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The Role of Vocational Guidance in the Elementary School

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THE ROLE OF VOCATIONAL GUIDANCE
IN THE ELEMENTARY SCHOOL

A Research Paper
Presented to
the Graduate Faculty
Central Washington State College

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

by
Gary Dee Williamson
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THIS PAPER IS APPROVED AS MEETING
THE PLAN 2 REQUIREMENT FOR THE
COMPLETION OF A RESEARCH PAPER.

Eldon E. Jacobson
FOR THE GRADUATE FACULTY

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION, PURPOSE AND DEFINITIONS	1
Introduction	1
Purpose of the study	1
Importance of the study	2
Objectives of the program	3
Definitions of Terms Used	5
Vocational guidance	5
Occupational information	5
Elementary school	5
Limitations of the Study	5
II. REVIEW OF THE LITERATURE	6
Early Literature on the Role of Vocational Guidance in the Elementary School	6
III. THE ROLE OF VOCATIONAL GUIDANCE IN THE ELEMENTARY SCHOOL	10
Theory of Occupational Choice	10
Responsibility of Principal, Teacher and Parent	15
The principal's responsibility	16
The teacher's responsibility	17
The parent's responsibility	20
A Practical Approach to the Vocational Guidance Program	21

	iv
CHAPTER	PAGE
Trips	21
Supplementary reading	21
Films	22
Film strips	22
Essays	22
Brochure collection and evaluation	22
Storytelling	23
Resource people	23
Songs or records	23
Bulletin boards	23
Pictures	24
Hobby hours	24
Dramatics	24
Television	24
Radio	25
Miscellaneous activities	25
IV. SUMMARY	27
BIBLIOGRAPHY	29
APPENDIX A. Books	32
APPENDIX B. Publishers	39
APPENDIX C. Films	41

CHAPTER I

INTRODUCTION, PURPOSE AND DEFINITIONS

It is becoming recognized that the individual's choice of an occupation is not based on a short term selection. A choice which is mutually beneficial to the individual and his society is made only through years of accumulating knowledge about occupations and the understanding of one's self. Since the choice of an occupation is so complex, early provision of a broad base of occupational information seems imperative.

I. PURPOSE

It is the purpose of this study to collect and present material concerning the present need and importance of a vocational guidance program in the elementary school. Such material should: (1) assist the school administrator in understanding the need for promoting an elementary vocational guidance program; (2) acquaint the teacher with the need for this program while relating some ideas for its' practical application; and, (3) acquaint the parents with this growing need in guidance, making them aware of practical methods by which they can assist their children.

To understand the current significance of this program it is necessary first, to review the historical importance of

vocational guidance in the elementary school; second, to include a brief description of a theory of occupational choice; and finally, as an aid in the promotion and administration of a vocational guidance program in the elementary school, include lists and suggestions concerning many books, films and film strips.

Importance of an elementary vocational guidance program. It is recognized that vocational guidance is one of the important facets of the guidance process. To create an understanding of the world of work, develop an appreciation of all kinds of worthwhile work, and aid in the child's eventual successful placement in an occupation should be among the main objectives of the elementary school.

The value of beginning occupational study early is stressed by Hatch and Costar:

The need for information about vocational possibilities appears much earlier in the life of a pupil than was thought to be true in the past. The increase in occupational specialization and the rapid developments in technology have been instrumental in bringing this change about.

Today's potential employee must choose his vocation from thousands of jobs, each requiring special training, personal qualifications or experiences. To be adequately prepared to find the occupation for which he is best suited, each individual should make an exploratory survey of a selected few. The exploratory phases require much time and travel. To wait until the pupil is in the junior high school serves only to reduce the size and scope of his exploration period. A planned program of occupational exploration in the elementary school makes it possible for the secondary school pupil to make more valid decisions about his educational plans based on the information which he has assimilated (9:108).

According to recent surveys of early school leavers, the proportion of children admitted to the first grade who enter or graduate from high school is still far too small for our modern culture. Statistically, it is shown that in this nation almost one-third of the children enrolled in primary grades drop out of school by the time they finish the intermediate grades. The majority of these persons will be slow learners, over-age because of late entrance and retardation, or physically handicapped in various ways and those who must drop out because of economic reasons.

This emphasizes the significance of relating occupational information to those pupils who enter a vocation before beginning, or graduating from, high school. It is virtually impossible to withhold occupational exploration until the junior high school years, because of the vast amount of information to be presented. A gradual exposure to occupational information in the elementary school will build a reservoir of information upon which the early school leaver may make a more satisfactory vocational choice. Also, for those who plan to continue in school, more adequate information makes for sound educational planning (9:108).

Objectives of the program. For a successful vocational guidance program in the elementary school, it is necessary that a set of specific objectives, or goals, be kept in mind by those who are to administer and carry out

this program. For example, certain goals might be:

1. To help the pupils explore occupational fields, assess their strengths and develop their abilities.

2. To provide abundant experiences acquainting the pupils with various types of work and characteristics of worker's roles.

3. To assist pupils to see the interrelationships among various fields of work.

4. To aid pupils in the construction of good work habits and learning to work among people with various characteristics.

5. To develop in pupils the proper attitudes towards all types of socially useful work.

6. To acquaint the pupils with some of the problems encountered in choosing a vocation.

7. To acquaint pupils with the higher educational facilities, vocational training facilities, and the curriculum most appropriate to their future educational needs.

8. To assist those pupils who do not continue their education after the elementary school to seek employment on the basis of valid information (15:25).

There may be many more objectives in learning about the world of work and its' relationship with each individual, but the ones mentioned above are a good beginning nucleus.

II. DEFINITIONS OF TERMS USED

Vocational guidance. Vocational guidance is the process of assisting individuals toward the correct choice of an occupation, according to each individual's needs, interests and abilities with regard for the national economic and labor scene.

Occupational information. Occupational information is valid and useable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information (15:22).

Elementary school. The elementary school, as mentioned in this report refers to the learning institution containing grades one through six, or any institution following kindergarten and preceding junior high school.

III. LIMITATIONS

The material in this report is limited to the elementary school levels, which will, in this report, deal with ages six through twelve. There will be no mention of the duties of the guidance counselor, but will deal directly with the principal, teacher, and parent, since these are the persons involved in the most characteristic elementary schools today.

CHAPTER II

REVIEW OF THE LITERATURE

From time to time throughout the educational history of the United States people have been concerned with guiding our elementary school students in the area of vocational choice. Shortly after the turn of the century, a few educators became interested in what was happening to the elementary student who took full time employment upon graduation. In the following section are summaries of various articles by authors who were aware, at that time, of the vocational guidance need. A comprehensive history of elementary school guidance based on these articles has been written by Harold Kobliner (11:274-6) and trends in vocational guidance have been extracted and paraphrased to supply background. These capture, in brief, the history of vocational guidance in the elementary school through the first four decades of our present century.

EARLY LITERATURE ON THE ROLE OF VOCATIONAL GUIDANCE IN THE ELEMENTARY SCHOOL

Educators, T. C. McCracken and H. E. Lamb, in a 1923 publication, suggested a graduated vocational guidance course of study, starting at kindergarten and terminating at the sixth grade. They included with the study a bibliography containing stories, songs, slides, films and various

aids to be used in such a program. The authors believed that there was a need for bringing specific occupational information to elementary school children, because of the large numbers of children leaving school at about the sixth grade.

Woodhouse, in 1935, suggested that the elementary school was the place to teach children the dignity of work. The most important aspect of vocational guidance at this level was inculcating youngsters with good social attitudes towards work and removing the stigma attributed to factory and domestic work. Woodhouse further concluded that the true democracy of work was needed in the schools in order to prevent future embarrassment by false social standards. This was also the proper level to arouse the curiosity of children about occupations, to start interests in fields of work and to develop in them the desire to ask questions. The childrens' parents were, also, an important aspect of his program and they were to be given an intelligent understanding of their child's weaknesses and strengths as well as the democratic social attitudes needed toward choosing an occupation.

Ten years later, W. H. Adams wrote that vocational guidance was a continuous process, which should follow the youngsters from the time they start their education, until they are working successfully in some occupation. The role

of the elementary school in this process was not to impart information about specific vocations, but to acquaint the pupils in a general way with the working world about them. Occupational information could be taught, incidentally, throughout the curriculum and that the teacher should become "vocational guidance minded." According to Adams, the most important phase of this program was to cultivate in children the desire to secure reliable information before they make their vocational choices in the future, and certainly the elementary school was not the place for any vocational choice.

In the next decade, A. E. Jensen wrote that the foundation of vocational guidance should be laid in the grade schools, so that the program of the junior and senior high school counselors would prove more effective in helping students to select and prepare for careers. Along with the development of vocational attitudes and habits, she suggested a vocational questionnaire to be kept through the grades and passed on to junior high school, thus aiding counselors in their work.

Torrance, in a 1949 article, proposed the use of role playing and role training as vocational guidance techniques for vocational orientation in the elementary schools. He suggested that the community make a survey of its' characteristic roles, as well as some characteristic roles outside

the community and that the children be assigned these roles, such as; teacher, doctor, lawyer, etc. The children would enact these roles and then discuss discrepancies between the actions of the actor and the demands of the role in terms of adequacy and enjoyment. Torrence, also, suggested that such vocational guidance techniques could start in the nursery school and be used throughout the educational ladder, as well as in employment agencies.

It is shown by these articles that there were some educators aware of the occupational guidance needs during the years when the elementary school was the primary educational facility. However, since the publication of these articles, interest in guiding students vocationally has been concentrated at the higher levels of education. Opinion is somewhat divided as to when vocational guidance should begin. Apparently some of the division of opinion is based on definition of the term. When broadly defined, there are few who contend that vocational guidance be held until the secondary school level. Few would argue against broadening occupational horizons and teaching positive values and attitudes by learning about people in the context of that person's life work.

CHAPTER III

THE ROLE OF VOCATIONAL GUIDANCE IN THE ELEMENTARY SCHOOL

I. THEORY OF OCCUPATIONAL CHOICE

In order to accurately guide the young child in tentative possibilities of occupational choice, it must first, be understood why an individual chooses the occupation he does. Many think that occupational choice is based on only the desire to make a living. Studies of morale in industry and job satisfaction have shown that there is much more to the selection and holding of an occupation than just working to acquire food and shelter (15:482).

Different authors have suggested various reasons for the selection of an occupation. It is suggested that the theories of occupational choice by Donald E. Super, The Psychology of Careers, (18), Eli Ginzberg, et. al., Occupational Choice: An Approach to a General Theory, (7), and Anne Roe, The Psychology of Occupations, (16), be studied for a sample of contemporary views. The intent in this report is to introduce one of the more comprehensive theories, that of Robert Hoppock:

1. Occupations are chosen to meet needs.
2. Our choice of occupation is the one that we feel will best meet the needs that most concern us.

3. Needs may be intellectually perceived, or vaguely felt as attractions which draw us in certain directions.

4. Occupation begins when we are first aware that an occupation will help to meet our needs.

5. Our capacity to anticipate how well an occupation will meet our needs depends on our knowledge of ourselves, our knowledge of occupations and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize what we want, and helps us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.

7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs, and how well satisfied we may hope to be in that occupation.

8. The satisfaction of jobs depends upon the extent to which that job meets the needs that we feel it should meet. The ratio between what we have and what we want is the degree of satisfaction.

9. Satisfaction results from a job which meets our needs today, or from a job which promises to meet our future needs.

10. The choice of an occupation is always subject to change when we believe that a change will better meet our needs.

To be remembered as a generalization from and frame of reference for Hoppock's theory, he states that we choose an occupation, are satisfied with an occupation, remain in, or change, occupations because of the striving for satisfaction of needs (15:484).

There are also many theories regarding our needs upon which several theories of choice are now based. The theory of need presented in this report is based on Maslow's need theory, because it is man and culture centered, rather than animal (physiologically) centered, as many need theories. Following are the needs that an individual strives to satisfy in choosing an occupation, plus elaborations of these levels as interpreted by Anne Roe:

1. The physiological needs
2. The safety needs
3. The need for belongingness and love
4. The need for importance, respect, self esteem,
and independence
5. The need for information
6. The need for understanding
7. The need for beauty
8. The need for self-actualization

Maslow's need theory is placed in a hierarchy of prepotency. The prepotent needs are more urgent and insistent than the others in which the degree of importance is

dependent upon the value placed on them by the individual. Maslow also believes that the basic needs must be satisfied before the others emerge as motivators of behavior.

Physiological needs are hunger, thirst, sex, sleep and maternal response. These are initially the strongest needs. As these are satisfied the safety needs occur. They are bodily protection from accident, and disease, shelter and security. When groups one and two are satisfied, Maslow says, the need for belongingness and love appears. People desire a place in their own group and affectionate relations with other people. Many clinical studies have been made of these basic groups of needs and more is known of them than all the other needs.

The esteem needs are the needs for self-respect and importance. Maslow contends that, one desires strength, the certainty of one's capacity to cope with whatever he is likely to meet, and the freedom to do it in one's own way. There is also the need to have this state appreciated by others, to be recognized by them as competent.

The needs for information vary greatly among individuals and cultures. It is difficult to determine how greatly it frustrates individuals if not satisfied, but it is a definite need as suggested by the accumulation of knowledge man has assimilated during his life on earth.

On the part of some individuals there is an intense

craving to satisfy the need for understanding the world around us. It is not of equal importance to every individual; variations in this and subsequent needs may be very wide. It can be qualified as a need by the fact that in every known culture persons have tried to understand and interpret the world in terms of some religious or philosophical scheme.

According to Maslow, the need for beauty is posed on the basis of common experience, rather than of clinical research. No one has found what, if any, frustrations, disease, or other disturbances occur when absent. Until empirically determined, the need for beauty is tentatively included in the list of basic needs.

The need for self-actualization is more definite, as shown by clinical research. It is meant by this need that all a man can be, he must be, if he is to be happy. The more he is fitted to do, the more he must do. This need varies with the capacity of individuals. Effective self-actualization, however, can emerge freely only with adequate gratification of the physiological, safety, love and esteem needs and some of the others (16:25-29).

In most instances the parents, teachers, and peers will all aid in the child's satisfaction of the basic needs, (physiological, safety, and love and belongingness), setting him free for the emergence of the higher needs in the

hierarchy. For these higher needs to emerge, the lower ones must be satisfied. Therefore, the first three groups of needs are interdependent with the others (16:25).

Occupational choices are a direct result of an individual needs, though they may not be expressed or recognized, and these needs parallel the developmental processes of an individual from youth to adulthood. Because of the years it takes to acquire a sufficient amount of vocational information, the elementary school is justified in beginning to relate occupational information to the child.

Aside from the importance of needs as criteria for job selection, there are further factors influencing selection. These factors are: mental ability, personality characteristics, parental socio-economic level and exposure to opportunities. These dimensions of looking at the problem must also receive consideration when guiding pupils vocationally (15:488).

II. RESPONSIBILITY OF PRINCIPAL, TEACHER AND PARENT

It is assumed that the child grows best whose parents, teacher and principal work cooperatively as a team. When they function as a team they are all working toward the same emerging goal--that of a growing child without tensions and frustrations, who is developing according to his individual patterns of abilities, needs and interests.

The principal's responsibility. The role of the principal in a vocational guidance program in the elementary school is one of leadership. It is his responsibility to be encouraging, helpful and cooperative once a program of this type is begun. Furthermore, he should have complete knowledge of all facets of the program.

It is the principal's duty to fully understand the importance of guiding elementary students vocationally, therefore he must establish certain objectives to carry out this program successfully. He should keep up to date on the current and future trends of the nation's economy. He should, also, be familiar with the local occupational conditions and their future trends.

It should be the responsibility of the principal to convey the importance of such a program to all of his staff. He should, also, be familiar with guidance programs at the higher levels of education throughout his district. In this way there can be, if accepted, a cumulative program of vocational guidance throughout the grades.

In order to assist his staff in the introduction of a vocational guidance program, the principal should obtain motivational materials for the staff's inspection and utilization. Some of these materials might be; occupational brochures, bibliographies of books about occupations suitable at each grade level, films and film strips acquainting

the children with various types of work, and information regarding field trips to allow them to look directly into the employment world.

The principal must be able to answer any questions a parent might have concerning the program. These questions might relate to; importance of the program; objectives of the program; and its' integration into the school curriculum. He should be prepared to assist the parents in furthering their child's interest in various occupational areas. He can do this by suggesting worthwhile experiences for vacations, or outings. He can also, suggest hobbies or projects to be done out of school which relate to the child's interests and abilities.

Lastly the principal should generally coordinate the work of teacher, pupil and parent toward the success of this program.

The teacher's responsibility. The teacher has, perhaps, the greatest responsibility in a vocational guidance program in the elementary school. He must understand the importance of such a program and establish appropriate objectives. The teacher has the opportunity to have the most objective picture of the child. If observant, he can readily see the interests, abilities and needs of a child. If these qualities are recognized, he can be the integrator of this program between the parent, principal and child.

One of the teacher's obligations to the parent, in this matter, is answering questions. He should be able to relate the child's interests, needs and abilities, and to suggest broad areas of future occupational consideration for that child. If the parent does not inquire and seems currently unconcerned about their child's choice of occupation, it is the teacher's responsibility to guide the thinking of the parents toward vocations in which the child has interest, as well as ability.

The teacher must also be able to interpret test results and advise the parents regarding their child's abilities and current utilization of these abilities as measured. The teacher should be prepared to suggest home activities that the parents might use to further their child's current interests, broaden, as well as develop, new interests when indicated.

The teacher should work closely with the principal throughout the establishment and fulfillment of the program. He, in turn, assists vertical coordination within the school program.

The teacher's responsibility to the child is one of being truly concerned with each child's needs, interests and abilities and to help him develop these traits through a variety of experiences. The teacher should, also, be familiar with broad occupational characteristics, keeping in mind that

vocational information at the primary level is of a very general nature. The teacher can, however, make the basic skills functional in the student's life and all school concepts can be continuously related to the needs of the world of work.

It is important that the teacher follow particular objectives to make the program successful. Some possible objectives at the primary level are:

1. To develop wholesome attitudes toward all fields of work. The teacher should be careful not to indicate by action or words her prejudices about different occupational pursuits. As an illustration, the importance of the garbage collector as well as the physician to the health of the community can be shown.

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--the policeman, the postman, the milkman.

3. To help the child to answer the myriad questions he may have about occupations. The natural curiosity of the child leads him to ask a great number of questions about how man makes a living, and 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. Such values as providing an opportunity to use one's special abilities or talents and especially to be helpful to others should be shown (15:118).

At the upper elementary level the above described objectives are continued, and the following are added:

1. To help him to see that workers are found at the state, national, and even international levels. Here he can begin to contrast the workers of the city with the workers of the country and workers found in his country with those found in other lands. 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. A knowledge of how one worker's activities are so dependent upon that of others should serve to dignify all types of work.

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 know the areas of information considered important in making a vocational choice--nature of the work, training, working conditions and the like.

5. To help him become acquainted with some of the general broad problems encountered in choosing a vocational and holding a job--costly tools, expensive training programs, long hours of study, unpleasant working conditions.

6. To help him to accept the fact that it is necessary to give careful study to making a choice of a future career (15:119).

The parent's responsibility. The parent is in the best position to broaden his child's interests, needs and abilities in out-of-school activities. He should know the abilities his child possesses. He can obtain this information by observing the child and discussing him with the teacher and principal. The parent must not let prejudices take over his thinking, regarding certain occupations, but should guide the child according to the youngster's interests in socially acceptable vocations. Above all, the parent should provide encouragement to his child. He should realize that the child may be living in periods of fantasy or role playing as he begins to think about occupations.

There is much the parent can add to the successful vocational orientation of the elementary school child. Books, materials for hobbies, travel, all are revealing experiences. Parents can relate to the teacher demonstrated and expressed interests of children at home (10:228).

III. A PRACTICAL APPROACH TO THE VOCATIONAL GUIDANCE PROGRAM

An approach that may well meet the objections for vocational guidance in the elementary school is suggested by Knapp in his statement: "The vocational guidance experiences provided in the elementary school should be made an integral part of the curriculum" (10:229). Activities for the vocational guidance program may be many and varied. They may be incidental to the subject areas, or they may be planned units of study. Planning the exploratory experiences which are occupational in nature depends more on the creativeness of the guidance conscious teacher and principal than any other factors.

Several approaches can be used to help teachers interested in meeting occupational guidance objectives. Specific aids in initiating a program of this type can be shown by illustrative examples.

Trips. From time to time throughout the elementary school, trips are taken to visit the community's industries. Many facts relative to vocations are absorbed on these trips. Later in the elementary school, along with the study of industry and community services, specific occupational information can be procured and then, studied (9:110).

Supplementary reading. Several different publishers

are now offering series of books related to occupations and they are written at all reading levels appropriate to the elementary school. Some magazines publish good briefs and assignments to locate information about what people earn their living may develop reading interests in good popular magazines. There is also a list of supplementary books and publishers in Appendix A and B (9:110).

Films. Many films are produced and available which present basic exploratory information about the more common occupations. A number of such films are listed in Appendix C (9:110).

Film strips. By using film strips depicting various occupations, the teacher can discuss aspects of the film along with the pictures. Almost all film strips currently available are suitable at the elementary school level (9:110).

Essays. Many of the essays which students write as language, or social studies assignments can be based on vocations. The occupations of parents, friends, or an adult hero, might be topics for several presentations (9:112).

Brochure collection and evaluation. Almost every industry today prints brochures, or booklets, pertaining to their occupation. These can be easily obtained by writing the company, or for specific addresses, refer to Occupational

Literature, by Gertrude Forrester (5). This is an excellent method of beginning an occupational library. The evaluation of this material is important and can be a good learning process for the students. One should evaluate for recency of printing, attractiveness, clearness of meaning, length, readability, format and breadth of coverage.

Storytelling. Sharing interesting trips, or visits, can add much to the child's vocational knowledge. Also, stories told by the teacher, pupil, or parent, add to the wealth of information (9:112).

Resource people. The principal, or teacher, can almost always find community resource people who are willing to relate the information about their occupation to children. Some of these people might be a doctor, baker, pilot, commercial fisherman, etc. When used, it would be best to try to insure their objectivity of presentation and given suggestions concerning level of vocabulary.

Songs or records. Many songs that children sing or listen to are about men and their occupations. These too, are good sources of occupational information or points of departure for discussion.

Bulletin boards. Many attractively arranged bulletin boards constructed by the principal, teacher, or child can

be used to depict a particular occupation, or a variety of occupations. Many of the occupational brochures, or book covers might be used as bulletin board material.

Pictures. The use of pictures about people in their field of work is a good method of studying occupations. Teachers can have their classes build an occupational file, using pictures that the children cut from magazines and newspapers. This experience stimulate the children to study the various occupations more thoroughly. In upper elementary grades the files can be build around descriptions. Writing and editing is good experience for the talented student.

Hobby hours. By the constructive use of hobby hour activities, children can follow their interests by working on hobbies of their choice.

Dramatics. The use of dramatics in school is an excellent method of learning about occupations. The children can dramatize the activities of a particular occupation, or dramatize occupations according to their geographical location. Children can also dramatize the importance of social graces as related to obtaining a particular job.

Television. The child can learn a wealth of information, both incidentally and planned, by watching television. In some areas of the United States special educational

television programs are now showing vocationally guided programs which would be suitable to use for some upper elementary pupils.

Radio. In many areas of the United States informational radio programs are broadcast locally and sponsored by service groups, state employment bureaus, as well as high schools and colleges. These too, would be suitable at the upper elementary level.

Miscellaneous activities. Many other incidental student activities can also be helpful in preparing the child vocationally. Some examples which are used in the school and can be stimulating vocationally, are: operating audio-visual equipment, helping in the school store, working with the school secretary, selling lunch tickets, holding class offices, organizing school parties, and working as school patrolmen. There are also many incidental home activities through which a child may become vocationally stimulated. Some of these activities are: helping in meal preparation, helping with home repairs, learning to account for savings, taking care of pets, or farm animals, and holding miscellaneous neighborhood jobs.

The teacher who desires to keep vocational guidance as a prominent objective can gain many additional ideas from reading not only educational journals appropriate to

elementary school, but also skim guidance journals. Of similar importance in a relatively new curricular dimension is to feel the responsibility to write novel methods that have worked well and submit them for publication in appropriate journals.

CHAPTER IV

SUMMARY

It has been the intent in this report to convey the importance of a vocational guidance program in the elementary school. In a time when the American economy is demanding a greater amount of individual training to meet the highly technological jobs, we still have almost one-third of our elementary school population discontinuing school upon completion of the sixth grade. It is crucial that early school leavers as well as individuals continuing their education be generally familiar with the occupational world.

One of the main purposes in the education of a youngster is to create an understanding of the world of work and to develop an appreciation for all kinds of worthwhile work. By fulfilling these purposes, interested persons can aid in the child's eventual successful placement in an occupation.

The principal and teacher, with parent cooperation, have the main responsibilities in fulfilling the purposes of a vocational guidance program in the elementary school. The principal is the leader in this program. It is his duty to understand the need, aid in setting up objectives, answer pertinent questions, be encouraging and cooperative so the program can be successful.

The teacher is the integrator of a successful elementary vocational guidance program, by working in cooperation with the principal and parent. He has an opportunity to see the child objectively through his day by day observation of the child's needs, interests and abilities. A guidance conscious teacher, with a broad theory of vocational choice, can supply more creative activities related to the world of work than any other person. He can relate the occupational world to the child through field trips, films, supplementary books, storytelling, pictures, dramatics, resource people, bulletin boards and many other methods.

The parent is in the best position for broadening his child's interests, needs and abilities in out-of-school activities. He can encourage his child's interest in vocational areas through travel, books, and enthusiasm for worthwhile hobbies. He can gain insight into his child's abilities through cooperation with the school and help broaden identified abilities through appreciating his child's particular talents.

With interest and creative planning by the principal, teacher and parent, there can be a well designed program in the elementary school. As a result the youngsters of today can meet the working world of tomorrow by satisfying their own needs most effectively and concurrently meeting the occupational needs of a maturing society.

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10. Knapp, Robert H., Guidance in the Elementary School. Boston: Allyn and Bacon, Inc., 1959. 394 pp.
11. Koblner, Harold, "Literature Dealing with Vocational Guidance in the Elementary School," Personnel and Guidance Journal, 33:274-6, January, 1955.
12. Lampman, Henry, "Help Your Child Find His Vocation," Today's Health, 32:44-8, May, 1954.
13. Lifton, Walter, M., Introducing the World of Work to Children. Chicago: Science Research Associates, Inc., 1960.
14. Mann, Martin. "How To Help Your Youngsters Choose A Career," Popular Science, 171:76-9, July, 1957.

15. Norris, Willa, et. al., The Information Service in Guidance. Chicago: Rand McNally and Co., 1960. 598 pp.
16. Roe, Anne, The Psychology of Occupations. New York: John Wiley and Sons, Inc., 1959. 340 pp.
17. Spofford, Pauline C., "Work Wanted," National Education Association Journal, 43:484, November, 1954.
18. Super, Donald E., The Psychology of Careers, New York: Harper and Brothers, 1957. 362 pp.

APPENDIX A

SUPPLEMENTARY BOOKS

The listed materials might facilitate in beginning a vocational guidance program, or enriching a program already begun.

The source, price, reading level and interest level accompany each selection, where available. "I Want To Be" books have been prepared to lead the child through familiar facets to introduce the many components of community life found in almost every geographical location of our country. These books are written by Carla Greene for Grade One through Three interest level. They are all priced at \$2.00 list, \$1.50 net, and are available through Childrens Press, Inc. Jackson Blvd. and Racine Ave., Chicago 7, Illinois.

I WANT TO BE A BASEBALL PLAYER. Success comes to Benny when he understands the game and works to develop a few skills. 1961.

I WANT TO BE A HOMEMAKER. Enchanted homemaking in a play-house shows Jane that a homemaker is cook, cleaner, nurse, teacher, and artist. 1961.

I WANT TO BE A SCIENTIST. A handful of beans leads Jack to wonder, look, read, experiment and find out many things true about the world around him. 1961.

I WANT TO BE A SPACE PILOT. Kip, who wants to fly to the moon learns first about the earth and air around it and the nature of outer space. Shows tests that the astronauts are given. 1961.

I WANT TO BE AN AIRPLANE HOSTESS. 1960.

I WANT TO BE AN ANIMAL DOCTOR. 1956.

I WANT TO BE A BAKER. 1956.

I WANT TO BE A BALLET DANCER. 1959.
I WANT TO BE A BUS DRIVER. 1957.
I WANT TO BE A CARPENTER. 1959.
I WANT TO BE A COAL MINER. 1957.
I WANT TO BE A COWBOY. 1960.
I WANT TO BE A DAIRY FARMER. 1957.
I WANT TO BE A DENTIST. 1960.
I WANT TO BE A DOCTOR. 1958.
I WANT TO BE A FARMER. 1959.
I WANT TO BE A FIREMAN. 1959.
I WANT TO BE A FISHERMAN. 1957.
I WANT TO BE A LIBRARIAN. 1960.
I WANT TO BE A MECHANIC. 1959.
I WANT TO BE A NEWS REPORTER. 1958.
I WANT TO BE A NURSE. 1957.
I WANT TO BE AN ORANGE GROWER. 1956.
I WANT TO BE A PILOT. 1957.
I WANT TO BE A POLICEMAN. 1958.
I WANT TO BE A POSTMAN. 1958.
I WANT TO BE A RESTAURANT OWNER. 1959.
I WANT TO BE A ROAD BUILDER. 1958.
I WANT TO BE A STOREKEEPER. 1958.
I WANT TO BE A TEACHER. 1957.
I WANT TO BE A TELEPHONE OPERATOR. 1958.
I WANT TO BE A TRAIN ENGINEER. 1956.

I WANT TO BE A TRUCK DRIVER. 1958.

I WANT TO BE A ZOO KEEPER. 1957.

Other books by Childrens Press which offer a pleasant introduction to many professions and trades are:

THE AIRPLANE AT THE AIRPORT, Merrie Stuart, Reading and interest level 1-3, \$2.50, 1958.

THE AIRPORT, Lillian Colonius, Interest level 1-4, \$2.50, 1953.

THE BAKERY, Lillian Colonius, Interest level 2-5, \$2.50, 1953.

THE BANK, Elinor Rees, Interest level 2-6, \$2.50, 1959.

THE DRY CLEANERS, Lucille Dennhardt Dean, Interest level 1-5, \$2.50, 1955.

THE WHOLESALE PRODUCE MARKET, Dorothy Voorhies Stever, Interest level 1-6, \$2.50, 1955.

UP AND DOWN MAIN STREET, Vera Russell, Interest level 1-4, \$2.50, 1956.

DOCTOR JOHN, Frances B. Thompson, Interest level 1-3, \$2.50, 1958.

FATHERS AT WORK, Ruth Shaw Radlauer, Interest level 1-4, \$2.50, 1958.

WOMEN AT WORK, Ruth Shaw Radlauer, Interest level 1-4, \$2.50, 1959.

THE BIGGEST PINE TREE, Will Hayes, Interest level 2-6, \$2.50, 1957.

THE CAPTAIN OF A SHIP, Haile Chace, Interest level 1-5, \$2.50, 1959.

THE DRIVER OF A BUS, Eleanor Phillips, Interest level 1-5, \$2.50, 1959.

HELPFUL HELICOPTERS, Dorothy Kinsella Allison, Interest level 2-6, \$2.50, 1954.

READY-TO-WEAR CLOTHES, Terry Shannon, Interest level 3-6,
\$2.50, 1961.

APPLES FROM ORCHARD TO MARKET, Mary Moore Green, Interest
level 2-6, \$2.50, 1960.

COTTON GROWING, Lois F. Harvey, Interest level 2-6, \$2.50,
1958.

Another excellent source for supplementary books which are of an occupational nature is Coward-McCann, Inc., 210 Madison Avenue, New York 16, New York. This corporation features The Colby Books which give readers sound and authoritative information in brief texts with clear photographs. All of these books are by C. B. Colby and are recommended for use by children eight and up. The list price for these books is \$2.25.

EARTHMOVERS, 1955.

F.B.I., 1954.

FISH AND WILDLIFE, 1955.

OUR SPACE AGE JETS, 1959.

PARK RANGER, 1955.

TALL TIMBER, 1955.

WINGS OF OUR AIR FORCE, 1952.

WINGS OF OUR NAVY, 1952.

Benefic Press, 1900 N. Narrgausett, Chicago 39, Ill. also have books which will supplement the vocational guidance program. They are:

HOW WE GET OUR MAIL, Edith McCall and Marjorie Ann Banks,
Interest level 1-3, \$1.60.

HOW AIRPLANES HELP US, Edith McCall and Marjorie Ann Banks,
Interest level 2-4, \$1.60.

FRANK OF IRRIGATED FARM, Anne Gustafson, Interest level 1-3,
\$1.80.

TIM OF TALL GRAIN FARM, Anne Gustafson, Interest level
\$1.80.

Henry Z. Walck, Inc., 101 Fifth Ave., New York 3, New
York publish the very popular books for boys and girls:

THE LITTLE AIRPLANE, Lois Lenski, Interest level 1-3, \$2.00.

THE LITTLE AUTO, Lois Lenski, Interest level 1-3, \$2.00.

THE LITTLE FARM, Lois Lenski, Interest level 1-3, \$2.00.

THE LITTLE FIRE ENGINE, Lois Lenski, Interest level 1-3,
\$2.00.

THE LITTLE SAIL BOAT, Lois Lenski, Interest level, 1-3, \$2.00.

THE LITTLE TRAIN, Lois Lenski, Interest level, 1-3, \$2.00.

Walck Inc. also prints the popular Allabout Books,
which are for the interest and reading level of the inter-
mediate grades. These books have a list price of \$3.80 and
net price of \$2.28.

ALL ABOUT ELECTRICITY, Ira Freeman

ALL ABOUT GREAT MEDICAL DISCOVERIES, David Dietz

ALL ABOUT SATELLITES AND SPACE SHIPS, David Dietz

ALL ABOUT THE WEATHER, Ivan Tannehill

ALL ABOUT THE UNDERSEA EXPLORATION, Ruth Brindze

ALL ABOUT THE WONDERS OF CHEMISTRY, Ira Freeman

Further books printed by Walck Inc. are the Landmark Books. These are written for grades five through eight. The list price is \$3.40 and the net price is \$2.04. The Landmark Books suitable for the vocational guidance program are:

THE DOCTORS WHO CONQUERED YELLOW FEVER, Ralph Nading Hill

THE F.B.I., Quentin Reynolds

THE STORY OF THE AIR FORCE, Robert Loomis

THE STORY OF THE NAVAL ACADEMY, Felix Riesenbergr Jr.

THE STORY OF THE MARINES, George Hunt

THE STORY OF THE SECRET SERVICE, Ferdinand Kuhn

APPENDIX B

PUBLISHERS

There are many other publishers who print books for all ability levels which can be used with a vocational guidance program in the elementary school. All of the publishers listed below will furnish free catalogs from which to order. The publishers are:

Doubleday and Co. Inc., Institutional Department, Garden City, Long Island, New York.

E. P. Dutton & Co., 300 Park Avenue South, New York 10, New York.

Follett Publishing Co., 1010 West Washington Boulevard, Chicago 7, Illinois.

Charles M. Gardner Co., 749 North Keyser Ave., Scranton 11, Pennsylvania.

Harcourt, Brace and Co., 750 Third Avenue, New York 17, New York.

Harper & Brothers, 49 East 33rd Street, New York 16, New York.

Houghton Mifflin Company, 777 California Avenue, Palo Alto, California.

J. B. Lippincott Co., East Washington Square, Philadelphia, Pennsylvania.

William Morrow & Co., Inc., 475 Park Avenue South, New York 16, New York.

APPENDIX C

FILMS

Most of the films prepared for use in the elementary school may be rented from colleges and universities, the state film library, or the county film library. The following film titles are but a few of those appropriate for use in the elementary vocational guidance program. The suggested grade level is indicated by "P" for primary, and "I" for intermediate grades.

The producers of the films are indicated along with the film title. If these films are not available through the agencies mentioned, addresses of the producers are included for convenience.

1. AMERICAN COWBOY, 30 min. I, Ford Motor Co. 1951.
2. BEHIND THE SCENES AT THE AIRPORT, 11 min. P and I, Vocational Guidance Films, Inc.
3. BUS DRIVER, 11 min. P and I, Encyclopedia Britannica Films, Inc.
4. CITY FIRE FIGHTERS, 10 min. P and I, Coronet Instructional Films.
5. FIREMAN, 11 min. P and I, Encyclopedia Britannica Inc.
6. FOOD STORES, 11 min. P and I, Encyclopedia Britannica, Inc., 1957.
7. FREIGHT TRAIN, 11 min. P and I, Encyclopedia Britannica, Inc., 1954.
8. LONGSHOREMEN, 11 min. I, Frith Films.
9. LUMBERMAN, 22 min. I, Frith Films.
10. MAILMAN, 10 min. P and I, Encyclopedia Britannica, Inc., 1947.

11. NURSE, 11 min. P and I, Encyclopedia Britannica Films, Inc.
12. OCEAN VOYAGE, 14 min. P and I, Encyclopedia Britannica, Inc., 1955.
13. PATTY GARMAN, LITTLE HELPER, 11 min. P and I, Frith Films.
14. PEOPLE WHO WORK AT NIGHT, 13 min. P and I, Film Associates.
15. TRUCK DRIVER, 16 min. P and I, Encyclopedia Britannica, Films, Inc.
16. TRUCK TRANSPORT - ON THE LONG HAUL, 17 min. P and I, Academy Films, 1954.
17. WHAT DO FATHERS DO? 10 min. P and I, Churchill-Wexler.

Coronet Instructional Films, Coronet Building, Chicago 1, Illinois.

Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois.

Film Associates, 10521 Santa Monica Boulevard, Los Angeles 25, California.

Frith Films, 1816 North Highland Avenue, Hollywood, California.

Vocational Guidance Films, Inc., International Distributors, Carl F. Mahnke, 215 East Third Street, Des Moines, Iowa.