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A REVIEW AND CONSTRUCTION OF CAREER DEVELOPMENT PROGRAMS
IN THE ELEMENTARY SCHOOL

by

Chase Driggs

A seminar report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Counseling and Guidance

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1969

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Overview	1
The Importance of Work	1
Importance of Good Selection	2
Need--The Importance of Early Start	2
Purpose	4
Limitations	4
Procedure	4
II. REVIEW OF LITERATURE	6
General Definitions	6
Theories of Vocational Development	8
Summary	14
III. DATA PRESENTATION	16
Project P.A.C.E. (Preparing, Aspiring, Career Exploration) Dayton City School District, Dayton, Ohio, 1967	16
The Career Development Program for Elementary Intermediate Grade Children (Futures Unlimited) Chicago Public Schools, Chicago, Illinois	23
Grade Three Studies Mass Production (The Wahl-Coates Elementary School, Greenville, North Carolina)	29
Research Report--Project No. 8-c-023; The Development of a course study for Industrial Arts Education at the Elementary School level--U.S. Depart- ment of Health, Education, and Welfare-- Office of Education--Bureau of Research	31

IV. SUMMARY AND CONCLUSIONS	34
BIBLIOGRAPHY	37
Ongoing Career Development Programs Cited	38
APPENDIXES	40
Appendix A. Proposed Instructional Unit-- Fifth Grade--World of Work	40
Appendix B. Names and Addresses of Correspondents	47

CHAPTER I
INTRODUCTION

Overview

Every child has a right to acquire his own realistic self-evaluation of the career he intends to pursue, and the process of exposure to occupational information should be permitted and encouraged to start at an early age. From this point of view we need to foster concepts and techniques designed to facilitate the vocational maturation of the child. Interaction with counselors, teachers, parents, and community will increase the student's ability to understand the opportunities of the world of work as it relates to his aptitudes and interests and values and to enable him to be more aware of the facets of his vocational development.

The Importance of Work

While we adults cannot and should not dictate or force the future occupation of the child, we can properly influence him by providing abundant opportunities to learn about himself and the world of work. The chief hazard is not that a youngster will be attracted to the wrong career but that he will fail to find any career which really attracts him, and in which he will be happy. T. H. White made the point in his celebrated children's classic, "Mistress Masham's Repose," he wrote, "the people who liked to be hunters were hunters; those who liked fishing, fished; and anybody who did not like doing anything at all

was supported by the others with the greatest care and commiseration, for they considered him to be the most unfortunate of mortals." (3, p.63)

Importance of Good Selection

Norris (9) claims that the choice of an occupation is usually one of the most important decisions a person makes in a lifetime, and to choose a vocation is actually to choose a way of life. A person spends a large proportion of his waking hours on the job. In fact, many workers spend more time on the job than they do with their families. The average man can expect to work over a period of forty to fifty years and his work affects him in many ways. It can affect his health, both mental and physical. It will partially determine his values, and it will influence his manner of speech, his dress, and even his leisure time activities. It will tend to determine where his family lives, whom they meet, and where his children will go to school. In short, it will affect his whole social and economic status.

Need--The Importance of Early Start

Super (14) indicates that the introduction of vocational-occupational training into the late junior high school and high school curriculum has long been thought of as appropriate on the assumption that younger children cannot comprehend all the effects work may have on their own lives. This antiquated concept is refuted by recent studies which maintain that vocational development is a long time process that begins in early childhood, and is not something that just happens concurrently with the onset of adolescence. Ginzberg and his associates (4) have

traced the process of occupational choice through stages based on the characteristics of choice or the presumed determinants of choice.

According to their point of view, the individual tends to make his choices with emphasis upon different factors at different age levels.

This approach is developmental and is described by them as follows:

Our basic assumption was that an individual never reaches the ultimate decision at a single moment in time, but through a series of decisions over a period of many years; the cumulative impact is the determining factor.
(4, p. 27)

The three periods in determination of occupational choice as identified by the Ginzberg study are the period of fantasy (between six and eleven approximately); the period of tentative choice (during adolescence); and that of realistic choices (early adulthood).

Super (13) agrees in substance with Ginzberg. He emphasizes vocational development rather than vocational choice and considers choosing a vocation as a process, not an act, and that vocational development cannot be separated from the development of the whole personality. In Super's own words, vocational development is:

an ongoing, continuous, generally irreversible, orderly, patterned, and dynamic process, which involves interaction between the individual's behavioral repertoire and the demands made by society, that is, by the developmental tasks. Vocational development is essentially a process of compromise or synthesis. It is not accomplished by a simple decision; rather it is a long-term process that continues by stages throughout one's life. (13, p. 53)

From these concepts one can conclude that the development stages comprise the whole and that fantasy or elementary school age is an integral and critical part of the individual's total vocational maturity.

Purpose

The purpose of this paper is to present concepts and techniques designed to facilitate the vocational maturation of the elementary school child. Inherent in this approach is the concept previously outlined by Super and Ginzberg; namely, that by increasing self-understanding and a more realistic awareness of the world of work at an early age, an educational experience would be provided that would enhance the student's vocational maturity.

Limitations

Implementation of the proposed concepts and techniques is not within the scope of this paper; however, it is hoped that the result of this work might be implemented in a future study.

Procedure

Gathering of data for this study was accomplished by a search of the U.S.U. library and by written inquiries to outside sources. It is quite clear that one does not get the real, true flavor of a program unless he is on the spot to observe it and to discuss it's progress with those intimately involved in its operation. The next best source of information is to get direct first hand reports from career guidance programs in action. The bulk of the descriptive material used in this report came from the written inquiries. Numerous personal letters were written to various program directors and school superintendents in American communities, in search of current information for this study.

A list of correspondents with addresses is contained in Appendix B of this report. Each program received was analyzed and information relating to career development programs in the elementary school was extracted.

This study includes three additional chapters. Chapter II is a review of selected literature. Chapter III is the presentation of data received from career development programs in action, and Chapter IV is the summary and conclusion of the results of the study and the implications as perceived by the writer.

CHAPTER II
REVIEW OF LITERATURE

General Definitions

The questions may be asked what is vocational choice? What is vocational development? What is vocational maturity? Super, in The Psychology of Careers (12), defines these three terms as follows:

The term vocational choice, widely used in discussions and studies of vocational development and adjustment, conveys a misleading notion of neatness and precision in time, of singleness and uniqueness in the life of the individual. Drawings showing a fork in a road, each branch leading to a different occupation, with a young man standing at the crossroads, epitomize this notion of the neatness and precision of the event in time.

Choice is, in fact, a process rather than an event. Although this point has repeatedly been made . . . it is frequently lost sight of. The term should denote a whole series of choices, generally resulting in the elimination of some alternatives and the retention of others, until in due course the narrowing down process results in what might perhaps be called an occupational choice. Thus an adolescent may have a preference for the legal profession while still in secondary school, but his occupational choices consist first of choosing the academic course of study in secondary school, then a liberal arts program at the university, then a major in history, then graduate study in a school of law, and finally the legal profession as an employee in a law

firm. Even after this the process of occupational choice continues, for he must in due course choose between remaining an employee of the law firm, becoming a partner in it or another firm, setting up his own practice, or accepting employment as a lawyer in some other setting such as a corporation.

For reasons such as these, the term vocational development has come into use during recent years.

Vocational development is conceived of as one aspect of individual development. Like social development, emotional development, and intellectual development, it has both distinctive characteristics which make focusing on it worthwhile and common characteristics reveal it as one way in which the general development of the individual manifests itself. Work, like social life and intellectual activity, is one specific medium through which the total personality can manifest itself. Like other aspects of development, vocational development may be conceived of as beginning early in life, and as proceeding along a curve until late in life. Thus the four-year-old who plays carpenter or storekeeper is in a very early stage of vocational development, and the septuagenarian who no longer teaches or does research but still attends scientific meetings or writes his professional autobiography is in a very late stage of vocational development.

Just as general development can be broken down into major life stages placed sequentially on a continuum, so the continuum of vocational development can be broken down into vocational life stages, each defined by its peculiar characteristics.

Vocational maturity is used to denote the degree of development, the place reached on the continuum of vocational development from exploration to decline. Vocational maturity may be thought of as vocational age, conceptual similar to mental age in early adolescence, but practically different in late adolescence and early adulthood because more distinctions can be made in the developmental curve at those stages. Vocational maturity, the place reached on the vocational development continuum, may be described not only in terms of the gross units of behavior which constitute the life stages, but also in terms of much smaller and more refined units of behavior manifested in coping with the developmental tasks of a given life stage. It is the latter definition which is most helpful in considering a given individual who functions at a certain life stage.

Theories of Vocational Development

In reading the literature, one may become aware of the various stages of life expounded on by different vocational theorists. Super (13) postulates the existence of the following five life stages as they relate to the vocational development of the individual:

1. Growth stage: birth to age 14
2. Exploration stage: ages 15 to 24
3. Establishment stage: ages 25 to 44
4. Maintenance stage: ages 45 to 64
5. Decline stage: age 65 and above. (13, p. 40)

Since the first stage (growth) and even the second (exploration) are of importance at the elementary school level, Super's analysis of these vocational life stages are reproduced below:

1. Growth Stage (birth to age 14)

Self-concept develops through identification with key figures in family and in school; needs and fantasy are dominant early in this stage; interest and capacity become more important in this stage with increasing social participation and reality testing. Substages of the growth stage are:

FANTASY (4-10). Needs are dominant; role playing in fantasy is important.

INTEREST (11-12). Likes are the major determinant of aspirations and activities.

CAPACITY (13-14). Abilities are given more weight, and job requirements (including training) are considered.

2. Exploration Stage (15-24)

Self-examination, role tryouts, and occupational exploration take place in school, leisure activities, and part-time work. Substages of the exploration stage are:

TENTATIVE (15-17). Needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.

TRANSITION (18-21). Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept.

TRIAL (22-24). A seemingly appropriate field having been located, a beginning job in it is found and is tried out as a life-work. (13, p. 40)

Further, Super (12) has suggested "vocational development tasks" that relate directly or indirectly to the world of work. These vocational development tasks are listed below in chronological order as they pertain to the elementary child. As the child matures the tasks become more clearly related to vocational life.

Super's (12) outline of vocational development tasks in chronological order through elementary school is as follows:

Preschool Child

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

Elementary School Child

1. Ability to undertake cooperative enterprises
2. Choice of activities suited to one's abilities

3. Assumption of responsibility for one's acts
4. Performance of chores around the house. (12, p. 44)

Hershenson (6) in his work aims at presenting a life stage vocational development system. The essential premise of his system is that vocational development is considered as a series of sequential stages referred to as: social-amniotic, self-differentiation, competence, independence, and commitment. He postulates that the stages are differentiated on the basis of the primary way in which energy, both physical and psychic, is expended and that each successive way of utilizing energy is behaviorally reflected in concomitant vocational mode. He makes two basic assumptions concerning the stages. First the sequential nature of the stages and not the chronological age at which they most typically occur is of prime importance. Maturation and social forces tend to roughly set minimum ages at which successive stages can occur. For example, one cannot have sufficient self-differentiation until sufficient language development has occurred; certain levels of fine muscle control are necessary for competence; and one needs to have available choices between alternatives before one can assert positive independence. From the foregoing, it seems logical to conclude, when considering vocational development curriculums, that class room programs must be compatible to the sequential stage at which children are actually functioning. Hershenson's second assumption about the stages is that each stage sets the limiting conditions for the subsequent stage. For example, children born into lower class and into middle class subcultures probably experience different play environments and develop different values and work orientations. This assumption

should likewise be given consideration when developing vocational curriculums.

Tiedeman (15) agrees in general with the concept of Super and Hershenson regarding vocational development, but he also indicated that more emphasis should be placed on interest and decisions. He has said that for the past 50 years psychologists have attempted to view vocational development through success in education and vocational endeavors. This, he concludes cannot be done because career and vocational development are more related to interests and choices rather than ultimate success in education and vocational endeavor.

Even though he agrees that Super's writings about vocational development provides a clear outline of its process, he maintains a set of decisions is the means of discovering and nourishing congruence between a person's expressed vocational behavior and society. The analysis of vocational development is oriented by each of several decisions with regard to school, work, and life which a person makes as he matures. With regard to each decision, the problem of deciding can be divided into two periods or aspects, a period of anticipation or pre-occupations and the period of implementation or adjustment.

In the theory advanced by Anne Roe (10), vocational choice is based on needs, which are based on early experiences. No other factor in a person's life can satisfy as many of these needs as an occupation does. Necessary test procedures have not been developed to test Roe's theory but it can be concluded by consensus that childhood experiences do influence occupational decisions. Her theory suggests

that in career planning, detailed background knowledge is essential to an adequate understanding of the person. When a person's needs change, so will occupational preference.

Occupational information should be provided so that the youngster can begin to see how occupations may satisfy his needs and to discern the limitations imposed by various requirements. Young people should be led to see the occupational world in terms of their interests and the different levels of responsibility one must assume in each field.

Wellington and Olechowski (16) have said that the development of a psychology of work for each individual requires that the person have an understanding of himself and his needs. They indicate that if we are to continue acting upon the premise that attitudes and values are developed in the formative years, then a formalized program of direction to the world of work should be inaugurated in the primary grades. Also pointed out is the fact that most literature on occupations has directed little attention toward the attitude and value formations previous to the junior high school level. They conclude that elementary children, when given the opportunities, can:

1. Develop a more realistic understanding of the world of work.
2. Develop appreciations for different kinds of work.
3. Develop a respect for other people, the work they do, and the contributions made by providing products and services for everyone.
4. Perceive that interests and abilities enter into an individual's choice of work.
5. Understand that occupations have advantages and disadvantages for the worker.
6. Understand some of the interdependent relationships of workers.
7. Become acquainted through the grade level curriculum with new and unfamiliar vocations.

8. Develop study habits conducive to the development of work habits necessary for occupational success.
9. Develop some readiness for future concerns of vocational interest.
10. Gain a basic perception of the relationship of education to the world of work. (16, p. 162)

Wellington et al. (16) further imply that:

1. Vocational guidance in the elementary school must be developed primarily through teacher-pupil relationships.
2. The elementary school teacher needs training and assistance to best assist the pupil in the total educational effort.
3. Action research rather than theories alone is needed to assist her in her work.
4. The guidance program must be developmental if a preventive philosophy is to become more than parroted words.
5. There must be a consultant available to assist the teacher in formulating a program directed toward vocational development. (16, p. 162)

Jersild (7) has indicated that children have greater capacities at an early age for learning to meet, understand, and deal effectively with realities than has been assumed in psychological theories or in educational practice.

He says:

From an early age, without being deliberate about it, he acquires ideas and attitudes about himself and others. These are woven into the pattern of his life. They may be true or false, healthy or morbid. Their development has primarily been left to chance, which should not be. (7, p. 122)

According to Jersild, the curricular program of the elementary school should be designed to permit the child to develop and to accept a more realistic image of himself and the world of work.

Finally, Gunn (5), in a study to discover something about the way a child acquires concepts of occupational prestige, suggested that a child learns concepts of occupational prestige in much the same manner that he learns other concepts, i.e., that concept learning

occurs in stages with one stage a pre-requisite to the next.

She explains that:

If a child sees status gradation in occupations, it follows that he must differentiate jobs according to some criteria or value system and the child gives clues to the value system he uses. A comparison of the reasons given by children of various ages should suggest a developmental pattern in their learning of the concepts of occupational prestige. (5, p. 558)

Summary

In reviewing the literature, considerable emphasis has been noted concerning vocational development as a long term process. There is a general lack of empirical studies that would dictate exactly how vocational choices come about, but the literature does seem to indicate that the selection of a vocation is not a single choice but is actually brought about by an accumulation of experiences gained over a long period of time; that the accumulation of experiences starts at an early age, and it is a continuous process from early childhood to adulthood.

However, this writer concurs with Borow (2) when he charges that,

some workers in the field have found it so edifying to work on conceptual problems that they have lost all zest for going out to observe how youth grows up and comes to maturity in a vocational matrix. Our lack of first rate descriptions and normative data is most serious. With the exception of a few long range empirical studies, such as the career pattern study at Teachers College, Columbia University and the Harvard Studies in Career Development, there is a paucity of published evidence on this topic. (2, p. 24)

Roeber (11) shares the same opinion as Borow when he wrote:

the concept that vocational development is a lifelong process . . . has been discussed in many places, but seldom has it been implemented very effectively. (11, p. 88)

The following chapter deals with selected vocational development programs currently in an on-going status.

CHAPTER III
DATA PRESENTATION

In order to construct a career development program suitable for elementary school implementation, examples of programs in different American public school systems were examined. It is noted there is a common core of objectives, considerable commonality as to basic philosophy, and a good deal of similarity in organization and leadership for the promotion of career development. How all these elements in planning and management are implemented varies considerably and no district claims to have developed an ideal program. Nor do they give complete approval of all aspects of their program because they believe they have "arrived." The one thing these pilot programs have in common, is the desire to improve what is currently being done.

Project P.A.C.E. (Preparing, Aspiring, Career Exploration)

Dayton City School District, Dayton, Ohio, 1967

Description. An outlined plan for developing and assembling vocational and occupational materials for use in elementary grades and for using and testing these materials experimentally with individuals, groups, and a combination individual-group approach.

Objectives. An effort to provide a vehicle through which the counselor role could be perceived by pupils, faculty, and parents as being of assistance to all students, and not centered on problem situations alone. Certified school counselors were assigned to two elementary schools for the following purposes:

1. To establish elementary guidance programs around a central theme of vocational occupational information.
2. To develop and assemble usable vocational-occupational materials.
3. To explore aspiration levels of elementary children into grades two, four, and six and to relate these to occupational potential.

Procedures. Large schools were used for the project in order to provide a sufficient number of experimental groups at each grade level and two full time counselors were assigned to each of the two schools chosen.

Pre-planning by the assigned counselors took place two weeks prior to the start of school and cooperation of principles, teachers, and supervisors was sought by several preparatory meetings explaining the program during the first month of school. Unit outlines were prepared, revised, and further developed as the year progressed.

Pre- and post-testing materials were developed to assess general knowledge of occupations. Pre-testing was accomplished in October prior to the initiation of classroom procedures. Post-testing was completed in May, approximately one month after the completion of the experimental aspects of the program.

A pattern of instruction for teaching vocational development in the elementary school was difficult to form. There are few materials on the market for this age. There are some tests that are related to vocational development but the paucity of materials was a real problem. The initial unit centered around the theme of "What Do Families Do?"

Younger children did role-playing, drew pictures, dictated stories and interviewed their mothers and fathers on work done at home.

The older children in the project did more sophisticated research and made reports such as "Time studies" of time it took mothers to do certain household tasks.

"A colony on the moon" was the culminating activity for the fourth and sixth graders. Each child chose the job he would like to do if he were to help build a new community in outer space. The sixth grade class discovered they had six nurses but quickly began to change jobs to a related field--dental hygienist, school nurse, and social worker. The three "engineers" became a civil engineer (road builder) and architect and draftsman. This indicated the children had learned about the many jobs there are in the world of work that can fit their interests.

Results. From the purposes of this project, eight questions were chosen. Some answers are available.

1. Can vocational-occupational information be communicated effectively to elementary school children?

The general response of teacher, parent, and counselor to this question leaves no doubt that vocational-occupational information can be communicated effectively to elementary students. The response of children to the exploration of one of their major life concerns is overwhelmingly enthusiastic. The vocational-occupational approach, whether done by teacher, counselor, or both serves as a real motivation to learning about the world in which they live. The effectiveness of

information dissemination, however, would appear to depend upon a number of factors, including teacher support, grade level and the general background of the students and their families.

2. Are some types of materials more effective than others?

Widening Occupational Horizons Kit and Our Working World Kit, Science Research Association, were judged to be among the most effective guides to the development of vocational awareness among children. However, the improvised approach stimulated considerable interest. Time studies, interviews, and "job trees" were effective tools. Visitations to businesses and industries encouraged research and study into previously unheard of occupations.

3. At what age/grade do children assimilate vocational-occupational materials best?

The evaluative instruments used in this project did not give a clear-cut answer to this question. The older students were able to name more jobs and be more precise in the identification of parental occupations, thus giving some indication of greater vocational awareness. Even though younger children responded eagerly to materials presented, the added experience which increased age provides, permitted the oldest (sixth graders) children to involve themselves more meaningfully in learning tasks.

4. Does the teacher-counselor make a difference in knowledge gained and concepts learned?

It was apparent that this question could not be answered with an N of only two counselors working in very different school situations. In such a program the individual initiative of the counselor would make a considerable difference in the effectiveness of any vocational occupational program.

5. What method of approach is best: group, individual, or a combination of these?

This question was not answered on the basis of the experimental data. It was determined that what the counselor actually does within each class and the cooperation on the part of the teacher were the two major factors in making the difference in the progress of the children.

- 6(a). Does the child change his level of aspiration as he is exposed to vocational-occupational information?
- 6(b). Does he become more or less realistic in relation to his learning potential?

The lower grades (second) could not be adequately evaluated since the occupational aspiration check list was discovered to be inappropriate to their skills in reading and understanding. In one counselor-led fourth grade group the level of aspiration did change to a significantly higher level, presumably in part due to the vocational guidance program.

In reference to the reality of occupational choice, five out of six experimental groups did evidence gains in

realistic responses. This was also paralleled by control group gains. There was a clear indication that children from the higher socio-economic backgrounds made more realistic choices.

7. Is the Dictionary of Occupational Titles an effective guidance tool?

Pupils appeared to be impressed by the number and variety of occupations identified by the D.O.T. It was useful to the counselor and to the older student simply as a dictionary, with a description of various occupations, their relatedness to each other, and the training, abilities, skills, and interests believed necessary to enter a particular field.

The criterion data provided by the D.O.T. was useful in assisting counselors in making judgments of the reality of the pupils' occupational choice. The intelligence (G), verbal (V), and numerical (N) aptitudes as level indicators of satisfactory job performance can be related easily to school ability and achievement scores.

8. What are the teacher-parent attitudes and responses toward the vocational-occupational theme as a significant aspect of the elementary guidance program?

There were many and varied replies to questionnaires. It was concluded, however, that teacher and parent response to a vocational guidance program at the elementary school level is generally positive and supportive. This was particularly true in disadvantaged areas.

Synopsis. Proceeding from the purpose of this study and the questions asked, it was concluded:

1. That measurable increments in vocational knowledge, level of occupational aspiration, and realism of occupational choice can be attained following a planned vocational-occupational program.
2. It might be true that children from high socio-economic status may already be looking realistically at the world of work because of overly ambitious parents, but it would be equally true that children from poorer homes might never have the opportunity to think much about their life's work, nor have the example or guidance in this direction from the home, consequently it must come from a planned vocational-occupational program.
3. From the experimental data obtained, there was no "best" method of presenting the program. There appeared to be no consistency in pattern between groups.
4. In general, the teachers, parents and administration accepted the vocational guidance program. Those from the disadvantaged areas appeared to show more enthusiasm than those enjoying a higher socio-economic status.
5. That measurable changes did occur during the six-month instruction and counseling is clear from all measures used, but it is questioned that all positive changes were the result of the vocational program since there was also measurable increases in scores of the control groups.

6. That the program be up-dated and continued for one or two more years to answer two additional questions.

- A. Is the vocational guidance approach important enough and significant enough to be incorporated into the instructional program of the elementary school?
- B. Is the vocational guidance approach an adequate and proper vehicle to establish the elementary counselor in a non-problem centered role.

The Career Development Program for Elementary Intermediate
Grade Children (Futures Unlimited) Chicago
Public Schools, Chicago, Illinois

Descriptions. The Career Development Program for Elementary Intermediate Grade Children was initiated in the spring of 1967 with funds from a Planning Grant under Title III. The general objective was to explore with teachers how Career Development Theory and innovative group guidance practices could be integrated into the regular curriculum activities of the fourth, fifth, and sixth graders.

Objectives. The specific objectives of the Intermediate Grades Career Development Program are:

For Teachers:

- Develop innovative group guidance techniques.
- Integrate career theory and information in regular curriculum activities of fourth, fifth, and sixth grade pupils.

For Pupils:

- Exploration of world of work.
- Implication of school subjects for occupational roles.
- Ability to work in groups in facing, analyzing and solving problems and making decisions.
- Positive self concepts.

For Parents:

- Involvement in child's career guidance program.
- Participation as resource career speakers.
- Insight into pupil's aspirations and concerns.

For Community:

- Understanding of pupil career needs.
- Involvement in speaking and planning.

Procedures. The career development program activities included:

For the Teacher:

- Intensive in-service training and a series of seminars.
- Group guidance practices.
- Units, logs, tours, reports, evaluations.

For the Pupil:

- Career field trips and tours.
- Group guidance and counseling.
- Buzz groups, role playing, sentence completion, problem stories, puppetry, open-end compositions.
- Communication skills, evaluations.

For the Parents:

- Meetings, assemblies, speakers.

--Buzz groups, role playing, conferences.

--Volunteer service.

For the Community:

--Planning tours and speakers.

--Resource contacts.

--Advisory Council meetings.

The Career Development Program Organization for 1967-1968 contained the following elements:

2 Summer Schools	12 Fall Schools
24 Teachers	21 Teachers
6 Counselors	735 Children
431 Children from	
25 public and	
8 non-public schools	
24 Teacher Aids	
85 Bus Tours for Children	
20 Parents' Meetings--Attendance: 535 Parents	
93 Hours of Professional In-Service Training	
per Teacher	
5 Tours for Staff	
3 Advisory Council Meetings	

The program was coordinated by the following:

1 Director
 1 Supervisor
 2 Counselors
 2 Resource Teachers

Results. The Career Development Program provided a variety of experiences for small group and individual counseling. Extensive use was made of group guidance techniques in the classroom. Discussion was conducted in the following areas:

Add-on Sentences
Anecdotal Records
Brainstorming
Buzz Sessions
Open-end Compositions
Picture Stories
Problem Stories
Puppetry
Role Playing
Sociograms
Unfinished Stories

Bus trips were made to the following variety of areas:

Avon Products
Carson Pirie Scott & Co.
Chicago Police Department
Chicago Tribune
Continental Illinois Bank
Illinois Bell Telephone Co.
"I See Chicago's Industries"
Jay's Potato Chips
Jewel Tea Co. Bakery

Johnson Publishing Co.
Museum of Science & Industry
National Biscuit Co.
Santa Fe Railroad
Sara Lee Bakery
Schwinn Bicycle Co.
Sheraton-Chicago Hotel
Stimsonite Plastic Co.
Sun Times

The Advisory Council consisted of twelve executive representatives from industry, cultural and educational institutions. Those serving on the council were considered representative of the Chicago Committee on Urban Opportunity, Junior Association of Commerce and Industry, Illinois State Employment Service, Service Clubs, Metropolitan Chamber of Commerce, and Association of Commerce and Industry, Chicago.

Wide use of Community Resources was made by walking tours of the neighborhood, calling on local industries, interviewing workers, and hearing resource speakers from the community.

Extensive use of audio visual aids was made by taping of children's buzz groups, dramatics, role playing, puppetry, inservice speakers, career speakers, and parents' meetings. In addition, films, filmstrips, bulletin boards, dioramas, scrap books, and projectors were used extensively.

The Career Development Program aided pupil's vocational development through:

--Integrating Career Development Theory with curriculum activities

--Building positive self concepts in children.

--Helping children to

Learn to work well in groups

Participate in planning

Make decisions

Set realistic goals

Aim toward self direction

Understand themselves

--Expanding children's knowledge of the world of work and the importance of school subjects for occupational choices

--Providing intensive in-service training for staff in career guidance

--Involving parent and community participation in children's vocational development.

Synopsis. The problem was to explore how Career Development Theory could be integrated with the regular fourth, fifth, and sixth grade elementary school curricula by the intermediate grade teachers, with the assistance of school counselors. The role of the teacher, assisted by the counselor, assumes major importance for the child's vocational development and the implementation of his self concept, basic to successful vocational choices. The program would extend downward from the present sequence in group guidance which begins in the seventh grade.

The program began at two pilot summer centers in 1967, with teachers from four different districts, and pupils from both an

advantaged and a disadvantaged area. When the teachers returned to their schools in the fall, they practiced the approaches they had learned, with continued assistance of counselors and resource people. The second summer program during 1968 used teachers from five additional districts and conducted the program in two elementary school located in highly disadvantaged areas.

Alice S. Gordon, Director, Career Development Program, Chicago Public Schools, reports that, "Evaluation instruments used during the year indicate the success of the program. Written materials and a handbook for the teacher's use is being completed."

Unique features of the Career Development program is the many varied experiences offered to both students and teachers. The wide variety of activities provided first time experiences for many teachers as well as students.

Grade Three Studies Mass Production (The Wahl-Coates
Elementary School, Greenville, North Carolina)

Descriptions. Third grade children at Wahl-Coates Elementary School, Greenville, North Carolina, had a unit of study on mass production. Third grade teachers and an East Carolina University class studying industrial arts for the elementary school conducted the project. Each class spent about an hour a week for eight weeks on this unit.

Objective. To provide a real experience simulating the adult world of work.

Procedure. After the class was given an introduction to the historical development of mass production, it was organized into a company.

The entire class became a board of directors with an elected chairman. The board elected a company president and other officials.

The next task was to select a product with consumer appeal (considering the third grade students as the consumer). With the assistance of the teachers, the board decided upon a hanging flower pot holder, simulating the front of a bird house.

Organization of production came next. This meant development of jigs and fixtures necessary for cutting and assembly. Next, the order of work, or procedure, was established, and workers were selected for each job.

When production began the jigs eliminated measuring and assured uniformity in length as parts were cut. The next step was the sanding of the cut parts, after which the material was moved on to the assembly stations. Step by step the material moved from one assembly station to another until the product was assembled and ready for finishing.

Results. Projects such as this provide children with the opportunity of learning how to get along with others. It provided a setting in which cooperation was essential. They were learning also that development of leadership and "followership" abilities are necessary for efficient production. These social skills are emphasized in all areas of daily living and in school, but this project provided a real experience simulating the adult world of work.

Synopsis. After such an experience, when a child sees or uses an industrial product, he will have a fuller understanding of what went into the making of the product and will be less inclined to take them for granted. Such projects also help elementary school pupils develop

an orientation to the world of work, by exposure to many categories and classifications of jobs.

Research Report--Project No. 8-c-023; The Development of a
course of study for Industrial Arts Education at the
Elementary School level--U.S. Department of Health,
Education, and Welfare--Office of
Education--Bureau of Research

Description. This project was directed toward the development of an industrial arts course of study for the elementary grades of one through eight based on material presented in the textbooks on the North Carolina elementary school basal adoption. This was expected to provide a course outline of references to technology and industry that would serve as a basis for instruction in the world of work for these grades.

Objectives. The general objective of the study included the development of a course of study that would help children to become oriented to our industrial and technological environment. The specific objective was to develop the course of study based on material presented in the textbooks on the North Carolina elementary school basal adoption. The instruction was to serve by the following six functions: (1) social, (2) cultural, (3) consumer, (4) recreational, (5) occupational, (6) technical. The social function would aid in the development of self-expression, the development of personal competency, and in the discovery of self. The cultural function would be concerned with the development of understanding and appreciation of the American culture as it has been influenced by man's mastery of materials in his efforts

to control his environment through technology. The consumer function would aid in the development of skills necessary for wise choice of consumer products and services. Social changes in our culture have provided man with more and more leisure or recreational time so it now becomes necessary to understand this phenomena and to cope with the problems related to it. The occupational function would provide an orientation to the ways by which man earns his livelihood and the technical functions would acquaint pupils with tools, machines, and processes by which man has improved his welfare in his attempts to master his material environment.

Procedure. "Elements of Industry" were identified and extracted from the elementary school textbooks on the North Carolina basal adoption. These elements were organized into a course outline which was presented in tabular form showing textbook references for each phase of the outline. (Initial analysis of the outline indicated that there was considerable repetition between grades. Further refinement was made to eliminate this repetition.) The revised outline was presented in tabular form giving the course outline, references, suggested activities, and supplementary references.

Results. The result of the study was an outline of elements of industry which should be incorporated into the curriculum at each grade in the elementary school in order to help the child develop an understanding of the vocational aspects of the environment in which he lives.

Synopsis. The major conclusion drawn from this study was that there are references to industry and technology in the elementary school

textbooks on the North Carolina basal adoption. (It is assumed that similar references could be found in other elementary school textbooks and these references could be used as a basis for a course in occupational information.)

The study provides a course outline for vocational information at the elementary school level which can be integrated with the curriculum in any of North Carolina's elementary schools using the textbooks on the state basal adoption. It must be concluded that the course outline will have the most benefit for elementary schools in North Carolina, but it provides a basic outline of elements of vocational information that should be appropriate in any elementary curriculum.

CHAPTER IV

SUMMARY AND CONCLUSION

This paper has established the need for each child to acquire his own realistic self-evaluation of the career he intends to pursue and the importance of permitting him to develop and to accept a more realistic image of himself and the world of work at an early age.

The literature reviewed relates that historically (7, 9, 11) vocational guidance programs in most schools throughout the country have begun at the seventh grade even though it is the consensus of most workers in the field that career development is a lifetime development process and that the ordinary instructional program must be interwoven with a Career Development Program on a continuing bases, starting in the early elementary grades. This concept has been discussed in many places but seldom has it been implemented very effectively. Sporadic or incidental exposures to the nature and meaning of work have not been adequate (11).

Four on-going Career Development projects in different American public school systems were examined. All were similar in organization and leadership for the promotion of Career Development but the methods of implementation varied considerably. There is a lack of first rate descriptions and normative data on how development programs should be presented.

Finally, an example instructional program has been included as Appendix A. The program is designed for the basic occupational

information to come from the ordinary curriculum text books and proposes the methods to be used, materials required, a proposed method of introducing the topic and an outline of the topic.

The conclusions formulated from this paper are as follows:

1. That vocational information is a subject matter discipline to be studied in the elementary grades, and it deals primarily with the industrial and technological aspects of our environment.
2. That all preparation for living in our contemporary society is related, and consequently, all learning should be related at the elementary school level. This then, indicates that career development should be related to all units of study within the elementary curriculum.
3. In an integrated manner, career development in the lower elementary grades (1-6) has never been sufficiently emphasized even though recent professional, educational and vocational guidance literature has indicated that career development begins at birth and continues through a lifetime.
4. That the teaching of elementary vocational information should be an overt effort to identify the elements of vocations in units of study in the various curriculum areas of the elementary school program, and make a positive attempt to teach children about these facets of the world of work in our industrial society.

5. That vocational information at the elementary school is appropriately taught when integrated with other subjects or when it is taught separately but correlated with other subjects being studied.
6. Selected elementary school teachers should be trained to integrate career development theory and information into their regular classroom instruction. This would sequentially prepare and familiarize the child with our ever changing world of work.

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APPENDIXES

Appendix A

Proposed Instructional Unit--Fifth Grade--World of Work

Introduction. From kindergarten through third grade, the social studies program helps the child to understand himself, and at the same time, to relate to the group. Children in these grades study themselves, their families, their class, their school, and their community.

In the upper elementary grades these studies are expanded to include the child's state, his nation, and his nation's neighbors. The child is given a picture of the occupational world that is more complicated than the concepts they have acquired about community helpers and local services. Instructional units to follow emphasize self-discovery in order to plan for the future.

This unit, to be used in conjunction with the fifth grade social studies text books, pertains to occupational information of a general nature, without emphasis upon individual occupations. Its purpose is to widen horizons, not to precipitate specific choices.

Example of Program for Fifth-Graders. An example of a program for fifth-graders is the outline of social studies used in the Kenosh, Wisconsin public schools (9).

Unit Problem: How Do the People of the United States Live and Work Together?

I. Significance of the topic:

In this unit the child becomes acquainted with the fundamental geographical understandings. He realizes that the favorable geographic situation and the abundant natural resources of the United States have had much to do with its development. Within its vast expanse of territory he discovers what adaptations man has made to every sort of climate and natural environment in order to provide for basic human needs.

The unit tells how people have adapted their ways of living to the environments in five geographical sections: New England, Middle Atlantic, Central, Southern, and Western states. (9, p. 121)

II. Methods Proposed:

It is always good to begin with planning and organization, but it is equally good to be flexible enough to alter your plan, even to discard it for another when necessary. The maturity level of fifth grade pupils naturally varies from student to student and school to school. With these ideas in mind this instructional unit has been organized into a plan that can be altered to fit needs--both from the standpoint of time and curriculum.

As Norris (9) explains, there are many methods of presenting information about occupations, and an imaginative staff will make use of a variety of them. In selecting and developing these methods, a creative attitude is important. It calls for a willingness to experiment, to be independent, and to express original ideas without regard to how others feel about them. To be most effective the teacher should also have a good understanding of the world of work, and fully comprehend the nation's industrial and occupational patterns.

Specific methods proposed are:

1. Class or group discussion concerning specific occupations.
2. Readings about the world of work.
3. The use of audio-visual devices for providing occupational information.
4. Bulletin boards are an effective means of showing children the world of work.

5. Field trips and their arrangements.
6. Guest speakers from local industry.
7. Individual counseling.
8. Role playing. (The teacher may want to let children role-play when discussing certain industries, i.e., air transportation-- the class may want to appoint the pilot, co-pilot, engineer, stewardess, ticket agent, baggage agent, etc. and discuss their interrelated roles.)

III. Introduction to the topic:

Many boys and girls have had work experiences or have participated in activities similar to work. The topic of occupations may be introduced through a discussion of the kinds of work pupils have done at various times. The following list of types of work may be placed on the chalkboard. After the pupils have copied the list, they may indicate by a check mark whether they have done this type of work. A double check mark may be used to indicate that they were paid for doing the work.

<u>Type of work</u>	<u>Type of work</u>
<input type="checkbox"/> taking care of children	<input type="checkbox"/> delivering newspapers
<input type="checkbox"/> mowing lawn	<input type="checkbox"/> doing housework
<input type="checkbox"/> shoveling snow	<input type="checkbox"/> washing cars
<input type="checkbox"/> washing dishes	<input type="checkbox"/> taking care of pets

A brief discussion may be carried on by the group based on the class survey. The teacher may point out that, except for delivering newspapers, the kinds of work listed above are mainly odd jobs done for

family, neighbors, or friends and that such work is the major type that young people do. The teacher may now want to point out that the occupations they are to discuss in this program are more complicated than those they have experienced and are occupations they may possibly perform or be associated with as they get older.

IV. Material Needed:

The materials needed are basically the same as for any social studies class, such as:

1. Audio-visual material
2. Social studies books and other library books
3. Blackboards
4. Tape recorders.

V. Outline of the topic:

- A. The United States as a whole
 1. What are the different physical features found in our country?
 2. How does the climate affect what happens in different parts of our country?
- B. The New England states
 1. How is New England different from the Middle West?
 2. How do the people of New England make a living?
 3. Why is New England important to our country?
- C. The Middle Atlantic states
 1. Why are the Middle Atlantic states of such importance to our country?
 2. How is this area similar to the industrial area of the Middle West?
- D. The Southern states
 1. How do the people of the Southern states make use of their resources?
 2. Why is the South important to the rest of the nation?
 3. What is the future for the New South?
- E. The Central states
 1. Why are the Central states called the "heart of our country?"
 2. What are the main contributions of this area to the rest of the nation?

- F. The Western states
 1. Why is the West called the "land of great variety"?
 2. How does farming in the West differ from farming in other parts of the country? Why?
 3. What makes the West of such importance to the rest of the United States?
- G. Transportation
 1. How has transportation changed since the beginning of our country?
 2. What has made these changes possible?
 3. Why is transportation so important to us?
- H. Communication
 1. What improvements have been made in communication since the beginning of our country?
 2. How has improved communication made our life better?
- I. Our government
 1. How can you help improve our government?
 2. Why do we have so many different kinds of government in our country? How are they all alike?
- J. Our schools and churches
 1. How are the schools you attend different from those of early America?
 2. Why are public schools so important to our nation?
 3. How have churches helped our country's growth?
 4. How do Americans play?

VI. Possible outcomes

- A. To give the class a knowledge of the interdependence of people.
- B. To appreciate the importance of our natural resources.
- C. To understand how different kinds of climates and soils make it possible to produce different kinds of crops.
- D. To understand that the growth of a city is often influenced chiefly by its location.
- E. An understanding of why industrial centers have developed in places that have an abundance of raw materials, labor, water power, and transportation facilities.
- F. To appreciate the fact that the American way of life includes self-government.
- G. To prepare children for more effective citizenship, for understanding and enjoying the American way of life, and for earning a living.
- H. An appreciation for the various kinds of recreation found in our country.
- I. To appreciate that the privileges of securing an education, having religious freedom, and enjoying some leisure time are important parts of the American way of life.

VII. Possible activities:

- A. Write letters to get information about certain sections of our country. (Write to chambers of commerce, state capitols, etc.)
- B. Listen to travel talks given by children, teachers, and people from the community.
- C. Make relief maps of the United States from clay, papier-mache, or a flour-and-salt mixture.
- D. Do research and report information to the class about such places as the Great Lakes, one of our great rivers, or one of our mountain ranges.
- E. Make temperature charts for various parts of the country.
- F. Collect and show pictures of state and national parks.
- G. Divide class into two teams. See which side can earn the most points locating on the map places which were studied in the unit.
- H. Write stories or poems about various places in the United States.
- I. Make a collection of poems written about various places in the United States.
- J. Have children collect and arrange on the bulletin board some pictures on certain industries found in certain areas.
- K. Do research on various crops or industries such as peanuts, cranberries, cotton, oyster industry, dairying, etc. Report to the class or make a display of the findings.
- L. Visit coal dealer and see various kinds of coal. Have dealer explain advantages and disadvantages of each.
- M. Prepare a list of products made from steel. Star the products used in their homes.
- N. Visit one of the kinds of factories discussed in the unit.
- O. Plan an imaginary trip across our country. Guides may be chosen to give information about the places that are "visited."
- P. Some children may enjoy pretending that they are pilots of riverboats on the Mississippi or a cross-country bus driver. Have them write a diary about their imaginary experiences.
- Q. Prepare an exhibit of different kinds of cotton textiles, such as gingham, percale, muslin, and broadcloth.
- R. Interview an adult whose occupation or hobby may have been studied in one of the units.
- S. Children may write a letter pretending they are spending a vacation in Florida or some other part of the country.
- T. Do research to learn about dams in parts of the United States.
- U. Make a product map of the United States.
- V. Some children may wish to pretend that they are artists and are visiting a national park to paint pictures of it. Arrange an exhibit of these pictures.
- W. Make miniature floats for various states depicting some industry or other important thing for which that state is important. Children may arrange programs centering around these floats.

- X. Watch the newspapers and magazines for pictures, and advertisements about various states in the region studied. Arrange them on a bulletin board under the caption "News from the Southeast," etc.
- Y. By writing to the National Park Service, Department of Interior, Washington 25, D.C., you can secure booklets on various national parks.
- Z. Make a map or chart to show the length of the growing season in various parts of the country.
- AA. Imagine that you are an article manufactured in a certain part of the country. Write a story of your life from raw materials to finished product.
- BB. On an outline map of the United States print the name of each state. Locate the capital and other important cities. Show big rivers.
- CC. Make an alphabet story for the unit. Begin with A and try to use every letter of the alphabet in an important statement. Example: A is for Akron, where tires are made.
- DD. Make a mineral map of each region at the conclusion of the study of all the regions. Make a composite map of the study of all the regions. Make a composite map of the United States.

VIII. Evaluation suggestions:

- A. Have they become more interested in learning about the United States?
- B. Are they developing a greater appreciation of our country?
- C. Are they developing an understanding of what conservation means?
- D. Are they more cooperative in taking care of school property and the property of other members of the class?
- E. Do they have a clearer understanding of our country's size and shape.
- F. Have they improved their ability to interpret map keys?
- G. To learn how well pupils are mastering important skills, note their ability to--
 1. Locate important information
 2. Summarize
 3. Make comparisons
 4. Read and interpret maps
 5. Discuss and interpret pictures and other visual aids
 6. Present interesting and worthwhile reports.
- H. Are the children developing more appreciation of efforts of such workers as coal miners, farmers, and factory workers?
- I. Are they taking more responsibility for solving their own problems?
- J. Are they learning to appreciate the contributions of people in other sections of the United States? (9, pp. 121-125)

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