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## **A Career Development Model for Kindergarten through Sixth Grade**

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To the Graduate Council:

I am submitting herewith a thesis written by John Pryor Acuff entitled "A Career Development Model for Kindergarten through Sixth Grade." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agriculture and Extension Education.

David G. Craig, Major Professor

We have read this thesis and recommend its acceptance:

Gerald C. Ubben

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

143

May 15, 1972

To the Graduate Council:

I am submitting herewith a thesis written by John Pryor Acuff entitled "A Career Development Model for Kindergarten through Sixth Grade." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the degree of Master of Science, with a major in Agricultural Education.

David G. Craig  
Major Professor

We have read this thesis  
and recommend its acceptance:

Seward C. Utphen  
John W. Wiggins, Jr.

Accepted for the Council:

Hilton A. Smith  
Vice Chancellor for  
Graduate Studies and Research

A CAREER DEVELOPMENT MODEL FOR KINDERGARTEN THROUGH SIXTH GRADE

---

A Thesis  
Presented to  
the Graduate Council of  
The University of Tennessee

---

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

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by  
John Pryor Acuff  
June 1972



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## ABSTRACT

There is not a unified program of career development for kindergarten through the sixth grade which would properly prepare the child for the task of making realistic career decisions.

The purposes were: (1) to identify what content is now being taught in on-going career development programs for K-6; (2) to establish a sequential pattern for the curriculum content of a career development program for K-6; (3) to identify what content should be taught in career development programs for K-6 and objectives.

To obtain information about career development programs for objectives one and two, 23 letters were written to state vocational centers, The National Vocational Guidance Association, and various persons responsible for initiating career development programs. Trade and professional literature and ERIC materials at the Tennessee Research Coordinating Unit were searched for information about career development programs. The third objective was obtained as a result of an analysis of objectives one and two. A career development model was designed.

The career development model consists of two major parts, Phase I and Phase II. Phase I of the model is a program designed for kindergarten through the third grade. This phase is based upon developing an awareness of careers related closely to the environment of the child. It is primarily designed around those careers associated with the school, the family, and the local community.

Phase II of the career development model is designed for grades 4-6 levels. This phase of the model is designed around occupational clusters. This part of the model is composed of activities and experiences designed to give the student a broad background in the galaxy of careers. The occupational clusters used in this phase of the model are as follows: Producing and Processing Occupations Cluster, Construction Occupations Cluster, Manufacturing Occupations Cluster, Marketing and Distribution Occupations Cluster, Transportation and Public Service Occupations Cluster, Recreation and Natural Resources Occupations Cluster, Human Service Occupations Cluster, Personnel Service Occupations Cluster and Communications and Media Occupations Cluster. The aim of this model is to provide the student with experiences upon which he can select a general occupational area for further exploration.

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## CHAPTER I

### THE PROBLEM AND ITS DEFINITION

#### I. THE PROBLEM

There is not a unified program of career development for kindergarten through the sixth grade which would properly prepare the child for the task of making realistic career decisions.

#### II. PURPOSE OF STUDY

This study was designed to establish what vocational information or career development content and objectives are needed in career development programs for kindergarten through sixth grade, in order to properly prepare the child for the task of making later career decisions. The content and objectives were to take the form of a career development model for kindergarten through sixth grade. The aim of such a model is to provide the student with experiences from which he can select a general occupational area for further exploration.

Three major objectives of the study were as follows:

1. To identify what content is now being taught in on-going career development programs for K-6.
2. To establish a sequential pattern for the curriculum content of a career development program for K-6.
3. To identify what content should be taught in career development programs for K-6 and objectives.

### III. PROCEDURE OF STUDY

The author conducted a review of related literature in the areas of vocational choice, guidance, and counseling. Elementary career development information, elementary vocational guidance, orientation, or career development proposals, on-going or completed, were obtained by writing to a number of state vocational centers, The National Vocational Guidance Association, and various persons responsible for initiating similar programs.

Twenty three letters were mailed in an effort to obtain career development programs and information about career development. Ten replies were received from the letters as follows: P. K. Youge Laboratory School, Gainesville, Florida; State Department of Education, Cheyenne, Wyoming; New Jersey Department of Education, Trenton, New Jersey; U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C.; Huntsville Area Vocational Technical Center, Huntsville, Alabama; Lincoln County Board of Education, Hamlin, West Virginia; Division of Vocational Education, Columbus, Ohio; Oregon Board of Education, Salem, Oregon; Division of Vocational Education, Memphis, Tennessee; and Department of Vocational Education, District of Columbia.

Trade and professional literature of an educational nature and ERIC materials were searched for information about career development at the Tennessee Research Coordinating Unit.

The first of the objectives was achieved by collecting as much information as possible about career development programs. Then a systematic review was made for curriculum content, attitudes and concepts

pertaining to careers, occupations, and work. Particular interest was given to similarities of proposals in regard to concepts and content.

The second objective was achieved by analyzing the content of literature as to a pattern of concepts, content, or activities in relation to the world-of-work. The pattern of program content was examined as to the association of the child with school, family, community, and area or state. Also, available information and literature were examined as to the degree and depth of content and experiences.

The third objective and main purpose of this study was achieved by developing and outlining a career development model for kindergarten through the sixth grade. This model was designed around three distinct categories: objectives, activities, and experiences. For this model an activity is distinguished from an experience in that an activity possesses physical participation by the learner. This model was the result of analyzing and comparing the results of related literature and career development proposals, on-going and completed programs, and reviews of studies having to do with career development. The model is divided into two main divisions. The first division includes grades K-3 and the second division includes grades four, five, and six.

The model for K-3 is directly related to those careers with which the child is most familiar, such as occupations around the school, occupations in the family, occupations in the local community, occupations in the area or state, and the image of work. For a broad look at the galaxy of careers the second division of the model was designed around occupational clusters.



#### IV. IMPORTANCE OF STUDY

Many educators advocate the theory of total education of an individual and life-long learning. No longer is an extensive knowledge of the so called academic subjects enough for every individual, but some introduction to the real world and society is needed, if for no other reason than the fact that our colleges and universities are already overcrowded. Also, no longer can anyone designate a point when one's education should begin or end. The vast amount of technology and knowledge already in existence demands a continued education throughout life; also, much of technology and information of today will become obsolete in perhaps two or three years, demanding continued education.

Furthermore, many of the basic attitudes, concepts, and values are learned by the time the child reaches twelve years of age.<sup>1</sup> Therefore an effort should be made to direct those attitudes, concepts, and values toward desirable and positive directions.

It is believed that the results of this study will serve as a model for career development needed by all students in all schools ready to be field tested, and that it will become valuable to career development programs which will be set-up in the future as a basis upon which planning and evaluations may be made. The benefit and aim of such a program is best described by Marland when he said:

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<sup>1</sup>Robert J. Havighurst, Developmental Task and Education (second edition; New York: Longmans, Green and Company, 1953), p. 15.

Such a program directly oriented toward the school setting, would affect Kindergarten through Junior College, reshaping the curriculum so as to focus it directly on the concept of career development. It would tie the school closely to the activities of local community, local business, and local industry. Its principal objective would be to guide each student either to a job--a solid rewarding job, not dead-end labor-- or to further formal education.<sup>2</sup>

## V. ASSUMPTIONS

This study is based upon the following assumptions:

1. The elementary student is capable of beginning to make career choices if given sufficient background information.
2. Making proper career decisions is one of the most important processes in the life of an individual.
3. It is the responsibility of all schools and society to render career guidance to its students.

## VI. LIMITATIONS OF STUDY

This study includes only career development curriculum content and objectives for K-6. Through a review of related literature it was found that after the sixth grade, the student should be provided with experiences leading to marketable skills; therefore, the sixth grade serves as a self-breaking point in the nature of the program. Also in the search of career development programs, the number of on-going programs of various kinds greatly increases at the seventh grade level. It is therefore concluded that K-6 is the area of greatest need.

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<sup>2</sup>S. P. Marland, "Career Education--More Than A Name," (Paper read before the annual meeting of the State Directors of Vocational Education, Washington, D. C., May 4, 1971), p. 7.

For this study the teaching methods and evaluation were not considered in an attempt to prevent the subject field from being too general and broad in nature. While those areas are important, it is recognized that content and objectives are the major concern of any program.

The study was limited to those programs which were volunteered or could be found in available literature. Since few programs of career development could be obtained now, the study was composed of a narrow sampling of career development programs. Of considerable concern was the fact that of the programs available, the manner or process in which the content and objectives were selected is not known.

Since the area of career development for K-6 is so new, there is no absolute way in which the results of this study may be proven short of field tests in a school situation.

## VII. DEFINITION OF TERMS

Many words and terms have various meanings to different people. In order to avoid misunderstandings, definitions and interpretations have been formulated for each word, phrase, or statement which was thought to be questionable.

Occupational Information. Information about occupations designed to give all persons a realistic picture of our working society.

Occupational Exploration. Experiences in a variety of occupations with major emphasis on guidance and very little on skills.

Vocational Guidance. That area of information which will help establish a basis for making realistic vocational decisions or choices.

Concept. A thought formed by the association of particulars.

Model. An outline or diagram of an educational process.

Content. The activities and experiences in a career development mode.

#### VIII. SITUATION

The number of proposals for career development in the elementary grades is increasing, and because of the recognized need they will become numerous in the next few years; but at the present time information in this area is limited, as stated by Goff in a thesis study of 1969.

Yet lack of commitment to the carrying out of programs designed to provide occupational information and vocational guidance in the elementary school is evident by the scarcity of literature reporting continuing programs of the nature.<sup>3</sup>

Although the Vocational Education Amendments of 1968 has given considerable emphasis to career development programs, the supply is far behind the need.<sup>4</sup>

The author in an effort to determine the suitability of elementary textbooks for career development programs reviewed 32 textbooks of grades 1-6. The texts were examined on the basis of (1) attitudes toward the world-of-work and self, (2) identification of vocational roles, (3) the amount and degree of career information, and (4) the relevance of the information to modern society.

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<sup>3</sup>Bob Barker Godd, "A Study of the Need for Occupational Information and Vocational Guidance in the Elementary Schools," (unpublished Master's thesis, The University of Tennessee, Knoxville, 1969), p. 35.

<sup>4</sup>U.S. Congress, Vocational Education Amentments of 1968, Public Law 90-576, 90th Congress (Washington, D.C.: U.S. Government Printing Office, October, 1968).

It was found that the texts contained very few references in which a direct relationship was apparent with respect to the students' evaluation of himself and attitudes toward work. Even in those instances where careers were identified, the occupations used were those almost nonexistent today such as a River Boat Captain. There was little or no opportunity for the student to participate or become involved in role playing. In general, it was found that the texts contained very little information about careers. Much of the career information found was presented from an academic view rather than a career approach. Even though the texts were of the current adopted list, much of the career information found was obsolete. Many of the stories and illustrations used were fantasy in nature with little or no benefit other than a reading exercise. Elementary texts need to be updated in technology and adapted to the world of today.

The scarcity of literature in the area of career development has been pointed out by others. Lifton, in a 1959 study, concluded that there were no books available in the area of career development for the lower elementary grades.<sup>5</sup>

Furthermore, the tremendous dropout rate between the ages of twelve and eighteen suggests the need for new and innovative educational programs. For example, according to a study conducted by an educational committee in Monroe County in 1970, 58.7 percent of the

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<sup>5</sup>Walter M. Lifton, "Vocational Guidance in the Elementary School," Vocational Guidance Quarterly, VII (Winter, 1959), p. 80.

net enrollment of the fifth grade students did not graduate from any of the county high schools.<sup>6</sup> It is believed that a part of this percentage of students may be retained in school until they have saleable skills that will enable them to fill a proper place in society, if they have access to career development at an earlier age.

Another factor which leads to the need for earlier career guidance is the tremendous amount of career information available and the number of jobs to be filled as well as the number of new jobs not yet available or even named. According to a recent report in the American Vocational Journal, the need to replace the jobs available because of retirement and death will account for three out of every five jobs by 1975; occupational growth will account for the remaining two of the five jobs.<sup>7</sup> Also by 1975, unskilled workers will account for less than five percent of the labor force of about 4.5 million jobs. Furthermore, projections indicate there will be 3.5 million young people with no saleable skills trying to find those jobs which will not exist.<sup>8</sup>

Another situation which leads to the conclusion that elementary career development programs are needed is that ninth grade students coming into high school have a very limited knowledge and background

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<sup>6</sup>"Time to Measure," (Salary Committee of Monroe County, Tennessee, 1970), p. 3. (Mimeographed).

<sup>7</sup>Harold Goldstein, "America's Manpower Needs for the Seventies," American Vocational Journal, 46 (April, 1971), p. 24.

<sup>8</sup>S. P. Marland, "Career Education—More Than A Name," (Paper read before the annual meeting of the State Directors of Vocational Education, Washington, D. C., May 4, 1971), p. 5.

concerning careers. Therefore many career decisions are delayed or they are incorrectly made. Many high school vocational programs do not function at their full potential because the students have insufficient background for making realistic career decisions, not only in choosing an occupation but also in making decisions concerning curriculum and long range educational goals.

Therefore, because of the lack of sufficient career information, students are very reluctant to choose a realistic occupational goal. Also, many students cannot or will not make career choices simply because they have not had experiences of making realistic decisions. Possibly these students do not have enough self-understanding to make sound decisions or judgements concerning themselves. Consequently, when an occupational choice is made, there is no orderly process of elimination of certain occupations and acceptance of others based upon self-understanding.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of an examination of vocational choice theories, a brief analysis of studies closely related to career development of K-6 and implications of current literature. Also, a brief description of on-going programs or reports is included where considered important. Details of on-going programs and studies are presented in Chapter III. Major points of interest are the similarities and dissimilarities of vocational theories and the establishment of criteria for career development programs. Vocational counseling and guidance in the secondary level has long been acknowledged as useful, but vocational counseling and guidance in the elementary level is only beginning to become widely recognized as important.

### VOCATIONAL CHOICE THEORIES

Since every individual must at some time make a choice or choices concerning a vocation, it would seem appropriate that some vocational choice theories are examined. Grant Venn stated the following ideas concerning vocational choice.

Sound career choice is made in direct proportion to the information, exploration, guidance, and opportunity available to the individual and the assistance given him for entry placement. . . . The freedom to choose a career does not assure anyone of making a good choice unless there is a sound basis for judgment and opportunity to try out preliminary decisions . . . for too long,



choice of occupations and preparation for career development has been left primarily to chance.<sup>1</sup>

While Venn holds that career choice of an individual is totally determined by the amount and degree of vocational preparation, others suggest that career choice to a large degree is determined by interpersonal factors.

Super points out that people often choose a vocation which will allow them to play the kind of role they think others expect of them.<sup>2</sup> Tiedeman suggests that all of the attitudes and values of an individual are formed on the bases of experiences.<sup>3</sup> Havighurst goes a bit further and says that the particular life style of an individual and his basic attitudes and values are established by the end of middle childhood, between the ages of five and twelve.<sup>4</sup> However, unlike Tiedeman, Havighurst does not suggest that all attitudes and values of an individual are formed on the bases of experiences.

All of these authorities agree that vocational choice is a sequential process extending over many years, depending upon the particular individual. Thus it can be concluded that vocational counseling and

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<sup>1</sup>Grant Venn, Man, Education, and Manpower (Washington, D. C.: American Association of School Administrators, 1970), p. 281.

<sup>2</sup>Donald E. Super, The Psychology of Careers (New York: Harper & Brothers, 1957), p. 99.

<sup>3</sup>David Tiedeman, "Decisions and Vocational Development: A Paradigm and its Implications," Personnel and Guidance Journal, XL (September, 1961), p. 15.

<sup>4</sup>Robert J. Havighurst, Developmental Tasks and Education (second edition; New York: Longmans, Green and Company, 1953), p. 15.

guidance should begin perhaps prior to school entry. Super says that in infancy the individual begins the process of forming a concept of himself and developing a sense of identity as a person distinct from, but at the same time resembling, other persons.<sup>5</sup>

Caplow thinks that a sound vocational choice is based on a combination of parental influence, formal education, and vocational guidance.<sup>6</sup> He further believes that the absence of any of the three factors could lead to poor occupational choice or indecision in choosing a suitable vocation.<sup>7</sup> Thus, it can be concluded that a child deficient in any of the three areas needs additional help to compensate for the deficiency.

Holland reports that vocational choices are very closely related to personality types as follows:

1. Realistic - masculine, physically strong, unsociable, aggressive, good motor skills and lack of intrapersonal and verbal skills.
2. Intellectual - task oriented, asocial, prefers to think and enjoys ambiguous tasks.
3. Social - sociable, responsible, feminine, religious, has verbal and intrapersonal skills.
4. Conventional - prefers structured verbal and numerical activities and subordinate roles, is conforming, avoids physical skills and ambiguous situations.

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<sup>5</sup> Donald E. Super, Career Development Self-Concept Theory (New York: College Entrance Examination Board, 1963), p. 11.

<sup>6</sup> Theodore Caplow, The Sociology of Work (New York: McGraw-Hill, 1954), pp. 215-221.

<sup>7</sup> Ibid., p. 221.

5. Enterprising - has verbal skills for selling, dominating, leading, is orally aggressive, prefers situations that require long intellectual effort.
6. Artistic - is asocial, avoids problems which are highly structured and require gross physical skills and need for individualistic expression.<sup>8</sup>

Holland asserts that an individual chooses an occupation that is characterized by his particular personality type. Therefore, major vocational emphasis should be placed on recognition of his personal traits by the student. Although Super, Tiedeman, Caplow, Havighurst, and Holland approach vocational choice from slightly different viewpoints, they each, to some extent, agree that vocational choice is influenced by association with other persons, experiences and/or lack of experiences, self evaluation, and personal traits, and that it begins very early in life and extends over a period of time.

Havighurst believes that developmental tasks greatly influences vocational choice.<sup>9</sup>

A developmental task is a task which arises at or about a certain period in life of the individual, successful achievement of which leads to his happiness and to success with later tasks while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.<sup>10</sup>

Developmental tasks for young children as outlined by Havighurst are as follows:

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<sup>8</sup> John L. Holland, "A Theory of Vocational Choice Part I-Vocational Images and Choice," Vocational Guidance Quarterly, XL (Summer, 1963), p. 233.

<sup>9</sup> Robert J. Havighurst, Developmental Tasks and Education (second edition; New York: Longmans, Green and Company, 1953), p. 2.

<sup>10</sup> Ibid., p. 2.

Early Childhood<sup>oo</sup>

0-5 years

1. Learning to walk
2. Learning to take solid foods
3. Learning to talk
4. Learning to control the elimination of body waste
5. Learning sex differences and sexual modesty
6. Achieving physiological stability
7. Forming simple concepts of social and physical reality
8. Learning to relate one's self emotionally to parent, siblings, and other people
9. Learning to distinguish right and wrong and developing a conscience

## For Middle Childhood

6-11 years

1. Learning physical skills necessary for ordinary games
2. Building wholesome attitudes toward oneself as a growing organism
3. Learning to get along with age-mates
4. Learning an appropriate masculine or feminine social role
5. Developing fundamental skills in reading, writing, and calculating
6. Developing concepts necessary for every day living
7. Developing conscience, morality, and scale of values
8. Achieving personal independence
9. Developing attitudes toward social groups and institutions.<sup>11</sup>

The list continues for adolescence and adults, which deals more with tasks of social nature and responsibilities of an adult. Like Holland,

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<sup>11</sup>Ibid., p. 6-98.



Tiedeman lists the steps of vocational choice as follows:

Exploration - different alternatives or possible goals.

Crystallization - the fixing of all values and relevant considerations.

Choice - results from crystallization.

Clarification - action taken as a result of exploration, crystallization, and choice.

Induction - experience starts-goals interact with society.

Transition - the acceptance by peers, and others as being successful.

Maintenance - the compromise by interaction of conflicting values and attitudes or experiences.<sup>15</sup>

Tiedeman, like others, agrees that vocational choice is a lifelong process. Consequently, if vocational choice and career development is a lifelong process, then career planning ought to be a lifelong process of events. Therefore, career development must be a continuing process of experiencing, assessing experiences, drawing conclusions, and projecting new experiences.<sup>16</sup>

Buchler describes five life stages of vocational behavior and development. The initial one is called . . .

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<sup>15</sup>David Tiedeman, "Decisions and Vocational Development-Aparadign and its Implications," Personnel and Guidance Journal, XI (September, 1961), p. 15.

<sup>16</sup>Max F. Baer, and Edward C. Roeber, Occupational Information (Chicago: Science Research Associates, Inc., 1956), p. 99.

Growth Stage

birth-14 years

Fantasy - (4-10) Here needs and role playing are all important.

Interest - (11-12) At this substage the likes of the child are of major concern.

Capacity - (13-14) Here abilities and job requirements are of major importance with some training.<sup>17</sup>

This list also contains other stages of vocational development which deal with training, finding a suitable job, becoming established in a vocation and career pattern, and finally the period of decreased work load to retirement.

All of these authorities agree that individuals progress through a developmental growth sequence ranging from about birth until death as stated by Super.

As the individual develops, the number and kinds of responses in his behavioral repertoire increase, chiefly through biological growth and learning. The two factors of growth and learning operate interdependently to expand the individual's behavioral potential. The interdependence of growth and learning become evident in an examination of the successive stages of development. Each phase of development is based upon the potential accumulated in prior development periods. If the individual's behavior develops normally, without being arrested, then he will progress from one stage to another with increasing age. Although his rate of development, and therefore the age at which he enters the various stages, may differ from that of other individuals, the essence of development is progressive increase and modification of the individual's behavior repertoire through growth and learning. This process occurs over time and is marked by sequential stages of increasing competence.<sup>18</sup>

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<sup>17</sup> Donald E. Super, and Others, Vocational Development a Framework for Research (New York: Bureau of Publications Teachers College, Columbia University, 1957), pp. 40-42, citing Charlotte Buchler, Der Menschliche Lebenslauf als Psychologisches Problem (Leipzig: Hirzel, 1933).

<sup>18</sup> Donald E. Super, and Others, Vocational Development a Framework for Research (New York: Bureau of Publications Teachers College, Columbia University, 1957), pp. 35-36.

Further, Super has suggested vocational development tasks which relate directly or indirectly to the world-of-work. These vocational development tasks are listed in chronological order.

#### Preschool Child

1. Increasing ability for self-help
2. Identification with like-sexed parent
3. Increasing ability for self-direction

#### Elementary School Child

1. Ability to undertake cooperative enterprises
2. Choice of activities suited to one's abilities
3. Assumptions of responsibility for one's acts
4. Performance of chores around the house<sup>19</sup>

Hoppock concluded that theories of vocational choice and career development could be summarized with ten propositions as follows:

1. Occupations are chosen to meet needs.
2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.
3. Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions. In either case, they may influence choices.
4. Vocational development begins when we first become aware that an occupation can help to meet our needs.
5. Vocational development progresses and occupational choices improve as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge and our ability to think clearly.

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<sup>19</sup>Ibid., p. 44.



6. Information about ourselves affects occupational choice by helping us to recognize what we want and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.
7. Information about occupations affects occupational choices by helping us to discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we hope to be in one occupation as compared with another.
8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it could meet. The degree of satisfaction is determined by the ratio between what we have and what we want.
9. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.
10. Occupational choice is always subject to change when we believe that a change will better meet our needs.<sup>20</sup>

#### OBJECTIVES FOR CAREER DEVELOPMENT

The need for information about career possibilities appears much earlier in the life of the child than it did in the past, for a variety of reasons. For example, the increasing number of job opportunities available, the increasing number of jobs requiring specific training, and the vast amount of career information make it almost impossible to defer career development until the high school years.<sup>21</sup>

Row stated that because occupational information should begin in the early school years, the interest of the child would become

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<sup>20</sup>Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1963), pp. 114-115.

<sup>21</sup>Gertrude A. Boyd, "Parents and Teachers Team Up to Give Pre-vocational Guidance," Vocational Guidance Quarterly, VII (Augumn, 1957), p. 12.

more important and play a major role.<sup>22</sup>

Occupational choice is not a matter of one or two specific decisions, but a lifelong development interwoven into life as a whole, and the interests are a major contribution to occupational choice.<sup>23</sup>

Goff in 1969 concluded that an elementary vocational or career development program should focus on the interest of the child as a basis for vocational choice.<sup>24</sup> It seems evident that this period should be based upon what the child likes or dislikes with little reference to reality.

Although there is a need for the proper dissemination of occupational information and career development, the school child should not be left to accumulate his own information. The child would not likely consider a very wide range of jobs and much of the information would likely be incorrect and/or incomplete.<sup>25</sup> Therefore, there exists a great need for all information to be gathered, analyzed as to its content and desired effects, and finally properly introduced.

In elementary vocational guidance and counseling programs as in all other types of educational programs much effort needs to be focused upon curriculum planning and program objectives. Although very little

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<sup>22</sup> Anne Roe, The Origine of Interest (Washington, D. C., American Personnel and Guidance Association, 1964), p. 4.

<sup>23</sup> Ibid., p. 4.

<sup>24</sup> Bob Barker Goff, "A Study of the Need For Occupational Information and Vocational Guidance in the Elementary Schools," (unpublished Master's Thesis, The University of Tennessee, Knoxville, 1969), p. 35.

<sup>25</sup> Barrie Hopson, and John Hayes, The Theory and Practice of Vocational Guidance (New York: Pergamon Press, 1968), p. 437.

research can be found in this area, Baer and Roeber listed the following as points to consider.

1. Planned occupational experiences are necessary in elementary school.
2. Occupational experiences are part of orientation to our culture.
3. All experiences, as well as lack of experiences, contribute to career development.
4. Throughout life everyone needs an organized program of counseling in occupational experiences.
5. Counselors need to help counselors see career development as a lifelong process.
6. Key concepts about work should be part of the curriculum.
7. Counselors need to understand psychological aspects of work and education.<sup>26</sup>

It is noted that these guidelines for an elementary vocational program also incorporate many of the points of vocational theories listed previously.

Grell suggested the following ways to approach elementary occupational information: an early start, local industrial studies, curricular program, community tours, published materials, audio-visual aids, community study units, and consideration of attitudes and values.<sup>27</sup> There seems to be general agreement between these two sets of guidelines in so far as the basic implementation of the programs. An elementary

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<sup>26</sup>Max F. Baer, and Edward C. Roeber, Occupational Information. (Chicago: Science Research Associates, Inc., 1956), p. 12.

<sup>27</sup>Lewis A. Grell, "How Much Occupational Information in the Elementary School," Vocational Guidance Quarterly, IX (Autumn, 1960), pp. 48-50.

vocational guidance curriculum can lay important foundations for vocational preparation.

A proper goal of the elementary school is to lay the foundations for vocational preparation; the elementary school should provide opportunity for pupil display of interests other than those related to general academic or college preparatory subjects; skills that are essential to vocational proficiency and other activities can and should be taught with deliberate references to the vocation.<sup>28</sup>

Dinkmayer listed the objectives of an elementary vocational information curriculum as follows:

1. To increase the child's understanding of his abilities.
2. To provide the opportunities for the child's exploration of the aptitudes, interest, and personality factors necessary on certain jobs.
3. To make the child aware that his self-image will determine his choice of work and way of life.
4. To assist children to develop realistic attitudes and methods in dealing with school achievement as an aspect of vocation.
5. To help pupils understand that rapid changes taking place in the world of work will necessitate advanced specialized training.
6. To help the child understand that all legitimate occupations are worthwhile.<sup>29</sup>

According to Dinkmayer the major emphasis at the elementary level should be placed upon the child becoming acquainted with the roles of occupations,

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<sup>28</sup> Bob Barker Goff, "A Study of the Need for Occupational Information and Vocational Guidance in the Elementary School," (unpublished Master's Thesis, The University of Tennessee, 1969), p. 35.

<sup>29</sup> Don C. Dinkmayer (ed.), Guidance and Counseling in the Elementary School (New York: Holt, Rinehart and Winston, Inc., 1968), p. 309.

interest factors, and self-awareness.

Hoppock points out that the basic purposes for occupational information are as follows:

- To increase the child's feeling of security.
- To encourage the natural curiosity of young children.
- To extend the occupational horizons of the child.
- To encourage wholesome attitudes toward all useful work.
- To begin developing a desirable approach to the process of occupational choice.
- To help students who are dropping out of school and going to work.
- To help students who face a choice between different high schools or high school programs.
- To show children who really need money how they can get it without stealing.<sup>30</sup>

Hoppock's objectives differ from those listed by Dinkmayer in that they deal more with solving current problems which the student may have encountered already. However, both recognize that the students attitudes, interest, and values are of major importance.

Goff in 1969 concluded his study by stating the following points of concern in beginning an elementary vocational guidance program.

In order to plan and begin a program at the elementary level to help the individual pupil discover, define, and refine his talents and use them in working toward a career, the curriculum innovator must make certain decisions; he must identify specific purposes for introducing occupational information and vocational guidance in the elementary school curriculum; he must determine how to organize a program to develop the attitudes and knowledge that are desirable outcomes of the vocationally oriented curriculum;

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<sup>30</sup> Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1963), pp. 338-340.

he must decide on the understandings that are to be the outcomes of such a curriculum; and he must ascertain the most effective procedure for disseminating the right kind and amount of occupational information, which will be used for exploration and development of the understanding.<sup>31</sup>

He further asserts that the surface has just been broken on the whole picture of elementary vocational guidance programs and there is much research needed.

In summary of the material contained in the review of related literature the following is concluded.

1. An organized plan of vocational guidance and career development is needed in the elementary grades.
2. Career development is a sequential process extending over many years, perhaps an entire life.
3. Vocational guidance should begin very early in the life of a child.
4. Career choices are largely affected by interpersonal aspects.
5. All forces and experiences or lack of experiences both external and internal have some effect upon the vocational decisions made by an individual.
6. Certain basic interests, attitudes, and values do affect later vocational decisions.
7. Vocational guidance or career development programs in the lower elementary grades need to emphasize likes, dislikes,

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<sup>31</sup>Bob Barker Goff, "A Study of the Need for Occupational Information and Vocational Guidance in the Elementary School," (unpublished Master's Thesis, The University of Tennessee, Knoxville, 1969), p. 54.

vocational roles, occupational analysis, and planned experiences using as many local examples as possible.

8. Elementary vocational guidance programs should not be so geared as to force the child to make a realistic vocational choice.
9. A general goal of vocational guidance programs should be to acquaint the child with those occupations around him and increase his vocational awareness.
10. This type of program should be used to begin the process of logical reasoning of abilities, capacities, interest, likes, dislikes, aspirations, and needs in order to make the best suitable vocational choice in later years.

## CHAPTER III

### REVIEW OF CAREER DEVELOPMENT PROGRAMS

The Vocational Education Amendments of 1968 has provided legal authorization to fund career development programs.<sup>1</sup> Prior to the 1968 amendments there were few organized national programs which focused attention upon elementary youth in becoming acquainted with careers which would help to develop the vocational aims and goals of students.

Career development programs are a part of the total work oriented educational program beginning with birth and ending with death. These programs are an attempt to give youngsters an opportunity to explore career choices. Throughout the country several different patterns of implementation have been used. This illustrates the flexibility of implementing a career development program.

This part of the study is devoted to an examination of on-going career education programs and proposals. If career education programs are to succeed, attention should be given to factors such as relevance to the learner, content structure, sequence, and environment. Materials must be presented in such a way as to actively provide the students with directional involvement. The content must be presented in such a way as help the student develop desirable attitudes about the personal,

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<sup>1</sup>U. S. Congress, Vocational Education Amendments of 1968, Public Law 90-576, 90th Congress (Washington, D. C.: U. S. Government Printing Office, October, 1968), p. 18.



psychological, social, and economic significance of work.<sup>2</sup> Another major benefit of such a program should be to improve the performance of the student in basic subjects as the general curriculum is made relevant and meaningful by association around career development. It is believed that a contributing factor to the underachievement of many students is the irrelevance of the curriculum materials to that which they view in the everyday world-of-work. It is further believed that this situation can be corrected as stated by Marland.

It is flatly necessary to begin to construct a sound systematized relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise, a system that will markedly increase career options open to each individual and enable us to do a better job than we have been doing of meeting manpower needs of the country.<sup>3</sup>

The state of Ohio outlines the purposes of such a program as follows:

To develop respect for all work and to motivate all youth to want to participate in the world-of-work.

To gain an awareness of the range of occupational opportunities available to them.

The relationship of how education helps to prepare for jobs and careers, and respect for all kinds of work.<sup>4</sup>

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<sup>2</sup>Bureau of Adult, Vocational, and Technical Education, Career Education: A Model for Implementation (Washington, D. C.: U. S. Office of Education, May 10, 1971), p. 3.

<sup>3</sup>S. P. Marland, Jr., "Career Education—More Than A Name," (Paper given before the Annual Meeting of the State Directors of Vocational Education, Washington, D. C., May 4, 1971), p. 4.

<sup>4</sup>"Guidelines For Developing A Proposal To Operate The World of Work Program in Elementary Education: Grades K-6," (Columbus, Ohio: Department of Vocational Education, n.d.), p. 1.

A paper published by the U.S. Office of Education, lists the objectives for K-6 as follows:

To develop in pupils attitudes about the personal and social significance of work.

To develop each pupil's self-awareness.

To develop and expand the occupational awareness and the aspirations of the pupils.

To improve overall pupil performance by unifying and focusing basic subjects around a career development theme.<sup>5</sup>

The Knox County Board of Education lists the objectives for a pilot program in career development for K-12 as follows:

To develop a positive self-image.

Acceptance of responsibility for one's behavior.

To develop the ability to make decisions by using techniques or problem solving.

To develop the ability to get along with people.

To acquire knowledge about and understanding of the ever changing world of work, along with skills and know-how to get and hold a job.<sup>6</sup>

There seems to be general agreement between sources as to the objectives for a career development program. Among all sources it was considered important for the student to develop self-awareness regarding how he views himself and his personal strengths and weaknesses. Another

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<sup>5</sup>Bureau of Adult, Vocational, and Technical Education, Career Education: A Model for Implementation (Washington, D. C.: U. S. Office of Education, May 10, 1971), p. 7.

<sup>6</sup>Bruce Hinton (director), "Contemporary Curriculum for Career Development," (Knox County Board of Education, Knoxville, Tennessee, January 1, 1970), pp. 4-6.

important factor was his overall attitudes toward work in every respect. The student needs a broad perspective of work and its different parts such as types, relationship to society, performance of task, and others.

A major objective seems to be that the students are provided with an opportunity to expand their awareness of occupations. However, only the Knox County program made any mention of knowledge and skills of jobs. This can perhaps be explained by the fact that this is the only program which was designed for upper elementary grades and high school. It is believed that this would not be a major objective of a K-6 career development program.

Every program examined used a slightly different approach to accomplishing objectives. However, many programs advocate a type of occupational cluster approach. An occupational cluster is a group of careers or occupations which are closely related by technology, skills, specific knowledge, and general background. The cluster approach has some definite advantages as outlined below:

The cluster approach provides an opportunity to review intelligently the full galaxy of careers and to analyze similarities and differences.

The cluster approach provides an opportunity to begin career preparation on a broad base rather than in a specific vocational task.

The cluster approach provides an opportunity for the school to broaden its career development education to serve all students.

It is believed by the writer, the cluster approach should be used in

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<sup>7</sup>William R. Manning (supt.), A Plan for Career Development (District of Columbia: Task Force Report on Vocational Education, May, 1969), p. 25.

career development programs especially during the middle elementary grades.

Two different types of occupational cluster programs are outlined below. The U.S. Office of Education has listed the following clusters:

Business and office occupations  
 Marketing and distribution occupations  
 Communication and media occupations  
 Construction occupations  
 Manufacturing occupations  
 Transportation occupations  
 Agri-business and natural resources occupations  
 Marine science occupations  
 Environmental control occupations  
 Public service occupations  
 Health occupations  
 Hospitality and recreation occupations  
 Personal service occupations  
 Fine arts and humanities occupations  
 Consumer and homemaking-related occupations<sup>8</sup>

These occupational clusters were to be integrated and developed through the areas of language arts, mathematics, sciences, and social studies. This source did not contain a detailed outline of the activities and experiences incorporated into each occupational cluster. Therefore, it is impossible to determine how each cluster is incorporated into the entire program.

A second occupational cluster approach has been used by the Detroit Public School System as follows:

Materials and Processes Cluster

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<sup>8</sup> Bureau of Adult, Vocational, and Technical Education, Career Education: A Model for Implementation (Washington, D. C.: U. S. Office of Education, May 10, 1971), p. 5.

Chemistry, Metallurgy, Architecture, Mechanics, Construction Landscaping.

#### Visual Communications Cluster

Graphics, Business Management, Photography, Office Practice, Advertising, Writing, Applied Arts.

#### Human Services Cluster

Distribution, Nutrition, Health, Education, Child Care, Law, Recreation.

#### Energy and Propulsion Cluster

Power Systems, Aerospace, Automotives, Instrumentation, Electronics.<sup>9</sup>

Although all occupational cluster oriented programs are different in number and name, eventually most occupations were included. Regardless of the type of career development program, it must achieve the following as stated by Marland. The model must provide information in lively, entertaining, attention-getting style.<sup>10</sup> The first set of career clusters has an advantage in that they deal more with a direct business than the second group. However, it is possible that students could relate more directly with those of the second group because of common terminology. On the other hand, it is believed that the first group more closely combines careers of similar technological backgrounds and

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<sup>9</sup>William R. Manning (supt.), A Plan for Career Development (District of Columbia: Task Force Report on Vocational Education, May, 1969), p. 24.

<sup>10</sup>S. P. Marland, Jr., "Career Education—More Than A Name," (Paper given before the Annual Meeting of the State Directors of Vocational Education, Washington, D. C., May 4, 1971), p. 4.

general nature of occupations into common broad heading. The second example of occupational clusters would lessen the number of basic areas, thereby being more simplified in instructional design.

Marland describes three career development models School-Based Model, Employer-Based Model, and Home/Community-Based Model.<sup>11</sup>

The first model is designed to affect kindergarten through Junior College and focus on an application of career development. This model ties the school directly to the activities of the community, business, and industry. Skills training at the high school level is an important part. This should be so designed to the point where every youth would leave school with marketable skills.<sup>12</sup> The second and third models deal with secondary grades and adults. This proposal, in general, agrees with other outlines described. There is general agreement that a career development program must involve more than just the school.

The Knox County public school career development proposal states that the purpose of the program is to develop in primary children appropriate attitudes toward the world-of-work, application of school life to the world-of-work, decision-making, self-development and a positive self-image, pride in work, use of leisure time, and success on the job.<sup>13</sup> This list of concepts is suggested for K-3. The concepts were developed

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<sup>11</sup> Ibid., p. 7.

<sup>12</sup> Ibid.

<sup>13</sup> Bruce Hinton (director), "Contemporary Curriculum for Career Development," (Knox County Board of Education, Knoxville, Tennessee, January 1, 1970), pp. 28-29.

around experiences involving the student's family, class, school, and community.

At this point, occupations are viewed in terms of learning concepts rather than of looking at various careers available. The family, school, and local community are of major importance, and there is little awareness of the outside occupational network. In grades 4, 5, and 6, the child is ready for a more complicated world of careers, making it possible to explore occupations based upon interest, values, and abilities. However, as stated in the Knox County program "The individual must be free to make 'wrong' choices and not have the teacher's value substituted for his own values as he seeks to know himself."<sup>14</sup> The decisions as to what career information was to be taught were decided by a committee; however, it is not known how or on what bases the committeemen were selected.

Some of the experiences of the students of K-3 in the Knox County program are as follows:

#### Grade One

1. Tour the school plant and grounds-talk about the people who make this world-of-work a pleasant place for each child.
2. Visit the school cafeteria and listen to the manager discuss work in the kitchen and the tools used to provide good meals for the children.
3. Visit the school office to learn what the clerk does, and the equipment used.

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<sup>14</sup>Ibid., p. 39.

4. Janitor visits the class and describes work, illustrating some equipment used.
5. Students inspect fire truck and including demonstrating.
6. Discussion of safety by bus driver and safety officer.
7. Children participate in school ground maintenance.
8. Visit from school nurse.
9. Children devise an assembly line method to portray division of labor.
10. Children act out jobs of those who have visited the school.
11. Class discussion of fathers' and mothers' work.
12. Various manufacturing companies' displays.

#### Grade Two

1. Postman visits the classroom, and class tours his truck. He explains how he separates the mail.
2. Veterinarian visits class and discusses his job and how he helps their pets.
3. Children inspect the ambulance and driver explains his duties.
4. Policeman explains his duties.
5. School librarian explains her duties and the functions of the public library.
6. The teacher sets up a counter in room where children actually make purchases.
7. Class visits the fire department for demonstration of duties.
8. Class visits the zoo, and the zoo keeper explains how he cares for the animals.
9. The nurseryman shows how to set plants and explains how to care for them.
10. Children inspect the milk truck.



## Grade Three

1. Field trip to the post office.
2. A bus ride escorted by police, and the children identify occupations seen on the way.
3. Tour the University of Tennessee farm.
4. Tour TVA dam.
5. Visit railroad station.
6. Visit airport, tour tower and airplane.
7. KUB visits school with equipment.
8. Visit the power equipment company for demonstration of large earth moving equipment.
9. Representative from Aluminum Company of America visits class and explains operation on an assembly line.
10. Bring cut-away bee hive to class.
11. After a look at school building, discuss the various materials used, types of workers needed for construction.
12. Look at water before and after purification, point out jobs such as public health service, meter readers, chemist, and water plant workers.
13. Tour the Campbell Manufacturing Company. Set up tent and explain how they are made.<sup>15</sup>

The activities and experiences of grades 4, 5, and 6 were built around occupational information related to public utilities during one school year and the means of communication media during the succeeding years. The cycle was repeated every third year. Following are some activities and experiences through a study of Southern Bell Telephone:

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<sup>15</sup> Ibid., pp. 32-36.

Pupils list five different jobs of people who work for the telephone company. Then allow the students to categorize these jobs using their own ideas for grouping; thereby, introduce the concept of job families and discuss.<sup>16</sup> Some activities and experiences based on a study of newspapers were to collect samples of newspapers and observe similarities and differences; also, use newspapers as basis for study of career information. List occupations found in the 'want' ads and categorize them according to predetermined method of grouping. Finally, plan and carry out the setting up of staff and printing of a class newspaper.<sup>17</sup>

Both of the areas studied were designed in such a way that the students constantly participated in the completion of projects related directly to the area of study. The activities and experiences were action oriented and all involved decision making, pride in work, division of labor, occupational information, appreciation of all kinds of work, cluster of occupations, self-development, and job success. Therefore, the activities and experiences were an attempt to carry out those objectives described earlier. Although the Knox County program did not use the occupational cluster approach the students assisted in organizing occupational clusters. This process allowed the students to use their own concepts and values. Also, it is noteworthy that those areas of study were familiar to the students. This would add interest and input from the students themselves.

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<sup>16</sup> Ibid., p. 40.

<sup>17</sup> Ibid., pp. 42-43.

Another career development model made extensive use of a family occupation survey from the class. Those occupations were studied which were found to be the occupations of parents. In the first grade, the class spent most of its time viewing films related to the results of the occupational survey. However, the main emphasis seemed to be on decision making and a working world. In grade two the program listed sixty occupations to be studied. However, the teaching units were airplanes, farmers' market, clothing, and the home. Although many of the sixty occupations listed were eventually mentioned, many were not studied in any depth. The main concern here is that possibility the number of occupations were too many to be of real value for the students. However, one of the main objectives as stated was to inform students about the multitude of occupational opportunities.<sup>18</sup>

As in other programs, occupations selected were those familiar to the student or those occupations directly related to the students' environment. In the third grade, areas of study were railroads, importance of training and education related to various occupations, supermarkets, and the bakery industry.<sup>19</sup> Here again, various occupations were introduced that were related to those areas.

Many of the activities and experiences in this program were similar to those exhibited in the Knox County program. This program made more

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<sup>18</sup>Cline A. Adkins (supt.), "Exemplary Program of Awareness and Career Development," (Lincoln County Schools, Hamlin, West Virginia, n.d.), p. 3.

<sup>19</sup>Ibid., p. 2.

extensive use of visual aids and less use of student involvement than the Knox County program. However, both programs were action oriented.

A brief look at some career development programs points out certain important characteristics. If a career development program is to be successful, it must first of all involve all students because they must not be placed in the world-of-work with little if any career preparation. On-going programs make extensive use of prearranged field trips to places of interest in the community where activities of careers may be observed. However, most programs discourage field trips until about the third grade level. Role playing by the students was used effectively, particularly with the lower elementary grades. Some time should be allowed for student exploration on his own in whatever area of interest he chooses and including a wide range of activities. Purposeful discussion groups were used in all programs for an exchange of ideas, information, and plans for later career preparation in the higher grade levels. The use of guest appearances by people representing various careers was also considered valuable in adding some professional status. The programs devoted much time to establishing differences in personal traits in relation to attitudes and understanding others.

Programs must have the support and active participation of all school personnel, the community, and parents. A program that is to become successful must make major use of concrete rather than abstract situations. Therefore, the proper use of all visual aids, simulated situations, contrived and real experiences, and the use of real objects is essential with as many hands-on-experiences as possible.

The following can be summarized from this outline of programs.

Career development should attempt to help the student achieve the following:

1. Develop a respect for all work and positive attitudes toward all kinds of work and its significance toward the personal, psychological, social, and economic structure.
2. Develop an awareness of the various occupations available to them.
3. Improve their self-image and increase occupational aspirations.
4. Develop their ability for making decisions and accepting responsibility for one's behavior.
5. Assist in acquiring knowledge and information about occupations.

Other program aspects include the following:

1. Those occupations located in the family and local community should be included in the program.
2. The study of careers should include information and become a progressive program building on previous activities and experiences.
3. The students should be involved in role playing type of activities particularly in K-3.
4. Students should be allowed to progress at their own rates with freedom to make decisions based upon their own sets of values.
5. Various activities should be selected that will develop into a system of job clusters based upon the values and concepts of the students.
6. Observation of various jobs being performed.

## CHAPTER IV

### CAREER DEVELOPMENT-MODEL K-6

Education is increasingly important in the preparation for success in a working career. If education is in fact getting ready for life, and a full and complete life for everyone includes work, then certainly those students in elementary grades should have an opportunity to develop attitudes, values, concepts, and an awareness toward all levels of occupations. Career development may be thought of as a core series of courses, or completely integrated into all other courses or a combination of the two. To be effective, career development must be comprehensive, dynamic, well planned, and experience orientated. It must bring into focus all aspects of the total educational program.

If a more realistic concept of the relationship between school, work, aspirations, abilities, likes and dislikes, opportunities, and various career demands are to be meaningful, then the student must be provided with an awareness of how one's later life options may be expanded or limited by performance and choice. In order to be most effective, career development must begin on a general base in areas directly related to the student and his environment and gradually become more specific in technology, skills, abilities, and finally employment.

The responsibility of career development lies with the public educational system. With the aid of home, community, and industry, a successful career educational program must utilize all aspects of available resources. Thus, career development has the uniqueness of being

able to enhance the total educational system through continuous experience centered involvement. The main concern is for those who drop out of school or who graduate with little or no idea of what their life's work will be. They should have begun career education when they entered school.

### The Model Design

This model is intended to present a general plan of a career development program which is both feasible and practical in a public school situation. The first concern of this model is that it be designed in such a way as to perform a function and need for the student. The aim of this model is to provide the student with experiences upon which he can select a general occupational area for further exploration. This model is presented in two phases.

Phase I - Career Foundations at the K-3 levels.

Phase II - The Functional Occupational Clusters at the 4-6 Levels

Phase I - Career Foundations at the K-3 Levels

Phase I of this model introduces concepts through many types of activities and experiences that would lead to earlier career awareness.

The major concepts introduced are:

Division of labor

Appreciation of all kinds of work

Decision making

Self-development

Pride in work

Success on the job

The model includes a survey of hand tools, instruments, simple equipment, and group and individual projects. This phase is action oriented. It is the major intent of this phase to help the child become aware of himself, his environment, and his place in society through direct experience with the world-of-work. The most important language in this phase is student activity. The areas of occupational exploration in this phase of the model are those occupations which are closely associated with the child in his school environment, occupations involved with major areas of the school's operation, parents' occupations, occupations which relate to the family or public service, and lastly, occupations which are associated with providing the necessities of life.

#### Phase II - The Functional Occupational Clusters at the 4-6 Levels

The cluster concept as an approach to career development is developing wide interest. However, the usual classification of careers is confusing and often misleading in that they are not united by common functions or basic nature. Some career cluster classifications are so numerous in number that they are misleading at times and it is uncertain as to which cluster a certain occupation belongs. On the other hand, a cluster classification should be more than just a break-down according to business type. It is believed that the functional cluster approach will better acquaint the child with the world of occupations. The occupational clusters employed in this model are:

Producing and processing

Construction

Manufacturing



Marketing and distribution  
Transportation and public service  
Recreation and natural resources  
Human service  
Personal service  
Communication and media

Each student should become acquainted with at least eighteen different occupations during each year. It is not the intent of this model to survey each and every known occupation but to give the student some opportunity to acquaint himself with many occupations. A study of the occupational cluster will extend over a three year period.

#### Phase I - Career Foundations at the K-3 Levels

The first phase of this model is designed to develop desirable attitudes toward the world-of-work, to develop ability to make decisions, and to develop appreciation for all kinds of work no matter how seemingly insignificant. Also, it is recognized that it is the task of this program not only to develop desirable attitudes, but even more importantly to change some attitudes now present. Realizing that children's experiences in the primary grades are so meaningful the fundamental concepts of career identity are illustrated through their immediate relationships. Therefore, in this phase of the program those concepts were selected which were believed that the child could achieve in grades K-3. Experiences in one grade will be expanded in a later grade when possible. Experiences in kindergarten and grade one will not include field trips away from the local school situation. In grades two and three field trips will become more numerous.

For each grade level performance objectives are stated. In order to refine these performance objectives, grade three was selected to illustrate this detail as follows: The student will be able to: when given a number of occupations, classify them according to the nine functional categories, describe how a given occupation affects others, enumerate at least ten occupations which contribute to obtaining food, shelter, and clothing, enumerate and identify tools, materials, and small equipment associated with the occupations studied, compare duties and responsibilities of occupations studied of parents, describe type of training required for certain occupations.

Experiences involved in phase one include those, first of all, directly related with the school situation with major emphasis on safety. Secondly, activities and experiences are based upon the personnel and services directly related to the school situation, with major emphasis upon cooperation by all school workers. The activities and experiences then begin to branch out into the community to those areas which provide a service or basic need to the social welfare of the public. There is duplication of the listing of concepts because it is believed by the writer that each activity or experience should contribute to the understanding of a concept or concepts.

The general objectives of this phase of the career development model are as follows:

1. To provide students with occupational information and to make them aware of the meaning of work and its importance to them and society.

2. To develop in the student positive attitudes toward all occupations and to develop a desirable self-image.
3. To achieve and understand the importance of division of labor and pride in one's work.
4. To develop the ability of the student to make decisions by an orderly process of problem solving.
5. To help the students become aware of the multitude of occupational opportunities.
6. To present to the students a realistic view of the world-of-work and encourage them to consider their own abilities and limitations.
7. To provide the students with a broad analysis of the characteristics of occupations in the world-of-work.
8. To provide as many and varied activities and experiences as possible for the purpose of assisting the student in making realistic career decisions.
9. To make possible a wider range of occupational options to the student.

Realizing that this program cannot be efficient without the use of other materials, a list of films, filmstrips, and books is included considered by the writer to be appropriate and useful in a career education program. See Appendix. This list is a beginning and should not be considered complete. Also, it is the assumption of the writer that the school has sufficient materials, facilities, and equipment available for implementing the activities and experiences outlines in this model.

Kindergarten Activities and Experiences.

Performance Objectives

1. To recognize the occupations responsible for assisting him in getting to and from school.
2. To identify the duties and responsibilities of those who assist in getting him to and from school.

Concepts

1. Appreciation for all kinds of work  
division of labor
2. Pride in work success on job
3. Success on job division.
4. Pride in work  
Appreciation for all kinds of work
5. Respect for others  
Division of labor
6. Appreciation for all kinds of work  
Division of labor

Activities and Experiences

1. Tour school grounds and discuss work being done.
2. Discuss with class how safety officer helps protect them.
3. Safety officer demonstration on walking on correct side of street and correct procedure in crossing street.
4. A situation is set up where the children role play safety officer.
5. Members of class draw safety officer acting out his job.
6. Children construct bulletin board by bringing pictures

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| Respect for others                     | of people being helped in       |
| Decision making                        | some way, then discuss          |
| Pride in work                          | method of assistance.           |
| 7. Appreciation for all kinds of work  | 7. Bus driver brings bus to     |
| Division of labor                      | school and explains duties      |
|  | and demonstrates equip-         |
|  | ment used.                      |
| 8. Pride in work                       | 8. Bus driver explains correct  |
| Positive self-image                    | way of getting on and off       |
|  | bus.                            |
| 9. Respect for others                  | 9. Class discusses behavior on  |
| Positive self-image                    | the bus.                        |
| 10. Appreciation for all kinds of work | 10. Students organize a list of |
| Pride in work                          | duties and responsibilities     |
| Decision making                        | of bus driver.                  |
| 11. Appreciation for all kinds of work | 11. Class discusses ways in     |
| Pride in work                          | which teacher and/or aid        |
|  | assists them.                   |
| 12. Division of labor                  | 12. Class organizes a list of   |
| Pride in work                          | how teacher and/or aid          |
|  | assists them.                   |
| 13. Division of labor                  | 13. Class organizes themselves  |
| Pride in work                          | with help into a plan of        |
| Decision making                        | helping one another and         |
| Appreciation for all kinds of work     | the teacher each day.           |

Grade One Activities and Experiences.

Performance Objectives

1. To recognize the occupations within the school system that assist in operation.
2. To make a list of occupations observed in local school.
3. To identify the duties and responsibilities of the different people who work in the school.

Concepts

Activities and Experiences

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|---|---|
| <ol style="list-style-type: none"> <li>1. Division of labor<br/>Appreciation for all kinds of work</li> </ol>                   | <ol style="list-style-type: none"> <li>1. Tour school plant and grounds and discuss various areas of service observed.</li> </ol>   |
| <ol style="list-style-type: none"> <li>2. Appreciation for all kinds of work<br/>Division of labor<br/>Pride in work</li> </ol> | <ol style="list-style-type: none"> <li>2. Visit school cafeteria and discuss work in kitchen.<br/>Manager demonstrates the use of tools and equipment.</li> </ol>   |
| <ol style="list-style-type: none"> <li>3. Division of labor<br/>Pride in work<br/>Success on job</li> </ol>                     | <ol style="list-style-type: none"> <li>3. Students set up a cafeteria line in classroom.</li> </ol>   |
| <ol style="list-style-type: none"> <li>4. Appreciation for all kinds of work<br/>Pride in work<br/>Success on job</li> </ol>    | <ol style="list-style-type: none"> <li>4. Class visits school office and discuss what clerk or secretary does and she demonstrates equipment used, such as typewriter, mimeograph machine, telephone, and filing system.</li> </ol> |

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| 5. Decision making<br>Pride in work  | 5. Class sets up a filing system of occupations studied such as characteristic pictures, etc.                |
| 6. Division of labor<br>Success on job<br>Respect of others                      | 6. Students discuss behavior and procedure in cafeteria and students be responsible for certain duties.      |
| 7. Appreciation of all kinds of labor<br>Decision making                         | 7. Students discuss duties and responsibilities of occupation in cafeteria.                                  |
| 8. Decision making<br>Positive self-image  | 8. Students offer discussion of complete meals. Make a picture list of what they eat for one day.            |
| 9. Appreciations of all kinds of work<br>Success on job                          | 9. Janitor visits classroom and discusses his work and demonstrates equipment used.                          |
| 10. Pride in work<br>Division of labor   | 10. Class discusses methods and process of keeping classroom and grounds clean.                              |
| 11. Pride in work<br>Division of labor<br>Positive self-image<br>Decision making | 11. Students develop a cleanup chart for class and select responsibilities for keeping grounds and classroom |

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| <p>Respect for others</p> <p>Acceptance of responsibility</p>  | <p>clean such as sweeping,<br/>picking up paper and litter,<br/>dusting, raking leaves, etc.</p>                         |
| <p>12. Appreciation for all kinds of<br/>work</p> <p>Success on job</p>                                | <p>12. Class makes a list of<br/>duties and responsibilities<br/>of janitor and secretary.</p>                           |
| <p>13. Appreciation for all kinds of<br/>work</p>  | <p>13. Class visits library and<br/>discusses functions.</p>   |
| <p>14. Pride in work</p> <p>Success on job</p>   | <p>14. Librarian discusses how<br/>books are filed.</p>  |
| <p>15. Respect for others</p> <p>Division of labor</p> <p>Pride in work</p> <p>Positive self-image</p> | <p>15. Students make a filing<br/>system of those books in<br/>the classroom.</p>  |
| <p>16. Pride in work</p> <p>Decision making</p> <p>Success on job</p>                                  | <p>16. Students make a bulletin<br/>board on keeping grounds<br/>clean by pictures, draw-<br/>ings, and other items.</p> |
| <p>17. Appreciation of all kinds of<br/>work</p> <p>Division of labor</p>                              | <p>17. Students discuss duties<br/>and responsibilities of<br/>parents' occupations<br/>obtained from survey.</p>        |



Grade Two Activities and Experiences.

Performance Objectives

1. Identify how certain occupations contribute to the welfare of community and family.
2. Identify duties and responsibilities of each occupation.

Concepts

1. Appreciation for all kinds of work

2. Appreciation for all kinds of work

Division of labor

3. Appreciation for all kinds of work

Pride in work

Success on job

4. Division of labor
- Success on the job

5. Success on job

6. Positive self-image

Activities and Experiences

1. The milkman visits the school and gives a tour of his truck; also he discusses his job.

2. Students identify the line milk travels to get to their homes.

3. The fireman visits class and brings the fire truck, demonstrates equipment used, and discusses his job.

4. Students discuss the duties and responsibilities of fireman.

5. School conducts a fire alarm and drill.

6. Class identifies and discusses areas or conditions

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| 7. Appreciation for all kinds of work  | in home where fire might be likely.  |
| Success on the job                     | 7. Class visits the fire department and a demonstration by the fireman of what he does.        |
| Division of labor                      | 8. School nurse visits class and discusses how she helps general health.                       |
| 8. Appreciation for all kinds of work  | 9. Class makes a list of duties and responsibilities of nurse and class members act as nurses. |
| 9. Division of labor                   | 10. Policeman visits the classroom and discusses his function in the community.                |
| Pride in work                          | 11. Class discusses qualities of policeman and responsibilities.                               |
| 10. Appreciation for all kinds of work | 12. The postman visits the classroom and explains his function and job.                        |
| Success on job                         | 13. Class is asked to draw a picture of policeman at work.                                     |
| 11. Success on job                     |  |
| Respect for others                     |  |
| 12. Appreciation for all kinds of work |  |
| Division of labor                      |  |
| 13. Positive self-image                |  |
| Respect for others                     |  |

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| <p>14. Appreciation for all kinds of work<br/>Division of labor</p>                          | <p>14. The ambulance driver brings his ambulance to school and gives a tour of the ambulance. Also he discusses his job.</p>                     |
| <p>15. Appreciation for all kinds of work<br/>Division of labor<br/>Success on the job</p>   | <p>15. The local veterinarian visits classroom and explains his function and how he protects the health of their pets.</p>                       |
| <p>16. Appreciation for all kinds of work<br/>Use of leisure time<br/>Success on the job</p> | <p>16. The gardener visits the classroom and discusses his function and how he improves appearance. Also, he demonstrates how to set plants.</p> |
| <p>17. Division of labor<br/>Decision making<br/>Pride in work</p>                           | <p>17. The class sets two plants on the school property.</p>   |

Grade Three Activities and Experiences.

Performance Objectives

1. To identify occupations by general grouping.
2. To identify careers which make it possible to obtain the necessities of life.

3. To name the different kinds of work performed by family members of each student.

#### Concepts

1. Division of labor  
Appreciation for all kinds of work

2. Decision making  
Division of labor

3. Appreciation for all kinds of work  
Division of labor  
Success on the job

4. Appreciation for all kinds of work  
Respect for others

5. Success on the job  
Pride in work

#### Activities and Experiences

1. Students make a list of the occupations from questionnaires by the parents.
2. The list of occupations is divided into functional occupational clusters with the help of students. These clusters will be studied in grades 4, 5, and 6.
3. Class makes a tour of post office and functions are discussed and a demonstration is given on how mail is separated.
4. Class visits local courtroom and observes court in action.
5. Class visits local veterinarian clinic and the veterinarian demonstrates equipment used.

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| <p>6. Appreciation for all kinds of work<br/>Division of labor<br/>Positive self-image</p> | <p>6. A model of a home is examined by class and class makes a list of occupations associated in building and discuss home construction.</p>                 |
| <p>7. Appreciation for all kinds of work</p>   | <p>7. Students examine materials used in building of homes such as type of wood, brick, blocks, insulation, siding materials, and others.</p>                |
| <p>8. Decision making<br/>Positive self-image<br/>Pride in work</p>                        | <p>8. Students make a display of materials used in home building and label as class project and identify tools used in home building and their function.</p> |
| <p>9. Division of labor<br/>Appreciation for all kinds of work</p>                         | <p>9. Class visits a home in community under construction and discuss importance of each occupation used in construction.</p>                                |
| <p>10. Appreciation for all kinds of work<br/>Division of labor</p>                        | <p>10. Students visit local medical center and the director discusses functions.</p>   |

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| <p>11. Appreciation for all kinds of work<br/>Pride in work<br/>Decision making</p>            | <p>11. Students are taught in class how to administer first aid, such as stopping bleeding, artificial respiration, applying tourniquet and bandages, and class members participate.</p> |
| <p>12. Appreciation for all kinds of work</p>  | <p>12. Class visits a dairy farm, the manager or owner discusses activities on the farm.</p>   |
| <p>13. Pride in work<br/>Division of labor<br/>Positive self-image<br/>Use of leisure time</p> | <p>13. Class constructs a bulletin board by finding pictures of activities seen taking place on the farm.</p>  |
| <p>14. Appreciation for all kinds of work<br/>Pride in work</p>                                | <p>14. Class discusses duties and responsibilities of the farm milker and other workers.</p>   |
| <p>15. Success on the job<br/>Appreciation for all kinds of work</p>                           | <p>15. Manager of supermarket visits class and discusses its functions and layout.</p>   |
| <p>16. Appreciation for all kinds of work</p>  | <p>16. Class tours the supermarket and discusses duties and</p>  |

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|-----------------------------------|---------------------------------|
| Pride in work                     | responsibilities of             |
| Division of labor                 | various occupations.            |
| 17. Pride in work                 | 17. Class sets up a sales       |
| Division of labor                 | counter at school at which      |
| Success on job                    | the students make sales         |
| Positive self-image               | and purchases.                  |
| 18. Appreciation for all kinds of | 18. Class tours a Feed-Seed-    |
| work                              | Fertilizer and Hardware         |
| Division of labor                 | Store. Manager discusses        |
|                                   | functions and occupations       |
|                                   | involved.                       |
| 19. Appreciation for all kinds of | 19. Class identifies various    |
| work                              | products, supplies, and         |
|                                   | materials sold and labels       |
|                                   | them.                           |
| 20. Pride in work                 | 20. Class seeds and fertilizes  |
| Success on the job                | a small area at school.         |
| 21. Division of labor             | 21. Class discusses duties and  |
| Appreciation for all kinds of     | responsibilities of workers     |
| work                              | at supply store.                |
| 22. Appreciation for all kinds of | 22. Manager of department store |
| work                              | visits classroom and dis-       |
|                                   | cusses occupations at the       |
|                                   | store.                          |

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| <p>23. Pride in work<br/>Success on the job</p>  | <p>23. Students make a bulletin board on modern fashions.</p>  |
| <p>24. Appreciation for all kinds of work</p>  | <p>24. Many samples of different types of cloth are brought to the school and examined and labeled by the class.</p>                   |
| <p>25. Appreciation for all kinds of work<br/>Division of labor<br/>Pride in work</p>                        | <p>25. Class tours department store and discusses duties and responsibilities of employees and various occupations.</p>                |
| <p>26. Appreciation for all kinds of work<br/>Division of labor<br/>Pride in work<br/>Improve self-image</p> | <p>26. Local businesses conduct an occupational fair at the school. Each class member is interviewed for one job by some business.</p> |

Phase II - The Functional Occupational Clusters at the 4-6 Levels

Phase II of the model includes grades 4, 5, and 6. The child completing Phase I of the career development curriculum will have had experiences in occupations related to his school, his family, and his community. Thus, in grades 4, 5, and 6 the child should be ready to observe a broader occupational world-of-work.

The student at this level needs to become aware of the multitude of occupations, making it possible for him to explore more extensively those occupations suited to his interest, values, and abilities. This



knowledge gained can then be used in exploring occupational alternatives.

The local community continues to be of interest to the fourth grader. As the child matures, his knowledge of the world increases and his interest expands. Therefore, the career development program is expanded into wider and broader varieties of careers, occupations, and jobs. As the child expands in career awareness, he becomes able to cope with larger and more advanced occupational areas. Thus, Phase II is designed around a study of occupational clusters based on general functions. The occupational clusters are to be determined with the aid of the third grade class from occupational questionnaires sent to parents of members of the class. See Appendix. The occupational clusters are as follows:

Producing and processing occupations cluster

Construction occupations cluster

Manufacturing occupations cluster

Marketing and distribution occupations cluster

Transportation and public service occupations cluster

Recreation and natural resources occupations cluster

Human service occupations cluster

Personal service occupations cluster

Communication and media occupations cluster

The writer believes that all occupations can be grouped into one of three basic categories: (1) occupations involving materials and processing of materials, (2) occupations involving the distribution of goods and services, and (3) occupations involving personal and public

service. However, for simplification the three basic areas were subdivided into occupational clusters. This sequence of clusters was selected by the writer because it is believed that the clusters require in general greater verbal comprehension from top to bottom.

It is believed that the broad groupings will facilitate the program in that it will become a study of occupations having similar basic functions or backgrounds. In Phast II the basic intent is to analyze occupations in terms of characteristics and basic nature. It is believed that before career decisions can be made, a broad study of the many characteristics of occupations must take place. The intent of this model is not to survey each and every known occupation, but to give the student some opportunity to acquaint himself with many occupations. The general objectives of this phase of the model are as follows:

1. Gain occupational information about many occupations such as salary, education, skills, working conditions, etc.
2. Identify various groups of occupations based upon certain criteria set forth in class.
3. Become acquainted with the wide variety of occupations available.
4. Identify one's abilities and/or limitations as related to choosing an occupation.
5. Increase interest in occupations and increase occupational aspirations.
6. Develop a background of occupational information as a prerequisite for later occupational training.

7. Develop the ability to make decisions.
8. Develop a positive self concept.
9. Compare characteristics of self with those who are successful in those occupations.

Producing and Processing Occupations Cluster - Activities and Experiences. Activities and experiences in the producing and processing cluster are designed around the areas of meat, bread, and milk industries. In this cluster an attempt is made to balance the activities and experiences between individual and group work, field trips, and resource persons. The general sequence of activities and experiences followed in this cluster are the producer, the processor, the retailer, and the consumer.

#### Activities and Experience

1. Class constructs bulletin board on producing and processing occupations.
2. Class makes identification charts of cuts of beef animal and colors.
3. Class tours meat processing plant and plant manager discusses characteristics of various occupations.
4. Class discusses characteristics of occupations at meat processing plant.
5. A buyer for the processing plant visits classroom and discusses his duties and responsibilities.
6. State meat inspector visits classroom and discusses his duties and responsibilities.

7. Class collects feed labels and discusses information found on them as it relates to occupations.
8. A nutritionist visits classroom and discusses his job and displays various feed substances.
9. Class tours a feed lot or farm and manager discusses how animals are fed.
10. Class visits a feed mill and observes how feed is made and occupations involved.
11. Class discusses characteristics of occupations at the feed mill.
12. Class traces meat from the live animal to the table and lists occupations involved.
13. Class bakes cookies at school.
14. Class tours a grain farm and observes harvesting and discusses occupations involved.
15. Class tours bakery, and manager discusses various occupations involved.
16. Class discusses characteristics of occupations observed at bakery.
17. Class traces bread from farm to the table and lists occupations involved.
18. Class makes homemade ice cream.
19. Class tours dairy products plant, and plant superintendent discusses various occupations involved.
20. Class discusses characteristics of occupations at dair products plant.

21. Quality control manager at the dairy products plant visits class and discusses his duties and responsibilities.
22. Class traces milk from cow to the table and lists occupations involved.

#### Construction Occupations Cluster - Activities and Experiences.

Activities and experiences in the construction cluster are designed around the materials of metal, wood, and masonry. In this cluster an attempt is made to balance activities and experiences between individual and group work, field trips, and resource persons. In general the sequence of activities and experiences in this cluster follows the construction of a building, such as planning foundation making, framing, electrical and plumbing work, roofing, and finishing.

#### Activities and Experiences

1. Class constructs a bulletin board on construction occupations.
2. Class visits a building under construction and discusses characteristics of occupations observed.
3. An architect visits classroom and discusses his occupation.
4. Class tours a sawmill and owner discusses his job.
5. Class constructs a sample board and labels various kinds of wood used for construction.
6. Class observes tools and supplies for wood construction, such as hammer, nails, drills, bolts, glue, screws, and other items.
7. Class tours a building supply company, and manager discusses characteristics of various occupations involved.
8. Class discusses characteristics of occupations in wood construction industry.

9. Class traces wood from tree to building and lists occupations involved.
10. An electrician and a plumber visit classroom and discuss their occupations.
11. Class mixes sand, aggregate, cement, and water to make concrete, such as stepping stones to be used at the school.
12. Class visits a masonry block company, and manager discusses various occupations observed.
13. Class discusses characteristics of occupations related to masonry construction.
14. A brick mason visits classroom and discusses his job.
15. Class constructs a sample building supply board and labels parts.
16. A house painter visits class and discusses his job and demonstrates the techniques of painting.
17. Class paints one wall of the classroom.

#### Manufacturing Occupations Cluster - Activities and Experiences.

Activities and experiences in the manufacturing cluster are designed around the materials of metal, wood, and textile industries. In this cluster an attempt is made to balance the activities and experiences between individual and group work, field trips, and resource persons. The sequence of activities and experiences followed in this cluster are raw products, processing, and products and selling.

Activities and Experiences

1. Class constructs a bulletin board on manufacturing occupations.
2. Class collects and labels as many different kinds of metals as possible.
3. A metallurgist visits classroom and discusses his job.
4. Class tours a foundry, and plant manager discusses various occupations.
5. Class discusses characteristics of occupations observed at the foundry.
6. Class visits a machinery manufacturing company and shop manager discusses occupations.
7. Class discusses characteristics of occupations at machinery manufacturing company.
8. A welder visits class and discusses his occupation.
9. Class disassembles an old chair and discusses how it was made.
10. Class collects and labels various kinds of wood used in manufacturing.
11. Class collects pictures of examples of various ways wood is used.
12. Students construct a utility knife holder (pre-cut) and finish.
13. Class tours a furniture manufacturing company and manager discusses various occupations.
14. Class discusses characteristics of occupations at manufacturing company.
15. Class examines a plant of cotton.
16. Class dyes cloth as a class project.

17. Class collects as many different kinds of textiles as possible, labels, and places on sample board.
18. Class tours a textile mill, and manager discusses various occupations.
19. Class discusses characteristics of occupations at textile mill.
20. Class traces cotton from field to home and lists occupations involved.

Marketing and Distribution Occupations Cluster - Activities and Experiences. Activities and experiences in the marketing and distribution cluster are designed around the areas of railroads industry, trucking, and livestock auction. In this cluster, an attempt is made to balance the activities and experiences between individual and group work, field trips, and resource persons. The general sequence of activities and experiences in this cluster are as follows, buyers, sellers, and transporting of products.

#### Activities and Experiences

1. Class constructs a bulletin board of occupations involved in marketing and distribution.
2. Class lists all methods of distribution possible.
3. Class traces a product from farm to consumer and lists occupations involved with marketing and distribution of such products as bread, meat, or clothing.
4. Class collects and determines how to read a roadmap.



5. Class discusses and locates on maps the major kind of markets in surrounding area.
6. Students identify types of freight cars and function each performs.
7. Railway employee visits classroom and discusses occupation of railroad involved in marketing and distribution.
8. Students name occupations and discuss those who work on trains.
9. Railway express employee visits classroom and discusses his duties and responsibilities.
10. Class visits motor freight terminal, and manager discusses occupation involved.
11. Class cuts out pictures of different types of freight trucks and identifies functions of each.
12. Motor freight driver visits classroom and discusses his duties and responsibilities.
13. An auctioneer visits classroom and discusses his occupation.
14. Class visits livestock auction and observes sales.
15. Class discusses characteristics of occupations at auction.
16. Class conducts an auction and members do selling, buying, and related transactions.

Transportation and Public Service Occupations Cluster - Activities and Experiences. Activities and experiences in the transportation and public service cluster are built around the areas of airplanes, city utilities, and local public officials. In this cluster, an attempt is made to balance the activities and experiences between individual and

group work, field trips, and resource persons.

#### Activities and Experiences

1. Class constructs a bulletin board of occupations involved in transportation and public service.
2. Class identifies parts of model airplane.
3. A commercial airplane pilot and a stewardess visit classroom and discuss their duties and responsibilities.
4. Class tours commercial airplane terminal and an airliner, and the manager discusses various occupations.
5. Class discusses characteristics of occupations at airplane terminal.
6. An airplane mechanic and a control tower operator visit classroom and discuss their duties and responsibilities.
7. City traffic director visits classroom and discusses his job.
8. Class constructs a water filter (apparatus).
9. Class tours city water purification plant, and director discusses occupations involved.
10. Class discusses characteristics of occupations at water purification plant.
11. Class disassembles a small electric motor.
12. Class tours a hydro electric plant, and manager discusses various occupations involved in the production and distribution of electric power.
13. Class discusses characteristics of occupations related to electricity.

14. A line repairman visits classroom and discusses his job and shows equipment.
15. County and/or city officials visit classroom and discuss their duties and responsibilities.
16. Class sets up classroom and role play public officials.

Recreation and Natural Resources Occupations Cluster - Activities and Experiences. Activities and experiences in the recreational and natural resources cluster are built around the areas of national parks and wildlife, natural resources, and outdoor entertainment. In this cluster, an attempt is made to balance the activities and experiences between individual and group work, field trips, and resource persons.

#### Activities and Experiences

1. Class constructs a bulletin board of recreation and natural resources occupations.
2. Class plans trip to Cherokee National Park; class makes all arrangements such as stops, using road maps, overnight lodging, etc.
3. A fish and game official visits classroom and discusses his duties and responsibilities.
4. Class visits a managed park and wildlife preserve, and park superintendent discusses various occupations.
5. Class discusses characteristics of occupations associated with managed park service.
6. A wildlife biologist visits classroom and discusses his occupation.

7. Class helps to develop a nature trail and to label plants and other objects of interest.
8. A sporting goods store operator visits classroom and discusses his occupation.
9. Class visits forest ranger station and discusses occupations related to forest and natural resource protection. The fire fighting crew demonstrates equipment used in fighting forest fires.
10. Class lists occupations and discusses characteristics related to creation.
11. A golf course manager visits class and discusses occupations related to outdoor entertainment.
12. A summer resort manager visits classroom and discusses occupations related.

Human Service Occupations Cluster - Activities and Experiences.

Activities and experiences in the human service cluster are developed around human health and medical care. In this cluster, an attempt is made to balance the activities and experiences between individual and class work, field trips, and resource person.

Activities and Experiences

1. Class traces a wreck victim from wreck through hospital and home, and lists different occupations involved, and class members act out all roles.
2. A member of the rescue squad visits school and discusses his occupation and illustrates his equipment.

3. Class constructs a bulletin board on human service occupations.
4. Class visits home for aged, and manager discusses occupations involved in care of aged.
5. Class discusses characteristics of occupations at home for aged people.
6. County nurse visits classroom and discusses her occupation, and class members assume the role of nurse.
7. Students view slides of cells through a microscope.
8. A doctor visits classroom and discusses his occupation, and class members assume the role of doctor.
9. Class collects pictures of jobs being performed in health care.
10. Hospital laboratory technician visits class and discusses his occupation.
11. Class visits hospital, and hospital administrator discusses various occupations at hospital.
12. Class discusses characteristics of occupations at hospital.
13. A private duty nurse visits classroom and discusses her occupation.
14. A clinical psychologist visits classroom and discusses his occupation.
15. Students listen to each other's heartbeats through a stethoscope.
16. Hospital dietitian visits class and discusses his occupation.

Personal Service Occupations Cluster - Activities and Experiences.

Activities and experiences in the personal services cluster are designed around legal profession, automotive repair and service, and lodging. In this cluster, an attempt is made to balance the activities and experiences between individual and group work, field trips, and resource persons.

Activities and Experiences

1. Class constructs a bulletin board on occupations of personal service and discusses them.
2. Class visits courtroom and hears case tried.
3. Class discusses characteristics of occupation of various members of court.
4. Lawyer visits classroom and discusses his job.
5. Class sets up courtroom in the classroom and presents mock trial with members of class role playing actual court members.
6. Class traces law violators from scene to justice and list all occupations involved. Class members assume all roles such as lawyers, judge, and court members.
7. Class has small gasoline engine in classroom and students can dismantle.
8. A mechanic visits classroom and discusses his occupation.
9. Class visits auto service center and manager discusses occupation.
10. Class discusses characteristics of occupation at auto servicing center.
11. A gardener visits classroom and discusses his occupation and

demonstrates his tools and equipment.

12. Class tours a motel and manager discusses various occupations.
13. Class discusses characteristics of occupation associated with operation of hotels and motels.

Communications and Media Occupations Cluster - Activities and Experiences. Activities and experiences in the communications and media cluster are designed around the areas of television/radio, newspaper, advertising, and office practice. In this cluster, an attempt is made to balance the activities and experiences between individual and group work, field trips, role playing and resource persons.

#### Activities and Experiences

1. Class members have an opportunity to operate a tape recorder, slide and film projectors, and camera.
2. Class constructs a bulletin board on ways of communicating.
3. Each student takes some pictures for the purpose of using a camera.
4. Class sets up file on characteristics of occupations studied in communications and media cluster. Each member is assigned a certain responsibility in filing.
5. Class collects as many different newspapers as possible and observes similarities and differences.
6. Class produces a small newspaper with members in various occupational roles.
7. Class visits newspaper office, and manager discusses various occupations.

8. Class discusses characteristics of various occupations associated with newspaper.
9. Class makes a list of occupations from help wanted ads found in newspapers.
10. Class members produce job advertisement to be published in class newspaper.
11. Member of commercial advertising company visits classroom and discusses his occupation, and the group produce a commercial.
12. Class members have use of typewriters, dictophones, and adding machines.
13. Secretary visits classroom and discusses a secretary's occupation.
14. File clerk visits classroom and discusses her duties and responsibilities.
15. Class tours a television or radio station, and manager discusses various occupations.
16. News reporter visits classroom and discusses his occupation.
17. Disc jockey visits classroom and discusses his occupation.
18. The class does a video tape program with members role playing such as director, newsman, weatherman, sports caster, interviewers of jobs, etc.

The method or methods of incorporating career development into the elementary curriculum is not a concern of this study, but it is an area of importance. There are at least three methods of incorporating career development into the basic elementary educational program. First,



career development may be a separate unit in which all career development activities are performed. Secondly, all career development may be incorporated into the basic elementary subjects such as mathematics, languages, sciences, social studies, and health. In this situation, each teacher has the responsibility of occupational development related to these respective areas. Thirdly, career development may be provided both as a separate unit and also incorporated into parts of the elementary educational program. Those activities requiring specific space or materials would be accomplished in an area designated for that purpose. Those activities which would not require specific materials could be carried out in the basic educational area as they relate to it.

It is the belief of the writer, that the last approach will best achieve desirable results as it will involve the total educational program. Also, this approach would permit maximum flexibility of implementing the program. The activities and experiences could be so designed as to make use of certain seasonal occupations. Teacher aids could be used effectively in this program for implementing the various activities and experiences and providing individual help. Finally, career development should be integrated into all aspects of the subject matter to be learned. There is no area in which career development could not be made relevant and meaningful.

## CHAPTER V

### SUMMARY, OUTCOMES, AND IMPLICATIONS

#### I. SUMMARY

Career development is not a new concept, but it has achieved new significance. It is now believed by many that it has become an essential part of a child's total education. Career development presents a challenge to all educational systems for meeting the needs of today's highly technical world-of-work. Some of the factors which have helped to focus a need for more adequate job readiness are (1) the high drop out rate among elementary grade students, (2) an abundance of career information that is now available, (3) the large number of jobs now available and the increasing number of jobs by 1975, (4) the need for persons with saleable skills and the lack of saleable skills among graduating high school students, and (5) the reluctance of students to identify realistic career goals.

#### The Problem

There is not a unified program of career development for kindergarten through the sixth grade which would properly prepare the child for the task of making realistic career decisions. The major objectives of the study were as follows:

1. To identify what content is now being taught in on-going career development programs for K-6.

2. To establish a sequential pattern for the curriculum content of a career development program for K-6.
3. To identify what content should be taught in a career development program for K-6 and the objectives.

The findings of this study formed a K-6 career development model. The model consists of two major parts, Phase I and Phase II. Phase I of the model is composed of a program designed for kindergarten through the third grade. This phase is based upon developing an awareness of careers related closely to the environment of the child. It is primarily concerned with those careers associated with the school, the family, and the local community. The model is composed of activities and experiences to develop within the child an awareness of the varieties of careers available. Major concepts identified in this phase were division of labor, appreciation for all kinds of work, decision making, self-development, pride in work, and success on the job.

Phase II of the career development model is designed around occupational clusters. This part of the model is composed of activities and experiences designed to give the student a broad background in the galaxy of careers. As a result, the students will be able to select a general occupational area for further exploration. Phase II of career development is based upon the following clusters: producing and processing, construction, manufacturing, marketing and distribution, transportation and public service, recreation and natural resources, human services, personal service, and communication and media.

## II. OUTCOMES

From this study it is believed that children do in fact go through a process of choosing a career. This process of career selection will not be alike for every child, but it is similar in many respects. The fact that no two children have exactly the same kinds of experiences would alter methods of career choice. The following are the steps identified in choosing a career:

Role playing in fantasy world

Developing interest in family and immediate surroundings

Career awareness

Becoming aware of work, jobs, occupations, and careers

Associating self as a member of society

Associating self as an economic factor

Acquainting self with concepts of world-of-work

Evaluating self as he thinks peers see him

Discovering likes and dislikes

Changing to meet with approval of others

Developing interest in outside world

Discovering jobs outside his own environment

Discovering his own abilities and limitations

Establishing attitudes and values concerning occupations

Explorations of occupations

Job entry - with continued training throughout working life and

entry into one of the following job classifications

Specialized jobs

Technical jobs

Professional jobs

Selecting and establishing a career may overlap well into adulthood for some individuals. Also, this process is constantly characterized by reevaluation and selecting another career. Based upon this study, it is concluded that the career development educational programs should be based upon the following guidelines:

1. Career development is needed by all children.
2. Career development should begin in occupations closely related to the students' surroundings and then branch outside the community.
3. Career development should actively involve the students.
4. Career development should utilize community and local resources.
5. Career development should be flexible in order to meet the needs of the students.
6. Career development should provide the students with occupational information which will broaden the base of their understanding of the world-of-work as a background for later decisions.
7. Career development should provide the students with an opportunity to explore the different occupational areas.
8. Career development should help the students to become aware of the multitude of occupational opportunities.
9. Career development should make the students aware of the requirements of different occupational areas.

10. Career development must help the students understand the dignity and worth of all honest work.
11. Career development should provide the students with an opportunity to analyze their own interests and abilities with an occupational cluster.
12. Career development must improve the self-image of the students and to increase occupational aspirations.
13. Career development must help students make occupational decisions and accept responsibilities.
14. Career development should enhance basic elementary education.

Through introspection in this study and evaluation of the historical background it is conceived that career development should actively involve the child with activities and experiences in many occupations. The following statements were used to guide the selection of activities and experiences.

1. All career analysis must specifically point out the duties and responsibilities generally associated with a career, occupation, or job. Since it is concluded that career decisions are to some extent based upon likes and dislikes, then it follows that the child must have every opportunity to evaluate careers on these bases as well as others.
2. Although salary is not of major concern, there are other aspects of salaries which are important. The children should be given an indication of the pay scale for a particular occupation or group of occupations. Also, the content needs

to acquaint the child with other financial benefits such as medical benefits, bonus, compensation, and others.

3. Career development programs must point out the extent of training required to perform the specific tasks involved. Also, there should be an opportunity to establish the importance of the normal education program as beneficial to career preparation. Programs should stress the intensity and type of training. At the end of an occupational study the child should have a general outline of the intensity and type of education and/or training necessary to perform the duties and responsibilities of the job.
4. Another very important factor of career development is that the students acquire a clear understanding of the types of employment. For example, the program should point out whether a particular occupation is full time, part time, or seasonal employment. Here the child should be informed as to the nature of the task such as specialized, technical, or professional.
5. It is also important at this point for the children to become acquainted with the hand tools and small equipment used in certain jobs. The student can better understand the skills or functions of occupations if he has an opportunity to observe or in some cases actually use the tools or equipment used in the occupation. Also, a look at the tool used in an occupation would help to support a need for training.

6. Because the populace of today is so mobile, the location of job opportunities is not as important as it once was. However, many people today will not accept a job in a certain location due to a variety of reasons. Therefore, it remains important that a study of occupations specify the areas of likely employment in a given occupation. Career development should also relate the location of jobs with living conditions, educational conditions, spiritual influences, and social conditions in an area.
7. It is necessary for a career development program to give the students insight concerning occupational advancement. Certain occupations offer little chance for advancement due to the nature of work and/or training system. On the other hand, other occupations offer advancement as an enticement for employees. However, it should be pointed out that advancement increases duties and responsibilities.
8. Working conditions are a major factor related to certain jobs. It is necessary that students become familiar with conditions related to certain occupations and more specifically occupations termed "hazardous". Many occupations require outside work in all climatic conditions. Other occupations are associated with particular conditions related to the occupation such as smoke, heat, dust, noise, chemicals, disagreeable odors, heights, dampness, and others.
9. There are certain occupations which require specific equipment.



for safety to the employee. This area is closely associated with working conditions. However, career development should acquaint the students with those occupations where working safety is of prime importance such as electrical work, machinery, strong chemicals, strenuous labor, gases, and others.

10. Career development programs must focus attentions on behavior of employees on the job. It should be made clear that certain types of behavior are undesirable on the job. Some companies will even dismiss employees who do not conform to behavior regulations. Other undesirable behavior not only will endanger the employee's life but ~~endangers~~ the lives of other workers.

The sequence of activities and experiences in a career development program must not destroy the flexibility of the program. However, caution is necessary that those activities and experiences are encountered first which influence the completion or understanding of a later activity or experience. Career development should begin on a level directly related to the immediate environment of the child.

The career development model in this study is composed of two phases. Phase I involves those experiences directly related to the school situation, namely: the teacher, the bus driver, and the safety officer. Secondly, the model is based upon the personnel and services directly related to the school such as cafeteria workers, school office help, school maintenance personnel, and the library. The activities and experiences then began to branch out into the community to those areas

first of all which provide a service of basic need to the social welfare of the public. The activities and experiences are designed around the milkman, the fireman, the nurse, the policeman, the postman, the ambulance driver, the local veterinarian, the local farmer, the supermarket, the hardware store, and the department store.

Phase II of the model is designed around occupational clusters. Occupational clusters were used because the student can obtain a broader look at the galaxy of careers. The occupational clusters used in this model are as follows:

Producing and Processing Occupations Cluster - The activities and experiences in this cluster are designed around the careers related to meats, bread, and milk industries.

Construction Occupations Cluster - The activities and experiences in this cluster are designed around the materials of metal, masonry, and wood.

Manufacturing Occupations Cluster - The activities and experiences in this cluster are designed around the industries of metal, wood, and textiles.

Marketing and Distribution of Occupations Cluster - The activities and experiences in this cluster are designed around trains, trucking, and auctions.

Transportation and Public Service Occupations Cluster - The activities and experiences in this cluster are designed around airplanes, city utilities, and local public officials.

Recreation and Natural Resources Occupations Cluster - The activities

and experiences in this cluster are designed around the areas of managed parks and wildlife service, natural resources, and outdoor entertainment.

Human Service Occupations Cluster - The activities and experiences in this cluster are designed around health and medical care.

Personnel Service Occupations Cluster - The activities and experiences in this cluster are designed around the legal profession, automotive repair and service, and lodging.

Communications and Media Occupations Cluster - The activities and experiences in this cluster are designed around the areas of television/radio, newspaper, advertising, and office practice.

For these clusters, the activities and experiences in this model are achieved by the use of the following: field trips to places where occupations can be observed, purposeful discussion of occupations, role playing, group projects, individual projects, simulated experiences, contrived and real objects, visual aid and class visits by individuals who actually perform various kinds of work.

### III. IMPLICATIONS

The scarcity of on-going career development programs reported in Chapter III illustrates the need for future research in this area. The research requirements stimulated by career development are not confined to the experimental designs. The empirical and research support for the activities and/or experiences is yet to be compiled. In summary, research needs exist in such areas as the following:

1. Determine what performance tasks the child should be able to accomplish after he has completed a career development program.
2. Establish criteria upon which to evaluate career development if it is to be evaluated at all.
3. Design and refine experimental designs for implementing career development.
4. Implement more pilot programs of career development.
5. Examine the methods or ways of incorporating career development into the normal educational curriculum.
6. Determine criteria or factors which influence career decision making.
7. Determine the effects of one experience as opposed to another in reaching a specified goal or the much more complex question of the interactions of experiences, with grade levels and student characteristics.
8. Intensify research on childhood learning relative to such areas as achievement motivations, career motives, and occupational values and the ways these areas affect or influence later career planning and decisions.
9. Refine further the sequence of factors concerning career development and determine how they can be matched to individual learning styles in achieving desirable results.
10. Determine what factors determine career choice and how they are obtained.

The change of career development theories during the past two decades has been important in stimulating concepts and programs which have placed a prevocational character earlier in the life of children. Rather than assuming that educational efforts to vocational preparation should be confined to the secondary school or post-secondary school, the programs, projects, and career development models currently proposed are encompassing the implications for career identity and knowledge which is present in the early life of the child. Career development is not an end within itself but one means to an end.

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## APPENDIX

APPENDIX

SUGGESTED LETTER TO RESOURCE PERSON

Dear \_\_\_\_\_

The students in our class are studying about the importance of all types of work. We want to learn more about your work. So listed below you will find some suggested topics that would be of mutual interest to our group when you visit our class on \_\_\_\_\_.

Date

1. Your duties and responsibilities
2. Pay scale
3. Education or training required
4. Type of employment
5. Equipment used
6. Location of job opportunities
7. Chance for advancement
8. Working conditions
9. Safety factors
10. General job behavior

Sincerely,

\_\_\_\_\_

## SUGGESTED LETTER TO PARENT

Dear \_\_\_\_\_

Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in \_\_\_\_\_ class.

Would you answer these questions for us and sent it to school by your child? We will study how your job affects our lives.

1. What is your job? \_\_\_\_\_  
\_\_\_\_\_
2. What are some of your duties? \_\_\_\_\_  
\_\_\_\_\_
3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, and others)?  
\_\_\_\_\_  
\_\_\_\_\_
4. Would a field trip to your place of employment be beneficial at this grade level? \_\_\_\_\_
5. Would you serve as a field trip aid when we take field trips? \_\_\_\_\_
6. Would you share as a classroom consultant in relating skills and occupations you use? \_\_\_\_\_

Sincerely,

\_\_\_\_\_

## FILMS AND FILMSTRIPS

The Butcher	The Truck Farmer
How We Get Our Food	The American Farmer
The Dairyman	What Could I Be (series)
The Neighborhood Nurse	Our Working World
The Library	Come Work With Us
The Zoo	Art Discovered in Nature
Working Together in the Family	Making of a Mural
The Tailor	Coal A Source of Energy
My Mother is a Dental Assistant	What's Inside The Earth
My Mother is a Waitress	Oceanography
My Mother Works in an Office	Archaeologists At Work
My Mother Works in a Bank	Microbes and Their Control
My Mother Works at Home	The Changing Forest
My Mother Works in a Drug Store	The Doctor
My Dad is a Moving Man	Trains
My Dad Works in a Shoe Store	Gold and Gold Mining
My Dad Works in a Factory	Our Community
My Dad Works in a Service Station	Clothing
My Dad Works in a Supermarket	Bread
My Dad is a Carpenter	Cattleman
How We Get Our Clothing	Lumberman
Building a House	The Policeman
Food From Seeds to Plants	Conserving Our Natural Resources
The Industrial Worker	

## BOOKS

I Want To Be B-oks (series)

Come To Work With Us

A World Full of Homes

Let's Grow Things

The Plants We Eat

Big Fire Engine

Big Truck

Big Train

I Want To Be A Mechanic

I Want To Be A News Reporter

I Want To Be A Policeman

I Want To Be A Dairy Farmer

I Want To Be A Fireman

My Friend The Doctor

The Little Cowboy

My Friend The Policeman

Community Helpers

## VITA

John Pryor Acuff was born and reared on a dairy farm in East Tennessee. He attended Helton elementary school and was graduated from Rutledge High School in June, 1958. He attended Hiwassee College and was graduated in June, 1962. After graduating from Hiwassee College he attended The University of Tennessee and was graduated with a B.S. degree in Agriculture Education in June, 1964.

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In 1964 he married Sandra L. Woodruff and has a 16 month old son, John Oran Acuff.