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**ABSTRACT**

In order to implement a cooperative career exploration program for Grade 9, a group of 50 Grade 9 students was interviewed concerning their self awareness with respect to vocational interests and planning. A lack of vocational knowledge indicated a need for career education programs. A 1-month pre-pilot program for six Grade 9 students was successful. A cooperative career exploration pilot program will be implemented in the fall of 1972 for 20 Grade 9 students which will include weekly field observations of business leaders who will serve as occupational models. Group discussions relating to these experiences will be held concurrently in class on a 3 day per week basis. The program curriculum is appended separately. Although originally proposed for 10th graders, the program was designed for the 9th grade student, who must choose his high school curriculum. (AG)

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RESEARCH AND CURRICULUM DEVELOPMENT  
FOR AN EXPLORATORY WORK EXPERIENCE  
PROGRAM 10th GRADE

FINAL REPORT

Heidi J. Crosier  
Bloomfield High School  
Bloomfield, Connecticut

June 30, 1972

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
DIVISION OF VOCATIONAL EDUCATION  
RESEARCH AND PLANNING UNIT  
HARTFORD, CONNECTICUT

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their professional judgment in the conduct of the project.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
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RESEARCH AND PLANNING UNIT  
HARTFORD, CONNECTICUT

## PREFACE

The following people and groups of people deserve credit for their contributions of time, talent, interest and support.

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## SUMMARY

Informal talks and standard interviews with Junior High School students revealed that most students--

--have an incredibly limited store of knowledge about career opportunities in today's ever-changing world of work.

--have not had the opportunity to test and develop any occupational interests they may have.

--often make premature and perhaps unrealistic educational plans and career choices because they do not know what their options are.

---very often do not see the relationship between their academic courses of study and future job opportunities.

--often are strongly influenced by unrealistic goals set by parents, educators, and society in general.

--have not developed realistic self-concepts with regard to individual abilities and aptitudes.

---have too little background knowledge about themselves and the world of work to be able to make even tentative career plans.

Perhaps educators cannot "teach" young people to make decisions, and they certainly should not make their decisions for them, but why can't educators just give these future workers the tools necessary to be able to make the decisions by themselves? Give them the background they need. Let them explore and discover.

The Cooperative Career EXploration Program Curriculum, included in this report, will be implemented in the fall of 1972 for six weeks for twenty ninth grade students, and is designed to help students gain the tools necessary for decision-making. It should be emphasized that occupational exploration provides a model for decision-making, not necessarily the decision itself. Each student makes two visits a week to the business community to observe people engaged in occupations

Summary cont.

in which he is interested. The remaining three days each week will be spent in the classroom, sharing, supporting, and developing the first-hand knowledge gained in these observations.

The Greater Hartford business community has responded very favorably to the proposed program. Six young people involved in an experimental four week program in May were accepted enthusiastically by employers wherever they went to observe. The same young people gained a great deal from the short pre-pilot program. On the basis of general research and the success of the experimental program we recommend that the Cooperative Career Exploration Program be seriously considered a necessary part of the Junior High School program.



## NEEDS AND OBJECTIVES

Students planning their high school or college curriculum are often unaware that there is a relationship between the academic courses they take and their future roles in the world of work until they are faced with the problem of getting a job and do not have the required skills and knowledge. Career planning is a foreign phrase to most of our students. The most frequent response to the suggestion that they begin to plan is as follows:

"How do I know what I want to be when I don't know what there is to be?"

" Even if I knew what there is to be , which I don't, how would I know if I liked it if I didn't try it?"

Counseling psychologists tell us that exploration is a very important step in career development. How much of an opportunity is a young person given to explore his occupational interests by observing a person in the field or actually trying it out for himself? Specialization of jobs has made it very difficult for anyone to be very familiar with the world of work. These students need help to explore and understand the world of work and their own roles in that world of work.

The Cooperative Career Exploration Program has been developed to help students gain the necessary decision-making skills for career planning. It should be understood that occupational exploration provides a model for decision-making, not necessarily the decision itself.

The objectives for Career Exploration are as follows:

1. To help the students develop an integrated picture of himself, including his interests, abilities, and values.

2. To help the student understand that he may change and develop and that he must adapt to those changes.
3. To acquaint the student with the many faceted world of work.
4. To acquaint the student with the many changes taking place in the world of work, and how these changes may affect his plans.
5. To acquaint the student with the factors to be considered in making career selections.
6. To relate to the student the relationships between academic choice and future job opportunities.
7. To assist the student in pre-planning his curriculum to meet his educational goals.
8. To help the student understand that career planning is necessary.
9. To help the student understand that career planning is his own responsibility.
10. To inform parents and school personnel about Career Education and its goals.

## METHODS AND RESULTS

### Research and Inventories

The first three weeks of the project were spent in general research only. A bibliography of some of the references consulted can be found in Appendix 1. I visited many other Connecticut school systems to learn about their existing Career Education programs. And I attended numerous conferences for counselors on Career Education.

Surveys were taken of the printed occupational information available in the Bloomfield High School Library and the Junior High School Library and Guidance Office. The results of those inventories are in Appendix 2. Some materials were ordered to supplement this stock, others have been recommended (Appendix 3) for purchase. Evaluation of these materials was based on the National Vocational Guidance Association's "Guidelines for Preparing and Evaluating Occupational Materials" found in the NVGA's catalogue of Current Career Information, 1969 Edition.

The librarians at the Junior High have noted that students generally do not use the occupational information available to them unless requested to do so. The up-to-date Chronicle Guidance Occupational Briefs are kept in the guidance director's office and, according to him, are not used as much as they could be. Mr. Zalaski, however, may attempt to remedy that situation by conducting small classes this coming fall in which the students will become familiar with the sources of occupational information available to them. Mr. Zalaski has attended many conferences held periodically by Dr. Saul Dulberg of the State Department of Education and has purchased a number of guides for curriculum development in Career Education which have been recommended by the conference participants for Guidance personnel

Inventories cont.

interested in developing Career Education programs.

Most of the guidance personnel agree that a library stocked full of occupational literature is more trouble than it is worth. Much of the printed material in the libraries becomes obsolete quite quickly and some sources give much more information than the students find necessary. It is important that the students have access to a few up-to-date and complete sources of occupational information such as the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and the Chronicle Guidance Occupational Briefs (or Science Research Associates which are quite similar). When material of a more specific nature is requested by a student the counselor should refer him to a standard bibliography of occupational literature after he has exhausted the sources cited by the Occupational Outlook Handbook and the Chronicle Guidance Briefs. The student himself should accept the responsibility of writing for further information. References recommended for the counselors such as manpower information sources and bibliographies are listed in Appendix 3.

Interview

The original proposal states that the Cooperative Career Exploration Program will be implemented for 10th graders in the fall of 1972 for a 6-week period. The student in the 9th grade, however, must decide what curriculum he will be taking at the high school level, and even if he will attend public high school or a private college preparatory or vocational technical school. In view of this the original proposal was changed to allow for implementation of the Career Exploration Program at the 9th grade level in hopes that it would help them make their educational plans realistically and intelligently.

Interview cont.

A Vocational Planning Interview was developed and administered to a group of fifty 9th graders who, in the estimation of the Junior High counselors, were representative of the total population of the 9th grade. I administered the interview to each student individually and obtained the necessary test scores from the counselors. The Interview helped to determine clues to the answers of the following questions:

1. Do the students have specific occupational interests?
2. What criteria did they use to determine their occupational interests?
3. Do they have a good understanding of the responsibilities of a person of their occupational choice?
4. Do they know the educational and training requirements?
5. Are they planning their high school curricula with these goals in mind?
6. Do their parents help them in their career planning?
7. Do they know where to go for occupational information and help in career planning?
8. Do they have realistic concepts of their own scholastic abilities and achievements? (Students were asked to estimate their levels of ability and achievement on a scale from poor to superior. Their self-estimates were compared with test scores from the Kuhlmann-Anderson and Stanford Achievement Tests

VOCATIONAL PLANNING INTERVIEW

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Achievement Score \_\_\_\_\_  
(This score is the average of all scores on the Stanford Achievement Test.)

Verbal Score \_\_\_\_\_  
(This score is the verbal score of the Kuhlmann-Anderson Test.)

Quantitative Score \_\_\_\_\_  
(This is the quantitative score of the Kuhlmann-Anderson Test.)

How would you rate yourself on level of achievement?

- a.) Superior
- b.) Above Average
- c.) Average
- d.) Below Average
- e.) Low

How would you rate yourself on level of verbal ability?

- a.) Superior
- b.) Above Average
- c.) Average
- d.) Below Average

How would you rate yourself on level of quantitative ability?

- a.) Superior
- b.) Above Average
- c.) Average
- d.) Below Average

Mother's Occupation \_\_\_\_\_

Father's Occupation \_\_\_\_\_

1. Is finding an occupation important to you? If so, why?
2. Have you had any work experience?
3. What occupations have you thought about entering?

V.P.I. cont.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

4. Why would you want to become a (A)?
5. Why would you want to become a (B)?
6. Why would you want to become a (C)?
7. What does (A) do at work?
8. How much education is required to become (A)?
9. Where did you get your information?
10. Is your choice of high school subjects good for your first choice?
11. IS your choice of high school subjects good for any other occupational choice?
12. What do your parents want you to do?
13. Where could you find out about different occupations?

Interview cont.

to determine how accurate the self-estimates were. Some of the fifty 9th graders did not have test scores in all the areas--verbal ability, quantitative ability, and achievement level. The results of their interviews were not used in the study. The test scores, self-estimates, and occupational interests of the remaining forty-one students are reproduced in Table I (Appendix 4). The scale used to convert numerical scores to general levels, low to superior, can also be found in Table I.

9. Are their abilities commensurate with their occupational interests?

On the basis of the results of the interview certain general conclusions can be drawn.

--All of the students felt that finding an occupation was important to them and half of them had more than one occupational interest. Only 7% had no idea what occupation or field they might like to enter.

--General interests and values seemed to determine occupational choice for the young people. Most of them did not mention ability as a reason for a particular choice.

--Even though two thirds of the students thought that their high school subjects might be good background for their first choice, only half of them had even a vague idea of what specific training or education was required to become their first occupational choice.

---The majority of parents are encouraging the students



Interview cont.

to go on to college, with or without any understanding of how higher education relates specifically to occupational training.

--About half of the students gained information about their occupational choices through their own personal reading or from people within the field. Most of the rest of them felt that theirs was general knowledge. A few had spoken with their guidance counselors about specific occupational interests. None of them were really sure about where to find sources of printed occupational information. Almost half of them suggested guidance counselors and the library as possible resources, but they were not sure.

---The majority of the students did not correctly estimate their verbal and quantitative abilities. For the most part they under-rated their verbal ability and over-rated their quantitative ability.

---70% of the students had scores below the 41st percentile for the Stanford Achievement Test. Of that group one half recognized that their achievement level was low. Most of the students who recognized that they were low achievers were interested in occupations with minimum requirements of two to three years of college-type training.

---Half of the remaining students (whose scores were above the 41st percentile) correctly estimated their achievement level. They were interested in occupations that require more than four years of college.

Interview cont.

Half of the entire group of students, then, correctly estimated their own achievement levels. Even though they were realistic about their achievement level they may not be entirely realistic about their occupational goals. Perhaps a young person with low scores could become a registered nurse, but shouldn't he be given the opportunity to explore licensed practical nursing as a valuable occupation and then be able to make a realistic choice? Perhaps a young person with average scores could become a successful lawyer, but shouldn't he be able to explore the entire field of law and government and understand that the lawyer is not the only important person in the field?

The majority of the students interviewed did not know the training and educational requirements for their particular occupational choices so it could be assumed that the students whose aspirations may have out-distanced their abilities simply did not understand that there would be so much schooling involved for their occupational choices. At the same time, they are not aware of the entire range of occupational possibilities in their fields of interest so perhaps they have chosen the only occupations they are familiar with within the fields of their interest. Finally, perhaps the students do not recognize the relationship between their scholastic achievement and occupational training and therefore do not consider the fact that low scholastic records may limit opportunities for the extensive higher education required for some of their occupational choices.

In general then, the majority of students have little knowledge of the world of work and the preparation needed to become a functioning member of the society of workers. They have not been adequately prepared to determine their own

Interview cont.

educational plans in relation to general occupational goals. They are not even fully aware of their own potential abilities which is a prerequisite for determining where they might fit in the world of work.

For these reasons Career Education Programs are being developed in schools all over the country. Educators have suggested that programs concentrate on Career Awareness first, developing a general understanding of the world of work and emphasizing the dignity of all work. As the child progresses through school he learns that certain occupations are related to each other and are grouped into clusters such as Health, Fine Arts, Environment, etc. He begins to explore his own interests and by the time he is in Junior High he is really ready to explore the occupations of his choice within those clusters.

The Bloomfield Cooperative Career Exploration Program allows the 9th graders to do just that--explore their occupational interests. Since Bloomfield does not have a Career Education program in the lower grades the students presently in the 9th grade have not been introduced to the world of work before this. Their attitudes toward work and toward their roles in the world of work have, for the most part, already been formed. Many of these attitudes are not healthy. For example, many of the young people interviewed have been encouraged to go on to college because the person with a college degree is supposed to be more "successful". When a young person has grown up thinking that he will be successful only if he attends college and becomes a professional person, he may feel like quite a failure if he cannot attain that level. Most of the students with whom I have talked who are not going on to college are very hesitant to admit that they will not continue their education.

Interview cont.

And what about the students who will attend college? Do they still think that a college degree will open all the doors for them? How many of today's B.A. Generalists are unemployed or grossly under-employed?

There are many myths settled in the minds of these young people which may be difficult to dispel. Obviously the students would benefit a great deal more from a Career Education program if they had developed "healthy" attitudes towards "things vocational" and "things academic" (Dr. Sidney Marland) in the early years of school. Career Education is an on-going process. It starts when a child is very young and continues forever. One cannot "teach" Career Education in a 6-week course period, and yet, 6 weeks of career exploration can give a student some of those marvelous decision-making tools so necessary for further exploration and discovery.

### Community Resources

With the cooperation of the Bloomfield Chamber of Commerce a letter was drafted (Appendix 5) and sent to all the members of the Chamber asking their support and cooperation for a proposed Career Education Program which would be called the Bloomfield Cooperative Career Exploration Program. Only twelve companies responded to this initial letter, each pledging a maximum of 12 observation posts for the students during the six-week program. The program required that each student make two visits each week for six weeks. Only one student would go at one time to a particular company unless special permission was given by the employer to have more than one student. The student would visit the same company twice in a week, observing two different workers, or he would visit two different companies in a week.

Many employers were confused by the scheduling of visits, thinking that all twenty students in the program would descend upon them for two days each week. Another letter was sent to many of the business, industrial, institutional and governmental concerns in the Greater Hartford area (Appendix 6). The response was quite good. Personal visits have been made to almost each interested concern and at this time we have a total of thirty-three cooperating concerns (Appendix 7). All of the businessmen recognized the need for Career Education. Some even suggested that an exchange program be established for educators and businessmen.

A number of Bloomfield residents who had previously offered their services to the school system as the result of a letter sent by the Board of Education, were contacted to ask their cooperation for the Cooperative Career Exploration

Resources cont.

Program. Many of them responded favorably (Appendix 8).

### PRE-PILOT PROGRAM

The need was great and the response from the business community and students so favorable that plans were begun to develop the curriculum for the fall pilot program. Trying to develop a new program in Career Education is like building an igloo with ice cubes. The pattern of objectives has been established, but the ways and means to implement the ideas are inadequate at this stage of development. In order to discover some successful methods for conveying the objectives, the suggestions and reactions of six young people in the 9th grade at Bloomfield Junior High School were gathered in an experimental pre-pilot program which ran for four weeks in May.

Classes and observations were scheduled for three days a week during the last part of the school day so that the time period for discussions could be extended without interfering with the students' other classes. Six students were selected from a group of seven students who met the following criteria:

1. Each student had to have two free periods out of the three possible periods scheduled for the pre-pilot program.
2. As much as possible the students in the program had to be representative of all levels of ability and achievement.
3. As much as possible there was to be an equal distribution of students of either sex and race.
4. After the program was explained to seven students who met the preceding qualifications, they were asked if they wanted to participate. Six of them were willing.
5. After receiving permission from their parents and teachers these six students became the Cooperative Career Exploration Program guinea pigs for a month.

#### Vocational Planning Interview Pre-Test (Appendix 9)

A revised Vocational Planning Interview was administered

Pre and Post-Tests Cont.

individually to five out of the six young people before and after the short experimental course. The following general conclusions may be drawn from a comparison of the tests.

--For the most part the students were not realistic about their abilities and achievements. The post-test did show, however, that half of their estimates had changed and that half of these changes were much more realistic. More self-concept development should be emphasized for the fall program.

--All of the students had a good idea of what work responsibilities a person engaged in the occupation of their choice would have and what preparation was needed. Before the program none of them had even a pretty good idea about the daily duties, educational and training requirements necessary for their own choices. Visiting the workers in their work environments was perhaps the best part of the program. It was during these visits that the students gained the knowledge they now have about the world of work.

--Before the program most of the students were not sure whether or not their high school courses were good background for their occupational choices. Afterwards most of them were sure that their courses would help.

Classes and Observations

The students responded with great enthusiasm to the worker observation part of the program. They each made only one visit to a particular company or institution, but they all expressed a great desire to explore the world of work on a regular basis. The workers the students visited were amazingly cooperative and enthusiastic. In fact, half of the students spent an entire two hours with their hosts.

Seven of the nine scheduled classes were held for the young people. On Wednesdays the class met from 1 o'clock to 1:30, on Thursdays and Fridays from 2:09 to 2:45 at the Junior



Observations cont.

High School. Not all the students were able to attend all classes. The curriculum plans for these experimental classes can be found in Appendix 10.

Obviously you cannot accomplish miracles for Career Education in 390 minutes, but at least the six young guinea pigs in this short experimental program have been introduced to career planning, and I certainly cannot dismiss the great contribution they made in helping me develop some ideas for the fall curriculum.

## INTRODUCTION TO CURRICULUM PLANS

The following curriculum plans have been made for the Cooperative Career Exploration Pilot Program which will be implemented in the fall of 1972 for twenty ninth grade students . Each student will determine his own occupational interests and make two visits per week for six weeks to observation posts in the Greater Hartford area to observe the people he chooses at work. The remaining three days each week will be spent in the classroom, sharing, supporting and developing the first-hand knowledge gained in these observations. The entire curriculum is designed to help students develop realistic self-concepts, skills in decision-making and a clear understanding of the world of work.

Each of the twenty students could be given the Vocational Planning Interview before the first class meeting and after the last. This will give the teacher some idea of the progress of the students. When she meets the students for the interviews the teacher should ask them to list the occupations they would like to observe in the first three weeks of the program so that she can arrange these first appointments right away. At the end of the third week of classes the students will decide what occupations they will observe in the last three weeks of the program.

## ORIENTATION

### Objectives:

--Understand that career planning is important and that individuals are responsible for their own planning.

--Understand the consequences of postponing planning.

--Understand that career planning starts with an understanding of oneself.

--Understand that a person may have many different occupations in his lifetime and that there are many occupations which would satisfy the needs of any person. A person's occupational interests and goals may change as he changes.

--Understand that there are many factors affecting occupational selection which an individual may not be able to control.

### Methods:

--Case Conference. (A Case Conference is an informal discussion with resource people.)

### Discussion Questions:

1. Is career planning important? Why?
2. Who is responsible for my career planning? Who can help me?
3. What happens when you do not plan?
4. What are the steps to take in career planning?
5. Will my plans change?

### Resources:

- Vocational Guidance Counselor
- A person who has changed occupations often and successfully.
- A student who has graduated from high school and is trying to find some career direction.

CLASS 2

Objectives:

--Understand what it is an individual needs to know about an occupation before selecting it as a possible choice.

--Understand that there are groups of related jobs called job families or clusters and that within each cluster there are many occupational levels, professional through semi-skilled and unskilled.

Understand that there are resources available which explain the characteristics of many different occupations.

Methods:

--Occupations Game B. The teacher may show this group of transparencies which have already been developed (Appendix 11). The game is developed to stimulate the understanding that one must have a complete and integrated understanding of an occupation before selecting it as a realistic possibility. After showing the first transparency, which reveals only the salary of this occupation, the teacher asks if there are any young people who would select this occupation knowing only this. If the salary is high enough perhaps all the students may eagerly respond. However, as the teacher reveals more and more specific characteristics of the job the overwhelming interest on the part of the students will probably wane.

--Introduction to Occupational Literature. The teacher may want to introduce the Chronicle Guidance Occupational Briefs and the Occupational Outlook Handbook. The Chronicle Guidance Briefs are divided into job clusters which the teacher may point out and explain. Chronicle Guidance literature was chosen for the simple reason that the Junior High counselors had just purchased the new series in February. They are given a good rating by the National Vocational Guidance Association and are fine for our purposes.

An explanation of the Outlook Handbook and other resources as well as bibliographies for occupational information could be given at this time also. The students should realize that it is their responsibility to send for or find specific information themselves.

Supplementary Activities:

--A film may be shown on the opportunities in different

Class 2 Cont.

fields. The students may discuss the various characteristics of the jobs in these fields, including salary, duties, preparation, employment outlook, distribution of workers, etc.

CLASS 3

Objectives:

---Understand what it is an individual needs to know about an occupation before selecting it as a possible choice.

Methods:

---Job Description Form. With the help of the teacher the students should develop an outline to help them study the occupations of their choice. This outline should serve as a guide when they interview and observe workers in their roles. Hoppock's "Guideto the Study of an Occupation" is a useful guide for the teacher for this exercise. (Appendix 13).

---Jobs for the '70's, Slide Study. The teacher may show this set of 40 slides to the students. The slides are produced by the U.S. Dept. of Labor and show today's occupational composition and the changes ahead in the decade of the '70's. (Appendix 12 ).

---Observation Appointments. The teacher should distribute cards with each student's observation posts explained. The card should have the following information:

Name of Company to be visited  
Address of Company  
Name of person who will greet student  
Name of worker to be observed and the title of his occupation  
Time of appointment

---Homework. Each student should become familiar with the occupational material available for the particular occupation he will be observing.

## OBSERVATIONS\*

### Objectives:

- To gain some understanding of a particular occupation by observing someone engaged in that occupation.

### Preparation:

--Students should prepare themselves for the visits by reading the descriptions of the occupations they are going to observe in the Chronicle Guidance Briefs and the Occupational Outlook Handbook and by reading the information available on the specific business, industrial, or institutional concern.

### Activities:

- The Job Description Outline or at least a condensation of it should be completed after each observation.

\* Observations are scheduled for Classes 4 and 5, 9 and 10, 14 and 15, 19 and 20, 24 and 25, and 27 and 28.

## Objectives:

--Understand what it is an individual needs to know about himself before selecting a possible occupational choice.

--Understand that an individual's past experiences will have some influence on his interests, values and personality.

## Methods:

--Game: Occupations for Mr. X, Game A. The teacher may use this game to develop an understanding that an individual must have a total picture of himself before he can successfully choose an occupational interest. She shows a transparency which has a fictitious name on it. She asks the students to suggest an occupational field for this person. Obviously the students cannot suggest anything at this point so the teacher adds a transparency with the name and age of this person. This is not enough information for the students so she continues to add more and more data until they can think of possible fields which would satisfy this person. The teacher should ask for suggestions with each set of characteristics she presents. Many times the students will suggest a field which would satisfy certain characteristics of this person, but would not be feasible because of characteristics not yet revealed. For example: the students decided that John Fitzgerald could be a state trooper with a speciality in mechanics because he was tall and interested in mechanics, but a few transparencies later it was revealed that John was crippled which changed the entire picture. (Appendix 14.)

--Films: My Childhood Part I, Hubert Humphrey's South Dakota and My Childhood Part II, James Baldwin's Harlem. ( Available from the UCONN Audio-Visual Center, see Appendix 12 )

--Discussion of films and of each student's Outline for an Autobiography (Appendix 15 ).

## Some Discussion Questions:

1. What is an interest? An ability? A value?  
Give examples.
2. How have you changed since elementary school?



Classes 6 and 7 cont.

2. (cont.) Are your values and interests different now? Will they continue to change?
3. Have certain people or circumstances influenced you in your life? How?
4. What are your goals? What does adventure, security success (etc.) mean to you?
5. How will you achieve your goals?

CLASS 8

Objectives:

--Understand that a person must be aware of his own abilities, limitations, and achievements to make realistic decisions about occupational interests and goals.

--Understand that it is better for the world of work on the whole and for the individual if he or she works at a level commensurate with his ability and is neither under or over-employed.

Methods:

--The teacher-counselor or guidance counselor may introduce and explain the various tests which have been given to the students throughout their school years. The significance of test results for counseling and placement in classes should be explained also.

--The teacher and counselor may also explain briefly the reasons why it is best to work at a level commensurate with one's ability.

--With the Science Research Associates' booklet, My Educational Plans, developed by Harold L. Munson, as a guide, the Students' Self-Appraisal Chart with explanations and the teachers' guides to appraisals in English and Math were developed (Appendix 16 ). The students should complete their charts after the teacher has explained them. The English and Math teachers should have received their copies of appraisal outlines for each student before this time also. The students should arrange appointments with their teachers to talk about their weaknesses and strengths. The resources available to help them improve should be emphasized as well. Individual appointments should also be arranged with guidance counselors if a student wants to know his test scores.

## Class 11

### Objectives:

--Understand what it is an individual needs to know about himself before selecting a possible occupational choice.

--Understand that an individual may satisfy many interests in an occupation .

--Understand that in many occupations most of the duties which an individual performs will be related to one primary interest. Example: The oceanographer satisfies his interest in the outdoors, but his duties are primarily of a scientific nature.

### Methods:

--Slide Study Discussion: The teacher may present slides of many different people in their varied work environments. The workers should be performing some tasks that are representative of their occupations. The slides should cover at least 10 different general interests: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. Great care should be taken to avoid stereotyped occupational roles for those of a certain sex or race. (Some slides have already been developed and are in Mr. Wilchynski's office. The reference librarian in the Hartford Public Library could be of great help in discovering the less conventional pictures necessary. The audio-visual department at Bloomfield High School has the special equipment needed to take slides of these pictures.)

### Some Discussion Questions:

1. What occupation is this person engaged in? How do you know?
2. What are the different interests which may be satisfied by the person performing the duties of this occupation?
3. What would this person's primary interest be?
4. Do you think you would like this kind of work? Why?

Class 11, cont.

Supplementary Activities:

Science Research Associates suggested that students complete the Interest Inventory (Appendix 16), based on the 10 areas of the Kuder Interest Inventory. This may help the student see a pattern of his own interests.

The teacher may want to show a film on a particular occupational field or fields. Students may discuss the interests, values and abilities the people engaged in the occupations may have. A list of some good films which are available at low costs for educators can be found in Appendix 17.

CLASS 12

Objectives:

--Understand the process of realistically determining satisfying occupational interests to explore.

To determine what occupations to observe for the next three week period.

Methods:

--Occupational Game C. The purpose of this game is to give the students an opportunity to practice decision-making by deciding if the occupational choices made by a group of fictitious young people are at all realistic. The students are given a description of each person and a list of that person's occupational interests. The students must become acquainted with the various occupations and then judge whether or not they are realistic choices for the particular people interested in them. I would suggest distributing a mimeographed selection of these to each student to complete before their class and then have a general discussion in class. A simple example of the descriptions of young people and the questions the students may want to ask are as follows:

Mary Allen:

Occupational Interests: Playwright, Journalist, English Teacher, and Proofreader.

Father's Occupation: Personnel Manager

Father's Education: Six years of college

Mother's Occupation: Nurse

Mother's Education: Four years of college

General Information: No health problems, good school attendance, very good student, planning to attend college.

Favorite Subjects: English and Theatre

Interests: Theatre activities and writing

Class 12 cont.

Goals: To have knowledge  
To be successful in her work

Questions:

1. What do journalists, playwrights, english teachers and proofreaders have in common? Would their primary duties satisfy Mary's interests and goals?
2. What are the qualificatinns for journalists, etc.? Does Mary have these qualifications? Is she either over or under-qualified?
3. How much preparation, and what kind of preparation is needed? Do you think Mary will be able to complete this preparation?
4. What is the employment outlook for each one of these occupations? Would you encourage or discourage Mary after finding out?
5. What are some of the advantages and disadvantages of these occupations? Would you tell Mary that the advantages outweigh the disadvantages?
6. On the whole would you say that these occupational interests are realistic for a person like Mary? Why or why not?

---After discussing this game the students should form small groups to discuss their individual occupational interests. Each student should help every other student in the group determine if his occupational interests are realistic. The students may find their autobiographies, interest charts, and self-appraisals, and the Chronicle Guidance Briefs and Occupational Handbook all quite helpful. By the end of this class the students sould know what specific occupations they would like to observe for the next three weeks. Students will make two visits each week. These visits would be most effective if--

No more than three general occupational fields were explored.

At least two specific occupations in each field were explored.

CLASSES 13, 16 and 17

Objectives:

--To help the student understand what business is and how it functions.

--To help the student understand changes in the business world and the subsequent change in occupational opportunities.

Methods:

--Discussion led by teacher. The teacher will probably have to give a short lecture on the free-enterprise system and then open the subject up for discussion with the following questions:

1. What is meant by free-enterprise?
2. What is private property? Public Property?
3. What are the production needs? (Natural Resources, Labor, Capital)
4. Who determines--
  - a.) what to produce?
  - b.) how much to produce?
  - c.) how to produce?
  - d.) How production is shared?
5. What are the effects of--
  - a.) the Government
  - b.) Seasonal work
  - c.) economic cycles
  - d.) changing sex roles
  - e.) changing values and attitudes of society
  - f.) natural catastrophies
  - g.) pressure groups, unions, professional organizations
  - h.) advancing technology

on the employment opporunities?
6. What types of jobs are needed in our society now?
7. How has this changed since 1850?

Classes 13, 16 and 17 cont.

8. How will this change in the future?
9. Compare the level of technology and subsequent careers in other less developed countries.  
(The teacher may want to show the film, Undala, which would help the students prepare for this question.)

--Have each student choose a product and list the steps involved in making it and distributing it.

--Have each student choose an occupation and discuss that job in relation to the entire process it is a part of.

--Have each student bring in articles from magazines, newspapers, etc. about the changing trends in employment.

--Films: The Managerial Revolution, The Inheritance, Undala, and Primitive Man in Today's World (Appendix 12).

--Field Trip. Perhaps a field trip to a large business would be beneficial.

---Case Conference. Have a state legislator come to speak about the effect of legislation on the world of work; a Women's Liberationist, a factory worker, a migrant worker, etc.

Resources:

General Business for Everyday Living. 4th Edition, Price/Musselman/Hall, 1972.

Consumer Economics Problems. 7th Edition. W. Harmon Wilson and Elvin Eyster. South-Western Publishing Co. 1966.



CLASS 18

Objectives:

--Understand that there are certain general facts an individual needs to know about applying for, obtaining, and keeping any job.

Methods:

- Discussion with resource person.
- Practice Job Interviews and Applications.

Discussion Questions:

1. What is Social Security? How do I get a S.S. number?
2. What are the Work Laws for people under 18?
3. What is a Work Permit?
4. How do I find out if there are openings for certain jobs?
5. What information is needed to complete an application?
6. What is an employer looking for when he interviews a person for a job?
7. What should a young person look for when talking with the interviewer?

Resources:

- Personnel Manager
- Social Security Forms
- Application Blans
- Tape Recorder to tape practice interviews

CLASS 21

Objectives:

--Understand that the future occupational outlook is very flexible. Jobs may change as a result of a variety of factors.

--Understand that an individual must adjust to his own changing interests and values and to those of the society of work around him. He must be willing to accept continued education or retraining to prepare himself for these possible changes.

Methods:

--Surveys. Conduct interviews with young and old workers in the community to determine what changes they have had to make in the last 5 to 10 years in their job skills and training. Determine new jobs in the last 10 years in the Greater Hartford area, interviewing employers, the state employment service people and the state labor department representatives.

--Films. Year 1999, The Inheritance and Progress Parade No. 14. A synopsis of these films can be found in Appendix 12.

CLASS 22

Objectives:

--Understand that part-time jobs and volunteer work can be great exploratory activities. They can help develop and test interests, abilities, and aptitudes.

--Understand how to go about getting a part-time job or position as a volunteer.

Methods:

--Teacher's Explanation: The teacher should discuss the opportunities available to the student for paid work and volunteer work in this area. The Connecticut Employment Service and the Federal Civil Service Commission (Summer Jobs) can be of great help to the students who are looking for jobs. The student who wishes to volunteer may find great opportunities to do just that and gain high school credit at the same time. The student should consider the following courses:

-- Individual Service. This course seeks to involve students in activities that encourage them to be actively concerned with other people. Students may offer their services to educational, social, religious, medical, racial, cultural, and low-income groups and individuals. Since the School wishes to offer every student an opportunity to exhibit selfless and helpful contributions, the specific activities may be broadly defined. From time to time, the School may announce volunteer programs, but students may initiate their own service activity for approval.

--Cadet Teaching. Learning by teaching is a major focus of this course. Designed for students who are interested in exploring the depths of their interests and abilities to become teachers, it also provides a valuable opportunity to discover how people learn. After a brief orientation period, students will work daily for, at least, sixty minute periods in one of the Bloomfield elementary schools as part of a teaching unit, assisting in actual teaching of groups and individual children.

--Student Librarian. This is for students expressing a desire to learn library skills and to provide a valuable service to the school, faculty, and students.

--General Work Experience Program. The primary objective

Class 22 cont.

of the General Work Experience Program is to provide on-the-job experience for the student in the world of work. Participation would assist in the development of desirable work habits, attitudes, and personal traits in the student involved in the program.

--Nurse's Aide Program-- The Nurse's Aide Training Program has been implemented to further the education of those students interested in the field of health services. The care of the elderly is of prime concern to many families and social agencies in the twentieth century. Therefore, it is timely that the course be focused on patient care in the field of geriatrics. The course content consists of theory, clinical application, and visitations to health centers. Both the clinical and theory segments of this course are under the supervision of a registered nurse.

--There are many other courses of a similar nature offered at the high school. Please consult the curriculum guide for the ones not mentioned here. A list of agencies which need the services of volunteers can be found in Appendix 19.

--Case Conference: Invite people from the agencies which need the services of volunteers to come and explain their programs and the responsibilities of the volunteers within these programs.

CLASSES 23, 26 and 27

Objectives:

--The purpose of these three classes is to introduce the students to two very important and expanding fields which have an incredible variety of interesting occupations at every level.

I. Environment

Objectives:

---To make the students aware of our environmental problems.

---To make the students aware of specific problems here in Connecticut.

---To make the students aware that federal and state governments have been, and are continuing to pass legislation to protect our environment.

---To help the students understand some of the reasons for our environmental problems such as over-population and an unbridled technology.

---To help the students understand what is being done about solving the problems here in Connecticut.

---To introduce the students to the variety of occupations within the field of Environmental Protection.

Methods:

---Introductory Films:

Association-Sterling Films: Catalog of 27 conservation-ecology films includes the well-known Sierra Club film library: 16mm. sound. Sample titles: "1985", "Redwoods Saved?", "Nature Next Door." Free Loan.

"Bulldozed America." CBS-TV. National Audubon Society. Film-BW/16mm/27 min., Rental-\$10. Some of the most serious threats to natural beauty and wilderness. The redwoods, mining, urban sprawl, billboards, air and water pollution, and damming wild rivers.

---Other films are listed in Career Education in the Environment. U.S. Government Printing Office, Wash. D.C.

Classes 23, 26 and 27 cont.

This book was produced for the U.S. Office of Education by the Olympus Research Corporation.

Case Conference: Invite some guests to speak about the environmental problems in Connecticut and the job opportunities available within the field.

Resources:

State Department of Environmental Protection,  
Mr. Carroll Hughes, Assistant Commissioner  
566-4252 or 4255

Connecticut Earth Action  
Mr. Toby Moffett  
70 No. Beacon St.  
Hartford, Connecticut

The teacher may want to contact these people to ask for their help in finding someone to come to talk with the students. They have not been contacted as yet. She may also want to check with the following groups to see if they can suggest any speakers or provide them.

League of Women Voters  
Audubon Society  
Chamber of Commerce  
City Manager, Hartford  
College Biologist or ecologist (University of  
Hartford, Trinity, UCONN, etc.)  
County Agricultural Extension Agent  
4-H Club  
Soil Conservation Agent  
Solid Waste Department of the State Health Dept.  
Zero Population Growth, Sherrill King 527-3787

## II. Health

### Objectives:

--To introduce to the students the need for health personnel.

--To make the students aware of the different responsibilities of each member of the health team.

Classes 23, 26 and 27 cont.

---To make the students aware of the projected occupational opportunities of the future in the field of health.

---To introduce the students to the specific health problems troubling Connecticut and the ways of conquering them.

Methods:

--Introductory Films: "Without Warning" and "Horizons Unlimited". (Appendix 12)

---Health Workshops and Discussions: Invite many different people engaged in different health professions such as a First Aid Instructor, a Nurse, an Occupational Therapist, a dentist and dental hygienist, and a medical lab technician. (Some of these people have been contacted and asked to be resource people. Consult Appendix 8.) Have them all bring the tools of their trades. Set up the classroom so that each professional person can work with a small group of students and teach them very simple operations specific to their own occupations. For example, the First Aid Instructor can teach a few students how to put on a sling, or how to take care of a snake bite. The guests could also explain the educational and training requirements for their occupations, the employment outlook, earnings and other characteristics of their occupations.

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APPENDIX 1

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- George Demos and Bruce Grant. Vocational Guidance Reading. Charles Thomas Publisher. Illinois, 1965.
- Warren Cribbons and Paul Lohnes. Emerging Careers. Teachers College Press. N.Y. 1968.
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- James Hansen and Herman Peters. Vocational Guidance and Career Development, Selected Readings. 2nd Edition. Macmillan Co. N.Y. 1971.
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APPENDIX 2

## OCCUPATIONAL INFORMATION

### Bloomfield High School Library

#### Reference Books

- |        |         |   |
|--------|---------|---|
| 371.42 |         | The encyclopedia of careers and vocational guidance, 1967 |
| 371.42 | Lovejoy | Lovejoy's career and vocational school guide, 1967        |

#### Non-fiction

- |          |             |   |
|----------|-------------|---|
| 331.7    | Angel       | Student's guide to occupational opportunities and their lifetime earnings, 1967                     |
| 361.0023 | Asbell      | Careers in urban affairs, 1970  |
| 651.8    | Barnett     | Careers in computer programming, 1967   |
| 741.6    | Biegeleisin | Careers and opportunities in commercial art, 1969   |
| 621.381  | Carroll     | Careers and opportunities in computer science, 1967   |
| 306.9    | Chamberlin  | Careers for social scientists: anthropology, economics, history, political science, sociology, 1961 |
| 351.069  | Chamberlin  | Careers in the protective services, 1969  |
| 629.28   | Connor      | A job with a future in automotive mechanics, 1969   |
| 690.023  | Daly        | Aim for a job in the building trades, 1973  |
| 355.1    | DuPre       | So you want to be a professional officer: Army, Navy, Air Force, Marine Corps, 1966                 |
| 351      | DuPre       | Your career in Federal civil service, 1967  |
| 387.7    | Engeman     | Airline Stewardess, a picture story, 1960   |
| 388.5    | Eskow       | Your future in the trucking industry, 1964  |
| 646.7    | Fashion     | Your future in the beauty business, 1968  |
| 663.28   | Feder       | Your future in chemical engineering, 1961   |
| 621.3819 | Fischer     | Your career in computers, 1968  |
| 658.85   | Goodrich    | Your future in direct selling, 1969   |
| 351.1    | Gould       | Your future in the federal government, 1962   |
| 629.28   | Harrison    | Find a career in auto mechanics, 1964   |
| 796.069  | Issaacs     | Careers and opportunities in sports, 1964   |
| 689      | Keefe       | Aim for a job in appliance service, 1969  |
| 371.42   | Kin         | Career opportunities for woman in business, 1969  |
| 362.1    | Kirk        | Aim for a job in a hospital, 1968   |
| 641.5    | Klein       | The professional cook, 1965   |
| 363.2    | Liston      | Your career in law enforcement, 1965  |
| 380.5    | Liston      | Your career in transportation, 1966   |
| 371.4    | McDonough   | Your future as a guidance counselor, 1967   |
| 659.1    | MacGil      | Your future as a model, 1964  |
| 651.069  | Mayo        | You can be an executive secretary, 1965   |
| 387.7    | Nathan      | Careers in airlines operations, 1964  |

High School Library cont.

|            |            |  |
|------------|------------|--|
| 651.069    | Noyes      | Your future as a secretary, 1963                                       |
| 664        | O'Connell  | Aim for a job in the bakery industry, 1967                             |
| 610.69     | Paul       | Your future in medical technology, 1962                                |
| 658.3      | Fond       | Your future in personnel work, 1962                                    |
| 341.7      | Sakell     | Careers in the Foreign Service, 1962                                   |
| 252        | Spence     | The clergy and what they do, 1961                                      |
| 658.3      | Splaver    | Careers in personnel administration, 1962                              |
| 371.42     | Splaver    | Your career if you're not going to college, 1962                       |
| 623.8      | Steele     | Nuclear submarine skippers and what they do, 1963                      |
| 629.28     | Taylor     | Aim for a job in automotive service, 1968                              |
| 629.2      | Taylor     | Your future in the automotive industry, 1967                           |
| 506.9      | Wachs      | Careers in research science, 1961                                      |
| 362.1      | Wassersu   | Hospital with a heart, 1961  |
| 551.023    | Weitz      | Your future in geology, 1966   |
| 016.371    | Lafayette  | Counselor's guide to occupational and other manpower information, 1964 |
| 621.381    | Keefe      | Aim for a job as an electronic technician, 1967                        |
| 641.572    | Westrock   | Aim for a job in restaurants and food cookery, 1969                    |
| 672        | Sullivan   | Aim for a job in the iron and steel industry, 1967                     |
| 646.7      | Whitcomb   | Career: the career girl's guide to business and personal success, 1964 |
| 659.1      | Boland     | Careers and opportunities in advertising, 1964                         |
| 629.402    | Zarem      | Careers and opportunities in astronautics, 1969                        |
| 540.59     | Pollack    | Careers and opportunities in chemistry, 1960                           |
| 621.38     | Carroll    | Careers and opportunities in electronics, 1963                         |
| 371.1      | Biegleisen | Careers and opportunities in electronics, 1963                         |
| 792        | Dalrymple  | Careers and opportunities in the theatre, 1969                         |
| 791.4      | Lerch      | Careers in broadcasting  |
| FS659.1322 |            | Careers in copywriting, 1968   |
| 658.87     | Kaplan     | Careers in department store merchandising, 1962                        |
| FS687.1    |            | Careers in fashion design, 1968  |
| 635.023    | Dowdell    | Careers in horticultural sciences, 1969                                |
| FS741.6    |            | Careers in illustration, 1968  |
| FS770.692  |            | Careers in photography, 1968   |
| 616.89     | Hoffman    | Careers in psychiatry, 1968  |
| 350        | Cohn       | Careers in public planning and administration, 1966                    |
| 361.023    | Gay        | Careers in social work, 1969   |
| FS791.4    |            | Careers in television. T.V. producer, 1968                             |
| 574.069    | Fox        | Careers in the biological sciences, 1967                               |
| FS750.069  |            | Careers in the fine arts, painter-sculptor                             |
| 617.8      | Greenberg  | So you want to be a dentist, 1963                                      |
| 506.9      | Nourse     | So you want to be a scientist, 1960                                    |
| 361.069    | Perlman    | So you want to be a social worker, 1962                                |

High School Library cont.

|          |           |  |
|----------|-----------|--|
| 359.1    | Rubican   | Find a career in advertising, 1960                   |
| 630.69   | Duncan    | Find a career in agriculture, 1961                   |
| 351.74   | Whaley    | Find a career in law enforcement, 1961               |
| 621.3819 | Selishohn | Your career in computer programming, 1967            |
| 747.023  | Doyle     | Your career in interior design, 1966                 |
| 551.402  | Loyd      | Your career in oceanology, 1968                      |
| 659.252  | Donohue   | Your career in public relations, 1967                |
| 629.4    | Boyd      | Your career in the aerospace industry, 1966          |
| 641.196  | American  | Your future as a dietitian, 1964                     |
| 640.69   | Paris     | Your future as a home economist, 1964                |
| 387.7    | Rudolph   | Your future as an airline hostess, 1961              |
| 646.72   | Gelb      | Your future in beauty culture, 1964                  |
| 654.9    | Hanaburgh | Your future in forestry, 1961                        |
| 647.94   | Sonnabend | Your future in hotel management, 1964                |
| 747.069  | Greer     | Your future in interior design, 1963                 |
| 070.69   | Schaleben | Your future in forestry, 1961                        |
| 610.69   | Chernok   | Your future in medical assisting, 1967               |
| 780.69   | Curtis    | Your future in music, 1963                           |
| 629.4    | Levine    | Your future in NASA, 1969                            |
| 539.706  | Thompson  | Your future in nuclear energy fields, 1961           |
| 610.72   | McDonnell | Your future in nursing, 1963                         |
| 551.4    | Gaber     | Your future in oceanography, 1967                    |
| 615.369  | Bradner   | Your future in pharmacy, 1964                        |
| 658.87   | Scott     | Your future in retailing, 1961                       |
| 621.38   | Bibby     | Your future in the electronic computer field<br>1962 |
| 341.709  | Delaney   | Your future in the Foreign Service, 1961             |
| 359.069  | Burrowes  | Your future in the Navy, 1965                        |
| 625.9    | Pimney    | Your future in the nursery industry, 1967            |
| 650      | Winter    | Your future in your own business, 1966               |

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2. Ashworth, John-CAREERS IN ACCOUNTING 1963
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4. Arnold, Arnold-CAREER CHOICES FOR THE '70s 1971
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6. Berry, Erick-YOU HAVE TO GO OUT! 1964
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8. Botter, David-NEWS REPORTERS AND WHAT THEY DO 1959
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17. Engeman, Jack-AIRLINE STEWARDESS 1960
18. Engeman, Jack-ANNAPOLIS--THE LIFE OF A MIDSHIPMAN 1956
19. Engeman, Jack-WEST POINT--THE LIFE OF A CADET 1958
20. Eskow, Gerald-YOUR FUTURE IN THE TRUCKING INDUSTRY 1964
21. Floherty, John-GET THAT STORY; JOURNALISM-ITS LORE AND THRILLS  
1952
22. Floherty, John-BEHIND THE SILVER SHIELD 1957
23. Fujita, S. Neil-AM FOR A JOB IN GRAPHIC DESIGN/ART 1968
24. Gould, Stephen-YOUR FUTURE IN THE FEDERAL GOVERNMENT 1962
25. Gemmill and Kilgore-DO YOU BELONG IN JOURNALISM? 1959
26. Harrison, C. William-CONSERVATIONISTS AND WHAT THEY DO 1963
27. Harrison, C. William-FIND A CAREER IN AUTO MECHANICS 1964

28. Heal, Edith-FASHION AS A CAREER 1966
29. Hyde, Margaret-MEDICINE IN ACTION; TODAY AND TOMORROW 1956
30. Isaacs, Stan-CAREERS AND OPPORTUNITIES IN SPORTS 1964
31. Kasper, Sydney-CAREERS IN THE BUILDING TRADES 1964
32. Kitson, Harry-VOCATIONS FOR BOYS 1955
33. Lingenfelter, Mary-VOCATIONS FOR GIRLS 1951
34. Liston, Robert-YOUR CAREER IN LAW ENFORCEMENT 1965
35. Lovejoy, Clarence-VOCATIONAL SCHOOL GUIDE 1963
36. Mann, Roland-CAREERS IN BUSINESS MANAGEMENT 1963
37. May, Julian-THERE'S ADVENTURE IN ATOMIC ENERGY 1957
38. Munzer, Martha-UNUSUAL CAREERS 1962
39. Nourse, William-SO YOU WANT TO BE A LAWYER 1959
40. O'Connell, Desmond-AIM FOR A JOB IN THE BAKERY INDUSTRY 1967
41. Noyes, Nell-YOUR FUTURE AS A SECRETARY 1963
42. Paradis, Adrian-DOLLARS FOR YOU; 150 WAYS FOR BOYS TO EARN MONEY 1958
43. Paradis, Adrian-YOU AND THE NEXT DECADE 1965
44. Paul, Grace-YOUR FUTURE IN MEDICAL TECHNOLOGY 1962
45. Perry, John-17 MILLION JOBS: THE STORY OF INDUSTRY IN ACTION 1958
46. Pollack, Philip-CAREERS AND OPPORTUNITIES IN ENGINEERING 1959
47. Roesch, Roberta-MONEY, JOBS AND FUTURES 1965
48. Ross, Frank-WORLD OF ENGINEERING 1958
49. Science Research Associates, Inc.-HANDBOOK OF JOB FACTS 1963
50. Splaver, Sarah-YOUR CAREER IF YOU'RE NOT GOING TO COLLEGE 1963
51. Sullivan, John-AIM FOR A JOB IN THE IRON AND STEEL INDUSTRY 1967
52. Symons, Arthur-SOLDIERS AND WHAT THEY DO 1958
53. Schimel, John-HOW TO BE AN ADOLESCENT--AND SURVIVE 1961
54. Landis, Lawrence-THE AIR FORCE--FROM CIVILIAN TO AIRMAN 1958
55. Pollack, Philip-CAREERS AND OPPORTUNITIES IN SCIENCE 1968
56. Shuff, Frances-YOUR FUTURE IN OCCUPATIONAL THERAPY 1964
57. Ley, Willy-ENGINEER'S DREAMS 1959



58. Schneider and Ames-WINGS IN YOUR FUTURE 1955
59. Connecticut State Dept. Of Education-VOCATIONAL CAREER GUIDE FOR CONNECTICUT 1968
60. Devaney, John-1001 NEW JOB OPPORTUNITIES 1962
61. Peake, Mariam M.-A JOB FOR YOU 1964
62. Walmsley, Harold-YOUR FUTURE IN THE ARMY 1960
63. Colby, C.B.-POLICE 1954
64. Perry and Perry-FORESTERS AND WHAT THEY DO 1963
65. Paris, Jeanne-YOUR FUTURE AS A HOME ECONOMIST 1964
66. Nourse, Alan-SO YOU WANT TO BE A DOCTOR 1965
67. McCoy, J.J.-THE WORLD OF THE VETERINARIAN 1964
68. Sommer and Kedzie-YOUR FUTURE IN INSURANCE 1965
69. Smith, Frances-FIND A CAREER IN EDUCATION 1960
70. Myers, Arthur-JOURNALISM 1971
71. Scholastic Magazines, Inc.-OPPORTUNITIES IN STEEL 1967
72. Gelinas, Paul-SO YOU WANT TO BE A TEACHER 1966
73. Neal, Harry Edward-ENGINEERS UNLIMITED 1960
74. Elwell and Richardson-SCIENCE AND THE DOCTOR 1959
75. Lobsenz, Norman-WRITING AS A CAREER 1963
76. Shockley, Robert-YOUR FUTURE IN ELEMENTARY TEACHING 1961
77. The Fashion Group, Inc.-YOUR FUTURE IN THE FASHION WORLD 1960
78. McDonnell, Virginia-YOUR FUTURE IN NURSING 1963
79. Terry, Walter-DANCE 1971
80. Armstead and McNutt-ENGINEERING AS A CAREER TODAY 1967
81. Ruzic, Neil-THERE'S ADVENTURE IN CIVIL ENGINEERING 1956
82. Dodge, Bertha-THE STORY OF NURSING 1954
83. Cohen, Raymond-YOUR FUTURE IN DENTISTRY 1960
84. Frost, Jane C.-YOUR FUTURE AS A DENTAL ASSISTANT 1964
85. Levine, Sol-YOUR FUTURE IN ELECTRONIC ENGINEERING 1961
86. Gammage, Allen-YOUR FUTURE IN LAW ENFORCEMENT 1961

87. MacCloskey, Monro- YOUR FUTURE IN THE AIR FORCE 1964
88. Beck, Bertram-YOUR FUTURE IN SOCIAL WORK 1964
89. Weitz, Joseph-YOUR FUTURE IN GEOLOGY 1966
90. Mann, Roland-CAREERS IN BUSINESS MANAGEMENT 1963
91. Taylor, Dawson-YOUR FUTURE IN THE AUTOMOTIVE INDUSTRY 1963
92. Wachs, Theodore-CAREERS IN RESEARCH SCIENCE 1961
93. Wassersug, Joseph-HOSPITAL WITH A HEART 1961
94. West, Wallace-FIND A CAREER IN ELECTRONICS 1959
95. Whitcomb, Helen-STRICTLY FOR SECRETARIES 1957
96. Williams, Joe-ENTERPRISE 1970
97. Zarem, Lewis-CAREERS AND OPPORTUNITIES IN ASTRONAUTICS 1962
98. Paradis, Adrian-LIBRARIAN WANTED 1959
99. Curtis, Robert-YOUR FUTURE IN MUSIC 1962
100. Wallace, Sarah-SO YOU WANT TO BE A LIBRARIAN 1963
101. Riser, Wayne-YOUR FUTURE IN VETERINARY MEDICINE 1963
102. May, Charles Paul-VETERINARIANS AND THEIR PATIENTS 1964
103. Spencer, Lila-EXCITING CAREERS FOR HOME ECONOMISTS 1967
104. Taintor, Sarah and Monro, Kate-THE SECRETARY'S HANDBOOK 1958
105. Goodrich, Foster-YOUR FUTURE IN DIRECT SELLING 1965
106. Locklear, Edmond-YOUR FUTURE IN ACCOUNTING 1963
107. Boynton, Ralph-YOUR FUTURE IN BANKING 1965
108. Gelb, Richard-YOUR FUTURE IN BEAUTY CULTURE 1964
109. Durst and Stern-YOUR FUTURE IN REAL ESTATE 1960
110. Boylan, James-SCHOOL TEACHING AS A CAREER 1962

OCCUPATIONAL BRIEFS by SRA

CAREER BOOKLETS published by The Institute for Research

APPENDIX 3

## SUGGESTED REFERENCE SOURCES FOR COUNSELORS

Literature available at Bloomfield High for Teacher:

Connecticut Labor Dept. "Bulletin: Manpower Report-1972"  
Dept. of Research and Information, Employment Security  
Division, Hartford, Conn.

Connecticut Labor Dept. "Connecticut Labor Situation."  
Monthly publication.

Dictionary of Occupational Titles. (Volumes I and II), Third  
Edition. U.S. Dept. of Labor. U.S. Government  
Printing Office, 1965.

Bibliography of Current Occupational Literature. National  
Vocational Guidance Association, Washington, 1959.

Occupational Outlook Handbook, 1970-71. U.S. Dept. of Labor.

Recommended for purchase:

The Career Guide for Demand Occupations. U.S. Government  
Printing Office.

Chronicle Guidance Special Occupational Brief Packets. Almost  
all of these packets have been ordered, but there are  
some missing and they are very important. It is  
crucial for the program that these be ordered for the  
late fall: #5064.E., #506 AM, #506 AP, #506 COMM,  
and so on--Mr. Zalaski at the Junior High has the  
list of the remaining packets.

APPENDIX L

Table 1

|     | <u>Verbal Score</u> | <u>Self Estimate</u> | <u>Quantitative Score</u> | <u>Self Estimate</u> | <u>Stanford Score</u> | <u>Self Estimate</u> | <u>Occupational Interest</u>                 |
|-----|---------------------|----------------------|---------------------------|----------------------|-----------------------|----------------------|--|
| 1.  | 83                  | Average              | 59                        | Average              | 60                    | Above                | Special Education Teacher                    |
| 2.  | 48                  | Average              | 47                        | Above                | 40                    | Average              | Net-Assistant Nurse                          |
| 3.  | 28                  | Below                | 26                        | Average              | 15                    | Average              | Nurse  |
| 4.  | 72                  | Average              | 53                        | Above                | 55                    | Above                | Teacher Special Education                    |
| 5.  | 99                  | Average              | 7                         | Above                | 15                    | Below                | Drummer Pro Musician                         |
| 6.  | 83                  | Above                | 56                        | Superior             | 25                    | Superior             | Social Worker                                |
| 7.  | 68                  | Average              | 50                        | Average              | 40                    | Average              | Nurse  |
| 8.  | 64                  | Superior             | 67                        | Above                | 55                    | Average              | Social Work-Police Work                      |
| 9.  | 48                  | Average              | 41                        | Above                | 45                    | Average              | Electrician                                  |
| 10. | 30                  | Average              | 35                        | Average              | 30                    | Below                | Auto Mechanic                                |
| 11. | 4                   | Average              | 5                         | Average              | 10                    | Average              | Construction Worker                          |
| 12. | 17                  | Average              | 11                        | Average              | 5                     | Below                | Pro. Basketball                              |
| 13. | 83                  | Above                | 58                        | Superior             | 30                    | Average              | Policeman                                    |
| 14. | 13                  | Average              | 28                        | Average              | 30                    | Below                | Technician (Plumbing, Electrical, Carpenter) |
| 15. | 66                  | Average              | 84                        | Above                | 60                    | Above                | Auto Mechanic                                |
| 16. | 3                   | Average              | 15                        | Average              | 5                     | Below                | Pro Boxer                                    |

Table 1 (cont.)

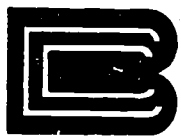
|     | <u>Verbal Score</u> | <u>Self-<br/>Estimate</u> | <u>Quantitative<br/>Score</u> | <u>Self-<br/>Estimate</u> | <u>Stanford Score</u> | <u>Self-<br/>Estimate</u> | <u>Occupational<br/>Interest</u> |
|-----|---------------------|---------------------------|-------------------------------|---------------------------|-----------------------|---------------------------|----------------------------------|
| 17. | 99                  | Above                     | 99                            | Above                     | 95                    | Above                     | Lawyers                          |
| 18. | 74                  | Below                     | 37                            | Average                   | 27                    | Below                     | Social worker                    |
| 19. | 42                  | Above                     | 47                            | Above                     | 44                    | Average                   | Doctor                           |
| 20. | 19                  | Superior                  | 2                             | Above                     | 14                    | Above                     | Social Worker                    |
| 21. | 69                  | Average                   | 32                            | Below                     | 25                    | Average                   | Nurse                            |
| 22. | 64                  | Average                   | 37                            | Above                     | 43                    | Above                     | Lawyer                           |
| 23. | 36                  | Below                     | 20                            | Average                   | 4                     | Below                     | Tractor Truck<br>Driver          |
| 24. | 61                  | Below                     | 50                            | Average                   | 51                    | Average                   | No Interests                     |
| 25. | 74                  | Average                   | 50                            | Above                     | 28                    | Below                     | No Interests                     |
| 26. | 28                  | Average                   | 24                            | Above                     | 10                    | Average                   | Nurse                            |
| 27. | 69                  | Average                   | 47                            | Above                     | 43                    | Superior                  | Airline Pilot                    |
| 28. | 55                  | Average                   | 41                            | Average                   | 34                    | Average                   | Auto Mech.                       |
| 29. | 88                  | Above                     | 16                            | Average                   | 34                    | Average                   | Architect                        |
| 30. | 55                  | Average                   | 1                             | Average                   | 6                     | Below                     | Secretary                        |
| 31. | 19                  | Below                     | 4                             | Average                   | 6                     | Below                     | Heavy Equipment<br>Operator      |
| 32. | 64                  | Average                   | 41                            | Average                   | 44                    | Above                     | Lawyer                           |
| 33. | 85                  | Above                     | 92                            | Average                   | 89                    | Above                     | Farmer                           |

Table 1 (cont.)

| Verbal Score | Self-Quantitative Score | Self-Estimate      | Stanford Score        | Self-Estimate           | Occupational Interests                   |                           |
|--------------|-------------------------|--------------------|-----------------------|-------------------------|--|---------------------------|
| 34.          | 79                      | Average            | 91                    | Average                 | Teacher                                  |                           |
| 35.          | 97                      | Above              | 94                    | Above                   | Veterinarian                             |                           |
| 36.          | 19                      | Average            | 4                     | Average                 | Nurse                                    |                           |
| 37.          | 40                      | Below              | 29                    | Above                   | Below<br>Pro-<br>musician<br>Drummer     |                           |
| 38.          | 33                      | Average            | 29                    | Average                 | 13<br>Average<br>Landscaping<br>Business |                           |
| 39.          | 30                      | Above              | 47                    | Superior                | 9<br>Below<br>Doctor                     |                           |
| 40.          | 24                      | Below              | 29                    | Above                   | 12<br>Average<br>Teacher                 |                           |
| 41.          | 52                      | Average            | 35                    | Above                   | 57<br>Average<br>None                    |                           |
|              |                         | <u>Low</u><br>0-21 | <u>Below</u><br>21-40 | <u>Average</u><br>41-60 | <u>Above</u><br>61-80                    | <u>Superior</u><br>81-100 |



APPENDIX 5



# BLOOMFIELD CHAMBER OF COMMERCE

250 CONSTITUTION PLAZA, HARTFORD, CONN. 06103 • TEL. 248-3071

February 28, 1972

Dear Chamber Member:

The Bloomfield Chamber of Commerce has given its support to an innovative pilot program to be offered at our High School in the fall of 1972. Its purpose will be to introduce a select group of twenty, tenth grade students to "The World of Work."

Local business, professional, and industrial concerns are being given an opportunity to contribute to the success of this effort by providing one or more "job observation stations," for up to one and one half hours per day, two days per week, for a minimum of six weeks.

Students participating in this program would not be paid for the time they spend at their "job observation stations." Neither would they be expected to work. Their function would be to observe in action one or more occupational fields in which they might have a career interest. In-school, classroom instruction would support and develop the first-hand knowledge the students would gain as observers.

It is believed that this "Exploratory Work Experience Program" will help in a significant way to lead youngsters into appropriate academic paths for their final two years of high school, and help to inform them of the wide range of employment opportunities available in their own home town.

Miss Heidi J. Crosier has been retained by the Board of Education to perform assignments in the fields of research and curriculum development for the "Exploratory Work Experience Program."

She would like very much to meet with you, or your personnel manager, to further explain this program, and to secure such "job observation station" commitments as you might like to provide.

- 2 -

Won't you please complete and return the enclosed, postage-free card?  
The Chamber will forward it to Miss Crosier, and she will call to arrange  
an appointment at your convenience.

Cordially yours,

*Raymond E. McMahon*  
Raymond E. McMahon  
President

REM/mad  
Enclosure

APPENDIX 6

One of the primary goals of educators is to help our young people develop the attitudes and skills necessary to lead productive and rewarding lives.

--In 1970-71 there were 850,000 Elementary and Secondary School drop-outs;

--Half of our high school students a total of approximately 1,500,000 a year are being offered what amounts to irrelevant, general education programs.

--Three of our ten students currently in high school will go on to academic college level work; and 1/3 of these will drop out and not receive a BS degree--which means that 8-10 would be getting occupational training.

--20% of the country's youth are unemployed.

--11 million adults are unemployed or underemployed.

--80% of the jobs today do not require a college education. (This figure has been projected to 1980, too.)

Students today cannot see the relationship between the courses they take and the need for skills and knowledge in the world of work. And instead of encouraging all students to discover the relationships between "things vocational and things academic", we have built dividers in our school, making vocational education a refuge for academic fugitives. A healthy combination of the academic and vocational would produce the educational environment necessary for the development of individuals with meaningful, productive lives. Dr. Sidney Marland, United States Commissioner of Education, calls this healthy combination career education.

Career education prepares all students for a successful life of work by increasing options for occupational choice, by eliminating barriers--real and imagined--to attaining many flexible job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

A pilot project in Bloomfield, called the Cooperative Career Exploration Program because it depends upon the support of the people and business concerns in the surrounding area, is being planned for the coming fall. Twenty 9th grade students will have the opportunity to explore themselves and their environment in the six-week course. The student will spend a maximum of two days a week--for an hour each day--observing and interviewing different workers in their work environments. The remaining days will be spent in a classroom group, discussing and developing the first hand knowledge gained in their observations. The classroom activities will emphasize development of realistic self-concepts, skills in decision-making and a clear understanding of the world of work.

The success of the program depends upon your support. The maximum involvement expected of any cooperating concern would be as follows:

At the very most, in a six-week period, six young people may make a total of 12 visits, each young person making two visits. We do not anticipate that many students in the pilot program will have the same occupational interest. Each one of them may go in a different direction. Therefore, it is possible that as few as two or four visits would be made to a particular company in the six-week period.

If you would be willing to offer the young people "positions for observation", would be willing to participate with minimum involvement, would be willing to contact others regarding their participation, or would like to discuss the program in greater detail, please return the attached form to me as soon as possible.

Thank you.

Sincerely,

Miss Heidi J. Crosier  
Research and Curriculum Developer  
Bloomfield High School

Attachment  
HJC/cab

APPENDIX 7

## BUSINESS RESOURCES

Allen Manufacturing Company  
Drawer 570  
Hartford, Connecticut 06101

East Dudley Town Rd.  
Bloomfield, Connecticut  
242-8511  
Mr. James Flanagan, Personnel Manager

Andersen Labs  
1280 Blue Hills Ave.  
Bloomfield, Connecticut  
242-3761  
Mr. Kenneth Balder

Barber Travel Service  
711 Cottage Grove Rd.  
Bloomfield, Connecticut  
242-2279  
Mrs. Ruth Barber

Children's Museum of Hartford  
950 Troutbrook Rd.  
West Hartford, Connecticut  
Mr. Harry H. Ryder, President

Connecticut Auto Body Works  
1323 Blue Hills Ave.  
Bloomfield, Connecticut  
242-2588  
Mr. Norman Cohen

Connecticut Bank and Trust Company  
836 Park Ave.  
Bloomfield, Connecticut  
244-4778  
Mr. Morton D. Alling, Jr.

Connecticut General Life Insurance Company  
Cottage Grove Rd.  
Bloomfield, Connecticut  
863-2811, Ext. 7651  
Mr. Nick Heldreth, Supervisor, Employment



Connecticut Printers, Inc.  
55 Granby St.  
Bloomfield, Connecticut  
242-0711  
Mr. Richard McIntire, Personnel Manager

Connecticut, State of:

Dept. of Agriculture  
State Office Building  
Hartford, Connecticut  
Deputy Commissioner, F. P. Futtner

State Library  
Hartford, Connecticut  
566-5126  
Miss Davenport, Chief of Public Services

State Laboratory  
10 Clinton St.  
Hartford, Connecticut  
566-5102  
Dr. William Ullmann, Director

Dept. of Motor Vehicles  
State St.  
Wethersfield, Connecticut  
566-4881  
Mr. Nicholas Spellman, Personnel Administrator

Dept. of Public Works  
State Office Building  
Hartford, Connecticut  
566-3360  
Mr. Edward J. Koslowski, Commissioner

Dept. of Transportation  
24 Wolcott Hill Rd.  
Wethersfield, Connecticut  
566-5752 Ext. 4624  
Mrs. Joyce Conroy, Personnel

Copaco  
335 Cottage Grove Rd.  
Bloomfield, Connecticut  
242-5521  
Mr. Robert Churlin

Culinary Service Systems, Inc.  
291 Tunkis Ave.  
Bloomfield, Connecticut  
249-0418  
Mr. Thomas Hall

Enhart Corp.  
950 Cottage Grove Rd.  
Bloomfield, Connecticut  
242-8551, Ext. 263  
Mr. Clifford Sault, Manager, Personnel

Gozzo's Service Station  
Cor. Granby and Toley Streets  
Bloomfield, Connecticut  
245-1439  
Mr. Gozzo

Hartford Courant  
Hartford, Connecticut  
Mrs. Paula Clarke, Director, Public Relations

Kaman Aerospace Corp  
Old Windsor Rd.  
Bloomfield, Connecticut  
242-4461, Ext. 375 or 376  
Mr. Podrasky

MacDonald's Veterinary Hospital  
267 Cottage Grove Rd.  
Bloomfield, Connecticut  
Dr. Alvin R. MacDonald

J.H. Ney Company  
Maplewood Ave.  
Bloomfield, Connecticut  
242-2281  
Mr. Denton L. Smith, V. P.

Park Avenue Pharmacy  
39 Wintonbury Hall  
Bloomfield, Connecticut  
242-5545  
Mr. Lawrence Cohen

St. Francis Hospital  
Hartford, Connecticut  
Miss Martha Johnson, Public Relations Director  
Mrs. Marie Smith  
249-8281, Ext. 421

Town Hall of Bloomfield  
Mr. Watkins, Social Services  
Bloomfield, Connecticut

United States Government

Post Office  
Bloomfield, Connecticut  
Mr. John Tinto, Postmaster 242-0727

Post Office  
Hartford, Connecticut  
Mr. A.J. Wright, Chief of Training

National Weather Service  
Bradley International Airport  
Windsor Locks, Connecticut  
242-3888  
Mr. Roland Laro, Meteorologist in Charge

Marine Corps  
Recruiting Sub Station  
221 Asylum St.  
Hartford, Connecticut  
247-5975  
Sgt. Fred Nesbit

W.T.I.C.  
Constitution Plaza  
Hartford, Connecticut  
525-9801  
Mr. Richard Ahles, Public Relations

Weathervane of Bloomfield  
Wintonbury Mall  
Bloomfield, Connecticut  
243-2719  
Mrs. Ellie Block

Yankee Flyer (printing and publishing)  
One Flyer Row  
Bloomfield, Connecticut  
242-8526  
Mr. Donald Corman

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APPENDIX 8

## RESOURCE PEOPLE

Mr. Alex Berman  
75 Kenwood Circle  
Bloomfield, Connecticut  
242-1161 or 242-4461, Ext. 271

Mr. Berman is an analytical engineer for Kaman Corp. He would be willing to come into the class, act as a consultant and talk with any students anytime.

Mr. Douglas Darin  
Director, Placement and Career Planning  
UCCW  
Storrs, Connecticut

Mr. Darin expressed an interest in our Career Education Program and offered the cooperation of his office and staff to whatever extent possible in the development of the program. He will expect the teacher-counselor to get in touch with him in the fall.

Pastor Dreyer  
Christ Lutheran Church  
115 Madison St.  
Hartford, Connecticut  
525-1100

Pastor Dreyer was an optician-turned-pastor. He is willing to come to the classroom to talk to the students.

Chief Jackson, Chief of Police  
Town of Bloomfield

Chief Jackson would be willing to come to talk to the students about law enforcement.

Mr. Perlstein  
8 Andrea Lane  
Bloomfield, Connecticut  
242-1957 or 566-2773

Mr. Julian Perlstein is at the State Vocational Rehabilitation Center and is willing to come anytime to talk to the students about vocational rehab. Perhaps it would be best if the young people were given the opportunity to observe Mr. Perlstein at work.

Miss Marguerite Riley  
College Placement Director  
St. Joseph's College  
1678 Asylum Ave.  
Hartford, Connecticut

Miss Riley has worked in industrial personnel, for the federal government, and for the college as placement director. She has consented to come to talk with the students about career planning.

Mrs. Paula Robbins, Director of Career Counseling,  
Trinity College  
Hartford, Connecticut

Mrs. Robbins has expressed an interest in the Career Education Program. She would be interested in helping to implement the program in the fall.

Mr. John Rose, Jr., Esq.  
2 Craymore Rd.  
Bloomfield, Connecticut

Mr. Rose is a lawyer who would like to come to talk to the students or have one student come to visit him at his office and discuss criminal law and courts.

Mr. Ralph Rubino  
Daniel Blvd.  
Bloomfield, Connecticut  
242-9221

Ralph is a graduate of Bloomfield High who attended Columbia University for one year and then dropped out for one year to try to find some career direction. He is very willing to talk to the students about the consequences of not planning and is very good with the students.

Mr. Steadman Stearns  
Tax Collector  
Town of Bloomfield  
Town Hall

Mr. Stearns has had an unbelievable variety of work experience in many fields. He has consented to come to talk to the students.

Mrs. C.L. Storrs  
76 Adams Rd.  
Bloomfield, Connecticut  
242-8779

Mrs. Storrs is a licensed commercial pilot and knows quite a bit about navigation and meteorology. She would be very willing to talk to the students about these topics.

Miss Tuler  
State Employment Service  
2550 Main St.  
Hartford, Connecticut

Miss Tuler is willing to talk to the students about career planning. She participated in our pre-pilot case conference at the Junior High School.

Additions:

Mr. Garet Johnson  
First Aid Instructor  
617 Park Ave.  
Bloomfield, Connecticut  
242-6369 or 242-5550

Dr. David Epstein  
UCONN Medical School  
243-2531 Ext. 385

Miss Judith Snyder  
Hartford Rehabilitation Center, Inc.  
80 Coventry ST.  
Hartford, Conn.  
243-2511 Ext. 234 or 231

People not yet contacted:

Mrs. Naomi Cohen  
241 Duncaster Rd.  
Bloomfield, Connecticut  
242-2110



APPENDIX 9

## VOCATIONAL PLANNING INTERVIEW

(Suggested pre and post test for students in pre-pilot and pilot programs)

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Achievement Score \_\_\_\_\_ (This score is the average of all scores on the Stanford Achievement Test.)

Verbal Score \_\_\_\_\_ (This is the verbal score of the Kuhlmann-Anderson Test.)

Quantitative Score \_\_\_\_\_ (This is the quantitative score from the Kuhlmann-Anderson Test.)

\*All of these scores are percentages.

How would you rate yourself on level of verbal ability?

- a.) Superior
- b.) Above Average
- c.) Average
- d.) Below Average
- e.) Poor

How would you rate yourself on level of quantitative ability?

- a.) Superior
- b.) Above Average
- c.) Average
- d.) Below Average
- e.) Poor

How would you rate yourself on level of achievement?

- a.) Superior
- b.) Above Average
- c.) Average
- d.) Below Average
- e.) Poor

Mother's occupation \_\_\_\_\_

Father's occupation \_\_\_\_\_

1. Are you planning to finish high school?
2. Are you planning to go to college?
3. If not, are you planning to secure some other kind of training after high school? What kind?

4. What do your parents want you to do?
5. Is finding an occupation important to you? If so, why?
6. Have you had any work experience?
7. What occupations have you thought about entering?
  - a.)
  - b.)
  - c.)
8. Why would you want to become a \_\_\_\_\_? (First choice)
9. Why would you want to become a \_\_\_\_\_? (Second choice)
10. Why would you want to become a \_\_\_\_\_? (Third choice)
11. What does a (a) do at work?
12. How much education is required to become (a)?
13. Where did you get your information?
14. Is your choice of high school subjects good for your first choice?
15. Is your choice of high school subjects good for any other occupational choice?
16. Where could you find out about different occupations?

APPENDIX 30

## PRE-PILOT CURRICULUM

### Class I

#### Objectives:

- Understand that career planning is important and that individuals are responsible for their own plans.
- Understand that there are resources and counselors to help in career planning.
- Understand the consequences of postponing planning.
- Understand that career planning means recognizing possible occupational opportunities available for an individual with certain abilities, interests, and values.

#### Methods:

--Case Conference. A Case Conference is essentially an informal panel discussion. The guests on the panel may begin by introducing themselves and then by briefly giving us their thoughts on the subject to be discussed. Then everyone participates in an informal question and answer period.

#### Some Discussion Questions;

1. What is career planning? Who is responsible for my career plans? Who can help me?
2. When should you start planning?
3. What happens when you don't plan?
4. Will I change my mind?
5. How important is my high school education?

#### Resources:

- College Placement Officer, Miss Riley, St. Joseph's
- State Employment Service Representative, Miss Tuben
- Vocational Guidance Counselor, Mr. Wilchynski,  
Bloomfield High School
- Student who has dropped out of college to discover career direction, Ralph Rubino, Columbia H.

## Class 2

### Objectives:

--Understand that there is more than one occupation that would satisfy the needs of any person.

--Understand that many of the same skills can be used in different occupations.

--Understand that there are certain skills that are needed in any occupation.

### Methods:

--Case Conference with resource people.

### Some Discussion Questions:

1. Is there more than one occupation that would satisfy the needs of any one person?
2. Can many of the same skills be used in different occupations?
3. Are there certain general skills that are needed in any and all occupations?
4. Has your life style changed as a result of a change in occupations? (Directed to guests.)

### Resources:

--Person who has changed professions more than once and has been successful at each; Pastor Dreyer, Christ Lutheran Church, Hartford.

--Person who has changed jobs within his field many times with success; Mr. Steadman Stearns, Tax Collector

--State Employment, Job Corps Representative, Mrs. Diane Kramer, Hartford.

### Class 3

#### Objectives:

---Understand what it is an individual needs to know about himself before selecting a possible occupational choice.

---Understand that each individual has different interests, values, and abilities which are changing and developing.

---Understand that an individual's past experiences will have some influence on his needs, interests, values and abilities.

#### Methods:

---Occupational Game A. (This game is explained fully in the complete curriculum plans for the pilot program.)

---Autobiographical Sketch. Each student has completed and may discuss his Outline for an Autobiography. (Appendix )

---Interest Slides. The teacher presents a series of slides of men and women engaged in different occupations in the ten different interest areas of the Kuder Interest Test. The students discuss the interests of these people and relate those interests to their own.

#### Some Discussion Questions:

1. What is an interest? An ability? A value? Give examples.
2. How have you changed since elementary school? Are your interests and values different now than they were then? Will they continue to change? How do you know?
3. Have certain people or circumstances influenced you in your lives? Why?
4. Do you have outdoor interests? Mechanical? Computational? Scientific? Persuasive? Artistic? Literary? Musical? Social Service? Clerical? What do these mean?

Class 4

Objectives:

---Understand that a person must be aware of his own abilities, limitations, and achievements to make realistic decisions about occupational interests and goals.

Methods:

---Conference with Guidance Counselors.

---Discussion about Self-Appraisal Charts (Appendix )

Some Discussion Questions:

1. What tests do guidance counselors use? How significant are they?
2. What are my abilities? How can I find out about my aptitudes? How can I improve?
3. What are my personality traits? Where can I improve?

Resources:

---Guidance Counselors, Junior High, Miss Penny Southwick and Mr. Tucker.



## Classes 5 and 6

### Objectives:

---Understand what it is an individual needs to know about an occupation before selecting it as a possible choice.

---understand that there are different groups related occupations. Within each field there are many levels, professional through unskilled.

### Methods:

---Occupations Game B. (This game is also fully explained in the complete curriculum for the pilot program.)

---Filmstrip, "Preparing for Jobs of the 70's", Guidance Associates.

---Introduction to the Occupational Outlook Handbook and the Chronicle (Guidance Occupational Briefs.

Discussion and decisions about each student's choice of occupation to observe.

### Some Discussion Questions:

1. Where can I find out about the preparation necessary for different occupations?
2. Where can I find out about the responsibilities of certain workers? The earnings? The hours? The employment outlook? What do we mean by employment outlook?
3. What factors influence the employment outlook?
4. What is the employment outlook for the '70's? Will it change?

## Class 7

### Objectives:

Understand what it is an individual should know about an occupation before selecting it as his occupational choice.

Understand that education and work are interrelated.

Understand that parttime and summer employment and volunteer work are very important parts of the occupational exploration process.

### Methods:

Discussion of High School Curriculum. The teacher explains the high school curriculum guide and points out the courses which may be helpful for students with different career goals. (Appendix ). For example, a student who is interested in becoming a music teacher could take the following courses: Music Theory, Music Appreciation, Music History, Chorus, and Band.

Discussion of employment opportunities in the area. The teacher explains how the student can go about getting a job in this area. She can mention various institutions or agencies which have requested volunteer help, too. (Appendix ).

Discussion of the Job Description Outlines. The teacher explains these outlines to the students. They are held responsible for completing them after each observation. (Appendix ).

APPENDIX 21

## APPENDIX 11

### OCCUPATIONAL GAME B

Five transparencies are available to the teacher to be used for this game.

1. CHARACTERISTICS OF JOBS  
SALARY: Between \$8,400 and \$10,000 a year.
2. SALARY,  
EMPLOYMENT OUTLOOK: Good
3. SALARY, EMPLOYMENT OUTLOOK,  
WORKING SITUATION: Some clerical work, some driving, some hazardous work, direct other people, work mostly alone, help people when they're in trouble, make people obey, take risks, make your own decisions, follow orders too.
4. SALARY, EMPLOYMENT OUTLOOK, WORKING SITUATIONS,  
HOURS: 40-hour work week, but possibly working at night, during the day, on holidays and weekends, also subject to emergency calls at any time.  
TOOLS AND EQUIPMENT: Uniforms and equipment provided
5. SALARY, EMPLOYMENT OUTLOOK, WORKING SITUATIONS,  
HOURS, TOOLS AND EQUIPMENT,  
PREPARATION: High school education, competitive exams, 21 years of age, 12 weeks of formal training, strict physical, mental and moral requirements.

APPENDIX 12

## FILMS

Chocolate Crossroads of the World. 27 min. Color. #2435, Free.  
Here is the engrossing history and origin of chocolate. The film visits Hershey, Pa. with children from foreign countries which supply raw materials, and shows how chocolate products are made.

Modern Talking Picture Service, Inc.  
230 Boylston Street--Chestnut Hill  
Boston, Massachusetts 02167

Horizons Unlimited. 28 min. Color. #3033. Free. Modern Talking Picture Service, Inc. (MTPS) This film depicts, in semi-documentary style, careers in rehabilitation, social work, medical technology, dietetics, and other professional careers in hospitals as well as medical office work. Produced by the American Medical Association.

Inheritance, The. \$3.00. Audio-Visual Center  
Education Bldg.  
University of Maine  
Orono, Maine 04473

This film presents a view of America as seen through the eyes of its working people. Uses still photographs as well as silent film and newsreel footage, accompanied by folk songs and popular music to show conditions since 1900 found in the sweat shops, coal mines, and weaving mills.

Listen, Listen. 18 min. Color. Free. From:  
Ford Film Library  
The American Road  
Dearborn, Michigan 48121

An unusual and highly symbolic motion picture produced especially for high school students. It has but one objective: to motivate viewers to think how they will live their lives. The film employs a documentary style to show real people enjoying fulfilled lives. The underlying theme emphasizes that young people should stay in school at least through high school.

The Managerial Revolution. 26 min. Black and White. Available from:  
Assoc.-Sterling Films  
324 Delaware Ave.  
Oakmont, Penn. 15139

No Reason To Stay. 29 min. sound, black and white, 1966. Free. Available from:

Films cont.

Metro Educational Services Center  
Capital Region Education Council  
Windsor, Connecticut

Presents the problem of a school dropout and good reasons for staying in school. Urges the school to offer the challenge which would encourage the student to complete his education.

Primitive Man in Our World. 12 min. Color. \$3.50. Available from: The University of Maine. Shows the basic pattern of primitive life as it still exists in the Sepik River region of New Guinea in the South Pacific. Here is a self-sufficient people living in a world almost untouched by modern civilization. The film depicts the daily lives of these people, showing how the jungle furnishes them with food, clothing, shelter, and transportation.

Progress Parade No. 14. 13 min. \$1.25. Available from the University of Maine. Invisible Force: Contrast from primitive to modern times in industry, transportation and agriculture.

That the People Shall Know. 21 min. #2870. Free from MTPS. Six top journalists describe their careers in the vital field of communications and opportunities, excitement and challenges the field offers. Narrated by Walter Cronkite, the film discusses newspaper, broadcast and magazine journalism and America's growing communications industry.

Without Warning. 15 min. Sound, Color. \$1.00. Available from  
Audio-Visual Center  
University of Connecticut  
Storrs, Connecticut

The story of a disaster and the people serving those who need help in time of crisis. Presents the health professions and the career opportunities available in the health field.

Year 1999. 26 min. Color. Available for free from the Ford Film Library. This colorful motion picture explores the wonders of an almost totally controlled environment in the house of tomorrow---built from today's technology. Meals are cooked in seconds, the family's health is monitored electronically and learning becomes a pleasure for the children of this futuristic world.

## SLIDES

U. S. Dept. Of Labor, Bureau of Labor Statistics has a set of 40 slides for \$10.00 a set. The set is called "Jobs for the '70's" and shows today's occupational composition and the changes ahead in the decade of the '70's. Included are charts on such topics as current employment by occupation and industry; the effect of technology on jobs; fields of work that look especially promising; changing educational and training requirements. The set is available from the Bureau of Labor Statistics Regional Office nearest us (Boston).



APPEN DIX 13

Job Discription Form

Job Title \_\_\_\_\_ Job Cluster \_\_\_\_\_  
Company or Firm \_\_\_\_\_ Department \_\_\_\_\_

Job Duties

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Working Conditions

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---

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Qualifications

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---

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---

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General Skills:

Mathematics:

Check

Below Average Acceptable  
Average  
Above Average

—  
—  
—  
—

Communications:

A. Reading-

- Needs to read simple instructions \_\_\_\_\_
- Needs to read complex instructions \_\_\_\_\_
- Below Average Acceptable \_\_\_\_\_
- Average \_\_\_\_\_
- Above Average \_\_\_\_\_

B. Writing-

- Below Average Acceptable \_\_\_\_\_
- Average \_\_\_\_\_
- Above Average \_\_\_\_\_

C. Speech-

- Will accept non-English speaking \_\_\_\_\_
- Below Average Acceptable \_\_\_\_\_
- Average \_\_\_\_\_
- Above Average \_\_\_\_\_

D. Listening-

- Needs to follow simple instructions \_\_\_\_\_
- Needs to follow complex instructions \_\_\_\_\_

PHYSICAL

- Will accept with handicap \_\_\_\_\_
- Needs some degree of dexterity \_\_\_\_\_
- Average dexterity \_\_\_\_\_
- Above average dexterity \_\_\_\_\_
- Physical strength needed \_\_\_\_\_
- Eyesight requirements (20/20) \_\_\_\_\_

AGE

What are the upper and lower age limits for entrance and retirement? \_\_\_\_\_

SEX

Is this predominantly a male or female occupation? Are there reasonable opportunities for both? Is there any more active demand for one than for the other? \_\_\_\_\_

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HEIGHT AND WEIGHT

Are there any minimum or maximum requirements? What are they? \_\_\_\_\_

TOOLS AND EQUIPMENT

Must these be supplied by the worker at his own expense, as a physician must equip his office? What is the average cost?

LEGAL REQUIREMENTS

Is a license or certificate required? Where and how does one get a statement of the requirements? In general, what are they?

PREPARATION

How much and what kind of preparation is required to meet legal requirements and employers' standards?

How long does it take? What does it cost? What does it include? \_\_\_\_\_

Where can one get a list of approved schools? \_\_\_\_\_

PREPARATION (cont.)

What kind of high school or college program should precede entrance into the professional school? What subjects must or should be chosen? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What provisions, if any, are made for apprenticeship or other training on the job? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Is experience of some kind prerequisite to entrance? Describe.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ENTRANCE

How does one get his first job? By taking an examination? By applying to employers? By joining a union? By registering with employment agencies? By saving to acquire capital and opening his own business? How much capital is required? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

State types of places in which the worker may find employment.

\_\_\_\_\_  
\_\_\_\_\_

ADVANCEMENT

What proportion of workers advance? To what? After how long and after what additional preparation or experience? \_\_\_\_\_

\_\_\_\_\_

ADVANCEMENT (cont.)

What are the related occupations to which this may lead, if any? \_\_\_\_\_

EARNINGS

What are the most dependable average figures you can find on earnings by week, month or year? \_\_\_\_\_

NUMBER AND DISTRIBUTION OF WORKERS

According to the U.S. census, how many were employed at this occupation? \_\_\_\_\_

Are the workers evenly distributed over the U.S. or concentrated in certain areas? Where? Why? \_\_\_\_\_

Can a person practice this occupation anywhere that he may wish to live? \_\_\_\_\_

ADVANTAGES AND DISADVANTAGES

List what workers say they like best and dislike most about their jobs. \_\_\_\_\_

Are hours regular or irregular, long or short? Is there frequent overtime or night work? Sunday and holiday work? \_\_\_\_\_

Advantages and Disadvantages (cont.)

What about vacations? \_\_\_\_\_

Is employment steady, seasonal, or irregular? Does one earn more or less with advancing age, e.g. professional athletes? Is the working lifetime shorter than average, e.g. models? \_\_\_\_\_

Are the skills transferable to other occupations? \_\_\_\_\_

Is the work hazardous? What about accidents, occupational diseases? \_\_\_\_\_

Is the worker exposed to:

|                    |                    |                  |
|--------------------|--------------------|------------------|
| Vibrations         | High places        | Explosives       |
| Mechanical hazards | Danger of burns    | Radiant energy   |
| Moving objects     | Electrical hazards | Toxic conditions |

In comparison with other occupations requiring about the same level of ability and training, in what ways is this one more or less attractive? \_\_\_\_\_

RELATED OCCUPATIONS

What are the related occupations that might prove acceptable to the person who thought he wanted to enter this one but who finds either himself or the occupation lacking something? \_\_\_\_\_

SOURCES OF FURTHER INFORMATION

Names and addresses of major professional associations and other organizations from which you got or can get helpful information? \_\_\_\_\_

APPENDIX 11



## OCCUPATIONAL GAME A

Eight transparencies are available for the teacher for this game.

1. CHARACTERISTICS OF PERSON  
NAME: john fitzgerald
2. NAME,  
AGE: 14
3. NAME, AGE,  
HEIGHT: 6' tall  
WEIGHT: 190 lbs.  
COLOR OF EYES: brown  
COLOR OF HAIR: brown
4. NAME, AGE, PHYSICAL CHARACTERISTICS,  
FATHER'S OCCUPATION: Foreman in a trucking company
5. NAME, AGE, PHYSICAL CHARACTERISTICS, FATHER'S OCCUPATION,  
INTERESTS: Working on cars, tinkering with machines,  
reading.
6. NAME, AGE, PHYSICAL CHARACTERISTICS, FATHER'S OCCUPATION,  
INTERESTS,  
VALUES--GOALS: To help people, to be successful
7. NAME, AGE, PHYSICAL CHARACTERISTICS, FATHER'S OCCUPATION,  
INTERESTS, VALUES--GOALS  
HEALTH: John is crippled in both legs and cannot walk
8. NAME, AGE, PHYSICAL CHARACTERISTICS, FATHER'S OCCUPATION,  
INTERESTS, VALUES--GOALS, HEALTH,  
ABILITIES: Achievement--John has superior mechanical  
and scientific and computational ability and has  
achieved very many scholastic awards in junior high.

APPENDIX 15

FOR AN AUTOBIOGRAPHY

I. Your Family

Your date of birth \_\_\_\_\_ Place of birth \_\_\_\_\_ Present Grade \_\_\_\_\_  
 Address \_\_\_\_\_ Phone \_\_\_\_\_

Father's occupation \_\_\_\_\_  
 Father's education (circle last year completed) -  
 \_\_\_\_\_  
 high grade or less; 5; 6; 7; 8; 9; 10; 11; 12;  
 college--1, 2, 3, 4, 5, or more

Mother's occupation \_\_\_\_\_  
 Mother's education (circle last year completed) -  
 \_\_\_\_\_  
 high grade or less; 5; 6; 7; 8; 9; 10; 11; 12;  
 college--1, 2, 3, 4, 5, or more

Brothers and sisters

| Name  | Age   | Last grade completed | Occupation |
|-------|-------|----------------------|------------|
| _____ | _____ | _____                | _____      |
| _____ | _____ | _____                | _____      |
| _____ | _____ | _____                | _____      |

Other people living in your home

Name \_\_\_\_\_ Relationship \_\_\_\_\_

II. Your Health

Height \_\_\_\_\_ Weight \_\_\_\_\_ Color of eyes \_\_\_\_\_ Color of hair \_\_\_\_\_

Physical handicaps or disabilities \_\_\_\_\_  
 \_\_\_\_\_

Illnesses you have had \_\_\_\_\_  
 \_\_\_\_\_

Special health problems which concern you \_\_\_\_\_  
 \_\_\_\_\_

School attendance (check the statement which most nearly describes your attendance record during the last two years.)

Grade 7: less than 10 days absent; \_\_\_ 11-20; \_\_\_ more than 20

Grade 8: less than 10 days absent; \_\_\_ 11-20; \_\_\_ more than 20

III. Your School Progress

Other school you have attended

| Name  | Location | Grades |
|-------|----------|--------|
| _____ | _____    | _____  |
| _____ | _____    | _____  |
| _____ | _____    | _____  |

Grades skipped \_\_\_\_\_ Grades repeated \_\_\_\_\_

Favorite subjects \_\_\_\_\_

Where do you study at home? \_\_\_\_\_

Outside lessons or study (instrument, piano, dancing, art, etc.) \_\_\_\_\_

Are you planning to finish high school? \_\_\_\_\_

Are you planning to attend college? \_\_\_\_\_

If not, do you plan to secure some kind of training after high school?  
What kind? \_\_\_\_\_

IV. Your Interests, Activities, and Hobbies

School organizations in which you have participated \_\_\_\_\_

Community organizations (church, civic, youth, etc.) \_\_\_\_\_

(3)

List your hobbies here

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---

What are your favorite pastimes (reading, sports, movies, television, et. .)?

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List all the occupations in which you have been interested at one time or another

My interests as a child

---

---

My interests 2 years ago

---

---

My interests now

---

---

What duties and responsibilities do you have at home?

---

---

---

Work experience (Saturdays, summers, after school)

Description of the work

Employed by

| Description of the work | Employed by |
|-------------------------|-------------|
| <hr/>                   | <hr/>       |
| <hr/>                   | <hr/>       |
| <hr/>                   | <hr/>       |
| <hr/>                   | <hr/>       |
| <hr/>                   | <hr/>       |

(4)

VI. PERSONAL ACCOMPLISHMENTS AND UNUSUAL EXPERIENCES

What honors or awards, if any, have you received? \_\_\_\_\_

\_\_\_\_\_

What offices, if any, have you held in school and community activities?

\_\_\_\_\_

Describe any unusual or interesting experiences you have had.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

GOALS AND VALUES

What is your life goal (goals)? What would make you happy?

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. To be wealthy             | 6. To be a leader                |
| 2. To have adventure         | 7. To be secure                  |
| 3. To have a family          | 8. To be successful in your work |
| 4. To have knowledge         | 9. To have power                 |
| 5. To give service to others |                                  |

How do you plan to reach these goals?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX 16

APPRAISAL SHEET IN MATHEMATICS

Name of student \_\_\_\_\_ Date \_\_\_\_\_ Teacher reporting \_\_\_\_\_

I. Work Habits and Study Skills

Habit or skill Poor Good Very good Improving Needs help

Mathematics Vocabulary \_\_\_\_\_

Mastery of Basic Math Skills \_\_\_\_\_

Understanding of math concepts \_\_\_\_\_

Accuracy of work \_\_\_\_\_

Use of math instruments \_\_\_\_\_

Procedures in problem solving situations \_\_\_\_\_

Development of general study skills \_\_\_\_\_

Methods of study \_\_\_\_\_

Preparation of assignments outside of class \_\_\_\_\_

II. Attitudes Toward Course

A. General attitude toward math \_\_\_\_\_

\_\_\_\_\_

Effort in math \_\_\_\_\_

\_\_\_\_\_

Participation in math class \_\_\_\_\_

\_\_\_\_\_

B. Main areas of interest

\_\_\_\_\_ fundamental processes \_\_\_\_\_ measurement \_\_\_\_\_ geometric forms

\_\_\_\_\_ decimals \_\_\_\_\_ graphs \_\_\_\_\_ others

\_\_\_\_\_ fractions \_\_\_\_\_ consumer problems \_\_\_\_\_

\_\_\_\_\_ percentages \_\_\_\_\_ intro to algebra \_\_\_\_\_

C. Personal characteristics shown in course work (Check)

\_\_\_\_\_ curiosity \_\_\_\_\_ initiative \_\_\_\_\_ dependability

\_\_\_\_\_ perseverance \_\_\_\_\_ patience \_\_\_\_\_ others



objectivity                       industriousness                      \_\_\_\_\_  
 neatness                               self-reliance                      \_\_\_\_\_

III. Progress and Abilities

A. General Progress

poor       below average       average       above average  
 excellent

Is progress in keeping with ability? \_\_\_\_\_

B. Special abilities (Check)

quantitative ability                       speed and accuracy with numbers  
 spatial visualization                       ability to solve verbal problems  
 reasoning ability                               memory  
 interpretive abilities (graphs etc.)  others

C. Special problems \_\_\_\_\_

IV. Recommendations for High School

A. Check the courses which the student should consider taking in high school.

elementary algebra       plane geometry       general math  
 intermediate algebra       trigonometry       consumer math  
 advanced algebra       solid geometry

B. Comments \_\_\_\_\_

V. Possible Careers (list any careers in math or related occupations which the student might consider)

\_\_\_\_\_  
 \_\_\_\_\_

## Self-Appraisal

### I. Abilities

#### A. Mental Abilities

1. Language. Language ability enables you to understand ideas expressed in words. People who are able to obtain and understand information by reading rapidly and well and by listening are high in this ability.

2. Quantitative. This is the ability to work with numbers—to handle simple mathematical problems rapidly and accurately. It is one of the abilities that is easiest to explain and demonstrate.

#### B. Others

1. Artistic. The ability to create, usually with hands, and to sense the appropriateness or fitness of things

2. Musical. The ability to sense pitch, rhythm, and time.

3. Manual dexterity. The ability to use the fingers and hands skillfully

4. Mechanical. The ability to understand and understand mechanical objects and visualize their construction, and to use mechanical information.

5. Social. The ability to work cooperatively with others, to help and understand others.

6. Clerical. The ability to work rapidly and accurately with details, names, etc.

7. Physical. The ability to do things requiring strength, coordination, and endurance.

8. Leadership. The ability to manage, direct, or persuade other people at work and play.

APPENDIX 18

## EDUCATIONAL PLANS.

The fifty Junior High School students interviewed in April were interested in a total of 24 different occupations. I found many related courses in the high school curriculum which would be helpful to the students. If the teacher explains some of the following examples to the students they may appreciate the wealth of educational opportunities available to them a little more.

### ART

Professional Musician: Music Appreciation  
Music Theory  
Music History  
Concert Band  
Instrumental Ensembles

Architecture: Drawing and Painting  
Crafts Design  
Art Major II, III, IV  
Introductory Architectural Drafting  
Advanced Drafting Techniques

### COUNSELING AND SOCIAL WORK

Social Work: Social Psychology  
Psychology II  
Individual Service  
Statistics

Guidance: Same as above

### CRAFTS

Carpenter: Carpentry  
Woodworking for Pleasure  
Woodworking  
Woodworking--Cabinet Making

Plumber: Home Repair and Maintenance

Forest Ranger: Ecology  
Botany

Fire Fighter: Individual Service

Educational Plans cont.

Lawn Service: Limited Automotive and Small Engine

EDUCATION AND TRAINING

Teaching: Cadet Teaching

Pilot: Limited Automotive and Small Engine

ENGINEERING

Electrical Engineer: Introduction to Electrical Drafting

Electrician: Same as above

ENTERTAINMENT

Singer: Music Theory  
Music Appreciation  
Music History  
Adv. Chorus

Pro-Boxer: Conditioning Programs  
Wrestling

Basketball: Basketball

Football: Football

LAW AND LAW ENFORCEMENT

Politician: Individual Service  
Economics  
Politics of the Presidency in the  
20th Century  
Urban Law  
Other history courses

Lawyer: Individual Service  
Same as above

Police Work: Mostly that of the above

MACHINE WORK

Heavy Equipment operator: Know Your Automobile  
Limited Automotive

And so on and so on.

APPENDIX 19

ATTENTION VOLUNTEERS:

INNER CITY EXCHANGE

175 Enfield St.  
Hartford, Connecticut

Contact: Larry Woods, 222-8131

Program: Volunteers can design own flexible program. Needs in areas of arts, crafts and other activities for children 3-10 as well as program for teenagers.

Time: 9 A.M. to 4:30 P.M. 1:30 to 4:30 7:00 to 8:30

St. MARY'S HOME (Elderly)

291 Steel Rd.  
West Hartford, Connecticut

Contact: Sister Cabrini, 236-1294

Program: Visiting, wheeling patients, recreation

Time: 10:30 to 11:30 A.M. 1:30 to 4:30 7:00 to 8:30

CHILD AND FAMILY SERVICES

1680 Albany Ave.  
Hartford, Connecticut

Contact: Mrs. Johnson, 236-4511

Program: Variety of possibilities, age 17 minimum

Time: Flexible

HARTFORD REGIONAL CENTER (Newington)

Contact: Mrs. Cathy Young, 666-1471

Program: Working with all ages of mentally retarded 3 months to 52 years. Age 15 minimum for volunteers. Orientation and supervision. Recreation, helping in classrooms.

Time: Open.

BREAKTHROUGH TO THE AGING

30 High St.  
Hartford, Connecticut

Contact: Douglas Beals, 247-9081

Program: Volunteers working on person-to-person basis with elderly. Eight hour training program on aging.

Time: Afternoons

Volunteers cont.

CHILDREN'S MUSEUM

Troutbrook Dr.  
West Hartford, Connecticut

Contact: Terry Gaudette, 236-2961  
Program: Tours--social science and natural history  
Time: Tours 9 to 2 daily every half hour in length

CONNECTICUT EARTH ACTION

70 North Beacon St.  
Hartford, Connecticut

Contact: Toby Moffett, 527-9178  
Program: Consumer research, environmental, paper recycling.  
Time: Flexible

THE SCHOOL VOLUNTEER ASSOCIATION

18 Asylum St.  
Hartford, Connecticut

Contact: Miss Louise Leonard, 522-9285  
Program: Tutoring in Hartford schools  
Time: Mornings and afternoons

GRIFFIN'S NURSERY

21 Dale St.  
Bloomfield, Connecticut

Contact: Mr. and Mrs. Griffin, 242-6097  
Program: Working with small groups of children in day care  
Time: Afternoons



## FINAL NOTES

--The list of agencies which need volunteers was provided by the Voluntary Action Group.

--Appendix 17 was omitted at the last moment because it was not really necessary.

--The Appraisal Charts in English and Math are almost exact copies of those suggested in SRA's booklet, My Educational Plans, and should be used only as a guide for teachers. The Interest Chart has been omitted as it is quite simple for the teacher to develop her own, using the ten Kuder Interest Areas.

## II. General Skills-Achievement

### A. Mathematics

1. Computation-ability to use the basic arithmetic processes, such as addition, Multiplication, subtraction, and division.
2. Reasoning-understanding and applying the fundamental processes of arithmetic to the solution of arithmetical problems.

### B • Reading Skills

1. Oral-reading aloud for the entertainment of others, for self-enjoyment or for practice in expression.
2. Silent-reading to yourself for pleasure or for information.
3. Comprehension--understanding what your reading
4. Vocabulary development--recognizing words and learning new words and their meanings
5. Speed--rapidity with which you read

### C. Language Arts

1. Grammar--knowing how to use the correct forms of the English language
2. Punctuation--knowing when and how to capitalize, use periods, and commas, begin a paragraph, and so on
3. Spelling--knowing how to spell words correctly
4. Vocabulary--knowing the meanings of words and how to use them
5. Organization and Outlining

APPRAISAL SHEET IN ENGLISH AND SPEECH

Name of student \_\_\_\_\_ Date \_\_\_\_\_ Teacher reporting \_\_\_\_\_

**I. WORK HABITS AND STUDY SKILLS**

|                |      |      |           |           |             |
|----------------|------|------|-----------|-----------|-------------|
| Habit or skill | Poor | Good | Very good | Improving | Needs helps |
|----------------|------|------|-----------|-----------|-------------|

- \_\_\_\_\_ Development of reading skills
- \_\_\_\_\_ Extent of outside reading
- \_\_\_\_\_ Knowledge of library organization
- \_\_\_\_\_ Use of reference tools
- \_\_\_\_\_ Research techniques
- \_\_\_\_\_ Planning of work
- \_\_\_\_\_ Development of general study skills
- \_\_\_\_\_ Preparation of assignments outside of class

**II. ATTITUDES TOWARD COURSE**

A. General attitude toward English \_\_\_\_\_

Effort in English \_\_\_\_\_

Participation in English class: \_\_\_\_\_

**B. Main areas of interest**

- |   |                                     |  |
|---|-------------------------------------|--|
| <input type="checkbox"/> all areas        | <input type="checkbox"/> vocabulary | <input type="checkbox"/> grammar       |
| <input type="checkbox"/> reading          | <input type="checkbox"/> literature | <input type="checkbox"/> speech        |
| <input type="checkbox"/> writing          | <input type="checkbox"/> spelling   | <input type="checkbox"/> dramatization |
| <input type="checkbox"/> group discussion | <input type="checkbox"/> research   | _____                                  |

**C. Areas of reading interest**

- |                                    |                                    |  |
|------------------------------------|------------------------------------|--|
| <input type="checkbox"/> mystery   | <input type="checkbox"/> poetry    | <input type="checkbox"/> fiction (novel and short story) |
| <input type="checkbox"/> mechanics | <input type="checkbox"/> biography | <input type="checkbox"/> sports                          |
| <input type="checkbox"/> drama     | <input type="checkbox"/> science   | <input type="checkbox"/> others (specify) _____          |
| <input type="checkbox"/> career    | <input type="checkbox"/> essay     | _____  |

**D. Personal characteristics shown in course work (check those evidenced by the student; double check any which are particularly strong)**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> neatness        | <input type="checkbox"/> originality     | <input type="checkbox"/> others (specify) _____ |
| <input type="checkbox"/> creativity      | <input type="checkbox"/> sense of humor  | _____   |
| <input type="checkbox"/> cooperativeness | <input type="checkbox"/> industriousness | _____   |
| <input type="checkbox"/> curiosity       | <input type="checkbox"/> poise           | _____   |

Please comment on any areas which could use some improvement \_\_\_\_\_



III. PROGRESS AND ABILITIES

A. General progress

poor  below average  average  above average  excellent

Is progress in keeping with ability?  yes  no

Comments on progress rating \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Special abilities (check those which apply to the student; double check any which are worthy of special note)

|  |   |
|--|---|
| <input type="checkbox"/> reading comprehension                         | <input type="checkbox"/> ability to use correct grammar, vocabulary, etc. |
| <input type="checkbox"/> spelling ability                              | <input type="checkbox"/> dramatics ability                                |
| <input type="checkbox"/> ability to organize and lead group activities | <input type="checkbox"/> effective use of voice                           |
| <input type="checkbox"/> language ability (verbal fluency)             | <input type="checkbox"/> ability to express ideas orally                  |
| <input type="checkbox"/> ability to express ideas in writing           |   |
| <input type="checkbox"/> others (specify) _____                        |   |

C. Special problems \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IV. RECOMMENDATIONS FOR HIGH SCHOOL

A. Check the courses which the student should consider taking in high school; double check any for which the student has high potential

|  |   |                                     |
|--|---|-------------------------------------|
| <input type="checkbox"/> English 1,2,3,4     | <input type="checkbox"/> SPEECH         | <input type="checkbox"/> journalism |
| <input type="checkbox"/> creative writing    | <input type="checkbox"/> radio workshop | <input type="checkbox"/> dramatics  |
| <input type="checkbox"/> American literature | _____                                   | _____                               |

B. Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

V. POSSIBLE CAREERS (List any careers in English or related occupations which the student might consider)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VI. FOLLOW-UP INFORMATION (record any additional pertinent information obtained during the remaining high school years)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Students Self-Appraisal

| I. Abilities        | <u>High</u> | <u>Average</u> | <u>Low</u> |
|---------------------|-------------|----------------|------------|
| A. Mental Abilities |             |                |            |
| 1. Language         |             |                |            |
| 2. Quantitative     |             |                |            |
| B. Others           |             |                |            |
| 1. Artistic         |             |                |            |
| 2. Musical          |             |                |            |
| 3. Manual dexterity |             |                |            |
| 4. Mechanical       |             |                |            |
| 5. Social           |             |                |            |
| 6. Clerical         |             |                |            |
| 7. Physical         |             |                |            |
| 8. Leadership       |             |                |            |

### II. General Skills--Achievement

|                               |  |  |  |
|-------------------------------|--|--|--|
| A. Mathematics                |  |  |  |
| 1. Computation                |  |  |  |
| 2. Reasoning                  |  |  |  |
| B. Reading Skills             |  |  |  |
| 1. Oral Reading               |  |  |  |
| 2. Silent Reading             |  |  |  |
| 3. Comprehension              |  |  |  |
| 4. Vocabulary Development     |  |  |  |
| 5. Speed                      |  |  |  |
| C. Language Arts              |  |  |  |
| 1. Grammar                    |  |  |  |
| 2. Punctuation                |  |  |  |
| 3. Spelling                   |  |  |  |
| 4. Vocabulary                 |  |  |  |
| 5. Organization and Outlining |  |  |  |

### III. Personal Characteristics (Check the characteristics which describe you)

- |   |   |
|---|---|
| <input type="checkbox"/> cooperative in class | <input type="checkbox"/> neat                   |
| <input type="checkbox"/> self-reliant         | <input type="checkbox"/> thorough               |
| <input type="checkbox"/> dependable           | <input type="checkbox"/> responsible            |
| <input type="checkbox"/> alert                | <input type="checkbox"/> courteous              |
| <input type="checkbox"/> hard-working         | <input type="checkbox"/> friendly to classmates |
| <input type="checkbox"/> thoughtful of others |   |