

Eastern Illinois University

## The Keep

---

Plan B Papers

Student Theses & Publications

---

1-1-1965

### Occupational Information in the Elementary School

Eleanor McCabe

Follow this and additional works at: [https://thekeep.eiu.edu/plan\\_b](https://thekeep.eiu.edu/plan_b)

---

#### Recommended Citation

McCabe, Eleanor, "Occupational Information in the Elementary School" (1965). *Plan B Papers*. 441.  
[https://thekeep.eiu.edu/plan\\_b/441](https://thekeep.eiu.edu/plan_b/441)

This Dissertation/Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Plan B Papers by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

OCCUPATIONAL INFORMATION

IN THE ELEMENTARY SCHOOL

(TITLE)

BY

Eleanor McCabe

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Education 592

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1965

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

10 May 65  
DATE

ADVISER

May 10, 1965  
DATE

acting DEPARTMENT HEAD

MILLERS FALLS  
ERASE  
COTTON CONTENT

CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
II. SURVEY OF RELATED MATERIAL . . . . .	3
III. THE PROGRAM--AN OVERVIEW . . . . .	29
IV. THE FUTURE AND THE OCCUPATIONAL WORLD. . . . .	41
V. CONCLUSIONS. . . . .	48
APPENDIX . . . . .	50
BIBLIOGRAPHY . . . . .	69

## CHAPTER I

### INTRODUCTION

From its beginnings, the guidance movement has been associated with the secondary school, where it has been developed into an integral part of the program. In recent years, increased attention has been directed to the importance of guidance in the elementary school. However, as interest in the elementary school guidance program develops, it becomes increasingly evident that guidance as it is known at the secondary level may require adaptation and some modification when used with younger children.

The possibility that occupational information at the elementary level might be designed to facilitate the vocational maturation of the individual child needs to be considered. Increased self-understanding concurrent with a broadening of the child's horizons and an increased awareness of the world of work may provide an improved basis for future decisions of a vocational nature. The questions of how, when, and where relative to the incorporation of occupational information in the elementary program remain to be answered. An examination of the theories of vocational development and choice, the opinions of leaders in the guidance field, and the

research done in the area of occupational information and in the teaching of occupations may provide possible assistance in understanding the problem.

Guidance workers at the elementary level hold the primary responsibility for the area of occupational information, although the teacher remains as the individual responsible for the incorporation of the material in the classroom activities. An effort will be made to delineate the areas of responsibility for occupational information, the challenges resulting from the culture of our country, and the role of the classroom teacher. The organizational approaches to a program of occupational information in the elementary school, its relationship to the adult occupational world, and the methods and materials which are appropriate to this level will be discussed. The general emphasis and approach which are suitable to the presentation of this material at this level will be considered.

Counselors and teachers are faced with the probability that the occupational world of the future will be far different than the world of today. A look into the future, based on present trends, has many challenging implications for the teachers and counselors who will be responsible for the child's orientation to the world of work.

## CHAPTER II

### A SURVEY OF RELATED MATERIAL

In view of the importance of the choice of one's occupation, it is to be expected that there will be a wealth of evidence and also many differences of opinion regarding the process of this selection. A review of the more widely accepted theories of vocational choice will show the complexity of the process and the importance of an orientation to the world of work at the elementary level.

A major recommendation emerging from the 1960 White House Conference was for an increased emphasis on an orientation to the world of work at the elementary and junior high school level. One of the groups at this conference pointed out that vocational choice in its broadest sense actually begins in early childhood. Although job decisions and preparation are primarily a concern of young adults, many earlier decisions have been made which limit or influence vocational choice.<sup>1</sup>

Ginzburg and his associates propose that occupational choice is a three fold developmental process taking place

---

<sup>1</sup>C. Gilbert Wrenn, The Counselor in a Changing World (Washington D. C.: American Personnel and Guidance Association, 1962), p. 151.

over approximately ten years and which includes: fantasy choices before eleven years of age, tentative choices between ages eleven and seventeen, and realistic choices between age seventeen and adulthood when the choice is usually crystallized.<sup>2</sup> These authors maintain that the process of occupational choice, which is based on an individual's values and goals, is basically irreversible. The final decision represents compromise between interests, capacities, values, and opportunities.<sup>3</sup>

Sociologist Caplow stresses the profound effects of sociological and economic factors on children's plans for the future. He points out that our educational system insists that the child make curricular choices when he is far from working age. He proposes that the lack of educational training or the opportunity for additional training determine the limit or the extent of one's opportunities.<sup>4</sup>

In contrast to the external factors emphasized in the sociological approach, psychoanalysts stress internal factors which affect occupational choice. Brill points out that every activity or vocation is actually a form of sublimation

---

<sup>2</sup>Eli Ginzburg, Occupational Choice (New York: Columbia University Press, 1951), p. 60.

<sup>3</sup>Ibid., p. 186.

<sup>4</sup>Theodore Caplow, The Sociology of Work (Minneapolis: University of Minnesota Press, 1954), pp. 214-229.

and that the normal individual, if not interfered with, is unconsciously guided toward the vocation for which some psychic determinant has laid the foundation. Brill sees no need of any assistance for the normal individual in the selection of a career.<sup>5</sup>

Donald Super, in proposing a theory of vocational development, suggests that vocational development is a dynamic, long-term process which continues by stages throughout one's life in contrast to the single decision of an occupational choice. He believes that one is choosing a means of implementing a self-concept in choosing an occupation. Super suggests that three types of factors are operational in vocational behavior and adjustment: role factors, personal factors and situational factors.<sup>6</sup> He conceives of vocational development as traversing five life stages. That which relates to the elementary school level is the growth stage. Included in this stage is a fantasy period (ages 4-10) when needs are dominant, an interest period (11-12) when likes determine activities, and a capacity period (13-14) when abilities and job requirements are considered.<sup>7</sup>

---

<sup>5</sup>A. A. Brill, Fundamental Conceptions of Psychoanalysis (New York: Harcourt, Brace & Co., 1921), pp. 328-331.

<sup>6</sup>Donald E. Super, Vocational Development: A Framework for Research (New York: Columbia University Press, 1957), p. 53.

<sup>7</sup>Ibid., p. 40.



Super identifies vocational developmental tasks which relate directly or indirectly to the world of work. Outlined in chronological order, those which appear at the elementary level are:

Preschool Child

1. Increasing ability for self help
2. Identification with like-sex 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. Assumption of responsibility for one's acts
4. Performance of chores around the house<sup>8</sup>

Anne Roe's theory of vocational choice is based on the needs which A. H. Maslow has proposed. She lists them in the following hierarchical order:

1. Physiological needs
2. Safety needs
3. Need to belong and be loved
4. Need for importance, respect, self-esteem, independence
5. Need for information
6. Need for understanding
7. Need for beauty
8. Need for self-actualization<sup>9</sup>

Roe believes that early experiences in the home will be reflected in future occupational choice, since these experiences affect basic attitudes, interests, and capacities. In addition to the influence of the type of home pattern on one's occupational choice, Roe also stresses the limitations

---

<sup>8</sup>Ibid., p. 44.

<sup>9</sup>Anne Roe, Psychology of Occupations (New York: John Wiley & Sons, 1956), p. 25.

which are set by a person's socio-economic background and intelligence.<sup>10</sup>

Ralph LoCascio suggests that delayed and impaired vocational development are neglected aspects of vocational development theories. These theories tend to emphasize the continuous, uninterrupted, and progressive aspects of vocational behavior. If vocational behavior is conceptualized primarily in such terms, he points out that developmental theories might easily focus thinking along these lines on continuous development. In this instance, relatively less attention will be given to delayed and impaired vocational development. LoCascio proposes that the progression outlined in these theories may be delayed because of an unwillingness or inability to cope with a vocational developmental task. It may also be impaired for the same reasons but to the extent that failure in dealing with the vocational developmental task results and vocational development is arrested.<sup>11</sup>

Hoppock proposes a composite theory which draws freely on several of the theories of vocational choice and development. He states that occupations are chosen to meet needs. These needs may be felt emotionally or perceived intellectually. One's ability to choose the occupation which

---

<sup>10</sup>Ibid., p. 131.

<sup>11</sup>Ralph LoCascio, "Delayed and Impaired Vocational Development: A Neglected Aspect of Vocational Development Theory," Personnel and Guidance Journal, XLII (May, 1964), pp. 885-887.

will best meet his needs is determined by his knowledge of himself, his knowledge of occupations, and his ability to think clearly. Occupational choice is subject to change when it appears to an individual that a change will better meet his needs. Hoppock includes economic, educational, psychological, and sociological factors in his interpretation of his theory.<sup>12</sup>

C. Gilbert Wrenn, writing in his recent publication, The Counselor in a Changing World, suggests that vocational choice and preparation are important objectives for a portion of the elementary and junior high school population. An estimate of the Department of Labor is that, if the present trends continue, seven and one-half million new labor force entrants during the next decade will not have completed high school. One third of these, two and one-half million, will not have completed eighth grade. It is difficult to reconcile this with the knowledge that from decade to decade a longer period of formal education is going to be required in most vocations and that the number of vocations calling for less than a high school education is rapidly diminishing.<sup>13</sup> Wrenn proposes that:

School administrators and school counselors up and down the line must move to see: (1) that students

---

<sup>12</sup>Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1963), pp. 114-117.

<sup>13</sup>Wrenn, op. cit., p. 22.

capable of high school and beyond are identified early and individually motivated to continue to their optimum educational level; (2) that students easily discouraged in academic work are given as meaningful an educational experience as possible; (3) that potential dropouts for whatever reason in both elementary schools and high schools are prepared for vocational entrance; (4) that continuation education is provided for early school leavers who discover through experience their need for further part-time or full-time school work.<sup>14</sup>

In The Counselor in a Changing World, Wrenn included the following as one of his nine recommendations for the guidance program and the counselor:

That counseling in the elementary school be considered vital to the welfare of both the children and the nation. In the elementary school, the identification of talents and of early patterns of development is the joint responsibility of the teacher, the counselor and other pupil personnel specialists. The responsibility of the counselor for identification is clear. It is also the counselor's responsibility to provide realistic social and vocational orientation in the elementary school, particularly for those students who terminate formal education at this level. To be kept in mind, however, is the conclusion from recent studies that students in the junior high school and earlier are often psychologically unready to make reasoned vocational choice although they may profit from vocational discussion and exploration.<sup>15</sup>

Wrenn points out that as a child grows into youth he not only needs the sense of being loved and believed in, but he also needs a sense of achievement in which there is some line of direction or growth. There is a need for moving somewhere, not just moving.<sup>16</sup> A basic need of youth in early

---

<sup>14</sup>Ibid., p. 23.

<sup>15</sup>Ibid., p. 138.

<sup>16</sup>Ibid., p. 4.

and later adolescence is for some understanding of "Who one is" and what his significance is in the world. Erik Ericson calls this the adolescent's task of "finding identity".<sup>17</sup>

Surveys have shown that interest in possible careers begins as early as the fourth grade and that it increases steadily throughout the remaining elementary and high school years.<sup>18</sup> It was found that over half the youngsters, aged twelve to twenty, questioned in a survey said that a major problem to them was what career to prepare for. They wanted to know about the world of work - how to choose a job, how to train for it, and how to secure it. Following is the kind of information these young people were seeking:

- 42% want to know what their real interests are
- 43% are wondering what career to follow
- 56% want to know what kind of work they are best suited for
- 40% ask, "How much ability do I really have?"
- 29% want to know what kind of training different vocations require
- 27% want to know what fields are overcrowded<sup>19</sup>

Thus it appears that students at the junior and senior high level, as a group, display considerable interest in information related to occupational decisions.

Harold Edmonds, a fifth grade teacher reporting in

<sup>17</sup>Ibid., p. 5.

<sup>18</sup>Glen L. Weaver, How, When and Where to Provide Occupational Information (Chicago: Science Research Associates, Inc., 1955), p. 4.

<sup>19</sup>Science Research Associates, Let's Listen to Youth, A Report Prepared by the Better Living Department, Chicago, 1950., p. 38.

The Instructor, described an occupational project which he conducted in his classroom. On the basis of his experience as a teacher and recreation worker, he believed that children are allowed to flounder too long before they select goals for living. He felt that an effort could be made to direct children's attention to life goals, with some emphasis on future vocations, in an effort to help them achieve a sense of direction. Edmonds concluded that pupils and teacher experienced a great deal of satisfaction from the project and that growth had been accomplished in examining life goals. During the project, pupil interest was considerable, with the result that pupil planning took on momentum, the effects of which carried over into family life to the extent that parents became interested in the project.<sup>20</sup>

A study made in Oregon which surveyed the job expectations of 1,032 high school seniors revealed that 32.9 per cent expected to go into professional or semiprofessional occupations, occupations which in reality comprise 8.7 per cent of the work force in that state.<sup>21</sup> If high school students are unrealistic in their choices, younger students are even more so. If youngsters' early job choices were final, our country might be overrun with pilots and nurses. A significant portion of these false choices are based on factors such as social prestige and glamour attributed to

---

<sup>20</sup>Harold Edmonds, "Life Goals as 5th Graders See Them," The Instructor, LXVII (September, 1957), p. 81.

<sup>21</sup>Weaver, op. cit., p. 4.

the profession by parents, teachers, movies, television and the press.<sup>22</sup>

Based on a study of children's rankings of occupational prestige, Simmons concluded that many factors are involved in the development of a career pattern. One of the major factors is social status, which studies have indicated is related to vocational plans and actual vocational choice.<sup>23</sup> Simmons' study was conducted with 4th, 8th, and 12th grade boys and girls who were asked to rank a list of occupational titles for prestige and interest. The author concluded the following from an analysis of his data:

Fourth grade boys show a high degree of agreement with adults as to prestige of occupations. The same level of agreement does not develop among the girls until the eighth grade.<sup>24</sup>

Simmons' findings also led him to conclude that there is a tendency for occupations ranked high in prestige also to be ranked high in interest.<sup>25</sup>

Gunn was concerned not only with the order in which a child ranks occupations but even more with the reasons the child gives for such rankings, believing that these reasons are clues to the value system the child uses. She suggested

---

<sup>22</sup>Ibid., p. 5.

<sup>23</sup>Dale D. Simmons, "Children's Rankings of Occupational Prestige," Personnel and Guidance Journal, XLI (December, 1962), p. 332.

<sup>24</sup>Ibid., p. 336.

<sup>25</sup>Ibid.

that a comparison of the reasons given at various ages should suggest a developmental pattern in children's learning of the concepts of occupational prestige.<sup>26</sup>

In addition to occupational prestige, Simmons discussed the factor of readiness for occupational information in the grades. He stated that elementary school children may be far more prepared to receive occupational information than has been previously believed. His study led him to believe that younger children could use and retain information of this kind.<sup>27</sup> Chamberlain and Kindred, as quoted in Hoppock, suggested that, "'Vocational planning should start from the time a child enters school. Even though most elementary pupils ... are too immature to make satisfactory vocational choices, nevertheless, the problem of selecting and preparing for future employment should be made a conscious part of their thinking.'"<sup>28</sup>

Hoppock identifies and describes eight specific purposes in presenting occupational information to elementary children as follows:

To increase the child's feeling of security in the strange new world outside the home by increasing his familiarity with it.

To encourage the natural curiosity of young children

---

<sup>26</sup>Barbara Gunn, "Children's Conceptions of Occupational Prestige," Personnel and Guidance Journal, XLII (February, 1964), p. 558.

<sup>27</sup>Simmons, op. cit.

<sup>28</sup>Hoppock, op. cit., p. 339.



by helping them to learn the things they want to learn, and to enjoy learning them.

To extend the occupational horizons of the child so that he may begin to think in terms of a wider range of possible future occupations.

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 the money how they can get it without stealing.<sup>29</sup>

Hoppock points out that although occupational choices in the elementary school are not to be encouraged, neither should they be ignored. The interests reflected by such choices provide teaching opportunities which the alert teacher will be quick to utilize.<sup>30</sup>

The information service at the elementary level is not treated as a distinct field in guidance textbooks. In some guidance texts, occupational information is not included in the discussions of guidance functions and activities at this level.

During the period of educational development when the elementary school was the only school attended by most young people, McCracken and Lamb responded to this need and to the

---

<sup>29</sup>Ibid., pp. 338-340.

<sup>30</sup>Ibid., p. 335.

growing interest in vocational guidance with a text dealing with occupational information in the elementary school. They stated that, "the beginning of occupational information to children is one of the most important phases of vocational guidance and one in which comparatively little has been done."<sup>31</sup> They describe the vocational guidance needed at the elementary level for that particular period as including the following:

- 1) A study of occupations
- 2) A study of vocational interests of children
- 3) Analysis of the child by himself and by others
- 4) Study of opportunities for vocational education
- 5) Study of opportunities for vocational employment<sup>32</sup>

Thus, McCracken's and Lamb's book was particularly appropriate for an era when vocational guidance in the grades was of immediate importance.

Willey discussed the question of whether vocational guidance, which is so prominent in the secondary school, has any place in the elementary school. He stated that, "vocational guidance does have a place in the elementary school, but only to the extent that special abilities and interest be recognized and given a chance for expression."<sup>33</sup> Although the elementary school child learns much about the occupations of the world and about the people in them, guidance in the elementary

---

<sup>31</sup>T. C. McCracken and H. E. Lamb, Occupational Information in the Elementary School (Boston: Houghton Mifflin Co., 1923), p. 12.

<sup>32</sup>Ibid.

<sup>33</sup>Roy DeVerl Willey, Guidance in the Elementary School (New York: Harper and Brothers, 1952), p. 7.

school is more concerned with social and emotional adjustment than it is with vocational preparation.<sup>34</sup>

Barr emphasizes the parents' part in occupational planning. He believes that parents are more influential than the schools or any other agency in this planning.<sup>35</sup>

Bernard's elementary guidance text discusses orientation to the world of work in terms of arranged visits to major points of interest in the local school community. He observes, however, that such visits should constitute only a beginning. In addition to becoming familiar with prominent local industry, pupils should be acquainted with lesser contributing industries. He recommends that teachers pool their information about community resources in the form of a handbook, which will then be made available to all teachers for future reference. The contents of such a booklet will be of value in extending children's educational experiences beyond the classroom.<sup>36</sup>

Cottingham's comments concerning occupational information at this level are scattered throughout his text, occurring in a supplementary manner to other topics. His suggestions are as follows:

It is not likely that an analysis of vocational interests

<sup>34</sup>Ibid.

<sup>35</sup>John Barr, The Elementary Teacher and Guidance (New York: Henry Holt and Company, 1958), p. 319.

<sup>36</sup>Harold W. Bernard, Guidance Services in Elementary Schools (New York: Chartwell House, 1954), p. 204.

would be feasible at the primary level, although in the upper grades this procedure could lead to an indication of pupil conflict, possibly with special abilities being at variance with vocational desires.<sup>37</sup>

One method of appraising children of a variety of occupational opportunities open to them is to bring in workers from local business and professional establishments.<sup>38</sup>

Sixth grade pupils should begin to examine books and materials on different occupations.<sup>39</sup>

Teachers should make note of special abilities, skills, hobbies, and interests which might be encouraged by special subject teachers, directed reading, additional out-of-school instruction, with particular reference to developing possible vocational or avocational pursuits.<sup>40</sup>

Teachers should help pupils become aware of the educational and vocational opportunities ahead of them, and assist them in making some general educational and vocational plans in collaboration with their parents.<sup>41</sup>

In their elementary guidance text, Gerald and Norma Kowitz stress the importance of accuracy and timeliness of the occupational information supplied to the elementary child. Although it may be several years before the child will find it necessary to make definite choices and plans for the future, it is important that he should be exposed to simple but accurate facts as regards educational, vocational, social and personal information.<sup>42</sup> They further point out that although

---

<sup>37</sup>Harold F. Cottingham, Guidance in Elementary Schools (Bloomington, Illinois: McKnight and McKnight Publishing Co., 1956), p. 97.

<sup>38</sup>Ibid., p. 159.

<sup>39</sup>Ibid., p. 217.

<sup>40</sup>Ibid., p. 219.

<sup>41</sup>Ibid., p. 274.

<sup>42</sup>Gerald T. Kowitz and Norma G. Kowitz, Guidance in the Elementary Classroom (New York: McGraw-Hill Book Company, Inc., 1959), p. 16.

it may seem premature to begin vocational guidance during the elementary school years, observation of children's play and spontaneous activities indicates an absorbing and continuing interest in jobs and occupations. The giving of vocational information in the elementary school more closely resembles an experiential readiness activity than the formal vocational information function of secondary school guidance programs.<sup>43</sup>

Children will be forming attitudes and opinions about jobs and occupations and job groups which can play an important role in preliminary choices that will eventually evolve into the selection of a vocation. Not only must the teacher provide accurate information on the nature of various occupations, Kowitz and Kowitz emphasize that he must also be alert to the influences of his own prejudices, and take care that the children are given an accurate picture of the world of work. The elementary teacher will also need to make sure that children are aware of the many implied as well as specific activities which are included in a particular job or occupation.<sup>44</sup>

In addition, Kowitz and Kowitz suggest that parents should be included in the process of providing vocational information at this level. They point out that there is no better source of information on local vocations than the fathers of the children in school and also that it would seem imperative for a child to know what his father does when he goes to

---

<sup>43</sup>Ibid., p. 26.

<sup>44</sup>Ibid.

the shop or the office. The importance of parents is also emphasized by these authors in respect to occupational planning since it is not unusual to find that parents have made elaborate vocational plans for their children. Seldom will these choices be realistic either in terms of the abilities of the child or in the light of his future opportunities. These authors stress that any firm occupational choice during the elementary years is, at best, unrealistic. The child's interests, abilities, and values will be revised many times before he is firmly established in any one vocational area.<sup>45</sup>

Norris and her associates propose that the presentation of occupational information as a continuous process in education is necessitated by the ever changing complexity of the world of work. The kinds of information offered cannot be identified with certain levels since the needs of students vary. Rural students will need a different type of information than urban students. The type of information as well as the time at which it is given may be affected by the "kinds of times" in which students live.<sup>46</sup>

These authors recommend that at the elementary school level occupational information be of a very general nature. Specific recommendations as to the information which should

---

<sup>45</sup>Ibid., pp. 150-151.

<sup>46</sup>Willla Norris, Franklin R. Zeran, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally & Co., 1960), p. 118.

be given during the early years are as follows:

1. To develop wholesome attitudes toward all fields of work. The teacher should take care not to indicate by action or words her prejudices about different occupational pursuits.
2. To make the child aware of the wide variety of workers, ranging from the occupational pursuits of his mother or father to community helpers.
3. To help the child to answer the myriad questions he may have about occupations. Accurate, authentic information should be given at all times.
4. To bring out varying rewards of work since influences of home or community may indicate that remuneration in the form of wages or salary is the only reason for working.<sup>47</sup>

The authors suggest that the kinds of information already described should continue to be emphasized in the upper elementary grades. The child at this level in his education should continue to add to his background vocational information that will serve:

1. To help him to see that workers are found at the state, national, and even international levels. He should begin to realize that there are hundreds of different ways in which people can earn a living and a variety of occupations in which he himself can secure employment.
2. To aid him to see the interdependence of workers.
3. To acquaint him with some of the abilities as well as desirable personal qualities that are required for successful performance on most jobs.
4. To help him to know the areas of information considered important in making a vocational choice - nature of work, training, working conditions and the like.
5. To help him become acquainted with some of the general broad problems encountered in choosing a vocation and holding a job.
6. To help him to accept the fact that it is necessary to give careful study to making a choice of a future career.<sup>48</sup>

---

<sup>47</sup>Ibid., pp. 118-119.

<sup>48</sup>Ibid., p. 119.

Research on the teaching of occupations has increased noticeably in recent years, although that relating to the elementary level of teaching is still limited. In a current article, Hoppock comments that, "elementary schools are increasingly represented in studies conducted on the teaching of occupations."<sup>49</sup> A number of these are concerned with the need for such information at this level.

In 1955, Koblner surveyed the literature dealing with vocational guidance in the elementary school. He pointed out that since the elementary school no longer is the only school which the majority of pupils attend, there is no longer the need for specific occupational information as recommended by McCracken and Lamb.<sup>50</sup>

Of the writers Koblner reviewed, the chief arguments for offering vocational guidance in the elementary school are that, "it lays the foundation for future vocational choice and counseling and that it instills in children good social attitudes toward all kinds and levels of occupations."<sup>51</sup> He concluded that teachers with a guidance point of view are the key personnel in such a program. It is their responsibility to recognize special abilities and interest and

---

<sup>49</sup>Daniel Sinick and Robert Hoppock, "Research on the Teaching of Occupations, 1961-1962," Personnel and Guidance Journal, XLII (January, 1964), p. 506.

<sup>50</sup>Harold Koblner, "Literature Dealing with Vocational Guidance in the Elementary School," Personnel and Guidance Journal, XXXIII, (January, 1955), p. 275.

<sup>51</sup>Ibid., p. 276.



through the use of the curriculum to help children learn about the occupations and people of the world. "Vocational guidance thus serves as one aspect of the elementary guidance program which follows the student up the ladder."<sup>52</sup>

In a recent article, Lewis Grell asks, "how much occupational information in the elementary school?"<sup>53</sup> He points out that in many communities this question has long been answered in the negative. It is the feeling of Mr. Grell, an elementary principal, that there is a definite need for occupational information at the elementary level and that it is the duty of teachers to make a place for it. School life begins for pupils in kindergarten or first grade. He believes that it is not too early to begin a program of guidance at this time. Nor is it too soon to begin disseminating occupational information. The elementary school should be concerned with adding to the knowledge of the student concerning vocations in general. Junior and senior high school discussions of aptitudes, interests, and abilities will be more meaningful if the pupil has been introduced to a wide variety of vocations. He believes it is never too early to start to help youngsters gain attitudes and information that will not only be useful at some future date but will also help the child to make a smooth

---

<sup>52</sup>Ibid.

<sup>53</sup>Lewis A. Grell, "How Much Occupational Information in the Elementary School?", Vocational Guidance Quarterly, IX, No. I (Autumn, 1960), p. 48.

transition from school to work.<sup>54</sup>

Kaye describes an occupational unit which she developed and used in a fourth grade classroom. The purpose of the unit was to help the children learn more about occupations in general and their fathers' work in particular, to broaden the children's horizons, and to help them become more liberal and tolerant toward all occupations. She concluded that such a unit helps make children more aware of the future and the planning needed for it.<sup>55</sup>

In discussing occupational information at the elementary level, Kaback states that, "it would appear that information about occupations in elementary education might do much to develop respect for the worth and dignity of all types of labor and provide a base for later vocational choice and planning."<sup>56</sup> She believes that children form their impressions of the world of work from the activities which surround them and from their own experiences with people in various occupations. She describes classroom activities which can be related to the work that people do, suggesting

---

<sup>54</sup>Ibid., p. 53.

<sup>55</sup>Janet Kaye, "Fourth Graders Meet Up With Occupations," Vocational Guidance Quarterly, VIII, No. 3 (Spring, 1960), pp. 150-152.

<sup>56</sup>Goldie Kaback, "Occupational Information in Elementary Education," Vocational Guidance Quarterly, IX, No. 1, Autumn, 1960), p. 55.

that along with the knowledge of actual work performance, however, must come respect for the dignity of every work effort.<sup>57</sup> She states that, "it is the present elementary school child who will man the machines in an age of automation whose wonders are just beginning to touch the horizon of our economy."<sup>58</sup>

In their discussion of pupil programs at the elementary level, Hill and Nitzschke concluded that the guidance function in the elementary school is not well defined. They state that, "the time is at hand for leaders in elementary education and guidance to combine their judgments to formulate a clearer definition of elementary guidance."<sup>59</sup>

Sinick and Hoppock are hopeful that ultimately research trends may help to counteract added difficulties in acquainting both students and teachers with the complexities of the world of work. They propose that, "social and economic trends have conspired to thwart the efforts of those concerned about the shifting realities of occupational requirements and rewards. With this concern shifted directly to the task of preparing informed and competent teachers of occupations, the challenge can be met."<sup>60</sup>

Curriculum guides produced by elementary schools for

---

<sup>57</sup>Ibid., pp. 56-59.

<sup>58</sup>Ibid., p. 59.

<sup>59</sup>George E. Hill and Dale F. Nitzschke, "Pupil Programs in Elementary School Guidance," Personnel and Guidance Journal, XL (October, 1961), p. 155.

<sup>60</sup>Sinick and Hoppock, op. cit., p. 507.

the use of their teaching staffs were examined in an effort to ascertain the present situation in the schools. No mention was made of occupational information in the Eastern Illinois Laboratory School guides during the three year period for which these guides were available. Nor was any reference to this kind of information made in the curriculum guides for the elementary schools in Gary, Indiana; Elk Grove, California; or Washington County, Maryland. In contrast to these findings, Roberts found, from the questionnaire responses of 317 elementary school principals in ten central states, that 34.7 per cent of the schools provided occupational information.<sup>67</sup>

Hoppock points out that in spite of the difficulty of determining the extent of the occupational information to which children are exposed in the grades, children will pick up a great deal of information about occupations during these years. We do not know how much these early impressions affect later occupational choice but the potential effect appears to be considerable, according to this author. The elementary teacher as well as the counselor has an obligation to see that occupational information presented in his classroom is accurate information.<sup>68</sup>

Lifton surveyed approximately 400 teachers at all grade levels in an effort to determine what occupations teachers were acquainted with as to training requirements,

---

<sup>67</sup>Sinick and Hoppock, op. cit., p. 506.

<sup>68</sup>Hoppock, op. cit., p. 336.

salary levels, and job opportunities. He found that, as a group, teachers knew most about the professions, followed by sales and clerical jobs, with the skilled trades being scarcely mentioned. The teachers' knowledge about occupations was in almost exact reverse to the distribution of jobs resulting from the census data.<sup>69</sup> In reference to this study, Hoppock points out that, "the occupations to which elementary school children are most frequently exposed are not the occupations which they are most likely to enter."<sup>70</sup>

These teachers were also requested to go through all the books used in their classes and to make a list of occupations mentioned in the texts. In the primary grades, the service occupations were emphasized, with a rapid shift being made in the upper grades to the professions. The skilled trades were again barely represented. On the basis of this study, Lifton concluded that, "from both their teachers and their texts, youngsters were receiving a distorted picture of the importance and types of jobs available..."<sup>71</sup>

Sinick and Hoppock reported a study made by Skibbens which was concerned with the content of occupational information in the classrooms of schools in the Chicago area. One hundred fifty nine elementary school teachers from grades six through eight were requested to rate on a five point scale

---

<sup>69</sup>Ibid.

<sup>70</sup>Ibid., p. 337.

<sup>71</sup>Ibid.

thirty statements pertaining to the use of an occupations unit. Ten of the statements concerned objectives, ten concerned content, and ten concerned techniques.<sup>72</sup> The rank order of each set of statements, based upon mean ratings, follows:

**Objectives:** wholesome attitudes toward work and other workers, desire to serve society through useful employment, general education and fund of knowledge, curricular relationships to occupations, value and availability of counseling services, self-appraisal in relation to occupations, how to find out educational requirements of occupations, sources of occupational information-finding, organizing and using it, development of techniques for making occupational choices, instructions and practice in methods of seeking employment.

**Content:** how to study, understanding and improving one's personality, school life and subjects related to occupational life, conduct during a job interview, wholesome attitudes toward occupational requirements and rewards, writing a letter of application, filling out a job application, where and how to obtain information about job openings, using test results to help solve occupational problems.

**Techniques:** movies, slides, filmstrips; practice with application blanks and letters; visits to places of work; speakers successful in their occupation; counseling connected with the course; class study of occupations and occupational fields; individual study of one or more student-selected occupations; self-appraisal through standardized tests; student matches his characteristics with those of a particular occupation; student reports on interviews with workers.<sup>73</sup>

In surveying the material related to occupational information at the elementary level, it becomes apparent that there is a lack of agreement in this area of guidance. Leaders

---

<sup>72</sup>Daniel Sinick and Robert Hoppock, "Research on Teaching Occupations, 1959-1960," Personnel and Guidance Journal, XL (October, 1961), p. 165.

<sup>73</sup>Ibid.

in the field fail to concur as to the importance of and the responsibility for this information at the elementary educational level. Opinion differs not only as to the factors which are involved in occupational choice but also as to their relative importance. Neither the methods of incorporating this information into the elementary curriculum nor the content of such information are agreed upon by published authorities in the guidance and elementary fields. Thus, it appears that the presentation of occupational information at the elementary level is not, as yet, clearly defined.

## CHAPTER III

### THE PROGRAM - AN OVERVIEW

Schools at the elementary level have made only beginnings in the inclusion of guidance as a whole, although aspects of the guidance services are present in everyday classroom programs at all levels. It is, of course, impossible to make all guidance services a part of classroom instruction, yet it is appropriate for teachers to be alert and to capitalize on opportunities which help pupils to:

1. Develop a realistic self-concept
2. Recognize and deal with their strengths and weaknesses
3. Begin to recognize and understand emotional responses
4. Face some of the problems and processes of social development and learn how to get along better with peers, adults, and younger people
5. Learn good study habits and skills
6. Discover and gain some perspective of the educational opportunities open to them and some notion of various fields of knowledge
7. Discover and gain some perspective of occupational possibilities<sup>1</sup>

When the above, which include all the guidance services, become an integrated part of the classroom program, they have the greatest effectiveness. Occupational information is an integral part of these services and as such becomes a

---

<sup>1</sup>Walter F. Johnson, Buford Stefflre, and Roy A. Edelfelt, Pupil Personnel and Guidance Services (New York: McGraw-Hill Book Co., Inc., 1961), p. 124.



part of regular classroom activity. There must first of all be an awareness on the teacher's part of these concerns with a deliberate effort to organize the class for the guidance services.<sup>2</sup> The teacher thus represents in himself both the instructional and guidance functions of the educational program. Clearly, the elementary teacher has primary responsibility for instruction and important secondary responsibilities for the guidance services. In many situations he will be the only professional person with guidance responsibilities who deals with the child.<sup>3</sup>

The first two points suggested by Johnson and his associates are closely related to the improving of pupils' self-knowledge. The teacher can help the child to know himself by encouraging him to think about and try to determine the things he likes, the things he does well, and the subjects in school he likes best. Does he like to be with many people or by himself? Does he know how other people see him? Does he prefer to work with his hands or with ideas? The more understanding a youngster has of himself the better he will be prepared to make the decisions which will be all important to him.<sup>4</sup>

---

<sup>2</sup>Ibid., p. 125.

<sup>3</sup>Ibid., p. 126.

<sup>4</sup>American Educator Encyclopedia, Careers, A Report Prepared by the Tangley Oaks Educational Center, Lake Bluff, Illinois, n.d.

Wrenn extends the assistance to students in recognizing and dealing with their strengths and weaknesses to include not only early identification of ability and talent but also motivation of the talented. Talent is defined as high level performance in any valuable line of human activity. This goes far beyond the usual outstanding verbal and numerical abilities to include talent in the appreciative, the aesthetic, the social, and the mechanical.<sup>5</sup>

Among the weaknesses which present a challenge to the teacher are those which have resulted from the development of socio-economic classes in our society and which are characteristic of the culture of our country. At the bottom of the scale is found the lower, lower class. As a group, these people have rejected both the goals that individuals in our society are supposed to seek and the approved means for attaining them. In the parts of our society in which Negroes and Puerto Ricans or Mexicans have been limited to servile occupations and denied equality of opportunity for education and careers, these groups deviate from the norm of our ideal American culture. Recently, some efforts have been made to demonstrate to the children in culturally underprivileged urban areas that they, too, have a chance to succeed in a socially acceptable manner. The Higher Horizons program in Harlem, which has attracted nationwide attention,

---

<sup>5</sup>Wrenn, op. cit., p. 55.

is one of a number of projects designed to free unfortunate young people from the assumption that they cannot hope to win fame and fortune because of race or nationality or neighborhood.<sup>6</sup> Some children have responded eagerly to the picture of enlarged opportunities and many have been persuaded to stay on a little longer in school. Contributing to this success has been the inclusion in the program of direct contact with superior vocations and with cultural advantages to which they can reasonably aspire with a continued and successful education.<sup>7</sup> Application of the principles of the Higher Horizons program can and should be applied to the elementary curriculum for the benefit of the culturally deprived children who are present in almost every school in our country. This offers us a means of bringing young people closer to the maximum of their educational and vocational potentialities.<sup>8</sup>

The elementary teacher is seen as a key figure as regards the specific topic of occupational information. The way in which the teacher responds to the child's announced "decision" may help to determine his attitude toward the importance of or the need for realism in such a choice. The teacher's response to the child's expressed occupational

---

<sup>6</sup>Goodwin Watson, No Room at the Bottom (National Education Association of the U. S., 1963), p. 14.

<sup>7</sup>Ibid., p. 16.

<sup>8</sup>Ibid., p. 27.

"choice" may help to determine the child's attitude toward different occupations. This response may also affect the child's attitude toward himself. During the elementary grades, children do become aware of many occupations unknown to them before. It is the teacher's obligation to see that the occupational information is accurate, since future choices may be affected.<sup>9</sup>

"One of the main goals of childhood education is to prepare the individual for the adult world."<sup>10</sup> In keeping with this statement, the content of occupational information presented during these years would necessarily need to encompass the broad classifications of the adult occupational world. Figures from a 1960 Department of Labor bulletin provide not only these classifications but also a projection of the future.

Estimated Change in Employment 1960-1970<sup>11</sup>

<u>Occupation</u>	<u>Per cent change from 1960 to 1970</u>
Professional & technical workers	+41
Proprietors and managers	+24
Clerical and sales	+27
Skilled workers	+24
Semiskilled workers	+18
Service workers	+25
Unskilled workers	0
Farmers and farm workers	-17

<sup>9</sup>Hoppock, op. cit., pp. 335-336.

<sup>10</sup>Kowitz and Kowitz, op. cit., p. 272.

<sup>11</sup>Wrenn, op. cit., p. 20.

An overall plan for the presentation of occupational information during the first six grades with the purpose of accomplishing an orientation to the world of work should include an overview of each of these categories.

The organization of a program of occupational information in the elementary school can be established within the framework of the regular curriculum. The logical place to introduce information of this nature is in the social studies curriculum. Social studies includes geography, history, and civics, which are subject areas which parallel those involved in a study of the world of work. Little difficulty should be encountered in introducing the occupational world via these subjects, although this information at this level typically stresses the process or the product more than the worker himself. In such cases, it will be necessary to expand the information to include the worker as well.<sup>12</sup>

In addition to social studies, other subjects lend themselves to this purpose. Language arts, arithmetic, art, music, and health and safety offer many opportunities for the presentation of occupational information. Some of these are more appropriate for certain grade levels than others.

Occupational information can be related to listening, reading, writing, and speaking. Children can read and discuss books and poems, of which there are many, about an occupational

---

<sup>12</sup>Norris, Zeran, and Hatch, op. cit., p. 406.

area. Possibilities for original compositions, such as "What My Daddy Does" or "The Best Job in the World", are unlimited. Older pupils can write letters to gather facts about local industries or to seek permission for a field trip. Students can use dramatization to show what workers do on the job.

The content of arithmetic classes lends itself not only to the buying and selling of products and services but also to comparisons of weekly, hourly, and monthly wages of various workers. Arithmetic problems can be made up by the students which involve the workers which they are studying.

The bulletin board lends itself to a visual presentation of the occupational world. Teachers and pupils may prepare posters or display pictures depicting workers on the job or showing the relationship between the school and occupations. Modeling and construction may be used to construct examples of equipment and products found in the world of work.

School songbooks contain songs about different kinds of workers, especially those songbooks found in the primary grades. Small children may dramatize the movements of workers at their jobs to music.

The physical and intellectual requirements of occupations can be studied as well as the hazards of a job and the necessary safety precautions.

All the methods of presenting occupational information can be coordinated into a single core of knowledge in a unit study. The unit method is adaptable to any grade level and

lends itself to the development of children's social growth. As children work and plan in groups, solve problems cooperatively, and accept responsibilities, they are developing qualities which are needed in the world of work.

There are a variety of methods for presenting information about occupations in the classroom. Some methods are of more value at certain grade levels than others. Teachers may also prefer to use some methods rather than others because of circumstances or personal preference. Many of the methods which will be discussed are in use in the elementary schools, although the emphasis in this case is on the provision of occupational information.

Educational activities in the elementary school follow the pattern of ever-widening experiences for the children as they progress through the grades. Field trips planned for the early grades can include workers in the immediate school environment and expand to include those in the nearby community. As the child moves into the upper grades, his horizons are broadened with trips to local and adjacent businesses, industries, and non-profit establishments. On trips such as these, workers at all levels are observed. Field trips at all grade levels are a good way to satisfy children's natural curiosity and to arouse pupil interest.

Reading offers a good and readily available source of occupational information. There are numerous books about

occupations scaled to the reading and comprehension level of both the primary and upper elementary grades. A number of publishers have available series which relate to the world of work, some of which include as many as forty different occupations. Children's magazines include stories at all reading levels about the occupational world. Biographies of successful persons for use in the upper elementary grades may also be useful.

The gathering of information can be a means of increasing children's knowledge of the world of work. In the primary grades this may be done in preparation for telling or writing about "A Worker in Our School" or "What I Will Be Doing Ten Years from Now". In the upper grades, a student may prepare a report for the class about the workers in a local industry or students with older brothers or sisters may gather information about what they do in the occupational world.

Audio-visual devices are appropriate for use at all grade levels. The tape recorder can add interest and variety in the acquiring of occupational information. Tapes which are particularly well done can be stored easily and reused as needed. Phonograph records providing occupational information are available on a limited basis from the major record companies.

Bulletin boards offer an opportunity for pupils to



cooperate in a class project which portrays information about the world of work. They are also an excellent means for use by the teacher in stimulating interest in occupations. The Instructor magazine includes in its monthly issues a series of large pictures of workers in various occupations which are intended for bulletin board use. T. S. Denison Company of Minneapolis also has a series of pictures of occupations for use in the elementary school.

Films and filmstrips, when wisely selected and properly used by the teacher, can be an effective method of increasing pupils' knowledge of occupations. Preparation of the group for the viewing of the film and follow-up with discussion and, if possible, activities will help a film to be particularly meaningful. Most elementary schools have source materials telling where films may be obtained, the grade levels for which they are designed, and the rental fee. Some schools have a collection of selected films and filmstrips as a part of their own resource materials.

The use of an opaque projector is an excellent way for the children to give an original presentation of occupational information using pictures created and collected by them. A series of such pictures can be arranged as a "show" and shared with other classes.

Many hobbies are related to the occupational world. In the upper elementary grades, youngsters are encouraged to

develop avocational interests. Such hobbies may lead to a future vocational choice or to adult leisure time activities. They will at least offer an indication of interests and abilities which may be useful later as a student approaches a vocational decision. In Part IV of the Dictionary of Occupational Titles there is a section devoted to "Leisure Time Activities" which lists 125 hobbies and their related vocational skills and interests.

In order to provide a comprehensive program of occupational information at the elementary level, it is necessary for its presentation to be planned so as to encompass this entire educational level. An effort should be made to include all the broad classifications of work as represented in recent census figures. An example of such a program may be found in Appendix A. It is important to keep in mind that any plan for the orientation of students to the occupational world must reflect the needs and interest of the students being served and also the circumstances and influences of the current societal environment.

In conjunction with the presentation of occupational information, an effort is made in this plan to encourage pupils to analyze themselves, their strengths and weaknesses, their interests and their likes and dislikes. Since children at this age are still in the process of satisfying their curiosity about many different kinds of experiences and broadening their scope of the world, exploration of children's

interests should be general and informal. Their exploration of the world of work should have similar characteristics as it is approached indirectly, with the children acquiring a broad, general knowledge of the occupational world. An awareness of the relationship of the pupil's interests and abilities and the world of work can be reserved for later on.<sup>14</sup>

---

<sup>14</sup>Weaver, op. cit., pp. 10-14.

## CHAPTER IV

### THE FUTURE AND THE OCCUPATIONAL WORLD

During the next two decades, counselors must visualize the present and future worlds of work, rather than thinking in terms of the past; what is and may be, not what was. The world of work that lies ahead contains few certainties. The only ones, perhaps, are that the next two decades will be years of vast changes reaching into all areas of life and that the students of today will live and work as adults in a world far different than the present. These two certainties can be either challenging or disquieting. They are seldom comforting. Evidence that change is actual and rapid in today's world is apparent when consideration is given to the world in which parents and counselors grew up. This was not today's world and certainly not the probable world of tomorrow. Communication between people of different generations is more difficult today than ever before. The counselor wishing to communicate with today's student cannot do so with reference to a world other than that of the student, a world of change, new trends and actual differences. If the counselor does not look to the future he will lose contact with the

student and without communication there is no counseling.<sup>1</sup>

The future contains many changes which are already beginning today, changes which are actualities of the future. One of these actualities is a continuing trend toward growth in population, cities, business, and industry, and educational institutions. Between 1950 and 1960 the United States population increased thirty million. This is roughly equivalent to the total population of the country a century ago. However, this growth will be overshadowed by the increases to come. It is estimated conservatively that by 1980 the population will reach 260 million.<sup>2</sup>

The growing millions of people will influence our lives greatly in the next decade or two. Students must be prepared for the conflict brought about by the presence of more people who will be competing for the available houses, jobs, and space for recreation and sports.<sup>3</sup>

There will be increasing numbers in the over sixty five age group as longevity increases and also in the under twenty age group as the base population and infant survival increases. By 1980, approximately 42% of the population of the United States will be in the under twenty age group. These two age groups are generally the consumers of goods and

---

<sup>1</sup>Ruth Barry and Beverly Wolf, An Epitaph for Vocational Guidance (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. 101.

<sup>2</sup>Ibid., p. 104.

<sup>3</sup>Wrenn, op. cit., p. 23.

services within our occupational structure, not the producers. As these two groups increase, a proportionately smaller group of people will have to produce the goods for the entire population.

The implications of these changes need to be kept in mind by the counselor and the teacher. The young people they counsel today will live in the world created by the trends that are now only becoming evident.<sup>4</sup> In many respects, the future needs of the young people in our schools will be the same as those of the young people today or a generation ago. Children need security, affection, and meaningful activity. They need an understanding of the limitations within which they must operate and within which they find security. They need chances for exercising the imagination and opportunities for feelings of achievement.<sup>5</sup> However, the young person's quest for personal identity will be more critical than ever in the world of the future. He will need more help than ever to find himself in a complex metropolitan community during the coming decades. His problems will be more difficult and more stubborn in a nation that must either quality-produce or economy-produce to keep up with rapidly developing economies in other nations, in a time when a longer period of education must be integrated with the needs for mating and marriage, in an atmosphere where early tough-mindedness and sensitivity to

---

<sup>4</sup>Barry and Wolf, op. cit., p. 103.

<sup>5</sup>Wrenn, op. cit., p. 3.

others compete for emphasis.<sup>6</sup>

Urbanization is another actuality of the future, the beginnings of which are evident in the present. Suburban growth around metropolitan areas indicates that twenty years from today the eastern-western seaboard will be one continuous line of cities marked off only by city limits and the land reserved for parks and game sanctuaries. More people will be living and working closer together and traveling greater distances from their homes to their work. These people to whom we are referring are today's students, and the circumstances we are envisioning are those into which today's students will emerge as adults.<sup>7</sup>

The businesses and industries in which will be found tomorrow's jobs already evidence the trend toward bigness as we see the small grocery give way to the supermarket and the small tradesman's wares, such as hardware, cosmetics, and appliances, sold by the huge drugstore or discount house.<sup>8</sup>

Because the new nature of big business and industry demands trained employees, large companies are entering education as never before. Subsidies of employees' education, training programs within the company, support of scholarship grants to educational institutions are all commonplace.

---

<sup>6</sup>Wrenn, op. cit., p. 6.

<sup>7</sup>Barry and Wolf, op. cit., p. 107.

<sup>8</sup>Ibid., p. 108.

Today's teacher and counselor will need to be aware of these changes as they are occurring today and in the future, being cognizant that the fundamental result of bigness is that the worker of tomorrow will have to be highly educated and trained.<sup>9</sup>

Educational institutions will reflect this increased growth at all levels. There will be an increased strain on educational facilities, especially in the suburbs. A second problem will be the competition for college educated personnel to staff the schools, not only for teachers but also for technical and administrative staff who are needed to handle the increased enrollments.<sup>10</sup>

During this period of transition, it is literally impossible to keep abreast of more than the broad trends within the world of work. Many occupations of 1960 will be greatly modified or pass out of existence by 1970 or 1980. With 40,000 recognized occupations, 500 to 1,000 new ones are created each year. One could become hopelessly mired in the field of occupational information before he even begins. Of far greater value to both the counselor and the student are the trends within the working scene, the present phenomena and what they bode for the future.

Automation is one of these significant changes which is evident today and which is spreading rapidly throughout the ranks of all workers. Will automatic typewriters and transcribers soon make idle vast numbers of clerical workers?

---

<sup>9</sup>Ibid., p. 112.

<sup>10</sup>Ibid., p. 115.



Will computers soon take over major decision-making as well as the routine decisions which even now they do in many industries? What does the future hold? It is becoming apparent that the picture is increasingly dim for the workers without at least a high school education and some skills and increasingly bright for the highly educated, highly skilled worker. This is the picture which an effective counselor of tomorrow's workers will need to keep before himself at all times.<sup>11</sup>

The current phenomenon of the working woman needs to be considered when looking into the future world of work. If present trends continue, teachers and counselors will have to consider seriously the concept of the working woman. It will no longer be possible to assume that the girls will work only until marriage and then stay home and rear their children. The probabilities of careers for tomorrow's women which require more than quick and easy training will be a fact which must be recognized.<sup>12</sup>

These changes which are affecting the world of work today will produce deep and far-reaching changes in the future. Many of the traditional views of the roles appropriate for men and women will be shattered. Developments in communication and transportation will affect occupational opportunities markedly. United States' insularity in cultural as well as

---

<sup>11</sup>Ibid., p. 125.

<sup>12</sup>Ibid., p. 129.

economic and military matters will soon be a thing of the past. With the occupational outlook assuming an increased international aspect, young people will want and need the kinds of cultural knowledge which will help them pursue effective careers abroad. Equally clear are trends toward an increased dependence upon local, state, and federal government for many kinds of services. Change brings with it insecurity, sweeps away security, and replaces it with fear of the unknown, whether it be automation, space travel, or oceanography. The new world will demand new skills and flexibility which many workers do not now possess but which tomorrow's workers will find a necessity. No one can ignore or dismiss as transitory these changes in the world of work, least of all people working with young people. Important help can come from the counselor who has made special efforts to understand worldwide change.<sup>13</sup> Teachers and counselors must look ahead to adapting to change. New approaches, new practices, and new concepts in their work will be needed in their efforts to help today's youth prepare for the world ahead.<sup>14</sup>

---

<sup>13</sup>Wrenn, op. cit., p. 7.

<sup>14</sup>Ibid., p. 8.

## CHAPTER V

### CONCLUSIONS

In spite of the historical association of guidance with the secondary school, there is a growing mountain of evidence to support the conclusion that the incorporation of guidance activities in the elementary curriculum is not only feasible but may also be fruitful. Basic to the implementation of guidance in the elementary curriculum is agreement among authorities in elementary education and in guidance on the many considerations of such a program. It appears that there is agreement in the many theories of vocational choice and development that the needs and interests of the child affect such processes.

In cognizance of the fact that the entire social development of the child is accelerated in our present day culture, it seems reasonable to assume that a concurrent broadening of the individual's perspective relative to occupational decisions is also indicated. Research has suggested that guidance activities may be effective at an earlier age than has been previously believed. The ever increasing complexity of occupations in our culture indicates an earlier and more circumspect consideration of the occupational

spectrum than is presently prescribed.

The presence or absence of occupational information in the present elementary curricula appears difficult to ascertain since reports from different sources are in conflict.

The elementary curriculum lends itself to the inclusion of occupational information with little difficulty. There are numerous opportunities for incorporation of this material in the organization of classroom activities. Not only is there a variety and abundance of resource materials available but also a number of methods which are appropriate for this educational level.

It appears possible to plan a program of occupational information for elementary pupils which could achieve an orientation to the occupational world as it exists today and is projected for the future. The delphic "know thyself" might be an integral part of the planning of such a program with the purpose of improving the child's self-understanding as he matures.

The future occupational world into which today's youngsters will emerge as adults constitutes a formidable challenge to present day counselors and teachers. Flexibility and adaptability rivaled only by that needed by future workers are necessary for those who will help today's youth prepare for tomorrow's world.

APPENDIX A

PROJECTED PROGRAM FOR GRADE ONE-GRADE SIX

Grade One

Occupations Surveyed

Community helpers: mailman, school bus driver, policeman, fireman, school custodian

Carpenter, painter, park custodian

Fathers' jobs: plumber, gardener, truck driver, bus driver, workers in supermarket, drugstore, shoe store, furniture store

Related Activities

1. Tour of the school: visit and observe at work the school custodian, cafeteria workers, office workers
2. School bus driver: have all the children go on a school bus ride, seeing what the driver does, where the bus goes, and how they can help make his job more enjoyable
3. Fathers' jobs: have one or two fathers visit the school and demonstrate and tell about their jobs or have the children visit some fathers at work
4. Bulletin boards: "Community Helpers at Work"  
"Helpers in Our School"  
"Father Works"

Related Materials

Books - activity

A New Hometown. A workbook containing pictures of people taking part in various activities. One page is devoted to people at work

A Book About Me. A workbook suitable for kindergarten and first grade which secures a considerable

amount of personal information about his background, his family, emotional development; helps the teacher discover how the child views himself. It also supplies a method for surveying the child's maturity, intellectual development, activities, and interests. A pupil analysis sheet available as a supplement.

### Books - Story

Mac Goes to School. A small boy walks to school and his dog follows him.

Where Are You Going? The experiences of young children on their way to school.

Let's Be Friends. Community helpers are friends to small children.

The True Book of Policemen and Firemen. The training, work, and the equipment of policemen and firemen.

Mike, the Milkman. The story of the processing and delivery of milk.

Daddies: What They Do All Day. Describes for small children what some fathers do during the day. Included are postman, policeman, musician, doctor, and others.

Saturday Walk. A little boy sees many workers on the job when walking with his father.

About School Helpers. Describes the work of the principal, secretary teachers, and custodian.

I Want To Be a Bus Driver. The work of the school bus driver, city bus driver, and cross-country bus driver are described.

### Songs

"The School Nurse" in Music for Young Americans, p. 9.

"The Traffic Policeman" in Music for Young Americans, p. 32.

"The Milkman" in New Music Horizons, p. 29.

### Poetry

"The Policeman," in Golden Picture Book of Poems

"Stop-Go," in Time for Poetry

Films

Helpers Who Come to Our House. A small boy learns about the newspaper boy, mailman, garbage man, milkman, delivery man, telephone installation man, and firemen. (Coronet).

Where Do Our Letters Go? Children follow party invitations as they go through the postal system. (Coronet).

A Day with Fireman Bill. Shows what a fireman must learn in order to do his job well. (FAC).

Filmstrips

Our Community Workers Series. Includes "The Policeman," "The Fireman," "The Mailman," "The Doctor." Illustrates the duties and importance of these workers. (EBF).

School Helpers. Color. Shows the school helpers and what they do to help children. Included are the teacher, principal, janitor, librarian, and school nurse. (EG).

Fun on Wheels. Color. This series includes two records and four filmstrips giving information about automobiles, trains, and fire engines. (SVE).

Grade Two

Occupations Surveyed

Television industry

Workers in the community: workers in the phone company, radio station, newspaper, library, dairy, bakery, garages, street department; taxi driver, gardener.

Doctors, dentists, and related jobs

Transportation: train, airline, ocean liner, freighter, trucking

Related Activities

1. Tour of the fire and/or the police department

2. Tour of the post office and/or newspaper
3. Tour of a food preparation or food processing center
4. Dramatization of the jobs of community workers
5. Write and draw about "What I Like to Do"
6. Produce a simple play as if for television
7. Those interested may produce a single page, mimeographed newspaper
8. Bulletin boards: "Community Workers"  
"Transportation"  
"People Who Work While We Sleep"

### Related Materials

#### Books - Story

I Want To Be a Policeman. The work of the policeman is described.

Linda Goes to a TV Studio. A small girl sees how a television program is produced.

Let's Go to a Bakery. A description of how a bakery operates.

I Want To Be a Carpenter. Children observe the building of a house and the tools used.

Miss Terry at the Library. The work of the librarian is explained in simple form.

I Want to Be a Nurse. A little girl learns about the training and work of a nurse.

Let's Go to a Dentist. The story of a visit to a dentist.

#### Songs

"Carpenter" in New Music Horizons, p. 68.

"The Fire Station" in Music for Young Americans, p. 30.

"I Wish I Were" in Music for Young Americans, p. 56.



Poetry

"Eletelephony," in Favorite Poems Old and New

"City Streets and Country Roads," in Time for Poetry

"Newspaper," in Up the Windy Hill

Films

Tugboat. Children see the tugboat in action and the workers on it. (EBF).

Stores in Our Community. Shows the stores commonly seen by small children and the workers in them. (Coronet).

Community Keeps House. Shows how trained workers keep a town clean and attractive. (FAC).

Filmstrips

Community Services Series. Color. Illustrates real people using services found in all communities. (EBF).

## Grade Three

Occupations Surveyed

Farming

Construction workers

Skilled repair and service workers

Transportation

Manufacturing: clothing

City government and health department workers

Forestry workers

Related Activities

1. Tour a farm: if possible a large one typical of the future
2. Tour a home construction site

3. Have a repairman bring his materials to the classroom and demonstrate his work
4. Organize the class along city government lines, with each child having a job which he believes he would enjoy
5. Make models of an airport, harbor, bus station, and train station. Equip them and invite another class into the room and explain about the workers who help people travel
6. Invite an architect or contractor to the school. Ask him to bring blueprints. Have the children figure out the rooms in which the family will cook, sleep, and play
7. Invite a veterinarian to bring a pet to school and explain how he helps care for peoples' pets
8. Bulletin boards: "People Who Built Our House"  
"Jobs With Animals"  
"So You Would Like to Work Outdoors"  
"So You Would Like to Work Indoors"

### Related Materials

#### Books - text

What Could I Be? A book designed to help children write a book about themselves. Children not only are helped to discover new things about themselves, but are also introduced to the world of work. The importance of each worker as an individual and the uniqueness of his skills are stressed.

#### Books - story

Tim of Tall Grain Farm. A modern grain farm is described.

Who Built the Bridge? A description of the process of building a bridge.

Let's Go to a Bank. Describes the operation of a bank and its activities. Explains checking and savings account.

About Foresters. Describes the activities in the life of a forester and the training he has had.

Big City Government. Describes the political functioning of a city government.

Let's Go to a Clothing Factory. Describes the workers and the processes in a clothing factory.

I Want To Be an Animal Doctor. A boy takes his dog to a veterinarian and learns about his job.

Let's Go to an Airport. A tour of a busy airport with a look at the many workers there.

### Films

Dairy Farm. Pictures all the activities of life on a dairy farm. (Coronet).

Let's Visit a Poultry Farm. Pictures the activities of life on a poultry farm. (Coronet).

Making Bricks for Houses. Show the entire process of brick making. (EBF).

Truck Driver. Describes the trip of a long-distance truck driver. (EBF).

### Filmstrips

Life on the Farm. "Milking," "Gathering Eggs," "Feeding the Animals," "Haying," "Picking Fruit," "Picking Vegetables." Color. Two city children visit a farm and observe the activities there. (EBF).

Shelter Series. "Houses of Long Ago," "Why We Need Houses," "Tools and Materials for Building Houses," "Parts of a House," "Men Who Build Our Houses." Color. Information about how and why houses are built. (EBF).

Clothing Series. "Clothes and Why We Wear Them," "Proper Clothes and Their Care," "Where Clothes Come From," "Materials for Clothing," "The Clothing Factory." Color. Describes workers in the clothing industry and the processes they use. (EBF).

### Grade Four

#### Occupations Surveyed

Garment industry

Entertainment field

Shipping, advertising, financial fields

Sugar industry

Coal, iron, and steel industries

Food industries: meat packing, fisheries, food processing

Automotive industry

### Related Activities

1. Tour a local light industry - a garment industry possibly
2. Tour a food processing plant
3. Tour a nearby medium industry
4. Have as a speaker a person who is an entertainer
5. Have as a speaker a person from the financial, advertising, or shipping field
6. Bulletin boards: "Breakfast from Everywhere"  
"Fun for Us and Work for Them"  
"Who Makes Our Cars?"
7. Work with the activity text, What I Like To Do. This is an interest inventory for use in grades 4-7. It attempts to identify youngsters' preferences in eight areas: art, music, social studies, activities play, quiet play, manual arts, home arts and science. Results could be helpful to children in assessing their interests and to teachers in planning instructional activities and in guiding pupils.
8. Written assignment: "People Like Me Because..."  
"People Don't Like Me Because..."

### Related Materials

#### Books - story

- I Want To Be a Fisherman. Describes life on a fishing boat.
- I Want To Be a Coal Miner. The story of a coal miner.

I Want To Be a Ballet Dancer. Gives a good idea of the training and work of a ballet dancer.

The Food Store. Based on a sound motion picture of the same name by Encyclopedia Britannica Films.

Silver and Lead. Tells of the birth and death of a mining town.

### Films

Fathers Go Away to Work. The jobs that several fathers do all day are shown. (Dowling).

Where Does Our Food Come From? Deliverymen help a small boy learn about the food he eats. (Coronet).

Machines that Move Earth. Pictures major kinds of earthmoving machinery. (FA).

Passenger Train. Details duties of the workers connected with a train trip. (EBF).

### Filmstrips

How We Get Our Clothing Series. "The Story of Cotton," "The Story of Leather," "The Story of Wool," "The Story of Rubber." Color. Shows manufacturing process from raw materials to finished product. (SVE).

The Story of Steel. Color. Presents a tour through a giant steel mill. (SVE).

Coal: Source of Power, Energy, Light, and Heat. Color. A tour of a modern coal mine. (SVE).

The Story of Building a House. The construction of a house from start to finish. (EG).

## Grade Five

### Occupations Surveyed

Scientific fields

Sea-related occupations

Weather prediction

Power machine operators

Fine arts professions: musician, artist, writer, actor

Industry: construction materials

### Related Activities

1. Tour a heavy industry
2. Visit a science-related occupation
3. Tour a road construction site
4. Have a weatherman as a speaker
5. Have as a speaker a person making his living in a fine arts profession
6. Bulletin boards: "Jobs Under the Sea"  
"Modern Dinosaurs" (earth movers)  
"Can You Read a Weather Map?"
7. Written assignment: "The Kind of Father I Will Be"  
"The Kind of Mother I Will Be"
8. Have each student select an occupational area which interests him and tell the class as much about it as he is able to discover

### Related Materials

#### Books - text

The Job Ahead. The text is a part of the New Rochester Occupational Reading Series which is designed for older students of low reading ability. It is mentioned here since it might be useful in individual situations. The text, published in multilevel form, emphasizes in story form the attitudes and skills needed for success on the job and in society. Exercise materials in workbook form accompany each volume. The workbooks are: Starting Work, On the Job, Keeping the Job, Working for the City, Time Out for Leisure.

#### Books - story

First Book of Roads. Tells how roads are planned and built.

Let's Take a Trip to a Cement Plant. Describes the process of cement-making.

All About Famous Inventors and Their Inventions.  
Relates the story of major inventions.

What Does a Scientist Do? A description of the work of scientists.

The First Book of Automobiles. Describes the factory and designing of new cars.

The Wonderful World of Music. The story of Western music and the people who write and sing it.

### Films

Making Glass for Houses. The making of glass from its beginning until it's set in a window. (EBF).

Lighthouse. Color. A boy learns all the responsibilities of a lighthouse keeper. (EBF).

The Factory: How a Product Is Made. Color. Shows the entire process of manufacturing a toy. (FA).

### Filmstrips

Weatherman at Work. Color. Everything involved. (EG).

Geography Series: "Far Western States," "Middle States," "Northeastern States," "Southeastern States," "Southwestern States." Color. Includes industries. (EBF).

Foundations for Occupational Planning: "Who Are You?" "What Do You Like To Do?" "What Is A Job?" "What Are Job Families?" "What Good Is School?" Color. These are designed for fifth grade and above. (SVE).

## Sixth Grade

### Occupations Surveyed

Governmental and political work

Industrial workers: steel related

Medical and related fields

Education

Transportation

Space-related fields

Electronics and developing fields

### Related Activities

1. Tour a large medical clinic or medical center
2. Tour a transportation center
3. Tour a state or federally operated plant or office building
4. If possible, tour a developing industry such as a space center or an example of electronic field.
5. Have as a speaker a politician who makes politics his life work
6. Have as a speaker a person who makes a living in sports or recreation work
7. Written assignment: "Myself Ten Years from Now"
8. Have the class do a unit on "New Jobs in the World of Work"
9. Bulletin boards: "Workers Overseas"  
"Space Age Occupations"  
"The U. S. Government-A Big Employer"

### Related Materials

#### Books - text

The Job Ahead. Described in grade five. To be used if found appropriate for individuals in this grade.

The Original Rochester Occupational Reading Series. Specific jobs are focused on in this series which is graded for three reading levels. Booklets include instruction in job-oriented skills and as such are appropriate for specific job preparation rather than a broad orientation to the world of work. A teacher might find these useful for students terminating their education in the immediate future.



Books - story

First Men Into Space. The story of Project Mercury.

Story of the Secret Service. The work of the Secret Service is told through stories.

We Are the Government. Tells how the government operates.

The Wonderful World of Medicine. Medicine today.

Electronics for Young People. An introduction to electronics, atomic theory, and nuclear power.

Find a Career in Education. Tells the opportunities and rewards in the field of education.

Ships and Life Afloat from Galley to Turbine. The life on a ship and impact of St. Lawrence seaway.

People of the World. Describes the different ways of earning a living in a variety of countries.

Films

The Teacher. The story of a teacher's life. (EBF).

Gasoline Age. A history of transportation in the U. S. (EBF).

Alaska. Its major resources and industries. (EBF).

Ocean Voyage. Life aboard an ocean liner. (EBF).

Copper: Mining and Smelting. The main steps in extracting copper from ore. (EBF).

Filmstrips

Regions of the United States Series: "The Middle West," "The Northeast," "The South," "The West." Shows industries, resources of these regions. (SVE).

Let's Talk About Vocations. A set of filmstrips accompanied by disk recordings. (EG).

The City Community: "Here is the City," "Business in the City," "Living in the City," "Problems in the City," "Working in the City," "Keeping the City Alive." Color. Describes life in a large city. (EBF).

## APPENDIX B

### PUBLISHED RESOURCE MATERIAL

#### Books

#### Activity

Jay, Edith S. A Book About Me. Chicago: Science Research Associates, Inc., 1952. 32pp. \$.50.

Preston, Ralph C. and others. A New Hometown. Boston: D. C. Heath & Co., 1964. 28pp.

Thorpe, Louis and others. What I Like to Do. Chicago: Science Research Associates, Inc., 1954. 15pp. \$.15.

#### Music

Music for Young Americans. New York: American Book Company, 1963.

New Music Horizons. Chicago: Silver Burdette Company, 1960.

#### Poetry

Arbuthnot, May Hill. Time for Poetry. New York: Scott, Foresman & Co., 1952.

Ferris, Helen. Favorite Poems Old and New. New York: Doubleday & Co., 1957.

Fisher, Aileen. Up the Windy Hill. New York: Abelard-Schuman, Inc., 1953.

Govoni, Ilse and Smith, Dorothy. Golden Picture Book of Poems. New York: Simon & Schuster, Inc., 1955.

## Story

- Barr, Jene. Mike the Milkman. Chicago: Albert Whitman & Co., 1953. 32pp. \$1.50.
- \_\_\_\_\_. Miss Terry at the Library. Chicago: Albert Whitman & Co., 1962. 32pp. \$1.50.
- Bate, Norman. Who Built the Bridge? New York: Charles Scribner's Sons, 1954. 34pp. \$2.95.
- Bendick, Jeanne. First Book of Automobiles. New York: Franklin Watts, 1955. 64pp. \$1.95.
- \_\_\_\_\_. Electronics for Young People. New York: McGraw-Hill Book Co., 1955. 189pp. \$.75.
- Bergaust, Erik. First Men into Space. New York: Coward-McCann, 1960. 48pp. \$4.50.
- Bothwell, Jean. First Book of Roads. New York: Franklin Watts, 1954. 64pp. \$1.95.
- Britten, Benjamin, and Holst, Imogen. The Wonderful World of Music. New York: Doubleday & Co., 1958. 68pp. \$3.45.
- Bryant, Bernice. Let's Be Friends. Chicago: Childrens Press, 1954.
- Buchheimer, Naomi. Let's Go to a Bakery. New York: G. P. Putnam's Sons, 1956. 48pp. \$1.95.
- \_\_\_\_\_. Let's Go to a Dentist. New York: G. P. Putnam's Sons, 1959. 45pp. \$1.95.
- Buehr, Walter. Ship and Life Afloat from Galley to Turbine. New York: G. P. Putnam's Sons, 1953. 116pp. \$3.00.
- Calder, Peter. The Wonderful World of Medicine. New York: Doubleday & Co., 1958. 67pp. \$3.45.
- Dobrin, Norma. About Foresters. Chicago: Melmont Publishers, 1962. 32pp. \$2.50.
- Dudley, Nancy. Linda Goes to a TV Studio. New York: Coward-McCann, 1957. 49pp. \$2.50.
- Elting, Mary. We Are the Government. New York: Franklin Watts, 1951. 43pp. \$1.75.

- Greene, Carla. I Want To Be an Animal Doctor. Chicago: Childrens Press, 1958. 30pp. \$2.00.
- \_\_\_\_\_. I Want To Be a Ballet Dancer. Chicago: Childrens Press, 1959. 30pp. \$2.00.
- \_\_\_\_\_. I Want To Be a Bus Driver. Chicago: Childrens Press, 1957. 30pp. \$2.00.
- \_\_\_\_\_. I Want To Be a Carpenter. Chicago: Childrens Press, 1959. 30pp. \$2.00.
- \_\_\_\_\_. I Want To Be a Coal Miner. Chicago: Childrens Press, 1957. 30pp. \$2.00.
- \_\_\_\_\_. I Want To Be a Fisherman. Chicago: Childrens Press, 1957. 30pp. \$2.00.
- \_\_\_\_\_. I Want To Be a Policeman. Chicago: Childrens Press, 1957. 30pp. \$2.00.
- \_\_\_\_\_. I Want To Be a Nurse. Chicago: Childrens Press, 1957. 30pp. \$2.00.
- Gustafson, Ann. Tim of Tall Grain Farm. Chicago: Benefic Press, 1962. 94pp. \$1.80.
- Hefflefinger, Jane, and Hoffman, Elaine. About School Helpers. Chicago: Melmont Publishers, 1955. 24pp. \$2.50.
- Kuhn, Ferdinand. Story of the Secret Service. New York: Random House, 1957. 174pp. \$1.95.
- Lazarus, Harry. Let's Go to a Clothing Factory. New York: G. P. Putnam's Sons, 1961. 48pp. \$1.95.
- Miner, Opal, and Sevrey, Irene. The True Book of Policemen and Firemen. Chicago: Childrens Press, 1954. 44pp. \$2.00.
- Moody, Ralph. Silver and Lead. New York: The MacMillan Co., 1962. 45pp. \$1.95.
- Pratt, Fletcher. All About Famous Inventors and Their Inventions. New York: Random House, 1955. 142pp. \$1.95.
- Puner, Helen W. Daddies: What They Do All Day. New York: Lothrop, Lee & Shepherd Co., 1946. 34pp. \$2.75.

- Riedman, Sarah R. Let's Take a Trip To a Cement Plant. New York: Abelard-Schuman, Ltd., 1959. 127pp. \$3.00.
- Smith, Frances. Find a Career in Education. New York: G. P. Putnam's Sons, 1960. 160pp. \$2.75.
- Sootin, Laura. Let's Go to an Airport. New York: G. P. Putnam's Sons, 1959. 48pp. \$1.95.
- \_\_\_\_\_. Let's Go to a Bank. New York: G. P. Putnam's Sons, 1957. 45pp. \$1.95.
- Steiner, Charlotte. Where Are You Going? New York: Doubleday & Co., 1946.
- Urell, Catherine and others. Big City Government. Chicago: Follett Publishing Co., 1957. 96pp. \$3.00.
- Whittam, Geoffrey, and others. People of the World. Vol. II. New York: Henry Z. Walck, 1960. 128pp. \$2.75.
- Witty, Paul. The Food Store. Boston: D. C. Heath & Co., 1951. 30pp. \$.40.
- Wright, Ethel Bell. Saturday Walk. Chicago: Scott, Foresman & Co., 1954. 36pp. \$1.50.
- Wynkoop, M. L. Mac Goes to School. New York: Doubleday & Co., 1942.
- Zarchy, Harry. What Does a Scientist Do? New York: Dodd, Mead & Co., 1959. 64pp. \$2.50.

## Text

- Goldberg, Herman R., and Brumber, Winifred T. The Job Ahead. Chicago: Science Research Associates, Inc., 1963. Accompanying exercise books as follows:
1. Starting Work
  2. On The Job
  3. Keeping The Job
  4. Working For The City
  5. Time Out For Leisure
- Lifton, Walter F. What Could I Be? Chicago: Science Research Associates, Inc., 1960. 33pp. \$.50.

Science Research Associates, Inc. New Rochester Occupational Reading Series. Chicago, 1963.

Science Research Associates, Inc. Original Rochester Occupational Reading Series. Chicago.

APPENDIX C

Key to Abbreviations of Film and  
Filmstrip Producers  
and Distributors

Coronet

Coronet Instructional Films, Coronet Bldg., Chicago, Ill.

Dowling

Pat Dowling Pictures, 1056 S. Robertson Blvd., Los Angeles, Cal.

EBF

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave.,  
Wilmette, Ill.

EG

Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, N. Y.

FA

Film Associates, 11014 Santa Monica Blvd., Los Angeles, Cal.

FAC

Film Association of California, 10521 Santa Monica Blvd.,  
Los Angeles, Cal.

SVE

Society for Visual Education, Inc., 1345 Diversey Parkway,  
Chicago, 14, Ill.

MILLERS FALLS  
ERASE  
BOSTON, MASS.

BIBLIOGRAPHY

Books

- Barr, John. The Elementary Teacher and Guidance. New York: Henry Holt & Co., 1958.
- Barry, Ruth, and Wolf, Beverly. An Epitaph for Vocational Guidance. New York: Bureau of Publications, Teachers College, Columbia Univ., 1962.
- Bernard, Harold, James, C. E., and Zeran, F. R., Guidance Services in Elementary Schools. New York:
- Brill, A. A. Fundamental Conceptions of Psychoanalysis. New York: Harcourt, Brace & Co., 1921.
- Caplow, Theodore. The Sociology of Work. Minneapolis: Univ. of Minnesota Press, 1954.
- Cottingham, Harold F. Guidance in Elementary Schools. Bloomington, Ill.: McKnight & McKnight Publishing Co., 1956.
- Dictionary of Occupational Titles. Part IV, Entry Occupational Classifications. Washington, D. C.: Government Printing Office, 1944, pp. 165-167.
- Ginzburg, Eli et al. Occupational Choice. New York: Columbia University Press, 1951.
- Hoppock, Robert. Occupational Information. New York: McGraw-Hill Book Co. Inc., 1963.
- Johnson, Walter F., Stefflre, Buferd, and Edelfelt, Roy A. Pupil Personnel and Guidance Services. New York: McGraw-Hill Book Co. Inc., 1961.
- Kowitz, Gerald T. and Kowitz, Norma G. Guidance in the Elementary Classroom. New York: McGraw-Hill Book Co., Inc., 1959.
- McCracken, T. C., and Lamb, H. E. Occupational Information in the Elementary School. Boston: Houghton Mifflin Co., 1923.



- Norris, Willa, Zeran, F. R., and Hatch, R. N. The Information Service in Guidance. Chicago: Rand-McNally & Co., 1960.
- Roe, Anne. Psychology of Occupations. New York: John Wiley & Sons, 1956.
- Super, Donald E. Vocational Development: A Framework for Research. New York: Columbia Univ. Press, 1957.
- Watson, Goodwin. No Room at the Bottom: Project on the Educational Implications of Automation. National Education Association of the United States, 1963.
- Weaver, Glen L. How, When, and Where to Provide Occupational Information. Chicago: Science Research Associates, Inc., 1955.
- Willey, Roy DeVerl. Guidance in Elementary Education. New York: Harper and Brothers, 1952.
- Wrenn, C. Gilbert. The Counselor in a Changing World. Washington D. C.: American Personnel and Guidance Association, 1962.

#### Articles and Periodicals

- Edmonds, Harold. "Life Goals as Fifth Graders See Them," Instructor, LXVII (September, 1957), 81-84.
- Grell, Lewis A. "How Much Occupational Information in the Elementary School?" Vocational Guidance Quarterly, Vol. IX, No. 1 (Autumn, 1960), 48-53.
- Gunn, Barbara. "Children's Conceptions of Occupational Prestige," Personnel and Guidance Journal, XLIII (February, 1964), 558-563.
- Hill, George E. and Nitzschke, Dale F. "Pupil Programs in Elementary School Guidance," Personnel and Guidance Journal, XL (October, 1961), 155-159.
- Kaback, Goldie R. "Occupational Information in Elementary Education," Vocational Guidance Quarterly, IX, No. 1 (Autumn, 1960), 55-59.
- Kaye, Janet. "Fourth Graders Meet Up with Occupations," Vocational Guidance Quarterly, VIII, No. 3 (Spring, 1960), 150-152.

- Kobliner, Harold. "Literature Dealing with Vocational Guidance in the Elementary School," Personnel and Guidance Journal, XXXIII (January, 1955), 274-276.
- LoCasio, Ralph. "Delayed and Impaired Vocational Development: A Neglected Aspect of Vocational Development Theory," Personnel and Guidance Journal, XLII (May, 1964), 885-887.
- Simmons, Dale D. "Children's Rankings of Occupational Prestige," Personnel and Guidance Journal, XLII (December, 1962), 332-334.
- Sinick, Daniel and Hoppock, Robert. "Research on Teaching Occupations, 1959-1960," Personnel and Guidance Journal, XL (October, 1961), 164-167.
- \_\_\_\_\_. "Research on the Teaching of Occupations, 1961-1962," Personnel and Guidance Journal, XLII (January, 1964), 504-507.

#### Reports

- American Educator Encyclopedia. Careers. A Report Prepared by the Tangley Oaks Educational Center. Lake Bluff, Illinois. "n.d."
- Science Research Associates. Let's Listen to Youth. A Report Prepared by the Better Living Department: Chicago, 1950.

#### Unpublished Material

- Eastern Illinois University Laboratory School. "A Description of Curricular Experiences." 1955-1956. (Mimeographed.)
- Eastern Illinois University Laboratory School. "A Description of Curricular Experiences." 1956-1957. (Mimeographed.)
- Eastern Illinois University Laboratory School. "A Description of Curricular Experiences." 1957-1958. (Mimeographed.)
- Elk Grove, California. "The Elementary School Curriculum-An Over view." 1956-1957. (Mimeographed.)
- Gary, Indiana. "Social Studies Guide in the Elementary School." 1957-1958. (Mimeographed.)
- Washington County, Maryland. "Social Studies Curriculum Program." 1956-1957. (Mimeographed.)