the need for a child to have opportunities to make choices with money. Children could also set up a store with play money or they could set up a scene involving bartering.

Give your primary students
a chance to develop awareness
of self and the world of
work through

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Career Development for Children Project (CDCP)

A new primary level career education program that is based upon children's own interest in who they are, in what they do, and in what's going on in the world outside of the classroom.

CDCP is Process Oriented

The program aims to preserve individuality and freedom of choice by focusing on the development of behavior that are known to be central and important in career decisionmaking and in preparation for life. Career development is one aspect of general growth and learning in the same way as physical development or social development. As such, concepts and attitudes about the world of work are introduced and integrated in harmony with self development. A fundamental rationale of the program is that processes such as "knowing" and "becoming" are more important than the actual content which may be used to facilitate these types of learning outcomes. CDCP is designed to introduce development into career education.

CDCP is a Professional Program

Began initially in 1969 by Dr. Larry J. Bailey at Southern Illinois University at Carbondale, the CDCP received external funding in February 1970 through a grant from the Illinois Division of Vocational and Technical Education. The next 39 months were spent in the development of an organized, sequential curriculum framework and in the production and testing of prototype career education curriculum materials. Because of the nationwide interest in the project and demand for curriculum materials, commercial assistance in the production and dissemination of materials was investigated. McKnight Publishing Company was subsequently selected to be the sole marketing agent for the commercial version of the CDCP career education program.

CDCP is an Organized, Sequential Program

The Career Development for Children Project has developed units of instruction which sample each of the six types of learning outcomes subsumed under the career development construct.¹ The project has been deliberately delimited to a manageable number of curriculum units which will not necessitate

¹Bailey, L.J. and Stadt, R.W. Career education: New approaches to human development. Bloomington, Illinois: McKnight, 1973, pp. 349-377.

drastic curriculum revisions. Decisions in relation to the scope of the project were made with three criteria in mind. First, the program should be sufficiently comprehensive to include the development of behaviors thought to be central to facilitating career development at a given age-grade level. Second, the program should provide multiple topics, activities and materials to develop each general learning outcome. Third, the program should be flexible enough to allow implementation in a wide variety of local school situations, and should allow the teacher a wide degree of freedom in deciding when to use the materials and how to correlate same with the ongoing program of instruction.

CDCP is a Primary Level Program

Level I: Discovering Self in Work and Play

In Level I, children begin to develop awareness of the ways in which people may be described -- how they look, how they express their feelings, and by the daily activities they perform. For each of these three dimensions of self, children discover that they share many characteristics with others, but that each has a combination of characteristics which make them unique.

The categories of work and play are introduced as functional ways that activities may be differentiated. Children examine these two classes of behavior and relate their own daily activities to each type. As a result, children begin to develop broad generalizations about the commonalities and differences between work and play. For example, they discover that work for one person may be play for another. Following are the five curriculum units included in Level I:

- Unit 1 -- Knowing People by Their Physical Characteristics
- Unit 2 -- Knowing People by How They Express their Emotions
- Unit 3 -- Knowing People by What They Do
- Unit 4 -- Knowing People by How They Feel About What They Do
- Unit 5 -- The Meaning of Work and Play

Level II: Exploring Interests in Work and Play

The purpose of Level II is to develop children's awareness that work activities provide a means by which personal interests are expressed. After a review of generalizations about work and play, the category of work activity is examined in more detail. There are many different kinds of work which children are familiar with--work at school, work at home, volunteer work done by parents, and of course the occupation of their parent(s). Thus, children are able to perceptualize many different types of work activities, but they are not yet able to conceptualize the differences among such activities. The concept of an occupation is introduced and expanded to illustrate

how an occupation is different from other types of work. As children examine different occupations they begin to learn that in making decisions about what they might "like to be," they should first identify what they "like to do" (i.e. their interests). Following are the five curriculum units included in Level II:

- Unit 1 -- Examining Types of Work Activities
- Unit 2 -- Learning More about Occupations
- Unit 3 -- How Interests May Relate to Occupations
- Unit 4 -- My Interests Help Me to Choose
- Unit 5 -- Awareness of the Changing Me

Level III: Using Knowledge in the World of Work

A primary assumption of the CDCP is that the more information and understanding one has about self and the world of work, the more accurate and valid will be his/her career decisions. Level III begins to deal with these two types of information in a systematic way. The process of grouping is introduced as a technique which will enable children to better understand and make decisions about the thousands of occupations which will someday be available to them.

Although this level is devoted in large part to conceptual development, the affective domain has not been overlooked. The basic economic groups of goods, services, consumer and producer provide a structure for examining the social as well as the economic interdependence of various work roles. The grouping of personal interests into informal interest areas provides a functional way of relating interests to occupations with a view toward demonstrating to the child the occupational potential for self expression. Following are the five curriculum units included in Level III:

- Unit 1 -- Grouping Helps Us Learn
- Unit 2 -- Basic Economic Groups
- Unit 3 -- The Interdependence of Workers
- Unit 4 -- Interest Area Groups
- Unit 5 -- Increasing Occupational Awareness

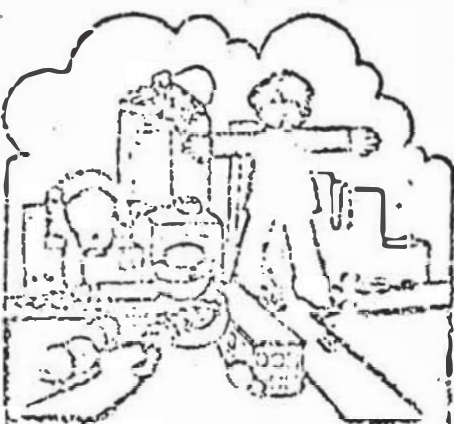
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... is a new **Level Career Education** program that is based on children's own interest in who they are, in what they do, and what's going on in the world outside the classroom.

The program aims to preserve individuality and freedom of choice by focusing on the development of behavior that is known to be central and important in career decision making and in preparation for life. Career development is one aspect of general growth and learning in the same way as physical development or social development. As such, concepts and attitudes about the world of work are introduced and integrated in harmony with self development. A fundamental rationale of the program is that processes such as "knowing" and "becoming" are more important than the actual content which may be used to facilitate these types of learning outcomes.

CEC® is designed for the three primary levels.



Level I -

Discovering Self in Work and Play - children begin to develop an awareness of the ways in which people may be described - how they look, how they express their feelings, and by the daily activities they perform. For each of these three dimensions of self, children discover that they share many characteristics with others, but that each has a combination of characteristics which make them unique.

The categories of work and play are introduced as functional ways that activities may be classified.

Level I Materials

A teacher controlled package containing:

- 1 Teacher's Guide
- 1 Flipbook containing two story exercises
- 1 set of 10 study prints
- 3 filmstrips and cassettes
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Item No. 2501

School Price...\$97.00
(Non-Recurring Price)

Exploring Interests in Work and Play - the purpose of this level is to develop children's awareness that work activities provide a means by which personal interests are expressed. There are many different kinds of work which children are familiar with - work at school, work at home, volunteer work done by parents, and the occupation(s) of parent(s).

Level II Materials

A teacher controlled package containing:

- 1 Teacher Guide
- 1 set of 18 discussion stories/posters
- 4 filmstrips and cassettes
- 1 set of ditto masters
- 1 card game

Item No. 2531

1 package of 30 consumable student response books
Item No. 2532

1 package of 20 consumable student response books
Item No. 2533

Level III -

Using Knowledge in the World of Work - begins to deal with two types of information (about self and about the world of work) in a systematic way. The process of grouping is introduced as a technique which will enable children to better understand and make decisions about the thousands of occupations which will someday be available to them.

The basic economic groups of goods, services, consumer and producer provide a structure for examining the social as well as the economic interdependence of various work roles. The grouping of personal interests into informal interest areas provides a functional way of relating interests to occupations with a view toward demonstrating to the child the occupational potential for self expression.

Level III Materials

A teacher controlled package containing:

- 1 Teacher's Guide
- 1 set of 25 ditto masters for problem solving stories
- 2 filmstrips and cassettes
- 1 board game

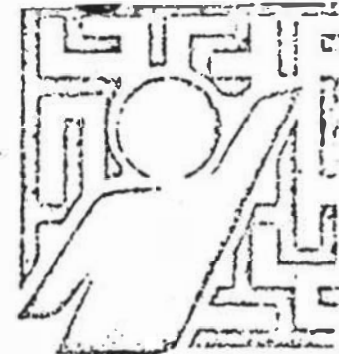
Item No. 2551

1 set of 30 consumable student response books (No. 1)
Item No. 2562

1 set of 20 consumable student response books (No. 2)
Item No. 2563

1 set of 30 consumable student response books (No. 3)
Item No. 2564

1 set of 30 consumable student response books (No. 4)
Item No. 2565



School Price...\$75
(Non-Recurring Price)

No. 1
School Price...\$10.

No. 2
School Price...\$10.

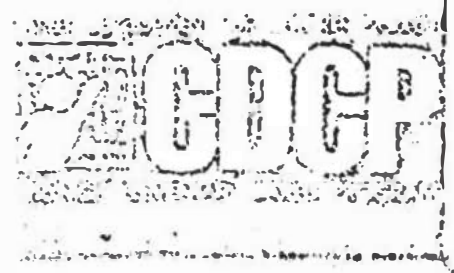
School Price...\$99
(Non-Recurring Price)

School Price...\$14

School Price...\$14

School Price...\$14

School Price...\$14



SUGGESTED READINGS FOR CAREER GUIDANCE
IN THE ELEMENTARY SCHOOL

Books:

- Dimick, M. and Huff, V. E. Child Counseling. Brown Co., 1971, pp. 182-194.
- Dinkmeyer, D. C. (ed.) Vocational orientation through group guidance. In Guidance and Counseling in the Elementary School: Readings in Theory and Practice. New York: Holt, Rinehart and Winston, 1968, pp. 307-340.
- Gibson, R. L. Career Development in the Elementary School. Columbus, Ohio: Charles E. Merrill, 1972.
- Gysbers, N., Miller, H., and Moore, E. J. (eds.) Developing Careers in the Elementary School. Columbus, Ohio: Chas. Merrill Co., 1973.
- Hansen, J. C. (ed.) Vocational guidance. In Guidance Services in the Elementary School. Washington, D. C.: A.P.G.A., 1971, pp. 123-173.
- Hansen, J. C. and Sevic, R. R. Vocational development in the elementary school. In Elementary School Guidance. Toronto: Macmillan, 1969, pp. 175-205.
- Hill, G. E. Career development in childhood guidance implications. In Elementary School Guidance and Counseling: A Composite View by Van Hoose, Pietrofesa, and Carlson. Boston: Houghton Mifflin, 1973, pp. 211-236.
- Hill, G. E. and Luckey, E. B. Vocational guidance. In Guidance for Children in Elementary Schools. New York: Appleton-Century-Crofts, 1969, pp. 346-388.
- Kopletz, E. D. (ed.) Exploration of occupations at the elementary school level. In Guidance in the Elementary School: Theory, Research, and Practice. Dubuque, Iowa: Wm. C. Brown, 1968, pp. 103-155.
- Meeks, A. R. Vocational guidance in the elementary school. In Guidance in Elementary Education. New York: Ronald Press, 1968, pp. 118-138.
- Munson, H. L. The meaning and process of vocational development. In Elementary School Guidance: Concepts, Dimensions, and Practice. Boston: Allyn and Bacon, 1970, pp. 260-281.
- Muro, J. J. Educational and occupational information in the elementary school. In The Counselor's Work in the Elementary School. Scranton, Pa.: International Textbook Co., 1970, pp. 219-229.
- Norris, W. Occupational Information in the Elementary School. Chicago: Science Research Associates, 1969 Revision.
- Peters, H. J., Shertzer, B., and Van Hoose W. Guiding elementary children toward vocational choice. In Guidance in Elementary Schools. Chicago: Rand McNally, 1965, pp. 51-65.

Peterson, M. P. and Others. Enrichment of Teacher and Counselor Competencies in Career Education: An Annotated Bibliography. Developed by the Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, in cooperation with the Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational, and Technical Education, United States Office of Education.

Periodicals:

See special section, Career Guidance in the Elementary School, in each issue of Elementary School Guidance and Counseling, beginning in December, 1971.

Brown, D., Feit, S., and Forestandi, R. Career education: The counselor's role. The School Counselor, 1973, 20, 195-198, January, 1973.

See special issue, Career Education, What It's All About, NASSP Bulletin, March, 1973.

Bugg, C. A. Implications of some major theories of career choice for elementary school guidance programs. Elementary School Guidance and Counseling, 1969, 3, 164-173, March, 1969.

Burkett, L. AVA formulates position on career education. American Vocational Journal, 9-10, January, 1972.

Creason, F., and Schelson, D. L. Occupational concerns of sixth-grade children. The Vocational Guidance Quarterly, 1970, 18, 219-224, March, 1970.

Godson, S. Occupational information materials in selected and middle schools. The Vocational Guidance Quarterly, 1968, 17, 128-131, December, 1968.

Gysbers, N. Guiding career exploration: Any teacher can. Instructor, 45-56, February, 1972.

Hansen, J. C., and Caulfield, T. J. Parent-child occupational concepts. Elementary School Guidance and Counseling, 1969, 3, 269-275, May, 1969.

Hansen, L. S. A model for career development through curriculum. The Personnel and Guidance Journal, December, 1972.

Jefferies, D. The needs of inner-city children for career guidance. Elementary School Guidance and Counseling, 1968, 2, 268-275. May, 1968.

Jevdet, M. N. Studying real work and workers. Instructor, 1973, 82, 118-119, March, 1973.

Kaback, G. R. Occupational information for groups of elementary school children. The Vocational Guidance Quarterly, 1966, 14, 163-168.

- Kaback, G. R. Occupational information in elementary education: What counselors do--what counselors would like to do. Vocational Guidance Quarterly, 1968, 16, 203-206, March, 1968.
- Laramore, D., and Thompson, J. Career experience appropriate to elementary school grades. The School Counselor, 1970, 17, 262-264, March, 1970.
- Roberts, N. J. Establishing a need for a vocational guidance program at the elementary and middle school level. Elementary School Guidance and Counseling, 1972, 6, 252-257, May, 1972.
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- Steffire, B. Run, nama, run: Women workers in elementary readers. Vocational Guidance Quarterly, 1969, 18, 99-102, December, 1969.
- Swain, E. A training program for career exploration teachers. American Vocational Journal, 81-82, November, 1971.
- Thompson, C. L., and Parkes, J. L. Fifth graders view the work world scene. Elementary School Guidance and Counseling, 1971, 5, 281-288, May, 197-.
- Thompson, J. M. Career development in the elementary school: Rationale and implications for elementary school counselors. The School Counselor, 1969, 16, 208-210, January, 1969.
- Career education: Equipping students for the world of work. Nations Schools, 35-49, December, 1971.
- Career education in Syracuse. Today's Education, 24-30, February, 1973.
- Task force report on career education. American Vocational Journal, 12-14, January, 1972.

ERIC:

Flatt, Allen H., "Room to Grow: Something Special For All Children," ERIC ED 033 403, 1969.

New Jersey State Dept. of Education, "Career Development," ERIC Ed 038 511, July, 1969.

Beatrice Wehrly
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Western Illinois University
Macomb, Illinois 61455

APPENDIX D

MATERIAL FROM THE URBANA, ILLINOIS, MEETING

HOW DO YOU SEE YOURSELF?

Where do you fit in? Here are pictures of people in eight different fields. Can you see yourself in any of these pictures? Match up your picture of yourself with these pictures of people at work.

1. Do you like literary work? Do you like to read and write? Are you good at English?

2. Do you like scientific work? Do you like to solve problems or invent things? Are you neat and accurate? Are you good at science?

3. Do you like mechanical work? Are you good with tools? Do you like to fix things?

4. Do you like clerical work? Do you like keeping things in order? Do you like to work indoors?

5. Do you like persuasive work? Do you like to deal with people and convince them to do certain things? Do you speak well?

6. Do you like to work outdoors? Are you strong and in good health? Are you good with your hands?

7. Do you like social service work? Do you enjoy helping people?

8. Do you like artistic work? Do you like to create things with your hands?



1. Literary Work
Could this be you?

☐ Yes ☐ No



2. Scientific Work
Could this be you?

☐ Yes ☐ No



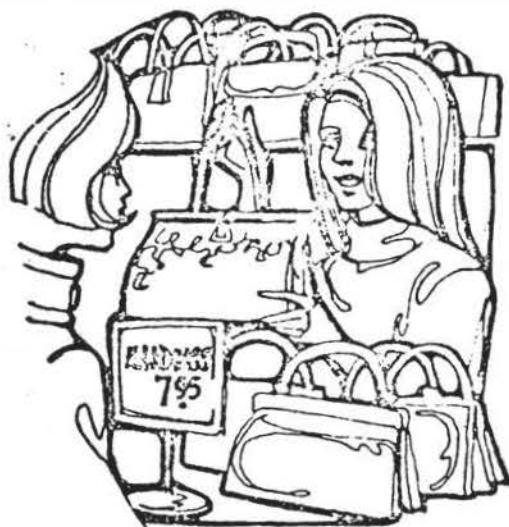
3. Mechanical Work
Could this be you?

☐ Yes ☐ No



4. Clerical Work
Could this be you?

☐ Yes ☐ No



5. Persuasive Work
Could this be you?

☐ Yes ☐ No



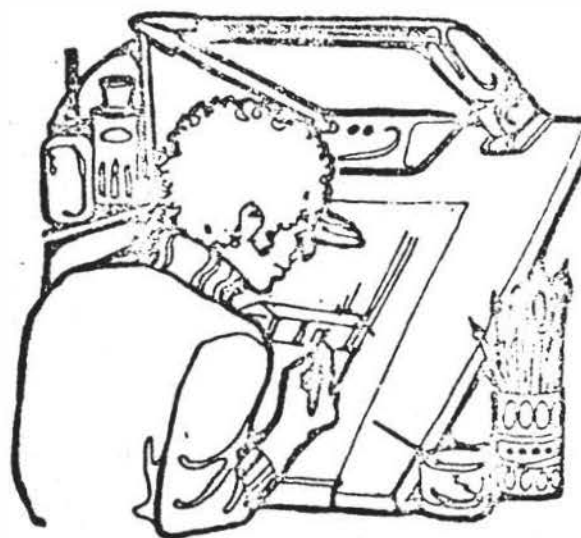
6. Outdoor Work
Could this be you?

☐ Yes ☐ No



7. Social Service Work
Could this be you?

☐ Yes ☐ No



8. Artistic Work
Could this be you?

☐ Yes ☐ No

WHAT DO YOU LIKE TO DO MOST?

What kind of a job can you do best? This is a tough question to answer by yourself. Two kinds of tests can help you decide. You can take an aptitude test (see page 42). It shows you what you can learn to do best. And you can take a personality test, which shows what you like to do most.

What is a personality test like? It's not really a test, but a look at your interests. There are no passing or failing scores. An answer is right if it is true for you. Your answers tell you and a vocational counselor what kind of job you'd enjoy and do well.

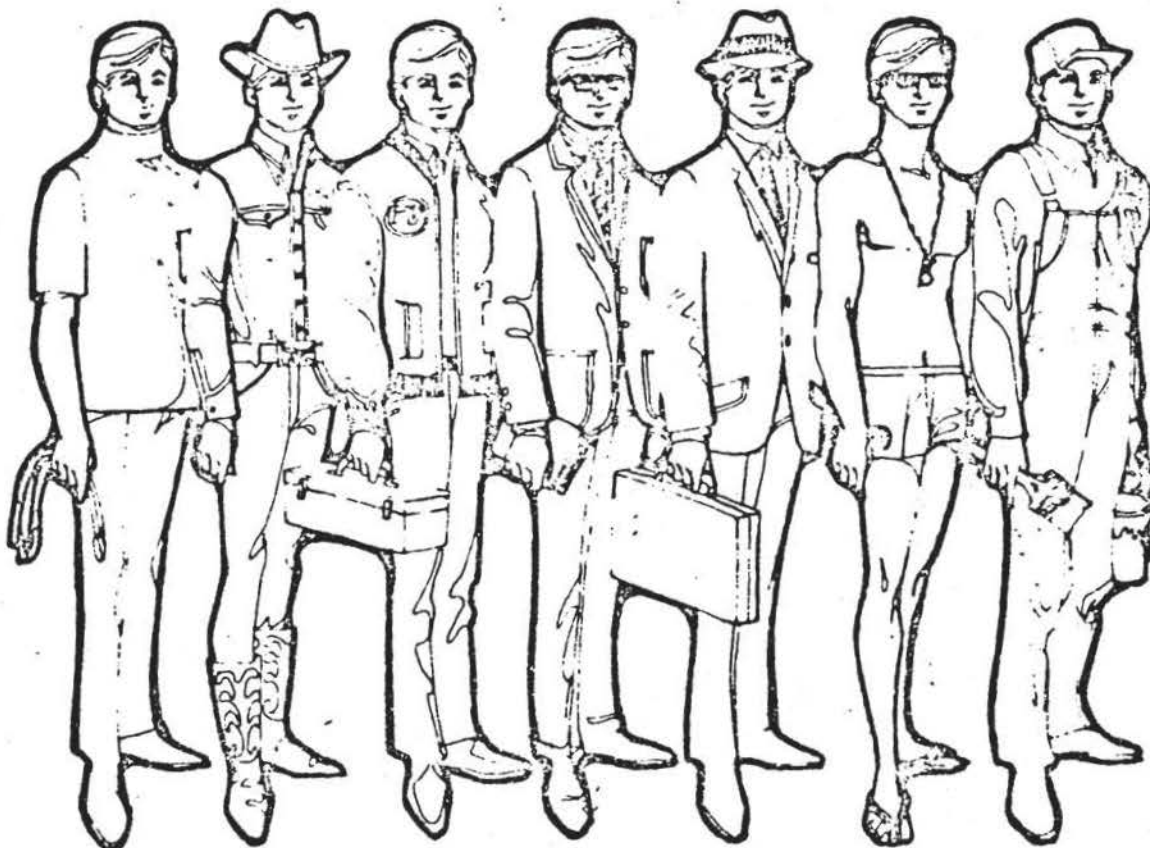
There are many different kinds of personality tests. One kind is here on these pages. Take it for practice. You won't get a grade on this test. Only a vocational counselor can tell you how your answers can help you.

Below you will find a list of things to do in groups of three. Decide which of the three activities in each group you would like to do MOST. Beside this activity, put an X in the first box, the one headed M. Then decide which of the three activities you like LEAST. Beside this activity, put an X in the second box, the one headed L.

Pretend you can do all the things listed, even those that need special training. You may like all three activities in a group, or you may dislike them all. In any case, show what you would choose if you had to choose.

1. Repair cars	M	L		6. Plan a school dance	M	L	
Design new cars	<input type="checkbox"/>	<input type="checkbox"/>		Collect tickets at the door	<input type="checkbox"/>	<input type="checkbox"/>	
Sell cars	<input type="checkbox"/>	<input type="checkbox"/>		Decorate the dance hall	<input type="checkbox"/>	<input type="checkbox"/>	
2. Discover a cure for a disease	M	L		7. Sort mail in a post office	M	L	
Write an article about a disease	<input type="checkbox"/>	<input type="checkbox"/>		Grow vegetables	<input type="checkbox"/>	<input type="checkbox"/>	
Help someone overcome a disease	<input type="checkbox"/>	<input type="checkbox"/>		Care for old people	<input type="checkbox"/>	<input type="checkbox"/>	
3. Work at a telephone switchboard	M	L		8. Conduct a meeting	M	L	
Repair telephone lines	<input type="checkbox"/>	<input type="checkbox"/>		Keep track of dues and expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Install telephones in homes	<input type="checkbox"/>	<input type="checkbox"/>		Write what happens at a meeting	<input type="checkbox"/>	<input type="checkbox"/>	
4. Visit a big tobacco farm	M	L		9. Teach a child how to swim	M	L	
Visit a newspaper office	<input type="checkbox"/>	<input type="checkbox"/>		Fix a toy for a child	<input type="checkbox"/>	<input type="checkbox"/>	
Visit an airplane factory	<input type="checkbox"/>	<input type="checkbox"/>		Explain electricity to a child	<input type="checkbox"/>	<input type="checkbox"/>	
5. Draw a picture of a dog	M	L		10. Work in an office	M	L	
Build a doghouse	<input type="checkbox"/>	<input type="checkbox"/>		Work on a ranch	<input type="checkbox"/>	<input type="checkbox"/>	
Write a story about a dog	<input type="checkbox"/>	<input type="checkbox"/>		Sell insurance around the country	<input type="checkbox"/>	<input type="checkbox"/>	

	M	L		M	L
11. Manage a political campaign	<input type="checkbox"/>	<input type="checkbox"/>	17. Draw plans for houses	<input type="checkbox"/>	<input type="checkbox"/>
Design campaign posters	<input type="checkbox"/>	<input type="checkbox"/>	Help build houses	<input type="checkbox"/>	<input type="checkbox"/>
Answer the phone at headquarters	<input type="checkbox"/>	<input type="checkbox"/>	Sell houses	<input type="checkbox"/>	<input type="checkbox"/>
12. Wait on people in a store	<input type="checkbox"/>	<input type="checkbox"/>	18. Visit a chemical laboratory	<input type="checkbox"/>	<input type="checkbox"/>
Sell from door to door	<input type="checkbox"/>	<input type="checkbox"/>	Visit a weather station	<input type="checkbox"/>	<input type="checkbox"/>
Write advertisements	<input type="checkbox"/>	<input type="checkbox"/>	Visit a large prison	<input type="checkbox"/>	<input type="checkbox"/>
13. Prepare pay checks in an office	<input type="checkbox"/>	<input type="checkbox"/>	19. Write newspaper articles	<input type="checkbox"/>	<input type="checkbox"/>
Repair office equipment	<input type="checkbox"/>	<input type="checkbox"/>	Deliver newspapers by truck	<input type="checkbox"/>	<input type="checkbox"/>
Interview people for work	<input type="checkbox"/>	<input type="checkbox"/>	Bill customers for newspapers	<input type="checkbox"/>	<input type="checkbox"/>
14. Write a play	<input type="checkbox"/>	<input type="checkbox"/>	20. Pilot an airliner	<input type="checkbox"/>	<input type="checkbox"/>
Direct a play	<input type="checkbox"/>	<input type="checkbox"/>	Make airline reservations	<input type="checkbox"/>	<input type="checkbox"/>
Paint scenery for a play	<input type="checkbox"/>	<input type="checkbox"/>	Sell airline service	<input type="checkbox"/>	<input type="checkbox"/>
15. Do research on improving a product	<input type="checkbox"/>	<input type="checkbox"/>	21. Repair factory machinery	<input type="checkbox"/>	<input type="checkbox"/>
Persuade people to use a new product	<input type="checkbox"/>	<input type="checkbox"/>	Inspect factory products	<input type="checkbox"/>	<input type="checkbox"/>
Figure out the cost of producing a product	<input type="checkbox"/>	<input type="checkbox"/>	Check factory workers' health	<input type="checkbox"/>	<input type="checkbox"/>
16. Teach first aid at a camp	<input type="checkbox"/>	<input type="checkbox"/>	22. Create oil paintings	<input type="checkbox"/>	<input type="checkbox"/>
Teach arts and crafts at a camp	<input type="checkbox"/>	<input type="checkbox"/>	Paint houses	<input type="checkbox"/>	<input type="checkbox"/>
Teach sports at a camp	<input type="checkbox"/>	<input type="checkbox"/>	Fill out orders for paint	<input type="checkbox"/>	<input type="checkbox"/>



JOHNNY CAREERS SAYS:



INTELLIGENT CHOICES
ARE THE RESULT OF
STUDYING AND PLANNING

MY CAREER PLANNER

My Name

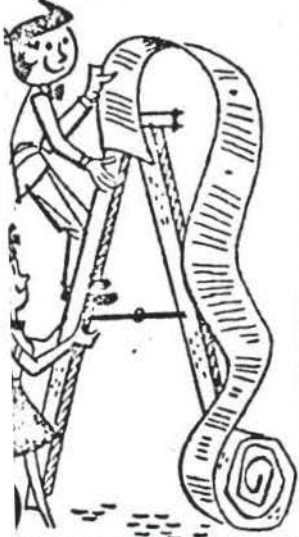
My Grade in School Date

This Career Study Is on

In this job my most common tasks would be (use active verbs and short phrases):

I may also need to do (other tasks related or unrelated to the main tasks):

MY DUTIES ON THE JOB



WORKING CONDITIONS



Physical surroundings (noisy or quiet; indoors or outdoors; hot or cold; air conditioned, etc.):

Working conditions (steady, loss of time because of weather, seasonal, dangers, standing or sitting on job, odd hours, tiring, heavy or light lifting, etc.)

PERSONAL QUALITIES I WOULD NEED FOR THIS JOB



PERSEVERANCE
PHYSICAL STAMINA
EXTROVERSION
ETC., ETC.

Mental abilities and aptitudes needed (how much scholastic ability, mathematical, clerical, verbal, science, or mechanical aptitude, etc.)

Physical requirements (active or sitting job; strength; height, weight, etc.):

Interest requirements (in machines, ideas, people, outdoors, etc.):

**EDUCATION AND/OR
TRAINING REQUIRED**

Usual type of education—encircle one (business school — technical school — junior college — senior college — apprenticeship — special school)

Years of education after high school—encircle one (1 - 2 - 3 - 4 - 5 - 6 - 7).

Experience background required:

Other, less desirable, but acceptable ways of acquiring skills and/or knowledge:


**EDUCATIONAL
OR TRAINING
OPPORTUNITIES**


Names and addresses of schools

course length

yearly cost

Local employers having on-the-job training programs (if required for this job):

FUTURE OUTLOOK

Job outlook in next 10 years:

Long term outlook (beyond 10 years):


**EARNINGS I
COULD EXPECT**

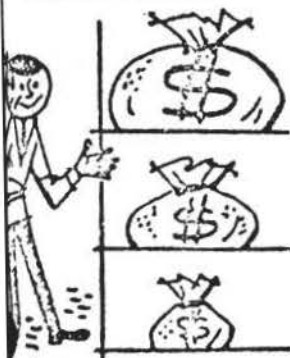
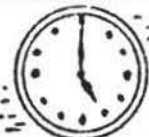
Median earnings (lowest earnings of 50% of all workers) to (per hour, year, month). Lowest earnings reported ; highest reported

Local earnings

If an apprenticeship, earnings of beginners

How would I be paid for overtime (time off — 1½ time;)

Fringe benefits—encircle (vacation with pay; overtime pay; holidays off with pay; sick leave; hospitalization paid wholly or in part by employer; pension plan)

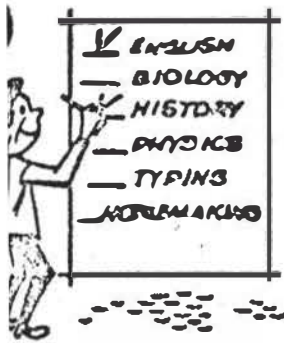

**HOURS
WOULD
WORK**

 Usual hours per day ; number of days per week ; number of hours per week
 night work—encircle one (never — always — sometimes).

HIGH SCHOOL SUBJECTS AND ACTIVITIES THAT COULD SERVE AS GOOD BACKGROUND

High school subjects I should take to meet the entrance requirements of the necessary school or college:

Other subjects that could prove helpful:

Hobbies and clubs that could be of value:



OTHER RELATED CAREERS THAT I SHOULD INVESTIGATE BEFORE MAKING MY FINAL CAREER DECISION

Careers having similar tasks to the one I am studying (working with people, operating machines, etc):

Careers in the same industry requiring similar education or training:

Careers with similar working conditions, using same tools, etc:



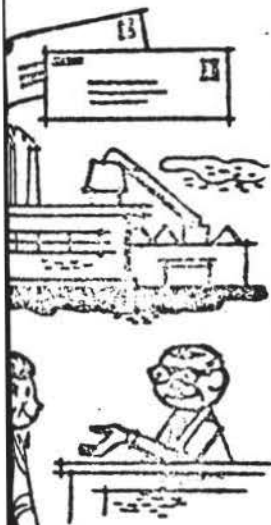
WHERE I CAN GET MORE INFORMATION

Material to send for:

Title	Source	Address	Date	Price

Local places to visit:

Local workers to talk to:



Additional copies of this **PLANNER (D-193)** may be ordered from
CAREERS • P. O. BOX 135 • LARGO, FLORIDA 33540

Single copy 35¢ each
2 - 24 copies 25¢ each

25 - 49 copies 20¢ each
50 - 99 copies 17¢ each

Self-Analysis Guide

Read the following statements and circle Yes or No.

- | | | |
|------------------------------------|-----|----|
| 1. I like to be on time. | Yes | No |
| 2. I like people. | Yes | No |
| 3. I like to play ball. | Yes | No |
| 4. I am honest. | Yes | No |
| 5. I want to be a leader. | Yes | No |
| 6. I believe in fair play. | Yes | No |
| 7. I like to go to school. | Yes | No |
| 8. I like to work alone. | Yes | No |
| 9. People like me. | Yes | No |
| 10. Sometimes I'm moody. | Yes | No |
| 11. I usually finish work on time. | Yes | No |
| 12. I have a hobby. | Yes | No |
| 13. I get mad sometimes. | Yes | No |
| 14. I help with jobs at home. | Yes | No |
| 15. I like to do odd jobs. | Yes | No |
| 16. I cooperate with others. | Yes | No |

Write a paragraph on your strengths and weaknesses.

What I Like to Do

Put a check mark in the column which states how you feel.

I like to:	often	sometimes	seldom
1. be outdoors			
2. be indoors			
3. draw pictures			
4. talk to people			
5. work alone			
6. work with people			
7. work with my hands			
8. try new things			
9. help others			
10. make people happy			
11. collect things			
12. read books			
13. work with numbers			
14. work with machines			

INFORMATION SURVEY

Name _____ Phone _____

Address _____

Child's Name _____

1. What is your job? _____

Place of employment _____

2. Would you be willing to speak to a group of children about your work ?

yes _____ no _____ possibly with more information _____

3. Would children be able to visit the place where you work ? _____

4. Have you ever held any other job(s) that might be of interest to the children?

yes _____ no _____ If so, would you be willing to talk to our students
about it ? yes _____ no _____

What other job(s) ? _____

6. Check any of these ways you might be able to help us.

_____ drive a group of children on a field trip

_____ speak to a group of students

_____ demonstrate something you do on your job

_____ suggest speakers

_____ suggest other adults who might be willin to help

_____ tutor in reading and math

_____ help students on career projects

_____ help develop career materials

_____ help organize a career day

Worker Interview Questions

- I. Job title _____
- A. What do you do on this job? _____
- _____

II. Future employment prospects

- A. What demand is there for this job? _____
- _____
- B. What training do you need for this job? _____
- _____

III. What qualifications must you have for this job?

- A. Age _____
- B. Skills required _____
- C. Other physical requirements _____
- _____

IV. What are your feelings about this job?

- A. What do you like about it? _____
- _____
- B. What do you dislike about it? _____
- _____

V. How is the work environment?

- A. Is it clean? Noisy? _____
- B. Do you work alone or with others? _____
- _____
- C. Is your job dangerous? _____
- _____

WORKER INTERVIEW done by _____

Asking good questions will increase your knowledge of the world of work.
You should learn the following questions and use them when you talk to workers
on the job or in the classroom.

Person Interviewed _____

Date _____

1. What is the name of your job?

2. What do you do on the job?

3. What do you find interesting about your job?

4. What education and/or special training is needed for your job?

5. What tools or special equipment do you use on your job?

6. Does your job require a lot of extra time? yes _____ no _____

Do you work nights? _____ Weekends _____ Other _____

7. Do you like your work?

WORKER INTERVIEW (page 2)

Do people with your skills find jobs easily these days?

What are some qualities needed for success in your job?

What other careers have you thought about?

CAREER TITLE CHEMIST-ANALYTICAL DOT: _____
 CAREER CLUSTER: Applied Biological and Agriculture Careers FILE NUMBER: I-9
 NAME OF BUSINESS: _____
 ADDRESS: 107 W. Michigan, Urbana
 PERSON TO CONTACT: Howard Clark PHONE: 367-0374
 ASSISTANCE AVAILABLE:

- Will speak with student over the phone. Yes X
 Will speak with student in person, by appointment. Yes X
 Will give short presentation to group of students at school. Yes X
 Will give field trip through their facilities. Yes _____
 Will offer student the opportunity to observe on the job for an extended period with no pay. Yes _____
 Will provide materials describing career and career opportunities. Yes _____
 Will provide paid training station. Yes _____

REMARKS:

Name of Firm _____

Address _____ Phone _____

Person to contact _____

We would be interested in talking to Washington School classes in connection with:

1. occupations _____ 2. hobbies _____ 3. special talents _____
 4. other _____

We would allow students to visit our location: _____

Contacted _____ Response _____

APPENDIX E

MATERIAL USED IN ESTABLISHING THE LOCAL PROGRAM

HOW MUCH DO YOU KNOW ABOUT CAREER EDUCATION?

(True-False)

Adapted From: Career Education Leadership in Learning, Arizona Department of Education.

1. T F Career Education is another term for Vocational Education.
2. T F Career Education is trying to steer first-graders into making a career choice.
3. T F Career Education is trying to discourage college enrollment.
4. T F Career Education should start in pre-school or Kindergarten and continue through High School.
5. T F Career Education is primarily for minority groups or disadvantaged youth.
6. T F Career Education is a life long process.
7. T F Career Education spells the doom or decline for Vocational Education.
8. T F Career Education is a newly-developed textbook.
9. T F Career Education is an attempt to pre-empt local control over education activities.
10. T F Career Education is just for elementary students.
11. T F Career Education doesn't involve music and physical education teachers.
12. T F Career Education is a passing fad -- here today, gone tomorrow.
13. T F Career Education should be integrated into the regular curriculum.
14. T F Career Education doesn't apply to the student who wants to become a doctor.
15. T F Career Education is a vehicle for making classroom instruction meaningful and important for every student.
16. T F Career Education can best be implemented without parent's help.
17. T F Many commercial and teacher-made materials are needed to conduct an effective Career Education program in the school..
18. T F Career Education doesn't involve local businesses and industry.

A DEVELOPMENTAL CURRICULUM FOR CAREER EDUCATION IN
COMMUNITY UNIT #2 ELEMENTARY SCHOOLS, ROBINSON, ILL.

Domains of Career Development Behaviors

Awareness & Appreciation
K-5

Exploration
6-8

Orientation
9-10

Preparation
11-12

1. Concepts of self
2. Occupational, educational and economic concepts and skills
3. Sense of agency
4. Information processing skills
5. Interpersonal relationships
6. Work attitudes and values

A1	B1	C1	D1
A2	B2	C2	D2
A3	B3	C3	D3
A4	B4	C4	D4
A5	B5	C5	D5
A6	B6	C6	D6

Goal Statements for Career Education

Awareness & Appreciation Stage

- A1. Awareness of self
- A2. Awareness of different types of occupational roles
- A3. Awareness of individual responsibility for own actions
- A4. Development of the rudiments of classification and decision-making skills
- A5. Learning cooperative social behavior
- A6. Development of respect for others and the work that they do

Exploration Stage

- B1. Development of concepts related to self
- B2. Development of concepts related to the world of work
- B3. Assuming increased responsibility for planning one's own time
- B4. Application to decision-making and classification skills
- B5. Development of desirable social relationships
- B6. Development of work attitudes and values.

Orientation Stage

- C1. Clarification of a self-concept
- C2. Understanding of the structure and interrelatedness of the American economic, occupational and technological systems
- C3. Assuming responsibility for career planning
- C4. Development of individual inquiry and problem-solving skills
- C5. Development of socially responsible behavior and the more mature social relationships
- C6. Appreciation for work as a valued and enduring social institution

Preparation Stage

- D1. Crystallization and implementation of a self-concept.
- D2. Executing plans to qualify for career objectives
- D3. Commitment to implementation of a career plan
- D4. Application of problem-solving skills
- D5. Understanding the dynamics of group behavior in a work situation
- D6. Acquiring the discipline of work.

TRANSLATING "FUZZIES" TO "CONCRETES"

Goal Analysis by Robert F. Mager

Step 1. Write down the goal.

Step 2. Write down the things you want someone to say or do to cause you to agree that he represents the goal.

Step 3. Sort the things you have listed in step 2. Look the list over and cross out duplications and check to see if you listed more abstractions.

Step 4. Make coherent statements to describe what you intend for each of the performances on your list. These statements describe the outcome you must achieve to be willing to say your goal is achieved.

Step 5. Test the statements for adequacy. To do this one asks: If someone performed according to the statements would you be willing to say he represents your goal? When you answer yes, the analysis is finished.

GOAL: _____

Lesson Plan No. _____

Title: _____

I. General Objective:

II. Specific Objective(s):

III. Instructional Materials and Supplies

IV. Related Materials

V. Implementation:**Estimated time****A. Introducing the Lesson****B. Presenting the Lesson****C. Application of Concept or Skill****D. Measuring how Learning was Achieved**

Materials purchased for the career education program:

1. Guidance Associates, Pleasantville, New York
 - 1 set - Career Discoveries Series \$330.00
2. Science Research Associates, Inc., Chicago, Illinois
 - 1 set - Focus on Self-Development Stage Two: Responding \$157.18
3. Pyramid Paper Company, Inc., Urbana, Illinois
 - 1 set - Lakeshore Hat Set \$19.16
4. Troll Associates, Mahwah, New Jersey
 - 1 set - Our Government and How It Works \$48.00
 - 1 set - Dollars and Sense \$66.00
 - 1 Filmstrip from the series "Personal Development, Growing Up and Knowing What To Do - 'Going to School' \$7.00
 - 1 Filmstrip from the series "Manners Are Lots of Fun" - 'School Manners' \$7.00
 - 1 Filmstrip from the series "Community Helpers" 'Oldest in the Class . . . My Teacher' \$7.00
5. J. S. Latta, Cedar Falls, Iowa
 - 1 set - Self Concept Sets - "When I Grow Up I Want To Be" \$7.95
 - 2 sets - Helpers for Today (Posters) \$3.95
 - 1 set - Community Helpers for Bulletin Boards \$2.95
 - 1 set - Community Helpers \$7.85
 - 1 set - Crossword Puzzles (Occupations) \$2.35
 - 1 set - Community Workers and Helpers \$4.00
6. Society for Visual Education, Chicago, Illinois
 - 1 set - World of Work Adventures of the Lollipop Dragon \$71.50
 - 1 set - Getting to Know Me \$62.00
 - 1 set - Filmstrips from Community Workers and Helpers \$17.00
 - 1 filmstrip - from the Primary Social Studies - School Friends and Activities \$8.50
7. McKnight Publishing Company, Bloomington, Illinois
 - 1 set - Career Development for Children Project - Level I \$97.00
8. Baker & Taylor, Momence, Illinois
 - 1 set - Our Community Helpers \$25.00
 - 1 set - People Who Work While You Sleep \$6.75

9. King Features, New York, New York

2 sets - Complete Career Awareness Program \$79.00

10. Harcourt Brace Jovanovich, Chicago, Illinois

1 set - Careers: A Supplemental Reading Program Level A \$96.00

CAREER EDUCATION MATERIALS

Mye Comics - Bingo Game - Teacher's guide \$42.50
 King Features, Education Division
 Dept. 1174
 235 E. 45th St.
 New York, N. Y. 10017

"Jobs In Your Future" - \$.90 each
 Scholastic Books
 P. O. Box 1068
 Jefferson, Missouri 65101

Careers In. . . " books - listed \$3.95 each Lerner Publications - Minneapolis, Minnesota

Agriculture.	City	Football	Telephone Co.
Airlines	Computers	Hockey	T. V. Station
Animal Care	Conservation	Medical Center	Theatre
Auto Sales & Service	Construction	Police Department	
Banking	Department Store	Post Office	
Baseball	Education	Printing	
Circus	Fire Department	Railroad	

"What Can She Be?" book series b/w
 Lethrop, Lee, and Shepard Co. N. Y.

"Hello, World!" - paperback books b/w
 A careers exploration projects
 Field Educational Publication, Inc.
 Addison, Illinois

Early Career Series 12 fs/cassettes \$150.00
 New Career Education
 Systems Programs
 Series C - F/C levels 3 - Jr. High
 Colonial Films
 752 Spring St. N. W.
 Atlanta, Georgia 30308

Edance Associates - Career Discoveries
 "People Who. . . " series 4 fs/cassettes each \$45.50
 Make Things
 Create Art
 Influence Others
 Organize Facts
 Help Others
 Work in Science

"When You Grow Up" 16 mm film \$160.00 each set of 5 - \$695.00

1. Natural Resources
2. Health
3. Construction
4. Communication
5. Business

Mini Productions, Inc.
 192 Ryeholde Dr.
 Ceraopolis, Penn. 15108

Guidance Associates - Career Awareness Field Trips
primary 1fs/1 cassette \$20.00

EyeGate House

"How Things Are Made" series 6fs/ cassettes
Jamaica, N. Y. 11435

Encyclopedia Britannica

Educational Corporation
Job Opportunity Series Super 8 mm film loops

"The Talking Handbook of American Occupations" - 60 tapes, 120 lessons \$299.00
Mafex Association, Inc.
111 Barron Avenue
Johnstown, P. A. 15906

SRA - Keys - Career Exploration fs/ cassettes \$106.00
overview literary interests
outdoor interests social services
mechanical " clerical interests
computational " persuasive "
scientific" artistic/musical"

World of Work Adventures in the Lollipop Dragon

6 fs & guide LCoSCR - TC
SVE - Society for Visual Education, Inc.
1345 Diversay
Chicago, Ill. 60614

The Valuing Approach to Career Education K - 2 series
6 cassettes / fs Hannibal Hippe
Education Achievement Corp.

SRA - Job Experience Kit - \$140.00

SBA - Widening Occupational Roles Kit - \$180.00

World of Work. Occupational - Vocational Guidance in the Elementary Grades
Charleta J. Dunn & Bill F. Payne
Leslie Press
111 Leslie St.
Dallas, Texas 75207

Careers, Inc.

Largo, Florida 33540

Exploratory Kit - 450 different jobs	\$81.00
Business Kit	\$37.20
Industrial Careers Kit	\$45.00
Science Careers Kit	\$37.20
Semi - Skilled Careers Kit	\$45.00
Health Careers Kit	\$37.20

Career Interest Builder posters 20 - \$23.10

Careers Inc.
Largo Florida 33540

Professional Women posters (8) \$2.50
b/w FREE

Community Posters (women) \$2.50
b/w FREE

Career Education Posters \$4.75
Instructor

Scope/Visuals 13: Getting Applications Right
8 transparencies / dittoes \$4.50

Scope/Visuals 16: Career Crosswords
16 transparencies / dittoes \$9.00
Scholastic Books
P. O. Box 1068
Jefferson City, Missouri 65101

Career Flashcards 1 set \$5.00
Children's Dictionary of Occupations \$5.00
My Career Workbook \$1.29

Career Futures Inc.
2100 Locust St.
Philadelphia, P.A. 19103

Follow Pages of Learning Resources \$1.95
Group for Environmental Education, Inc.
1214 Arch St.
Philadelphia, P.A.

Peterson, Dr. Marla, ed. Bibliography of K - 6
Career Education Materials for the Enrichment of Teacher and Counselor Competencies:
Charleston, Illinois: Disseminated by the Illinois Career Education
Curriculum Management Center
216 E. Monroe
Springfield, Illinois 26706

Career Education Program K - 6 Vol. 1 (about \$5.00)
By Charles W. Ryan
Houghton - Mifflin Co.
Geneva, Illinois

COMMUNITY RESOURCE QUESTIONNAIRE

1. What is the name and address of your business?

Phone: _____

2. Who should be contacted to arrange a visit?

Phone: _____

3. How far ahead of a visit must a contact be made? _____

4. Could someone come to the classroom to prepare the students for the visit? _____

5. Are there any films, tapes, etc. that could be used for instructional purposes? If so, who should be contacted? When is the best time for contact to be made? _____

_____ Phone: _____

_____ Phone: _____

6. What time during the week, day, would be most beneficial for a career visit? _____

7. What areas of your business do you feel are unique? _____

8. Are there any special safety precautions to be observed during the visit?

9. Are there other ways that business and industries in this area could contribute to the education of our children? _____

Name of business _____ Address _____ Phone _____

Contact _____ Position _____ Phone _____

Person to whom to report _____

Place to report _____

Number of students involved _____

Time leaving building _____ Time of return _____

Approximate time needed for visit _____

Cost to the pupil _____ Cost to the school _____

Parking facilities _____ Bus _____ Car _____

Special Instructional Materials Available _____

Exhibits _____ Films _____ Tapes _____

Printed materials _____ Others _____

Description of the visit _____

Special safety precautions to be observed, if any _____

Appropriate follow-up activities _____

DATA FROM YOUR COMMUNITY RESOURCE QUESTIONNAIRES CAN
BE RECORDED AND FILED FOR QUICK REFERENCE IN A CARD FILE.

Resource Persons _____				
Subject _____		Age/Grade Level _____		
Name & title of person to contact _____				
Occupation _____				
Address (home) _____		Phone _____		
Address (business) _____		Phone _____		
Best time to contact _____				
Days available _____		Hrs. available _____		
Previous experience presenting subject to:				
Children _____		Youth _____		Adults _____
Record of use of resource:				
	School	Grade	Date	Comments
1.				
2.				
3.				

THIS REFERENCE FILE CAN HELP YOU PLAN-----

INTERVIEWER PREP-SHEET

This sheet should help you prepare for the "person-centered" interview. Remember, the object is to focus on the person-in-the-occupation. Our society often conditions us to put the emphasis on "products" and "processes" rather than "people." Re-focusing to place the emphasis on people is not always easy to accomplish.

Tips:

- Try to ask questions about the person you interview.
- Avoid asking embarrassing questions.
- Show genuine interest in the person being interviewed.
- Listen to the response!

For Example:

1. How long have you worked in this job?
2. Did you have other jobs before this one?
3. Do you work primarily with people, things, or ideas?
4. What kind of job security do you have? Is your work seasonal?
5. Are special skills needed to do your job? Special knowledge?
6. Is special training required? If so, how do you get that training?
Did you get paid during the training period?
7. What did you learn in school that helps you in your present job?
8. Is there a special way of talking about your job; i.e., are there words that are unique to your job?
9. What are some of the advantages to your job? Some of the disadvantages?
10. Why did you take the job?
11. Do you plan to stay in this job until retirement?
12. How do you occupy your time during your off hours? Do you have a hobby? Do you have a part-time job?
13. Does your family know much about your job? Could your children describe what you do in your job?
14. Is there anything about your job which gives you a great deal of personal satisfaction and pride?
15. What personal qualities are important in your job?
16. How do you feel teachers can help students make career choices, get a job, or hold a job?

INTERVIEWEE PREP-SHEET

This sheet should help you prepare for the "person-centered" interview. Remember, the object is to focus on the person-in-the-occupation. Our society often conditions us to put the emphasis on "products" and "processes" rather than "people." Re-focusing to place the emphasis on people is not always easy to accomplish.

Take a moment to consider:

1. How did you get involved in your present occupation?
2. What work experience did you have before you started to work here?
3. Why did you take this job?
4. What do you like about your job?
5. What are some things you do not like about your job?
6. Who depends on your work? Upon whom do you depend?
7. Are there opportunities for advancement in this job? If so, what are the requirements for advancement?
8. How does your job affect your personal life? Do you have to work nights or weekends? Are you tired when you get home? Do you have to travel? What kinds of people do you meet?
9. Do you work mainly with "people" or "things?"
10. Do your work a lot with ideas? Does your job offer opportunities to be creative?
11. Is your work at all seasonal?
12. Briefly describe the personal qualities one needs to do your job--strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with minor details, ability to deal with other people, etc.
13. About how much money can a person earn in this work? Beginning? Advanced?
14. Would you recommend this kind of work for your children?
15. How do you spend your time after work? When you are on vacation?
16. If you could have any job in the world, what would you like to be?

BIBLIOGRAPHY

Bailey, Larry J., and Stadt, Ronald W. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight Publishing Company, 1973.

Hoyt, Kenneth B., Rupert N., Mackin, Edward F., and Magnum, Garth L. Career Education: What it is and How to do it, 2nd Edition, Salt Lake City, Utah: Olympus Publishing Company, 1974.

Hoyt, Kenneth B., Pinson, Nancy M., Laramore, Darryl, and Mangum, Garth L. Career Education and the Elementary School Teacher. Salt Lake City, Utah: Olympus Publishing Company, 1973.

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Unpublished Material

Bailey, Larry J., Associate Professor, Department of Occupational Education, Southern Illinois University at Carbondale, Illinois, January 9, 1975, (Taped presentation).

Reisinger, Carol, Career Education Specialist, Office of the Superintendent of Public Instruction, State of Illinois, October 11, 1974. (Taped presentation).