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Date

July 6, 1972

IMPLEMENTATION AND EVALUATION OF A CAREER EDUCATION PROGRAM

IN THE ELEMENTARY SCHOOL AT FORT BENTON, MONTANA

by

PATRICK JOSEPH FLANAGAN

A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

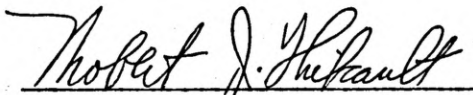
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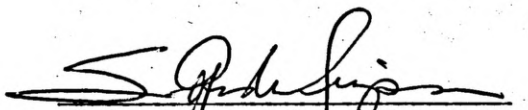
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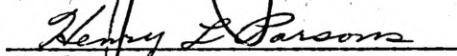
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ABSTRACT

Funded by an ESEA Title III grant, an occupational mini-course program was implemented on an experimental basis for the 1971-1972 school term in the Fort Benton Elementary School. The experiment included all of the elementary students, kindergarten through the sixth grade which consisted of three hundred and fifty students. The personnel directly involved were one counselor, one mini-course instructor, and one project secretary.

The study was conducted to determine whether a career oriented mini-course program could aid elementary school children in becoming more aware and knowledgeable toward the vocational world. The method used was an occupational program which consisted of "mini-courses" of short duration which exposed the child to the many careers available locally, regionally and nationally. Through actual performance or related tasks, the child got an introduction to many jobs.

Questionnaires included information gained from parents, teachers, student aids, and students. The information sought was: a) student's attitude towards the world of work, b) a feasible way of introducing an elementary counselor to the students, c) attendance of students on a normal school day and on days when the experiment was in operation, d) parent's attitude towards the study of occupations in the elementary school, and e) the parent's perception of their child's interest before and after the experiment.

The following conclusions were drawn from results of the experiment:

a) The overall evaluation of the experiment was positive; b) the students became more interested in occupations; c) individual counseling sessions tripled from the beginning of the year to the end; d) the attendance increased 5% on days of the experiment; e) parents indicated that career education should begin in the elementary school; f) the parents perception of their child's interest showed a definite increase towards the world of work; g) teachers indicated that their classes have above average knowledge concerning the world of work; h) parents feel that the school is responsible to assist the students in eventually making a wise vocational choice.

Only tentative conclusions can be drawn from this study since the program has only been in existence for one year. More valid conclusions would have to be postponed until these students reach the age of decision making. To measure the basis for the experimental groups decisions, research must be conducted to compare this group with a similar group who have not experienced an in depth career education program.

CHAPTER I

DESCRIPTION OF THE PROJECT

Introduction

With career education being the foremost emphasis of the United States Office of Education in the 70's, this researcher has implemented an experimental program of career education K-6, with emphasis on the counselor's role and activities pertaining to the world of work within the experiment.

Research has indicated a need for such a program when many frustrations, insecurities and unrealistic planning of an elementary school child may often be attributed to the small amount of pertinent information given to him in the elementary school (18). Therefore, education today is called upon not only to provide formal schooling but also to help children develop the capacity for forming and changing self-concepts.

The school is in an excellent position to assist in the positive development of a child's self-image and occupational awareness, simply because it brings together a wider range of values and experiences than those typically found in the family environment. By this statement it is not intended to replace the function of the family but to simply assist it. But the school must consider the background and experiences each child brings from his home. Family values create a

child's earliest, even strongest, attitudes towards work. In one family, work may be approached with curiosity, eagerness and a confident hope of reward and fulfillment. In another, it may be a painful struggle for survival. Such attitudes affect the child's early play and learning experiences too. Some children learn in an atmosphere of encouragement and even pleasurable excitement, while others sense anxiety and disapproval as they learn to walk, talk, manipulate objects, express themselves, and exert growing independence. It is important that such early learning activities be encountered positively, because all subsequent work behavior and career development are in reality intricate expansions of these explorations. Significant changes will certainly take place as children encounter more experiences and move toward adult life, but the earlier they understand their own preferences and patterns of learning the better able they will be to grasp career development concepts in later stages (48:46-47).

With the emphasis on career education, schools will have to reorient their programs to better guide students toward personal fulfillment. The emphasis is not on a vocational choice since the vocational maturity of the elementary school pupil is still low. But behavior patterns and interest patterns are being established which will have vocational invocations later (50:502). This means that the school will have to expose students to numerous occupational backgrounds so that they then can make sound decisions for entry into

useful employment suited to their individual aptitudes and aspirations. By implementing career education into the curriculum, it is our intention to make education relevant to life for all students, and not just a few.

Statement of Problem

The problem of this study was to determine if elementary children could become more aware and knowledgeable of occupations through a career oriented mini-course program. Nelson has indicated that youngsters start as early as eight to place values and to reject certain occupations because of the lack of interest or distorted information concerning these occupations (34:23-27). "This phenomenon takes on added significance since these rejections tend to solidify as the child grows older" (43:273-279). If we can provide the necessary information for the student to receive a broad firm base of knowledge, it will then be possible for him to make more realistic, self-directed educational and vocational decisions.

Purpose of the Study

The purpose of this study was to attempt to prove that elementary students could be provided with occupational information that would be a meaningful learning experience and at the same time focus on the child's interests, capacities, attitudes and values to aid him in career development. The importance of this study is indicated by

Sidney P. Marland Jr., U.S. Commissioner of Education, when he stated, "that 1.5 million youngsters left school last year with no determinable place to go in society. Not all were dropouts. Nearly one-half were graduates who had received no marketable skills in their twelve years of schooling (32:1). Therefore, the researcher's argument is that the school must help to guide students toward personal fulfillment through career orientation.

The second purpose of this study was to prove that a rapport can be established between a counselor and students through a vocational development approach rather than only a psychological approach. It is the philosophy of the researcher to help the student feel comfortable in seeking out the counselor for the more serious personal problems and to make this a non-threatening experience. In addition, the study attempted to determine the reaction of students, parents and teachers to the mini-course program.

General Questions to be Answered

In addition to the main purposes, answers or partial answers to the following questions were sought:

1. Was there a measurable change in the student's attitude towards the world of work?
2. Is this mini-course approach a feasible way of introducing an elementary counselor to the students?
3. Was there a difference in attendance on days when the

experiment was in operation and days it was not?

4. Was there a measurable change of parents' attitude towards the study of occupations in the elementary school?
5. Did the parents perceive their child's interest towards the world of work differently at the conclusion of this experiment?

General Procedure

Implementation. The Fort Benton Elementary School was funded by an ESEA Title III grant to write a career education program for the elementary school and to implement it into the system. A guide* was developed that consisted of ten mini-courses which would be used to introduce students to the world of work. The ten areas selected for the content of the mini-courses were: arts and crafts, culinary arts, hand sewing and clothing art, horticulture, lettering and layout, outdoor living education, personal banking, photography, practical home repairs and woodworking. The reasons for these ten were because of the qualifications of the writers, school facilities, and the interests of the students. The instruction was generally carried on in the homeroom but in some instances the students were required to work in specific school areas. The students were released from their

*Title - Preparation and Counseling for the World of Work

regular classes for the mini-course activity which lasted on an average of one day. The counselor addressed the students at the beginning of each activity and at this time he discussed the activity and the importance of it to the world of work. Jobs related to that particular mini-course and job families were also discussed. After this orientation a teacher, referred to as the mini-course instructor, took over the actual instruction of the activity. He was aided by the homeroom teacher and three junior high or high school student aides. The counselor remained in the homeroom and made contact with the individual students. At the end of the activity the counselor again met with the students as a group and conducted a follow-up session on the mini-course. The follow-up consisted of administering evaluation instruments and discussing the interests of the students as well as the knowledge needed and knowledge gained from this activity. Each grade level received from three to eight mini-courses a year with the primary grades getting the fewest and the sixth grade the most.

Evaluation. The sample of population used in this experiment was the Fort Benton Elementary School, grades kindergarten through six, which consisted of 350 subjects. Each subject was evaluated at the end of each mini-course to find the student's accomplishments, interests and knowledge gained about occupations. The parents of students in the fourth, fifth and sixth grades were given a pre-evaluative instrument to find out how they perceived their child's attitude

and knowledge concerning the world of work. The teachers in the fourth, fifth and sixth grades were asked to evaluate their students by using the same instrument as the parents instrument, which was identical to the first, which was used to find out if the parent's and teacher's perception changed at the completion of the mini-courses. A second portion of the parent's pre and post evaluative instrument was to find out how they viewed the teaching of vocational information in the elementary school. Homeroom teachers completed a survey concerning the mini-courses for that teacher's class. This was used to evaluate the success of the mini-course as related to the interests of the students and the world of work. The junior high and high school students were evaluated on how they perceived the program in exposing students to the vocational world. An external evaluator was employed by ESEA Title III to evaluate the effectiveness of the experiment and to evaluate the role of the counselor. The External Evaluator used interviews with teachers and students to collect data.

Research relating to the need for occupational programming in the elementary school, career education programs in the past and the present and vocational theories were reviewed.

Overall evaluation as to the success or failure to the experiment will of necessity have to be subjective as indicated by the items of limitation.

Limitation. The evaluation of the experiment was confined to the Fort Benton Elementary School, grades kindergarten through six and the parents in the community that had children in grades four through six. The community is rural with a population of predominately white with average background economically and socially. The teachers who were surveyed and interviewed were the teachers of the students in the experiment. There was no control group for comparison and the research statistics available do not substantiate any one vocational development theory. Programs that are emphasizing career education in the elementary schools have not been in existence long enough to present concrete evidence to support a theory, or to prove that any one program is the best. Therefore, vocational development is often contradictory when researching theories. No instrument has been developed yet to measure attitudinal change in students toward the world of work per se. This study was made at the completion of the first year of the career oriented mini-course program and as research points out, career education is a process not an event. Therefore, the subjects involved in this experiment should be researched again later since career development is involved with all aspects of growing, learning and developing.

Definition of Terms

The development of an occupational program for the elementary

school necessitates the usage of certain terms in a particular manner which are defined as follows:

activity: one lesson of a mini-course.

career: refers to screening of occupations and selecting a field that the student plans to undertake as his lifework.

concepts: applied to many occupations within and outside of the child's experiences so they may see the relevancy of these to the world of work.

counselor: one who assists individual students to make adjustments and choices especially in regard to vocational, educational, and personal matters.

ESEA Title III: Elementary and Secondary Education Act.

experiment: refers to ESEA Title III Project 71-1026, Preparation and Counseling for the World of Work.

guide: includes activities that the student will do that will expose him to a variety of jobs; title - Preparation and Counseling for the World of Work.

mini-course: an area of study that is taught at all grade levels or specific grade levels. Used to teach students occupations of that area. To include orientation, project activities, follow-up and evaluation.

mini-course instructor: the individual who assumes the responsibility for directing the student activities in each mini-course.

occupation: a work role that the individual will undertake that encompasses all types of work including professional, technical, skilled and unskilled.

project: a tangible article completed by the student for him to use or retain; or a task the student has learned to perform.

self-awareness: an individual's understanding of his interests, abilities, aptitude and values relevant to his occupation.

self-concept: those parts of the phenomenal field which the individual has differentiated as relatively stable and definite parts or characteristics of himself.

Summary

In an attempt to broaden the child's base of knowledge concerning the world of work, the Fort Benton Elementary School implemented a program in occupational information which will totally involve all students from kindergarten through the sixth grade. The program consisted of "mini-courses" of short duration which exposed the child to the many careers available locally, regionally and nationally. Through actual performance or related tasks, the child got an introduction to many jobs.

The experiment attempted to determine if the student could become more aware of himself and knowledgeable toward occupations. The problem, as it now exists, is what can be done to guide students

toward personal fulfillment. Many questions we now have concerning career education may be answerable through this type of program.

Evaluation of the experiment will be difficult, as we do not yet have valid instruments to measure attitudinal change. In this experiment a control group was not used. Questionnaires were used by the researcher to collect data from parents, teachers, student aids and students. These were a dominant factor in the evaluation of the experiment.

Limitations on the experiment reflect the newness of its importance. Little data is available concerning the results of career education in the elementary school since it is in its infancy. Before statistics can be interpreted with any degree of validity, the students involved in career education programs must be continually evaluated until they enter an occupation of their choice.

CHAPTER II

REVIEW OF LITERATURE

Occupational programming at the elementary level has a rather short and nebulous history. The need for such programming at the elementary level is now recognized. A research of literature reveals a trend toward the advisability of including occupational education as one aspect of the elementary curriculum with the counselor being the coordinator.

The earliest source which deals specifically with occupational programming in the elementary school is McCracken and Lamb. These authors have designed a graduated occupational programming course of study starting at the kindergarten level and terminating at the sixth grade. The program McCracken and Lamb proposed included a bibliography for each grade as well as suggested stories, songs, slides, films, and various teacher aides to be used in such a program. The authors discuss such methods of instruction as field trips, educational films, slides, exhibits and the use of outside speakers. It was their belief that specific occupational information be brought to elementary school children because of the great number of children at that time, 1923, leaving school at about the sixth grade (33).

Adams felt that occupational education should be included in Texas' elementary schools as early as 1933. He contended that occupa-

tional development is a continuous process which should follow the youngsters from the time they start their education until they are working successfully in some occupation. He stated further that occupational information and attitude could be taught incidentally throughout the curriculum and the teacher should become "occupational attitude minded" (1:30).

In 1935, Woodhouse suggested that the elementary school should be the place to teach children about the dignity of work. The most important aspect of vocational guidance at this level according to Woodhouse, is inculcating youngsters with good social attitudes toward work and removing the stigma attached to blue collar work. This level is also the place to arouse curiosity of children about occupations, to start interest in fields of work and to develop in them the desire to ask questions. Such curriculum areas as geography, current events, and literature offer opportunities to mention and discuss occupations. Parents are an important part of this program and they are 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 (54:83-84).

Other writers felt that the elementary school years should be a time of laying the foundations of career development. The survey of literature gave no consensus as to which single method is the best, however many methods were emphasized. Jensen suggested a plan that

would result in filling out an occupational questionnaire by students in order to obtain helpful information about them. This information is supplemented by teacher-parent conferences. The questionnaire was to be passed on to the junior high school counselors to aid them in their work. Various methods which could be used were discussed - such as books about careers, audio-visual aids, outside speakers and scrapbooks (22:12-14).

Buell recommended the teaching of occupational information should be done in an incidental manner through the curriculum, clubs, assembly programs, songs, plays, games and audio-visual aids. Buell also recommends that vocational guidance should be spread throughout the elementary and junior high school grades rather than being concentrated in the last year of the senior high school (6:242-246).

Torrance stressed the use of role playing and role education as techniques to emphasis career orientation. 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 would enact them and then discuss discrepancies between the actions of the actor and the demands of the role in terms of adequacy and enjoyment (51:413-416). Many authorities would tend to agree that active role playing gives the student an opportunity to fantasize which is the first period of occupational decision making. Bailard was of the opinion that children's dramatic play, plus their visits to the airport,

dairy, etc, gave them a good idea about the world of work (4:196).

Kobliner summed up the thinking of writers who were publishing articles through the early 1950's in the following manner:

The chief arguments these writers offer for 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 towards all kinds and levels of occupations. Occupational information is imparted to children in an incidental manner through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions. The children are given experience which attempts to acquaint them with and to give them an appreciation of the working world around them. Teachers with a guidance point of view are the key personnel in such a program. They try to recognize the special abilities and interests of their students and to give them opportunities for expression. Through the use of the curriculum, the children learn about the occupations and people of the world (27:274-276).

In the late 1950's and 1960's, other writers began to emphasize the importance of occupational programming in the elementary school. Hoppock felt that occupational information should be included within the curriculum of the school, with the teacher and counselor respecting the students' interest in the occupations that they are considering at that time. He also stated the purposes for presenting occupational information to elementary students. They are as follows:

1. To increase the child's feeling of security.
2. To encourage the natural curiosity of children.
3. To extend the occupational horizons of the child.
4. To encourage wholesome attitudes towards all useful work.
5. To begin developing a desirable approach to the process of occupational choice.

6. To help school drop-outs and the ones going to work.
7. To help students who face a choice between different high schools and educational programs.
8. To show children how they can get money without stealing (20:351-353).

Kaback agreed with Hoppock's thinking and gave suggestions on how to implement occupational information into the elementary curriculum that would be more meaningful to the student. She also presented a method of using traditional holidays to understand occupations more fully (24:55-59).

The career development process, as indicated by Cox is an "exploratory period". She stressed the relation between the choice of an occupation and the personality of the person doing the choosing. The stress should be upon the meaning of the occupational choice for the individual - not merely upon the fact of choice (8:11-15).

Further research emphasized the importance of the elementary school in providing the setting for the individual student to explore his "self" in relationship to his environment and thus assisting him in establishing his life goals. Nelson stated that since a part of life goals involve career decisions and attitudes, occupational exploration should begin at the elementary level (34:23-27).

Little research is available as to current practices of presenting the world of work to elementary school children. Apparently what has

been done can be considered inadequate because as Bennett found, we are not satisfying a large number of our youngsters. Students are concerned about their academic and vocational futures but the methods of supplementing them with information as well as aiding them in the decision making process seems to be unsatisfactory (5:477-478).

Lifton found in a study of various textbooks and teacher's knowledge concerning occupations that both gave a distorted picture to the importance to the types of occupations. One finding was that teachers and textbooks of major companies placed heavy emphasis on service occupations in lower elementary grades while in the upper elementary grades, the emphasis was on professions with the skilled trades being barely represented. Lifton also discovered a lack of occupational books for children. A few publishing companies have printed occupational books for the lower elementary student but little is available for upper grade children. From his findings, Lifton suggests the need for (1) field trips with emphasis on workers, (2) school visits by parents to share their information with students, (3) teachers to seek different jobs in the summer to broaden their knowledge of jobs, and (4) publishers to print books on all occupations. A study of reading series by Tennyson and Mannens conclusively support Lifton's findings (49:85-88).

Tennyson compared current well-known reading series with the Dictionary of Occupational Titles and found (1) professional and

managerial occupations were given the greatest attention by elementary reading texts along with service occupations, (2) less attention was paid to skilled, clerical and sales occupations and (3) career success is presented in a stereotyped fashion. Kowitz and Kowitz agree with the findings by Tennyson when they stated, "On the elementary level the selection is too often limited to about a dozen service occupations such as the milkman, postman, and policeman" (28:54). Furthermore, the need for accurate, realistic, and integrative occupational material becomes significant after reviewing Goodsen's study of occupational informational material in the elementary and middle schools. She found the material was very attractive but very superficial. The material was on third grade reading level tapering to kindergarten through sixth grade, with relative little material for upper elementary grades (12:128-131).

According to Super, interest patterns begin to be more definite by early adolescence, and the exploratory experiences of the adolescent years merely clarify and elaborate upon what has already been developed by the child earlier. The individual's self-concept which is being developed in the formative years by reference groups and experiences, must be clarified and tested by the youngster (47). Consequently, opportunities must be provided to help him explore and assume a variety of roles to clarify his self-concept. Roe would tend to agree with Super on the impact experiences have on later life. She believes that

a person's needs are determined by our experiences which lead people to select jobs that are people oriented or towards jobs where people are not involved. Super and Roe both stress the importance of expanding the students' knowledge in such a way as to provide him with an opportunity to build on his experiences. The student will be able to test his abilities and aspirations besides developing a positive feeling of achievement. Through this the student may satisfy basic needs and help to clarify for the student his destination. One's thinking and planning for future decisions is aided, according to Jersild and Haan, by earlier recalled experiences (23:430) (16). The experiences build a subconscious foundation when a person is young, and are then used later in life. Jersild stated that a child has the ability to formulate experiences as soon as he can use language (23:430). Therefore, it would be possible to help youngsters experience the world of work through activities emphasizing discussions and in addition to expand their vocabularies by using the vocabulary related to different jobs.

Our increasing knowledge about children and their needs as well as their concerns has led several experts to stress the fact that a child's interest in the world of work begins as early as the second or third grade and continues throughout his education. Research adds concrete evidence to the need to develop an occupational program in the elementary school.

Nelson studied the occupational knowledge and interests of students

in grades 3, 5, 7, 9, and 11. He showed sixteen different occupations, asked to title each job, describe each job, whether they might like to do that job and why did you react to it as you did. He found a number of significant differences in regard to grade level, intelligence, socioeconomic level and rural-urban background; sex difference was not significant. He recommended early teaching of occupations to expand knowledge and interests of all students. If this information can be given early it might reduce both unrealistic occupational identifications and rejections made for unsound reasons. The study of occupations should be based upon the child's own abilities, interests, and motivations and not for occupational decision making (35:741-754).

Simmons conducted a study of children from grades 4, 8 and 12 to find out the development of awareness of occupational status. He found three major impressions concerning the fourth grade students in this study:

1. Children exhibited a high degree of awareness of occupational prestige.
2. The development of occupational knowledge may be different for elementary girls than for boys.
3. Elementary school children may be far more prepared to receive occupational information than has been assumed previously (44:332-336).

Suggestions have been made about postponing career education until

the adolescent years. This seems to be questionable since two separate studies found that tentative career choices can be made earlier. Parker found that 90% of 29,000 subjects had some kind of occupational goals (38:54-55). Davis' surveyed sixth graders and found that 60% of the group had made tentative occupational choices. The more mature choices in this study seemed to correlate positively with intelligence and the feminine sex and inversely with reading retardation, but not with race or socio-economic level (9:628-629). These two studies emphasize the importance of some type of occupational program for elementary school children. This need for an elementary occupational program becomes more apparent when Uzzell researched Negro adults and found:

1. There was a definite relationship between respondents' occupational aspirations and their knowledge of occupational models.
2. Occupational aspirations were influenced significantly by other sources such as media and persons in occupations other than those of the respondents' choice (52:666-669).

In reviewing the available literature, the researcher submits the following observations:

1. There is a lack of available materials developed for enhancing the vocational awareness and increasing the knowledge of elementary school children. Most occupationally oriented materials are slanted or stereotyped.

2. There are a lack of studies and research concerning the methods in presenting occupational information to elementary students.

3. Most of the important attitudes toward fields of work are developed in the preadolescent years.

4. Most elementary school children are interested in occupations and want information pertaining to occupations.

5. Almost every subject in the curriculum can be correlated with the world of work activities. Career education should not be taught by itself but included into the existing curriculum.

6. Occupational emphasis at the elementary level is in its infancy and research indicates a need for such a program at the elementary level.

7. Recent studies show that one of the greatest concerns of young people, ages 9-15, is their future career.

8. Childhood experiences can be recalled later in life to be used for planning or selecting life work.

CHAPTER III

Procedures

Introduction

The problem of this study was to determine whether a career oriented mini-course program could aid elementary school children in becoming more aware and knowledgeable toward the vocational world. The mini-course development, implementation and evaluation were of concern here. As stated in the limitations, Chapter I, no control group was available for this study. Consequently, this experiment will be classified as active research, with no comparative statistical information involved.

Population Description and Sampling Procedure

The sample included the entire population of the Fort Benton Elementary school, kindergarten through the sixth grade. This population consisted of 350 students. Each student was required to participate in the mini-course activities as assigned by the vocational counselor.

Definition of Categories

The investigation included the following situations:

1. A guide called "Preparation and Counseling for the World of Work" was used by the counselor to help him expose the students to occupational information. A group of nine Fort Benton School staff members; two high school students, and two Fort Benton lay citizens

identified and authored the ten mini-course activities during the summer, 1971. Their selection of the mini-courses were determined by the interests of the students, the faculties' qualifications and school facilities.

2. The following personnel were involved in the experiment in the school year, 1971-1972.

a) Full time project personnel

1. Vocational Counselor
2. Mini-course instructor
3. Project secretary

b) All (23) homeroom Fort Benton Elementary School teachers

c) Junior high and senior high student aides (190)

3. A mini-course activity was conducted by the counselor instructing the students on jobs related to the activity. He would also use various techniques to provide knowledge about the world of work. The mini-course instructor would then assume the responsibility of instructing the activity with the assistance of the homeroom teacher and the student aids. The counselor remained in the homeroom during the activity and concluded the activity with a discussion period.

Evaluation

1. Dr. Lee Spuhler, Dean of Education from Northern Montana College was selected as the external evaluator.

2. Instruments used:

a. Free response discussion between External Evaluator and each

homeroom teacher.

b. Elementary student instrument administered upon the completion of each mini-course activity. (See Appendix C & D)

c. Homeroom teacher instrument administered upon the completion of the mini-course that her class was involved in. (See Appendix E)

d. Junior and senior high student aids completed an evaluation instrument concerning the mini-course activity that they assisted in (See Appendix E)

e. Teachers of the Fort Benton Elementary School who taught grades four, five and six were administered a pre and post evaluative instrument on how they perceived their students' interests and knowledge concerning the world of work. (See Appendix B)

f. Parents who had children in grades four, five and six were sent pre and post evaluative instruments. Part one included questions on how they perceived their child's interest and knowledge towards occupations. Part two included questions whether an occupational program should be included in an elementary school. (See Appendix A)

3. Since no control group was available for this investigation, there is no comparative statistical evidence regarding the final evaluation of the experiment. The evaluation consisted of subjective

opinions compiled from results of evaluation procedures which indicate an awareness of occupations through the mini-course program. The evaluation consisted of opinions as regards to these questions:

- a. Was there a measurable change in the students' attitude towards the world of work?
- b. Is this mini-course approach a feasible way of introducing an elementary counselor to the students?
- c. Was there a difference in attendance on days when the experiment was in operation and days it was not?
- d. Was there a measurable change of parent's attitude towards the study of occupations in the elementary school?
- e. Did the parents perceive their child's interest towards the world of work differently at the conclusion of this experiment?

Summary

A population of 350 elementary students from kindergarten through the sixth grade were used as the sample for this experiment. The investigation attempted to identify a change in the student's awareness toward the world of work.

The students received various mini-courses throughout the year, the number they received depended upon their grade level. They were exposed to the world of work by the counselor and through the activity in the mini-course. The homeroom teacher also helped to strengthen the

occupational awareness of the pupil by relating the activity back to the academic areas. At the completion of the mini-course the student was given a questionnaire along with the personnel involved in the activity. Parents and teachers filled out questionnaires before and after the mini-courses.

Since no control group was available, there can be no scientific comparative statistics involved.

The overall evaluation of the experiment was subjective as determined by external evaluator, teachers, parents and students. The experiment continued throughout the 1972-1973 school year.

CHAPTER IV

Analysis of Data

Introduction

The purpose of this study was to determine whether a career oriented mini-course program could aid elementary school children in becoming more aware and knowledgeable toward the vocational world. The Fort Benton elementary school, kindergarten through the sixth grade, was chosen as the study group. There were three hundred and fifty students in this group. Questionnaires were used by the researcher to collect data from parents, teachers, student aides and students.

The researcher recorded the data from questionnaires, stated the results, and answered the questions as listed under Evaluations in Chapter III.

Results

Individual student questionnaires were administered at the conclusion of each mini-course activity. The instrument used for kindergarten and first grade (see appendix C) provided a simple framework from which students could choose one of three responses to each of three evaluative statements. The instrument for grades two through six (see appendix D) contained five statements that students

rated on a 9 point scale with 9 being the highest possible positive response. A compilation of the responses produced the following results:

1. The kindergarten and first grade instruments: Item #2 of the survey instrument was the only question that dealt with the degree of enjoyment each student experienced from the various activities. The results are based on the responses to that item. Of 74 students in those two grades, ninety-three percent recorded the highest positive response.
2. The second grade through the sixth grade instrument. Items #3 and #4 of the instruments were used to measure the interest of the students in reference to activities that are related to the world of work. Item #3 resulted in a mean of 8.02 and item #4 indicated a mean of 7.64 from a population of 276. On item #5, the student was asked to respond regarding the degree of influence the counselor's activities played in helping him to learn about vocations. The compiled data resulted in a mean of 7.19.

The homeroom teachers and student aides were administered questionnaires at the completion of each mini-course activity.

A total of 42 homeroom teachers and 166 student aides were surveyed by using a 9 point scale. The results of this instrument (see appendix E) is as follows: Item #6 of the instrument was used to measure the effectiveness of the experiment from individuals not directly involved (e.g. homeroom teachers and teacher aids). Through observation the homeroom teachers rated the experiment 7.82 and the student aides 7.84.

Teachers in the fourth, fifth and sixth grades were surveyed with a pre and post questionnaire (see appendix B). This instrument contained six items pertaining to the teacher's perception of her class's attitude and knowledge about the world of work. The survey was first administered at the beginning of the school year appreciating a response from 6 out of a possible 8 homeroom teachers. The same survey was administered at the end of the year to the same teachers and seven out of eight homeroom teachers responded. The results were as follows: Item #1 dealt with a class's knowledge pertaining to a variety of occupations. Little difference existed between the pre and post questions. The pre-instrument showed a mean of 6.20 and the post-instrument a mean of 6.28. Item #2 was concerned with the class's understanding of how different vocations effect an individual's living pattern and life style. The first instrument had a mean of 4.80 and

the second instrument a mean of 5.28. Item #3 resulted in an identical mean of 6.00 or in other words, their respect for all types of occupations did not appreciably change due to the exposure to mini-course activities. The students' interest in considering a vocation changed from a mean of 3.80 on the pre-instrument to a mean of 5.00 on the post-instrument according to item #4. The data from the survey revealed that teachers viewed their students as being above the 4.50 level on the scale with the exception of item #4 on the pre-survey.

The pre and post questionnaire sent to the parents resulted in a 73% return on the first survey and 71% return on the second survey (see appendix A). This involved 173 parents with children in grades four, five and six. The parents were asked to indicate on item 1-6 the degree that best described their child's attitude or knowledge about the world of work. Items 1-14 are concerned with how the parents view the teaching of vocational information in the elementary school. The results were as follows: A mean of 5.80 on the pre-instrument and a 5.96 on the post-instrument indicated a slight change in the child's knowledge of a variety of occupations according to item #1. Item #2 resulted in almost no change with a mean of 4.91 on the first instrument and 4.92 on the second instrument. This item

attempted to find out if the child is knowledgeable in terms of how different jobs effect an individual's living pattern. Item #3 revealed a measurable change in the child's respect for all types of occupations. The mean for item #3 was 5.75 on the pre-instrument and 7.05 on the post instrument. Item #4 ranged from a mean of 4.69 on the pre-instrument to a mean of 5.21 on the post-instrument pertaining to the child's interest in considering a vocation. Item #5 and #6 revealed that a child is somewhat interested in the parents' occupation with a high mean of 4.29 but very knowledgeable about his parents occupation with a mean of 7.11.

Part II of the parents' survey indicated by item #1 that some parents might have chosen a different occupation if they had a greater knowledge of the world of work at the elementary school level. The mean on the pre-instrument was 3.55 and 4.91 on the post-instrument. Item #3 revealed that occupational information should be taught as a part of the regular elementary program. The mean for the first instrument was 4.51 and 6.69 on the second. The means of 7.82 and 7.84 indicated that children should respect all types of occupations according to item #4. The information gained from item #5 is that parents feel that children should learn how different jobs effect an individual's

life-style. The parents' pre-survey had a mean of 7.53 and a 8.37 on the post-survey. On item #6 the parents feel the public school is partly responsible in assisting the student in eventually making a wise vocational choice. This is indicated by a high mean of 7.45 on the first survey and a 7.64 on the second survey. Item #9 pertains to the mini-course program and whether or not it could play an important part in motivating children to make a vocational choice. The parents feel such a program should motivate by a mean of 5.75 on the pre-survey and a 7.44 mean on the post-survey.

In an attempt to obtain data regarding the counselor's effectiveness with students and teachers, 17 homeroom elementary teachers were personally interviewed by the external evaluator. A positive response was indicated toward the counselor's effectiveness. The teachers also indicated that the student's knowledge was expanded through this program and the vocational counselor was the primary reason that the world of work project was such a success.

The researcher is re-stating from Chapter III the questions to which he attempted to find answers. The results of the study follows each question.

1. Was there a measurable change in the students' attitude

towards the world of work? The data gathered from the parent's, teacher's, and student's surveys indicate the students became more interested in occupations. The child's interest in vocations increased according to item #4 of the parent survey from a mean of 4.69 on the pre-instrument to a mean of 5.21 on the post-instrument. Item #4 of the teacher's survey indicated an increase from 3.80 on the first survey to 5.00 on the second survey. The child's respect for all types of work increased from a mean of 5.75 on the pre-instrument to 7.05 on the post-instrument according to the parent's survey. The teacher's survey did not indicate any change on the part of the student through the mini-course program. The students indicated an interest in an occupational program by a 93% positive response in kindergarten and the first grade. The second through the sixth grade showed the activities were interesting according to a 8.02 mean on item #3 of the students' survey.

2. Is this mini-course approach a feasible way of introducing an elementary counselor to the students? The work load of the counselor increased with individual counseling sessions as the mini-course program progressed. The counselor had on an average of 7 clients a week at the beginning of the program to 17 clients at the end of the school term. This was the first year the . .

elementary students were exposed to a counselor.

3. Was there a difference in attendance on days when the experiment was in operation and days it was not? Results from the attendance record revealed a class of 90% attendance on a normal school day and 95% attendance when they knew they were having a mini-course activity.

4. Was there a measurable change of parent's attitude towards the study of occupations in the elementary school? Results from Part II of the parent's instrument showed a positive difference between the pre and post instruments of 2.18 on a nine point scale. The high mean of 6.69 on the parent's post-instrument indicates occupational information should begin in the kindergarten rather than later.

5. Did the parents perceive their child's interest towards the world of work differently at the conclusion of this experiment? The results of Part I of the parent's instrument show a definite increase in their child's interest towards the world of work. Item #4 ranged from a mean of 4.69 on the pre-instrument to a mean of 5.21 on the post-instrument.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was conducted to determine whether a career oriented mini-course program could aid elementary school children in becoming more aware and knowledgeable toward the vocational world.

A comprehensive evaluation of the experiment by the researcher and External Evaluator was conducted and compiled in booklet form for ESEA Title III, administration and the Board of Trustees. This included an item analysis of the instruments of evaluation for students, homeroom teachers, student aides and parents. It also included subjective review by the External Evaluator.

The impact of the occupational mini-course program on the parents and its influence in a more positive parent attitude toward career education in the elementary school is suggested through a comparison of the results of the parent survey made at the beginning of the project and again at the end. A comparison of a teacher survey administered at the beginning of the experiment and at the completion indicated the teachers perceived a positive change in their class's interest and knowledge about the world of work; however, the degree of change indicated is not as great as that noted in the parent survey comparison.

The survey of homeroom teachers and student aides indicated that they both rated the project as being near the "very successful" end of the scale. All students, kindergarten through sixth grade, evaluated the mini-courses near the "very interesting" end of the scale.

Most of the question asked by the researcher at the beginning of the experiment were answered positively. The overall evaluation by each group suggests the mini-course program was an effective technique for relating the vocational world to elementary students. Those responses provide a sound basis for the researcher's conclusions. ESEA Title III has approved the continuation of the experiment during the 1972-1973 school year.

Conclusions

As a result of this study, the following conclusions can be made from the data collected:

1. The overall evaluation of the experiment was positive.
2. The students became more interested and knowledgeable towards the vocational world.
3. The mini-course activity is an effective tool in establishing rapport between a counselor and students.
4. School attendance can be increased by implementing a

program that will motivate students toward school activities that are meaningful to them.

5. Parents feel that they must be assisted in providing information to their children concerning the world of work due to the technological advancements.
6. Teachers take for granted that elementary students have an above average knowledge of the world of work.
7. Teachers who participated in the study found that the mini-course program was an effective technique for inter-relating and integrating career guidance into the curriculum.
8. A review of the literature indicated a lack of research in regard to the vocational development of elementary school pupils.
9. The parents perception of their child's interest showed a definite increase towards the world of work.

Recommendations

Only tentative conclusions can be drawn from this study since the program has only been in existence for one year. More valid conclusions would have to be postponed until these students reach the age of decision making in high school or when an occupational choice is made. The program has received funding into the next

year and hopefully will continue for a sufficient number of years. This will enable the researcher to measure the basis for the experimental group's decisions compared to homogenous groups who have not experienced an in depth career education program. The following recommendations are made from the conclusions of this study:

1. In-service programs should be provided to bring teachers up-to-date on career education and how this can be integrated into the curriculum.
2. Teachers and counselors need to be aware of teaching materials that provide directions and helps the student to broaden his knowledge of the world of work.
3. A continued effort be made to inform parents the intent of the mini-course program. Support of the parents is needed for such a program to be successful.
4. It is recommended that children be aided in the affective domain rather than only the cognitive and psychomotor domains in relation to the attitudes toward human relationship.
5. It is recommended that an expansion of mini-courses be made to familiarize the students with area that are not covered in the existing career education program.
6. The counselor's schedule be adjusted to include home

visitations to include that portion of the population that did not participate in the experiment's evaluation.

7. It is recommended that a teacher's supplementary guide be written to accompany the guide, "Preparation and Counseling for the World of Work". The present guide consists of activities but does not help the teacher to relate these to the world of work. A developmental program would be recommended by the author.
8. It is recommended that the instructor of a mini-course activity be more highly organized in the instruction of an activity. Poorly organized activities resulted in a lower interest on the part of the students.
9. The researcher recommends a continuation of the program because through observation the students were involved, interested and cooperative. The feeling of experiencing accomplishment can not be measured by an instrument.

APPENDIX

APPENDIX A

A SURVEY OF FOURTH, FIFTH AND SIXTH GRADE PARENTS

PERCEPTION OF CAREER EDUCATION

FORT BENTON PUBLIC SCHOOLS

To: Parents of children presently enrolled in Fort Benton Elementary School, grades four through six.

From: Mr. Pat Flanagan, Guidance Counselor

A large number of Fort Benton's graduating seniors go on to higher education. To many students and their parents, this means a four year college. For some students this is ideal, but many go to college only because it is the thing to do and as a result become discouraged and discontinue their education. Thus, the educational need becomes apparent for more vocational information so that students will appreciate more types of occupations and the human dignity that goes with all types of work.

In order that your children get an early start in becoming aware of many different types of vocations, the Fort Benton School staff developed a number of short instructional units called "mini-courses" to develop a better understanding of several vocational areas. Children in kindergarten through grade six received instruction in three to eight occupational areas. Depending on the grade level, each "mini-course" has taken one or two days.

The vocational areas covered:

1. Culinary Arts (cooking and related activities)
2. Arts and Crafts (plastics, ceramics, leather and cooper tooling)
3. Horticulture (seed selection, planting, care)
4. Hand Sewing and Clothes Construction
5. Banking
6. Drafting (lettering-layout)
7. Practical Home Repairs
8. Woodwork
9. Photography
10. Outdoor Living Education

A vocational guidance counselor has coordinated the teaching of the mini-

courses and has been available to assist students in exploring the world of work.

Fort Benton is the first elementary school system in Montana to include vocational information units as a part of the regular instructional program. Since this is a new program, we need some information from parents at the beginning and again near the end of the school year in order to properly evaluate the effectiveness of the "World of Work Project".

We would appreciate your completion and return of the attached questionnaire. You need not sign your name to the questionnaire, thus insuring anonymity. We had planned to send a cover letter accompanying the survey sent you last fall but failed to do so through oversight. Would you please have this returned to the Elementary School by Monday, February 21, 1972.

Evaluation Survey

Listed below are several statements regarding your child's attitude and knowledge about the world of work. You are asked to indicate with an (x) how you view these statements. Place your (x) on the line according to the degree which best describes your child's attitude or knowledge. Comment is optional.

Mother	_____	Grade 4
Father	_____	5
Joint	_____	6

1. My child's knowledge of a variety of occupations is:

1	2	3	4	5	6	7	8	9	no opinion
non-existent			limited			thorough			

comments: _____

2. My child knows how different jobs affect an individual and the living pattern of his way of life.

1	2	3	4	5	6	7	8	9	no opinion
knows little					understands completely				

comments: _____

3. My child has a respect for all types of occupations.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

4. My child's interest in considering a vocation has been:

1 2 3 4 5 6 7 8 9 no opinion
 little some great
 comments: _____

5. My child's interest in entering the occupation of his parents has been:

1 2 3 4 5 6 7 8 9 no opinion
 little some great
 comments: _____

6. My child's understanding of his parents' occupations is:

1 2 3 4 5 6 7 8 9 no opinion
 little some great
 comments: _____

Listed below are several statements regarding the vocational information in elementary schools. You are asked to indicate with an (x) how you view these statements. Comments are optional.

1. Possibly, I would have chosen a different occupation if I would have had a greater knowledge of the world of work in elementary school.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

2. Occupational information should be part of the upper elementary (grade four through grade six), junior high, and high school only.

1 2 3 4 5 6 7 8 9 no opinion
disagree agree
comments: _____

3. Occupational information should be taught as a part of the regular elementary program at all grade levels, kindergarten through high school.

1 2 3 4 5 6 7 8 9 no opinion
disagree agree
comments: _____

4. Elementary children should learn to respect all types of occupations.

1 2 3 4 5 6 7 8 9 no opinion
disagree agree
comments: _____

5. Elementary children should learn how different jobs affect an individual and his way of life.

1 2 3 4 5 6 7 8 9 no opinion
disagree agree
comments: _____

6. One of the responsibilities of the public schools is to assist the student in eventually making a wise vocational choice.

1 2 3 4 5 6 7 8 9 no opinion
disagree agree
comments: _____

7. The basic reason for considering an occupation should be for the financial return.

1 2 3 4 5 6 7 8 9 no opinion
disagree agree
comments: _____

8. The basic reason for considering an occupation should be for self-satisfaction.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

9. The World of Work Program should effectively motivate children in making their choice of a vocation.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

10. Elementary children should learn that they must attend college in order to obtain a satisfying occupation.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

11. Parents are the most influential of all contributing factors in their child's choice of a vocation.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

12. Children's friends are the most influential of all contributing factors in their child's choice of a vocation.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

13. Teacher/Counselors are the most influential of all contributing factors in a child's choice of a vocation.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

14. I prefer that my child follow my occupation.

1 2 3 4 5 6 7 8 9 no opinion
 disagree agree
 comments: _____

APPENDIX B

A SURVEY OF FOURTH, FIFTH AND SIXTH GRADE

TEACHER'S PERCEPTION OF THEIR CLASS'S ATTITUDE

AND KNOWLEDGE ABOUT THE WORLD OF WORK

Evaluation Survey

Listed below are several statements regarding your class's attitude and knowledge about the world of work. You are asked to indicate with an (x) how you view these statements. Place your (x) on the line according to the degree which best describes your class's attitude or knowledge. Comment is optional.

Grade 4 5 6

1. My class's knowledge of a variety of occupations is:

1	2	3	4	5	6	7	8	9	no opinion
non-existent			limited			thorough			
comments: _____									

2. My class knows how different jobs affect an individual and the living pattern of his way of life.

1	2	3	4	5	6	7	8	9	no opinion
knows little					understands completely				
comments: _____									

3. My class has a respect for all types of occupations.

1	2	3	4	5	6	7	8	9	no opinion
disagree							agree		
comments: _____									

4. My class's interest in considering a vocation has been:

1	2	3	4	5	6	7	8	9	no opinion
little		some				great			
comments: _____									

5. My class's interest in entering the occupation of his parents has been:

1 2 3 4 5 6 7 8 9 no opinion
 little some great
 comments: _____

6. My class's understanding of his parents' occupations is:

1 2 3 4 5 6 7 8 9 no opinion
 little some great
 comments: _____

APPENDIX C

MINI-COURSE EVALUATION BY KINDERGARTEN
AND FIRST GRADE STUDENTS

() Boy () Kindergarten (Mark an "X" on the picture that
() Girl () First Grade best shows how you feel)

1. DID YOU FINISH YOUR WORK?

SOME	ALL MOST	ALL OF IT
------	----------	-----------

2. DID YOU LIKE DOING THIS WORK?



POOR



FAIR

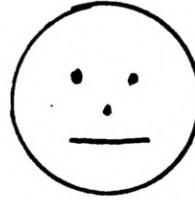


GOOD

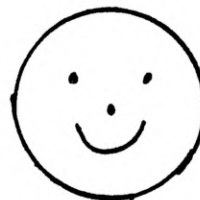
3. MY WORK WAS:



POOR



FAIR



GOOD

APPENDIX D

MINI-COURSE EVALUATION BY SECOND, THIRD,

FOURTH, FIFTH AND SIXTH GRADE STUDENTS

PREPARATION AND COUNSELING FOR THE WORLD OF WORK

ESEA TITLE III Project No. 71-1026

Student Instrument B

() Boy () Girl Grade 2 3 4 5 6 Circle one number
for each answer.

1. HOW WELL DID YOU COMPLETE THE PROJECT?

1	2	3	4	5	6	7	8	9
Poor				Fair				Very Good

2. THE TIME ALLOWED FOR THE PROJECT WAS:

1	2	3	4	5	6	7	8	9
Not				About				Too
Enough				Right				Much

3. THIS PROJECT IS:

1	2	3	4	5	6	7	8	9
Uninter-				Somewhat				Very
esting				Interesting				Interesting

4. IF I HAD A CHOICE, I WOULD:

1	2	3	4	5	6	7	8	9
Not do				Maybe				Would like to do
this project								a similar project

5. IN THIS PROJECT THE COUNSELOR HELPED ME TO LEARN ABOUT JOBS:

1	2	3	4	5	6	7	8	9
None				Some				Very Much

APPENDIX E

A SURVEY OF HOMEROOM TEACHERS AND STUDENT AIDES

REGARDING THEIR EVALUATION AND INVOLVEMENT

IN MINI-COURSES

PREPARATION AND COUNSELING FOR THE WORLD OF WORK

Instructor's Instrument No. 1026D

-
1. I was involved in the project lab(s) as a homeroom teacher or student aide.
☐ Yes ☐ No ☐ Grade Level
 2. My time was used:
☐ Full time in teaching a project concept.
☐ Assisting another teacher in teaching a project concept.
 3. ☐ Hours spent during school time in preparation for teaching a project concept.
 4. ☐ Hours spent outside of school time in preparation for teaching a project concept.
 5. I observed a project lab(s) in operation.
☐ Yes ☐ No
 6. From my observations the project appears to be:

1	2	3	4	5	6	7	8	9
Unsatisfactory				Satisfactory			Very Successful	
 7. General comments: _____

Signed _____

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