A Proposal for a Career Development Program in Community Unit #4, Oblong, Illinois

Allen R. Price
Eastern Illinois University
This research is a product of the graduate program in Educational Administration at Eastern Illinois University. Find out more about the program.

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A PROPOSAL FOR A CAREER DEVELOPMENT PROGRAM

IN COMMUNITY UNIT #4, OBLONG, ILLINOIS

(TITLE)

BY

ALLEN R. PRICE

FIELD EXPERIENCE

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATIONAL ADMINISTRATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1977

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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DATE

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DATE
THE ESTABLISHMENT OF A CAREER DEVELOPMENT PROGRAM

ABSTRACT FOR EDUCATIONAL ADMINISTRATION 6910 and 6920

BY

ALLEN R. PRICE
B. S. in Ed., Eastern Illinois University, 1969
M. S. in Ed., Eastern Illinois University, 1971

ABSTRACT OF A FIELD EXPERIENCE
Submitted in partial fulfillment of the requirements for the degree of Specialist in Education at the Graduate School of Eastern Illinois University

CHARLESTON, ILLINOIS
1977
The purpose of this field study was to develop a program in career education in Community Unit #4, Oblong, Illinois.

This study is not a review of a complete elementary career education program but rather the guidelines used in establishing a program. This program was developed to work into the regular classroom and it should not be considered an extra course for the classroom teacher. The teaching of facts about occupations will instill in children, at an early age, permanent notions about the dignity in all work. Doing this will help eliminate feelings of inferiority about entering occupations which are non-professional. To help eliminate this social problem, it seems that pupils and teachers need to be brought into very close contact with all occupations in the community. The Oblong High School has a career program so, therefore, the author felt that the Oblong Grade School should begin developing a more comprehensive career program.

The program of the career education was developed in three stages. The Awareness Stage, Self-Understanding, Relations to Others, and Self-Appraisal.

The Awareness Stage was developed for the kindergarten through the third grade.

The guidelines have the following objectives:

1. To identify and compare the activities of people who provide us with food, clothing, and shelter.

2. To identify the people who fulfill our needs in the areas of transportation, communication, commodities, and utilities.

3. To identify the people who keep us safe and those who maintain and promote the governmental process.

4. To name and describe the people who search for knowledge, those who help preserve our cultural heritage, and those who help promote the governmental process.

5. To list occupations which relate to the improvement of our environment.

6. To compare and contrast occupations that bring us pleasure and fulfill our creative needs.

The stage of Self-Understanding and Relations to Others. This area is concentrating on the fourth grade through the sixth grade.
1. To identify the areas of personal service which meet the needs of students.

2. To develop a cognizance in the career occupations of transportation, communication, commodities, and utilities.

3. To name those areas of safety and government which have importance; giving emphasis to those most essential in their particular interest areas.

4. To develop concepts of ecological and environmental relationships through interaction with school and community experiences.

The stage of Self-Appraisal is to provide opportunities for the student to develop vocational understanding in conjunction with self appraisal. This stage is concerned with the sixth through eighth grade level. The objectives of this stage is listed below:

1. To develop an appreciation of work as a valued and enduring need of our society.

2. To identify educational and vocational information resources and demonstrate how to use them.

3. To develop through class activities each student's ability to explore his own aptitudes, interests, abilities, and personality as related to future vocational goals.

4. To develop in each student a self-image which will help determine his choice of work and way of life.

5. To identify various occupations by utilizing local resource people and institutions.

6. To develop an understanding that rapid changes in occupations will make it necessary for everyone to be flexible and receptive to advanced and specialized training.

7. To develop an understanding of what constitutes employable skills and an appreciation for the value of a high school education.

8. To develop a cognizance of the curriculum in grades 9-12 which forms the basis for the high school program, future training, and employment.

9. To develop concepts which relate co-curricular activities to personal and career development.

It is the belief of this author that elementary career education should have a new thrust because of the closing of the rural schools. As of September of 1977, Oblong Grade School is the only attendance center in the community.
Oblong School District has for several years provided useful vocational education programs. The need has been recognized, however, for the development and implementation of an occupational information program suitable for incorporation into the curriculum at all grade levels, K through 12. Although a reasonably comprehensive program of occupational information currently exists, it lacks system-wide coordination and utilization. The local Administration and staff, therefore, have determined that a curriculum guide should be developed for all children and youth in the unit.

Career choice is a continuous lifelong process. Recent research indicates that opportunities to systematically explore various occupations should begin in the elementary grades. By so doing, children will avoid premature educational and occupational choices that will impose limited future opportunities.
ACKNOWLEDGEMENTS

The author would like to express his sincere appreciation to Dr. Gerhard C. Matzner and Dr. Robert Shuff who worked and helped plan this curriculum guide.

Allen R. Price
Principal
Oblong High School
Author
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CHAPTER I

THE SETTING

Oblong School District has for several years provided useful vocational education programs. The need has been recognized, however, for the development and implementation of an occupational information program suitable for incorporation into the curriculum at all grade levels, K through 12. Although a reasonably comprehensive program of occupational information currently exists, it lacks system-wide coordination and utilization. The local administration and staff, therefore, have determined that a curriculum guide should be developed for all children and youth in the unit.

Career choice is a continuous lifelong process. Recent research indicates that opportunities to systematically explore various occupations should begin in the elementary grades. By so doing, children will avoid premature educational and occupational choices that will impose limited future opportunities.

The teaching of facts about occupations will instill in children at an early age permanent notions about the dignity in all work. Doing this will help eliminate feelings of inferiority about entering occupations which are non-professional. To help eliminate this social problem, it seems that pupils and teachers need to be brought into very close contact with all occupations in the community.

The program which follows was developed by the staff, Administration and State Official Schools. The need for a better solution to career development was the motivation.
THE COMMUNITY

The Oblong Community Unit schools are located in the village of Oblong, Illinois, a town situated in the west central area of Crawford County. The Oblong Community Unit District #4 is a consolidated school district comprised of former districts 6, 7, 203, and 210, with an assessed valuation of $19,138,310.00 and the expenditure per pupil is $988.34. The town of Oblong has a population of 1900 people; the Unit #4 District has a population of about 1050 students of which 375 are presently enrolled in grades 9 through 12. The main elementary school, likewise, is located in the village, and two small elementary schools are presently operative in the rural areas. The Oblong Board of Education has terminated the existence of the Bond and Hardinville School at the end of the 1976-77 school year. Many parents live in the Oblong area and commute to Robinson which is 9 miles east of Oblong.

The rural areas have a diversified type of agriculture, and business in the village is geared largely as supportive of the agricultural enterprise. Oblong school district is considered 100% rural. The district has no private or parochial schools.

The community is composed primarily of middle class citizens—a stable community of citizens who take pride in their homes, schools, and businesses. A large portion of this population is native to the Oblong area. However, current trends seem to indicate increased movement from metropolitan areas. Most of the residents are commuter oriented—working in nearby towns. The working population seems to be primarily skilled and semi-skilled laborers. The main education level of the people of the Oblong community has risen sharply within the past five years. This increase in education level is due in part, to the expansion of the ICC continuing education classes offered at Oblong High
School and classes offered at Lincoln Trail Junior College. Classes in the following areas have been offered—psychology, GEO, industrial arts, agriculture, business, home economics, art, and physical fitness.

The make-up of the student body reflects an average group. Approximately 43% of the students are in the "Middle Group" of ability range. The remainder of the students are nearly evenly divided above the "middle" range. See attached tables I, II, III, IV, and V, regarding educational intentions, occupations and stability, and follow up study of class of '74 and '69.

The high school body enrollment is increasing and has been so since 1963. Over a period of six years from 1969-1975 there has been an increase of some 60 students in the high school. No major population changes are expected in the near future. A projection of enrollments over a period of five years hence indicates a school averaging near 350-370 students.

In order to increase the community input into the Oblong High School educational system we have a Vocational Advisory Committee whose main function is to evaluate vocational programs and recommend ways in which those programs may become more effective.

Realizing that quality education can not exist without community support, which stems from good public relations, a conscientious effort has been made to extensively use the local news media to inform the public of programs and activities within Oblong Schools.
CHAPTER II
GENERAL PHILOSOPHY OF CAREER EDUCATION

The general theory behind this program is that if all teaching is aimed at the student's greatest need, a saleable skill, we will see a change in the student's attitude toward work in general, toward school and teachers, and a change in the types of jobs chosen by students. This project is based on the theory that behavior is learned and can be modified by appropriate training and reinforcement. Students, particularly the disadvantaged or maladjusted, too often are taught to hate school, because it is for them a place of failure and thus a punishing stimulus; but these same students can be taught to enjoy school because of rewards found in going.

In the past our curriculum has generally been geared to the average and above average learner: grade school prepared students for high school; high school prepared students for college. Nowhere were students prepared for living in a world of work. The slow rate of learning of many of our children makes it difficult for them to face the standards imposed on them by the schools. Thus, these children fail to meet the acceptable standards of learning and behavior. Failure at school and the resulting negative generalization forces these youth out of school and into the community where they are likely to face further employment and social failure. Unemployment is concentrated among the poorly educated. Because of technological advances, the chances of a poorly educated person's maintaining worthwhile employment are diminishing at an ever increasing rate. The implications of this fact are especially important for the slow learners who seem predisposed to be school dropouts, delinquents, and unemployed since they have not acquired the knowledge, skills, and attitudes which are necessary to good vocational adjustment and readjustment to the changing demands of our world of work. The word, "readjustment", used in the last sentence is of greater
importance: In our rapidly changing world, vocational choice can no longer be viewed as a single choice, but as a series of choices spanning the lifetime of the individual. While in school the student must be given a wide variety of occupational information and experiences to help prepare him for the decisions he must make throughout his life.

Many have pointed out the great need for a different type of curriculum, one more considerate of individual needs and differences, for our school population. However, too often this different type of curriculum has been provided only in high school, more specifically in the last two years of high school. Research indicates that, by the time a student reaches high school, his attitudes toward school and school personnel have hardened and generalized to the extent that it may be impossible for anyone connected with the school to help the student who has developed a negative attitude and pattern of responses. For this reason it is of absolute necessity that a program of occupational information be started in the primary grades. The traditional skills must be taught, but, at the same time, integrated with and slanted toward the practical, occupational area.

Most students, and especially slow learners from culturally deprived families, have a very limited view of occupations. Research indicates that on the elementary level the selection of jobs open to the consideration of the student is too often limited to about a dozen service occupations such as the milkman, postman, and policeman. A student’s view of occupations is generally limited to the occupations of members of his family and school. Research confirms the general hypothesis that the family influences are critical in the development of work values and aspirations. Thus, in a district such as ours, where a very high percentage of students come from low-income or culturally deprived homes in which early influences of family environment adversely slant the student’s view of the world of work, a curriculum with occupational information and vocational training as its
center would be of fundamental importance. To have meaning, all items in our curriculum ought to be rooted in and inspired by a vocational idea. Today in our public schools there is no justification for the teaching of a subject for some vague esoteric value of the subject itself. If our curriculum has no meaning outside the classroom then it is a waste of student time and public money.

We believe that if our students are placed in a program which is vocationally oriented and meaningful to them, yet within the limits of their ability, then they will be successful and develop positive attitudes toward school and work. We expect to note changes in student’s attitudes toward work in general, changes toward more realistic and appropriate tentative job choices, and changes toward a greater scope and number of job choices. Research has proved that such positive attitudes and feelings generalize and are able to help the individual toward a satisfactory total life adjustment.

The following information is a summary of the Oblong Unit #4 total enrollment since 1971. Table I presents a summary of attendance records for a six year period for the Oblong Schools. Diagram I, II, and III are schematic presentations relating to career education.

Diagram I was developed in order to show the line staff relationships used in the career development.

Diagram II indicates the four different levels of career development, which includes Awareness, Self relations, Career Exploration and Career Preparation.

Diagram III is merely a drawing which indicates how career education relates to elementary school, high school, Junior College, and college. This diagram was developed by the Illinois Office of Education.

Oblong Grade School and Oblong High School are located within the village of Oblong. Bend School is located seven miles south of Oblong and Hardinville School is located fifteen miles southeast of the Oblong Community.
### TABLE I

**SUMMARY OF 1971-77 FALL HOUSING REPORTS**

**Fall Housing Reports**

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<th>H'ville Male</th>
<th>Class Totaes Male</th>
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DIAGRAM I

ORGANIZATIONAL DIAGRAM OF THE CAREER DEVELOPMENT PROGRAM

Board of Education

Superintendent of Schools

Principals - Elementary, Secondary

Guidance Counselor  Special Programs Director  Vocational Education Advisory Committee

Elementary Program

Junior High Program

Senior High Program

Developed by the Oblong School District
## Levels of the Career Development Curriculum

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<th>K</th>
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CHAPTER III
THE PROGRAM
THE AWARENESS STAGE
Grades K - 3

Purpose: To acquire an awareness of the people around us and their work.

Characteristics:

Primary age children undergo a slow but steady change in physical growth patterns and perceptual skills. The five to eight-year olds generally indulge in a high level of activity and are easily fatigued. Children at this age are aware of right and wrong and are normally eager to learn, exuberant, self-assertive and keenly competitive in almost all activities.

Group activities can help develop a sense of responsibility about which they would not otherwise be concerned. These children do best in those activities which are presented in concrete terms and require active participation. They enjoy songs, rhythms, role playing, fairy tales, television, and movies. Activities such as these can be used to develop an awareness of careers, information.

Objectives:

1. To identify and compare the activities of people who provide us with food, clothing, and shelter.

2. To identify the people who fulfill our needs in the areas of transportation, communication, commodities, and utilities.

3. To identify the people who keep us safe and those who maintain and promote the governmental process.

4. To name and describe the people who search for knowledge, those who help preserve our cultural heritage, and those who help promote the governmental process.

5. To list occupations which relate to the improvement of our environment.

6. To compare and contrast occupations that bring us pleasure and fulfill our creative needs.
Procedures:

1. Make the children aware of career opportunities by integrating occupational materials into the existing curriculum.

2. Construct bulletin boards and booklets depicting people at work in various neighborhood occupations. Photographs or snapshots may be used.

3. Arrange for resource people to visit the classroom to tell the children about the work they do. Some suggested resource people include:

   - School employees
   - Bankers
   - Restaurant workers
   - Business workers
   - Industrial personnel
   - Urban officials and employees
   - Skilled laborers
   - Conservationists
   - Health - Service workers
   - Farmers
   - Farm service workers

4. Arrange field trips which promote awareness of various occupations.

   - Fire Station
   - Post Office
   - Burying bread
   - House under construction
   - Shoe Factory
   - Bank
   - Glove Factory
   - House trailer factory
   - Television station

5. Discuss or write stories about kinds of work. Some suggestions are:

   - What it would be like to
   - Why I'd like to be a
   - I would not like to be a

6. Use slides, filmstrips, books, and other materials which help the children to become acquainted with common occupations. See the instructional materials catalog or the library card catalog.

7. Involve the children in occupational role playing activities.

8. Other suggested activities:

   - Time-line of children's lives
   - Draw pictures of people at work
   - Flannel board pictures and stories
Evaluation:

Evaluation of the Awareness Stage will be determined by:

1. The extent to which students are able to tell or write a story about the people who provide us with food, clothing, and shelter.

2. The student's ability to tell about the people who keep us safe and maintain and promote the governmental process.

3. The extent to which students can list occupations which relate to environmental improvement.

4. The extent to which each student has demonstrated his ability to compare and contrast (by role playing, oral, or visual illustration) occupations that fulfill creative needs.

5. The extent to which students are able to prepare pictures or tell about people who fulfill our needs in the areas of transportation, communications, commodities, and utilities.

6. The student's ability to name and describe the people who search for knowledge, preserve our cultural heritage, and promote change in our society.
THE STAGE OF SELF-UNDERSTANDING AND OUR RELATION TO OTHERS

Grades 4 - 6

Purpose: To integrate career development as it relates to student's self-awareness and his relationships to others.

Characteristics:
Elementary age children differ from six to seven year olds in terms of degree. By the age of nine, ten, and eleven, their perceptual skills are generally quite good. They are ready and can appreciate crafts and shop work of a more structured nature. These students are capable of more sustained, decisive, responsible, and dependable behavior. They have developed individual personality traits and their real activities are more apparent. These students want to do well. Sometimes they are too perfectionistic and can become discouraged. They are less interested in childish behavior and more interested in their community, country, and other people. They are less self-centered and can better respond to multiple activities. They enjoy comparing their own performance and ability with others. These students are capable of some specific exploration in interest areas and can begin some study of occupational clusters. However, any educational endeavor in these areas should involve concrete techniques, materials, and ideas.

Objectives:
1. To identify the areas of personal service which meet the needs of students.
2. To develop a cognizance in the career occupations of transportation, communication, commodities, and utilities.
3. To name those areas of safety and government which have importance; giving emphasis to those most essential in their particular interest areas.
4. To develop concepts of ecological and environmental relationships through interaction with school and community experiences.
5. To develop through interaction the understanding that cultural heritage has an important relationship in the search for personal knowledge and a role in society.

6. To demonstrate and discuss individual talents which bring pleasure to one's self and to others.

Procedures:

1. Arrange field trips for the purpose of identifying these occupations set forth in the objectives. Some suggested field trips might include:

   **Fourth Grade**
   - Robinson Court House
   - San Diego Park District
   - Evansville Museum

   **Fifth Grade**
   - Robinson Court House
   - Robinson Gas & Water

   **Sixth Grade**
   - Heath Candy Company
   - Lincoln Trail College
   - Robinson Daily News

2. Have local resource people talk to students about their occupations. These individuals might include:

   **Mailmen**
   **Firemen**
   **Policemen**
   **Nurses**
   **Cooks**
   **Doctors**
   **Lawyers**
   **Bankers**
   **Farmers**
   **Farm Service Workers**
   **Grocers**
   **Custodians**
   **Secretaries**
   **Salesmen**

3. List and discuss occupations which have evolved as a result of recent technological advances. These might include:

   **Computer programmer**
   **Truck driver**
   **Heavy equipment operator**
   **Aeronautics**
   **Auto Mechanics**
   **Environmental consultants**
4. Discuss the factors that affect one's occupational choice. Examples might include health, personality, attitudes, skills and environment.

5. Construct bulletin boards, stage puppet shows, and dramatize occupations.

6. Show films and discuss occupations depicted.

7. Develop a notebook or career book illustrating various occupations.

8. Have the class write a letter to local industries requesting information about occupations directly involved in their question.

**Evaluation:**

Evaluation of the Stage of Self-Understanding and Our Relation to Others will be determined by:

1. The extent to which students express verbal knowledge of those occupations they have studied.

2. The extent to which bulletin boards, notebooks, dramatization, and other activities demonstrate student knowledge of awareness of ecological and environmental relationships.

3. The extent to which each student has demonstrated his unique ability in creative areas: visually, verbally, or by a performance.

4. The extent to which students are able to list members of local government and to describe briefly the work they do.

**DAILY USE OF OUTLINE**

The following detailed lesson plan is merely an example of how the outline is used in teaching career education. The author felt that if this guideline was provided, then the teacher could expand into other areas as they prepared for the vocational program. The following points have been developed in the detailed lesson plan:

1. Concept
2. Teacher instruction
3. Objectives
4. Learning activities
5. Resource information

It is the aim of the author to aid the instructor through this tool. Hopefully, this detailed lesson plan will be very beneficial to the students and the instructor.
Detailed Lesson Title: Policeman - Vital to a Community's Welfare

Concept: Become aware of duties and services performed by policeman.

Teacher Instructions:

1. Provide resource person
2. Make available magazines and books
3. Arrange field trip
4. Provide film and filmstrip

Objectives:

1. The students will sense the value of the work of the policeman.
2. The student will learn some of the specific skills and attitudes a policeman should possess.
3. The student will know of the programs for training available to him and its duration.

Learning Activities:

1. Film and filmstrips
2. Resource people - bring police car to school for children to see
3. Interviews
4. Read aloud stories about policeman
5. General discussion
6. Role playing
7. Games
8. Demonstrations
9. Display of model police gear
10. Compose an experience story
11. Draw policeman and his car
12. Songs

Resources:

1. Speaker - any person in the field - check the resource speaker file.
2. Films and filmstrips  
   #H458B - Police and Police Protection
3. Books and pamphlets  
   Occupational Outlook Handbook
4. Books and Pamphlets  
   a. Occupational Outlook Handbook  
   b. California Occupational Guide  
   c. Career Awareness Comic Book - Agriculture Business Occupations
5. Study prints  
   Dairy Helpers

Lesson Title: Grocer - An Essential Person in our Community

Concept: Become acquainted with the services given by the grocer.
Teacher Instructions:

1. Arrange field trip
2. Provide resource person
3. Make available books and magazines
4. Provide film and filmstrips
5. Provide materials for a mural

Objectives:

1. Students will become aware of the experiences and knowledge necessary to be a grocerman.
2. Students will learn the needs and demands of a grocerman.
3. Students will sense the importance of having the ability to deal with people.
4. Learn of programs available for training in this field.

Learning Activities:

1. Role playing
2. Field trip
3. Bring in resource people
4. Films and filmstrips
5. Group discussions
6. Make mural
7. Collect pictures
8. Bulletin boards
9. General discussion
10. Song

Resources:

1. Speaker - Any person in the field - check the resource speaker file.
2. Films and filmstrips
   #F210-3 - Supermarket Workers
   #X335-B - Working in a Supermarket
3. Books and pamphlets
   Occupational Outlook Handbook
   California Occupational Guide
   Career Awareness Comic Book - Food Service
4. Study prints
   Supermarket Helpers

Lesson Title: Nurse - Vital to our Community's Health

Concept: To become aware of duties and services rendered by a nurse

Teacher Instructions:

1. Provide film and filmstrips
2. Provide resource person
3. Make available books and pictures
4. Secure for bulletin boards different places they work, (hospital, doctor’s office, nursing home, factories, etc.)

Objectives:

1. Students will sense the value of the work of a nurse.
2. The students will learn some of the specific skills and aptitudes required.
3. Students will become aware of the programs for training available for this field.

Learning Activities:

1. Resource person
2. Interviews
3. Role playing
4. Display of things nurse uses
5. Draw mural
6. General discussion
7. Film and filmstrips
8. Compose an experience story
9. Read aloud stories
10. Songs
11. Make nurse hats
12. Make bulletin boards

Resources:

1. Speaker - Any person in the field - check the resource speaker file.
2. Films and filmstrips
   #6805 - Nellie the Nurse
   #X335-H - Working in a Hospital
   #F210-4 - Doctors Office Workers
   #F210-6 - Hospital Workers
3. Books and Pamphlets
   Occupational Outlook Handbook
   California Occupational Guide
   Career Awareness Comic Book - Health Careers
   Early Career Books - Careers in a Medical Center
4. Study prints
   Hospital Helpers
5. Records
   Helping is a Good Thing - Nurse

Lesson Title: Doctor - A Vital Person in our Community’s Health Like

Concept: Become acquainted with the importance of his health service.

Teacher Instructions:

1. Provide resource person
2. Obtain books and pamphlets
3. Provide film and filmstrips
4. Collect pictures
5. Field trip
Objectives:

1. Students will sense the value of the doctor's role.
2. Students will learn how necessary the skills and aptitudes are for a doctor.
3. Students become aware of amount of training it takes for a doctor.

Learning Activities:

1. Resource person
2. Interviews
3. General Discussion
4. Role Playing (nurse, doctor, patient)
5. Display of doctor's instruments
6. Read aloud stories
7. Film and filmstrips
8. Compose an experience story
9. "Thank you note" - Resource person
10. Collect pictures of instruments used

Resources:

1. Speaker - any person in the field - check the resource speaker file.
2. Films and filmstrips
   #F210-4 - Doctor's Office Workers
   #F210-6 - Hospital Workers
   #X335-H - Working in a Hospital
3. Books and pamphlets
   Occupational Outlook Handbook
   California Occupational Guide
4. Career Awareness Comic Book - Health Careers
   Early Career Books - Careers in a Medical Center
5. Study print
   Hospital Helper
6. Records
   Helping is a Good Thing - Doctor

Lesson Title: Fireman - A Necessary Service to our Community

Concept: To understand the role of a fireman.

Teacher Instructions:

1. Use of film and filmstrips
2. Arrange a field trip
3. Resource person
4. Obtain books and pictures
5. Secure fire equipment
Objectives:

1. Students will understand the importance of a fireman.
2. Students will be aware of the pro's and con's of a fireman.
3. Students will sense the qualities of a fireman.

Learning Activities:

1. Role playing
2. Films and filmstrips
3. Exhibit fireman's equipment
4. Read aloud stories
5. Make mural
6. Arrange field trip
7. Group discussions
8. Songs
9. Interview
10. Experience story

Resources:

1. Speaker - Any person in the field - check the resource speaker file.
2. Films and filmstrips
   - #6802 - Freddy the Fireman
   - #H458-C - Fire and Fire Protection
   - #F210-7 - Fire Department Workers
3. Books and pamphlets
   - Occupational Outlook Handbook
   - California Occupational Guide
   - Career Awareness Comic Book - Public Service Occupations
4. Study prints
   - Fire Department Helpers
5. Records
   - Helping is a Good Thing - Fireman

Lesson Title: Carpenter - A Necessary Service to our Community

Concept: To become acquainted with the various skills a carpenter must possess.

Teacher Instructions:

1. Provide resource person
2. Secure tools used by carpenter
3. Obtain magazines that are put out by hardware companies.
4. Books and pictures
5. Arrange field trip

Objectives:

1. Students will become aware of many types and names of tools used.
2. Students will learn specific skills are necessary for this service.
3. Students will know of the training programs given for a carpenter.
Teacher Instructions:

1. Make tool booklets
2. Songs
3. Resource person
4. Field trip
5. Exhibit tools
6. Group discussion
7. Read aloud stories
8. Build with blocks
9. Display of pictures of various things to build
10. Dramatization

Resources:

1. Speaker - Any person in the field - check the resource speaker file.
2. Films and filmstrips
   * #8-10 - The Roughing Carpenter
3. Books and pamphlets
   a. Occupational Outlook Handbook
   b. California Occupational Guide
   c. Career Awareness Comic Book - Construction

Lesson Title: Teacher - A Vital Person in the Child's Life

Concept: Become familiar with the work, and qualities a teacher needs to possess.

Teacher Instructions:

1. Provide resource person
2. Secure pictures of various duties of teacher
3. Books and magazines
4. Secure art material for mural

Objectives:

1. Helps students become aware of duties, skills and qualities a teacher should possess.
2. Students will be able to realize there are satisfactions and dissatisfaction involved in teaching.
3. Students will learn of the programs offered for training in this field.

Learning Activities:

1. Songs
2. Games
3. Role playing
4. Resource person
5. Make mural
6. Interviews
7. Compose an experience story
8. Read aloud story
9. General discussion
10. Draw picture of a teacher
Resources:

1. Speaker - Any person in the field - check the resource speaker file
2. Films and filmstrips
   - #458-F - Education and the Teacher
   - #F210-1 - School Workers
3. Books and pamphlets
   a. Occupational Outlook Handbook
   b. California Occupational Guide
   c. Career Awareness Comic Book - Public Service Occupations
4. Records
   Helping is a Good Thing - Teacher

Lesson Title: Minister - A Vital Person for the Betterment of Our Community

Concept: To become aware of the various roles a minister plays in our family and community life.

Teacher Instructions:

1. Provide resource person
2. Collect pictures of minister and churches
3. Books and magazines
4. Arrange field trip

Objectives:

1. Students can sense the vital services rendered by a minister.
2. Students will be aware of the qualities and knowledge the minister's field would require.
3. The student can be made aware of the training it requires to become a minister.

Learning Activities:

1. Resource person
2. Field trip
3. Summarize field trip
4. Bulletin board
5. Role playing
6. Group discussion
7. Making booklet
8. Read aloud stories
9. Songs
10. Draw a church
11. Finger plays

Resources:

1. Speaker - Any person in the field - check the resource speaker file.
2. Films and filmstrips
   - None ordered
3. Books and pamphlets
   a. Occupational Outlook Handbook
   b. California Occupational Guide
   c. Career Awareness Comic Book - Public Service Occupations
THE STAGE OF SELF-APPRAISAL

Grailes 7 - 9

Purpose: The purpose of this level of the program is to provide opportunities for the student to develop vocational understanding in conjunction with self appraisal.

Characteristics:

Students in this stage of development undergo noticeable physical changes and are characterized by irregular patterns of growth accompanied by the development of secondary sex characteristics.

At this time marked differences in interests occur between the sexes. Teasing commonly takes place, often resulting in antagonism. Rapid and uneven growth results in general awkwardness and restlessness. Students are beginning to value their own opinions and those of their peers more than the opinions of adults around them. They are often critical, changeable, rebellious, and uncooperative. Their school activities need to be structured to offer opportunities for greater independence and to allow some sharing of responsibility. Students want to belong and to be accepted by their own group.

In the light of these characteristics teacher planning of career exploration must be concerned with rational and reflective study. Materials need to be provided to acquaint the students with the specific aspects of occupational clusters. It is necessary that the students be involved in a self evaluation of their abilities, interests, and personal qualities. This knowledge is a basis of continuing assessment of career goals.

1. To develop an appreciation of work as a valued and enduring need of our society.

2. To identify educational and vocational information resources and demonstrate how to use them.
3. To develop through class activities each student's ability to explore his own attitudes, interests, abilities, and personality as related to future vocational goals.

4. To develop in each student a self-image which will help determine his choice of work and way of life.

5. To identify various occupations by utilizing local resource people and institutions.

6. To develop an understanding that rapid changes in occupations will make it necessary for everyone to be flexible and receptive to advanced and specialized training.

7. To develop an understanding of what constitutes employable skills and an appreciation for the value of a high school education.

8. To develop a cognizance of the curriculum in grades 9-12 which forms the basis for the high school program, future training, and employment.

9. To develop concepts which relate co-curricular activities to personal and career development.

**Procedures:**

1. List some necessary services performed by the workers in the community.

2. Survey the career development materials in the school library which are related to the student's interest.

3. Utilize cumulative records and materials in the student's personal folder to discover interests and aptitudes.

4. Use the materials in the career units to gain information on occupations.

5. Arrange for local resource people to talk to students about specific occupations.

6. List occupations which were common 100 years ago, but which no longer exist. List occupations which have originated within the last ten years.

7. Through self-evaluation have students examine their suitability for specific occupations.

8. Arrange field trips to local businesses and industries.

9. Have students write a paper concerning their career choice.

**Evaluation of the stage of self-appraisal can be determined by:**

1. The extent to which the student has used vocational resource materials.
2. The extent to which the student's program of studies for high school reflects his career choice.

3. The extent to which the student recognizes the limitations imposed upon his career choice by available job opportunities.

Experience

The Junior High students will be exposed to careers in each of the four following occupational areas: industrial, agriculture, home economics, and business. All of the students will be required to take one semester of each of the above areas. This type of arrangement has proved to be very successful in other schools. It gives a student a better understanding of the area of study because of the close contact he has in the shop areas. A student will have completed four semesters of actual shop work before he enters the high school program.
PREPARATION FOR A CAREER
Grades 10 - 12

Purpose: At this period in their development, most youth will have identified their strong interest areas. They have experienced many relevant successes or failures which tend to lend toward definite occupational choices. Positive steps should be taken to develop further attitudes and competencies relative to career choice.

Characteristics:

Students at this age have generally completed their physical growth patterns. There is a tendency to go to extremes and an attitude of superiority may develop. Immature behavior such as impudence and day-dreaming may be exhibited. Adolescents are interested in the search for ideals and are concerned with ethical, social, and religious issues. Students in this age group are vitally concerned with peer acceptance and are fearful of ridicule and unpopularity. They are prone to self-pity and tend to be over-sensitive. Usually there is an admired adult, probably not a family member, with whom they identify. These students respond well to group responsibility and to group participation.

Objectives:

1. To identify those occupations having requirements consistent with personal aptitudes and interests.
2. To demonstrate an acceptance of a career as a means of personal growth and satisfaction.
3. To participate where possible in actual work experiences of an occupational choice.
4. To participate in simulated representative tasks of an occupation.
5. To evaluate personal performance in relation to tasks representative of an occupation.
6. To develop competencies in entry level and/or educational skills necessary to an occupation.
7. To prepare a tentative comprehensive plan for progress within a chosen occupation.

 Procedures:

1. The teacher should encourage the student to determine the occupational possibilities of his course of study in relation to his interests and abilities as indicated by personal data.

   a. Develop or use a personal data file including:

      1. Self assessment
      2. School records
      3. Vocational interests
      4. Standardized scores
      5. Counselor interviews

   b. Organize occupational information related to his course of study by:

      1. Listing occupations related to course of study consistent with personal data.
      2. Listing areas of specialization within these occupations.
      3. Developing a personal analysis of one or more of these occupations. For example: (What must one know, what must one be able to do?) [4,000 Job Traits]

   c. Evaluate occupational information relative to the course of study and individual interests through:

      1. Field trips
      2. Monographs
      3. Interviews with participants in the occupation

2. Teachers should make themselves aware of the occupational objectives of their individual students, and individualize assignments in a manner designed to aid in their attainment or modification.

   a. Become personally involved in the student's realistic assessment of his:

      1. Capacity to retain long-term interest
      2. Objective evaluation of ability to function

         a. Quality of work
         b. Quantity of work

   b. Accept the responsibility to contribute positively to the occupational decision-making processes of students by:

      1. Encouraging students whom you believe to be capable in your field-—BUT do it realistically!
      2. Suggesting positive alternatives
3. Teachers should encourage students to decide upon an occupational goal. This decision need not be a final one, but it should be realistic in the sense that it is attainable and firm enough to form a basis for purposeful study and work.

4. Teachers should avoid making value judgments about the choices their students make. Instead, the student should be made to feel that he is making real progress toward mature citizenship.

5. Students should be encouraged to seek part-time employment in areas related to their occupational choices.

6. Assist the student in the preparation of a plan for progress in his occupational choice.

**Evaluation:**

1. Students will have demonstrated by their program of studies their choice of an occupational area.

2. The student's program of studies will indicate how comprehensively he has planned for his chosen occupation.

3. The achievement of the student will indicate whether his choice is realistic.

4. The classroom performance of each student will be evaluated through his performance in simulated tasks.

5. A follow-up of every graduating senior who participated in the vocational program will be conducted.

**COURSE OFFERINGS**

**Home Economics**
- Introduction to Home Economics
- Sewing for Profit
- Child Care
- Clothing I & II
- Foods I & II

**Business**
- Typing I & II
- Executive Secretarial Practice
- Shorthand
- General Business
- Accounting I
- Business Machines
- Small Business Management

**Agricultural**
- Advanced Plant Science
- Ag Electricity
- Animal Science
- Soil Science
- Ag Mechanics
- Ag Supply
- T.C.E.

**Industrial Arts**
- Metal Technology
- Wood Technology
- Machine Wood
- General Shop
- Architectural
APPENDIX A

FOLLOW-UP STUDY
TABLE II
EDUCATIONAL INTENTIONS
CLASS OF 1974

<table>
<thead>
<tr>
<th>Intentions</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend 4-year college or university</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Attend junior or community college</td>
<td>21</td>
<td>16</td>
<td>37</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Attend other post-secondary school, e.g., business college or technical institute, Armed Forces</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Continue education but undecided on type of school</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Stop formal education upon graduation</td>
<td>11</td>
<td>10</td>
<td>21</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Undecided about further education</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total members of senior class</td>
<td>36</td>
<td>36</td>
<td>72</td>
<td>101%</td>
<td></td>
</tr>
</tbody>
</table>
TABLE III

OCCUPATIONAL INTENTIONS

CLASS OF 1974

<table>
<thead>
<tr>
<th>Categories</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>10</td>
</tr>
<tr>
<td>Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>1</td>
</tr>
<tr>
<td>Broadcastina</td>
<td>2</td>
</tr>
<tr>
<td>Petro-Technology</td>
<td>9</td>
</tr>
<tr>
<td>Pharmac</td>
<td>2</td>
</tr>
<tr>
<td>Teaching</td>
<td>6</td>
</tr>
<tr>
<td>Bio-Medical</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Laborer</td>
<td>8</td>
</tr>
<tr>
<td>General Studies-Liberal Arts</td>
<td>7</td>
</tr>
<tr>
<td>Machinist</td>
<td>1</td>
</tr>
<tr>
<td>Electronics</td>
<td>1</td>
</tr>
<tr>
<td>Housewife</td>
<td>4</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>1</td>
</tr>
<tr>
<td>Theology</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>
### TABLE IV

**STABILITY**

**CLASS OF 1974**

<table>
<thead>
<tr>
<th>Number of Years in This School (including present year)</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>7 or more</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
</tr>
</tbody>
</table>
### TABLE V
FOLLOW-UP DATA OF GRADUATES
(Class of 1974)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools leading to a bachelor's degree</td>
<td>15</td>
</tr>
<tr>
<td>Other schools beyond the secondary school</td>
<td>23</td>
</tr>
<tr>
<td>Occupation:</td>
<td>8</td>
</tr>
<tr>
<td>Factory</td>
<td>8</td>
</tr>
<tr>
<td>Stores (Retail)</td>
<td>5</td>
</tr>
<tr>
<td>Bank</td>
<td>1</td>
</tr>
<tr>
<td>Carpenter</td>
<td>1</td>
</tr>
<tr>
<td>Farm labor</td>
<td>2</td>
</tr>
<tr>
<td>Grain Elevator</td>
<td>4</td>
</tr>
<tr>
<td>Sanitary Engineer</td>
<td>1</td>
</tr>
<tr>
<td>Saw Mill</td>
<td>1</td>
</tr>
<tr>
<td>Auto</td>
<td>4</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>1</td>
</tr>
<tr>
<td>Married</td>
<td>10</td>
</tr>
<tr>
<td>Unemployed</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
</tr>
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APPENDIX B

FALL HOUSING REPORTS
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(293)  (577)  (92)  (101)  Unit 1063

*Plus Special Education: 7*
TABLE VII

Fall Housing - Oct. 1

1972-73

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Unit 1071

Plus Special Education: 7
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1973-74

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| 44 | 33 | | | |

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| 181 | 152 | | | |
| (333) | (568) | | | |
| 303 | 265 | | | |
| (77) | | | |
| 46 | 31 | | | |
| (100) | | | |
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Unit 1078

Plus Special Education: 13
### TABLE IX

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1974-75

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| Plus Special Education: | 12 |

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Unit: 1072
### TABLE X

*Fall Housing - Oct. 1*

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201 169 (370) 273 248 (521) 51 28 (79) 41 59 (100) 566 504 Unit 1060

Plus Special Ed: 18
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Plus Special Education: 20
APPENDIX C

CAREER EDUCATION RESOURCES
List of Career Education Resources

KEY: E - Elementary  P - Primary  I - Intermediate  J - Junior High

1. Captioned Filmstrips

A. Our Neighborhood Workers (E) (I)
   (1) The Baker
   (2) The Shoemaker
   (3) Our Neighborhood Laundry
   (4) The Matchmaker and Jeweler
   (5) The Fruit and Vegetable Store
   (6) The Baker
   (7) The Tailor
   (8) The Butcher

B. Workers for the Public Welfare (E) (I)
   (1) Sanitation and Sanitation Workers
   (2) Education and the Teacher
   (3) Social Service and the Social Worker
   (4) Fire and Fire Fighters
   (5) The Library and the Librarian
   (6) Transportation and Transportation Workers
   (7) The Post Office and Postal Workers
   (8) Recreation Park and Playground Workers
   (9) Police and Police Protection

C. Some Neighborhood Helpers (E) (I)
   (1) The Neighborhood Optometrist
   (2) The Neighborhood Doctor
   (3) The Neighborhood Barber
   (4) The Automobile Service Station
   (5) The Neighborhood Fish Store
   (6) The Neighborhood Newspaper Store
   (7) The Neighborhood Beautician
   (8) The Neighborhood Nurse
   (9) The Neighborhood Pharmacist

D. Family Members Work (P)

2. Filmstrips with Cassettes

A. Exploring Careers (E) (I) (J)
   (1) The Telephone Installer
   (2) The Broadcast Technician
   (3) Newspaper Reporter
   (4) The Automotive Mechanic
   (5) The Airline Cabin Attendant
   (6) The Long Haul Truck Driver
B. Building Trades Workers (E) (I) (J)
   (1) The Exterior Painter
   (2) The Roughing Carpenter
   (3) The Brick Layer
   (4) The Plumber

C. Education for Occupations (E) (I) (J)
   (1) Working in a Service Station
   (2) Working in a Supermarket
   (3) Working in the Printing Industry
   (4) Working in Food Services
   (5) Working with Business Machines
   (6) Working in Building Maintenance
   (7) Working in Manufacturing
   (8) Working in a Hospital
   (9) Would You Like to Sell?

D. Public Service Workers (E) (I) (J)
   (1) City Administration
   (2) Police and Police Protection
   (3) Fire and Fire Protection
   (4) Post Office and Postal Workers
   (5) Sanitation and Maintenance
   (6) Education and the Teacher

E. The World of Work: Vocational Opportunities (E) (I) (J)
   (1) What is Your Future in the Changing World of Work
   (2) Receptionist
   (3) Automobile Mechanic
   (4) Television and Radio Repair
   (5) Tool and Die Maker
   (6) Electrician
   (7) Printer
   (8) Sheet Metal Worker
   (9) Automotive Sales Representative
   (10) Cook
   (11) Data Processing Clerk
   (12) Sheet Metal Worker - Building Trades
   (13) Medical Assistant
   (14) Real Estate Sales

F. The Foods We Eat (P) (I)
   (1) How We Get Bread
   (2) How We Get Milk
   (3) How We Get Meat
   (4) How We Get Poultry and Eggs
   (5) How We Get Fruits
   (6) How We Get Vegetables

G. Knowing Our Community Helpers (P)
   (1) Mr. Sparks - Lightning Rod Installer
   (2) Miss Hare - Telephone Operator
   (3) Mr. Fields - Farmer
   (4) Miss Coyne - Banking
   (5) Mr. Bloom - Greenhouse
(6) Mr. Orr - Steelmaking
(7) Judge Justice - Court
(8) Mr. Case - Attorney
(9) Mr. Print - Newspaper

H. Community Workers and Helpers (P) (I)
   (1) School Workers
   (2) Library Workers
   (3) Supermarket Workers
   (4) Doctor's Office Workers
   (5) Department Store Workers
   (6) Hospital Workers
   (7) Fire Department Workers

I. Working in United States Communities (P) (I)
   (1) New Orleans: Marketing Community
   (2) Detroit: Manufacturing Community
   (3) Chicago: Transportation Community

J. New York Times Career Films (E) (I)
   (1) What Can Money Do?
   (2) New Travels
   (3) The World of Construction
   (4) I Want to be a Pilot

3. Multi Media Career Kits

   A. Career Kits For Kids (P)
      (1) Rusty the Construction Worker
      (2) Freddy the Fireman
      (3) Maxi the Taxi Driver
      (4) Larry the Letter Carrier
      (5) Nellie the Nurse

4. Records

   A. Helping is a Good Thing (P)
      (1) Sanitation Man
      (2) Fireman
      (3) Teacher
      (4) Bus Driver
      (5) Nurse
      (6) Doctor
      (7) Policeman

5. Picture-Story Study Prints

   A. Community Helpers
      (1) Police Department Helpers
      (2) Fire Department Helpers
      (3) Postal Helpers
      (4) Dairy Helpers
      (5) Supermarket Helpers
6. Early Career Books [I]
   A. Careers with an Airline
   B. Careers in a Department Store
   C. Careers at a Telephone Company
   D. Careers with a Television Station
   E. Careers in a Police Department
   F. Careers in Printing

7. Career Awareness Comic Books [I]
   A. Health Occupations
   B. Environmental Control Occupations
   C. Manufacturing Occupations
   D. Transportation Occupations
   E. Communications and Media Occupations
   F. Construction Occupations
   G. Marketing and Distribution Occupations

8. Indiana Vocational Technical College Careers Pamphlets [I] [J]
   A. Careers in Secretarial Sciences
   B. Careers in Accounting Technology
   C. Careers in Electronics Communications Technology
   D. Careers in Electronics Technology
   E. Careers in Commercial and Industrial Photography

9. Resource Book
   A. Occupational Outlook Handbook
   B. California Occupational Guides
BIBLIOGRAPHY


Unpublished Material


Gardner, Joan, Career Education Specialist, Office of the Superintendent of Public Instruction, State of Illinois, August 26, 1976. (Presentation)

Gillenberg, Bonnie, Career Education Specialist, Office of the Superintendent of Public Instruction, State of Illinois, February 20, 1977. (Presentation)