

DOCUMENT RESUME

ED 073 287

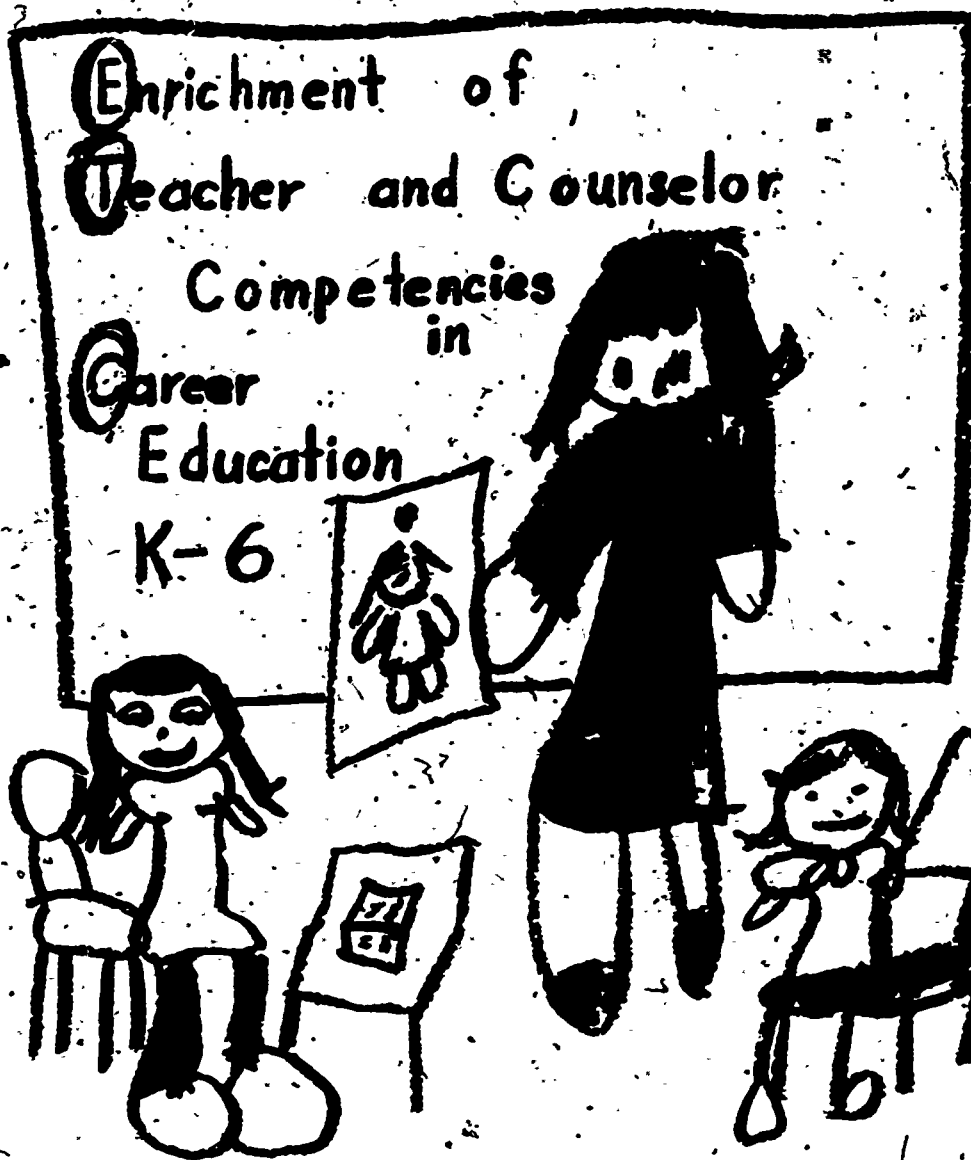
VT 018 992

AUTHOR Peterson, Marla; And Others
 TITLE Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies (ETC Project).
 INSTITUTION Eastern Illinois Univ., Charleston. Center for Educational Studies.
 SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
 PUB DATE Oct 72
 CONTRACT NOTE OEC-0-72-4626
 201p.
 EDRS PRICE MF-\$0.65 HC-\$9.87
 DESCRIPTORS *Annotated Bibliographies; Audiovisual Aids; Bibliographies; *Career Education; Curriculum Guides; Educational Research; *Elementary Grades; *Instructional Materials; Measurement Instruments; *Program Development; Teaching Guides; Textbooks; Vocational Development
 IDENTIFIERS *Career Awareness; Career Exploration; Enrichment of Teacher and Counselor Competencies; ETC

ABSTRACT

Prepared for staff of the Enrichment of Teacher and Counselor Competencies in Career Education (ETC) Project but of use to local school personnel in developing K-6 career education programs, this annotated bibliography contains career education materials found through a review of research reports, articles in professional journals, and commercially and non-commercially published materials. Entries are arranged according to these categories: (1) Theory, Rationale, Philosophy, which includes professional materials listed alphabetically by author or title, (2) Non-Commercial Materials, which includes curriculum guides, projects, and units listed alphabetically by state, (3) Commercial Materials, which contains books and audiovisual materials listed according to types of packaging (films, books, etc.) and content relating to self-development, world of work, and occupational clusters, (4) Measurement and Evaluation Instruments, which lists instruments for measurement of self-awareness and occupational interest in young children, and (5) Bibliographies. In addition to titles and author(s), each entry contains publication information and an annotation, which was either written by ETC staff or was reproduced from abstracts appearing in "Research in Education" (RIE), "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), or "Abstracts of Research Materials in Vocational and Technical Education" (ARM). (SB)

ED 073287



AN ANNOTATED BIBLIOGRAPHY

Developed by The Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, in cooperation with The Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational, and Technical Education, United States Office of Education.

FILMED FROM BEST AVAILABLE COPY

1992

**Cover design
by
Buzzard Laboratory School
First Grade Students:**

**Scott Jordan
Becky Paris
Karla Weidner**

**Photography
by
Dr. Floyd Landsaw
Kenneth Freutel**

**We gratefully acknowledge
the assistance given in
reviewing materials by
Buzzard Laboratory School
Junior High School Students:**

**James Durham
Eric Elliott
Brian Furry
Izadur Rahman
Thomas Sellett**

**This publication is
being disseminated
by
The Illinois Career Education Curriculum Management Center
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
State of Illinois**

ED 073287

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

BIBLIOGRAPHY

of

K-6 Career Education Materials

for the

ENRICHMENT OF TEACHER AND COUNSELOR COMPETENCIES

(ETC. PROJECT)

by

Dr. Marla Peterson, Director

Dr. Ann Jackson, Materials
Development Coordinator

Dr. Carl Tausig
Research Specialist

Mrs. Janet Sutherland
Curriculum Specialist

Mrs. Judith Barford
Technical Assistant

THE CENTER FOR EDUCATIONAL STUDIES

School of Education

Eastern Illinois University

Charleston, Illinois 61920

October 1972

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Contract # OEC-0-72-4626

TABLE OF CONTENTS

OVERVIEW OF ETC PROJECT	v
INTRODUCTION	1
CHAPTER	
I Theory, Rationale, Philosophy	5
II Non-Commercial Materials	28
Curriculum Guides	29
Projects	36
Units	75
III Commercial Materials	94
IV Measurement and Evaluation Instruments	180
V Bibliographies	184

ENRICHMENT OF TEACHER AND COUNSELOR COMPETENCIES
IN CAREER EDUCATION--K-6
(ETC PROJECT)

Overview

In June 1972 the Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, was awarded a 24-month contract by the Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational and Technical Education, United States Office of Education to prepare materials for a K-6 career education curriculum.

The purpose of the ETC Project is to:

1. DEVELOP, EVALUATE, AND DISSEMINATE CAREER EDUCATION CURRICULUM GUIDES that are applicable to any school with grade levels functionally equivalent to K-6 and which result in the integration of positive values and attitudes toward work, self awareness, development of decision making skills, and awareness of occupational opportunities in career lines within major occupational fields;
2. DEVELOP, IMPLEMENT, EVALUATE, AND DISSEMINATE SAMPLE TEACHING LEARNING MODULES for the K-6 career education curriculum guides achieved by fusing and/or coordinating academic and occupational concepts and utilizing multi-media instructional tools;
3. DEVELOP, EVALUATE, AND DISSEMINATE A DESIGN OF A K-6 CAREER EDUCATION INSTRUCTIONAL SYSTEM which is adaptable to any elementary instructional program and which may serve as an alternative to present career education instructional systems.

This bibliography was prepared primarily for ETC staff use in achieving the three objectives listed above. However, because of the intense demand for resources to aid local school system personnel in developing elementary school career education programs, the ETC Project is making available a limited number of copies of this bibliography. It is anticipated that an updated version of this bibliography will be prepared near the completion date of the project.

Marla Peterson,
Project Director

INTRODUCTION

Career development has entered a new era of emphasis. Increasingly programs of career development are included in the general curriculum of schools from kindergarten through grade twelve. As the programs are being developed, practitioners and administrators look to the literature on career development for theory, research, and suggestions for practical applications.

To develop a bibliography for the ETC Project, career development materials were secured from a wide range of sources. Letters requesting materials were sent to the Research Coordinating Units of the Division of Vocational and Technical Education in each of the 50 states. Research directors were asked to supply materials or provide names of school systems or individuals to contact for materials. Directors of Guidance and Counseling services in each of the 50 states were also asked to supply career development materials that had been developed in their states.

Existing bibliographies for career education were examined for sources of information. ERIC system materials were searched and a special search for non-commercial materials which was conducted by Palo Alto Educational Systems, Inc. for the Comprehensive Career Education Model was made available to the ETC Project by The Center for Vocational and Technical Education, The Ohio State University. The National Center for Career Information which is located at the American Personnel and Guidance Headquarters also provided bibliographies of career education materials. The Curriculum-Involved Career Development, Counseling and Placement Project located at the University of Missouri at Columbia, Missouri, and the Illinois Division of Vocational and Technical Education Research Unit made available their files for the search.

Letters were sent to approximately 200 commercial publishers requesting that publishers provide the ETC staff with catalogs and instructional materials. The search for commercial materials was primarily limited to those with an original copyright date of 1969 to 1972.

Entries in the bibliography include a description to help the reader determine if the material contains ideas pertinent to the reader's purpose. Abstracts from Research in Education (RIE), Abstracts of Instructional Materials in Vocational and Technical Education (AIM), and Abstracts of Research Materials in Vocational and Technical Education (ARM) were copied as originally written in the reference. The initials of the source are used after the abstract of the entry. Annotations of other materials were made by a member of the ETC staff.

The Enrichment of Teacher and Counselor Competencies in Career Education Project (ETC Project) staff developed criteria for determining whether existing materials could be adapted to the K-6 career education instructional system that is currently being developed by the ETC staff.

Basically, three types of career education materials were examined: (1) research reports and articles in professional journals, (2) instructional materials and curriculum guides produced by non-commercial agencies, and (3) commercially prepared materials. Different assessment techniques were used for each of the three categories of materials.

The assessment applied to professional articles, books and reports on career education was limited to those which would be of particular value to classroom teachers. The ETC staff is concerned with Career Development as it will be presented in the classrooms of the elementary schools. Professional materials which seemed particularly pertinent to this area and which have appeared since 1968 were included in this bibliography.

The non-commercial materials for curricular use were examined to determine how applicable they were for presenting certain concepts related to self and career awareness and for their relationship to the content areas of mathematics, science, language arts, and social studies. Materials received as of October 1, 1972 have been assessed and are listed in this bibliography. The assessment procedure for the non-commercial materials will be presented in Chapter II. These materials are kept in a separate file at the ETC Project headquarters and are for staff use only.

The "Assessment Form" which was used by Palo Alto Educational Systems, Inc.¹ to identify, compile, catalogue, analyze and assess past and present career education efforts to support The Ohio State University Comprehensive Career Education Model served as a springboard from which the ETC staff developed an assessment form which would serve the needs of the ETC Project for analyzing commercially-prepared materials.

The media classification system developed by Thompson² was also used as a source for analyzing commercially-prepared materials. Thompson classified media into four categories: (1) Prestructured and Fixed, (2) Input Controlled by Individual, (3) Simulation of Situation, and (4) Real Situation. The complete system which was used by the ETC staff to analyze commercially-prepared materials is presented in Chapter III of the bibliography.

Objective measures for classroom use in the elementary schools are varied. The search for those related to Career Development was

¹Palo Alto Educational Systems, Inc., A First Step Toward Career Education, Vol. I (Columbus, Ohio: The Center for Vocational and Technical Education, 1972), Exhibit II.

²J. Hollis and L. Hollis, Personalizing Information Processes: Educational, Occupational, and Personal Social (New York: MacMillan Company), 1969.

limited to reference works available to the staff. The section on "Measurement" is limited to those materials directly related to attitude, aptitude, interest, and vocational development assessment.

Bibliographies are included in many projects and in most curriculum guides. The ETC staff chose to include in Chapter V a list of bibliographies which are of particular value to those who are developing career education programs.

Materials for career education are constantly being developed and revised. The reviews in this bibliography were of materials available to the staff as of October 1, 1972. Many materials which were examined were in a rough draft stage. The content seemed to merit mention in the bibliography even though the final revision was not available or the project was not completed.

Chapter I

THEORY, RATIONALE, PHILOSOPHY

Historically, career education in the elementary school has been under the direction of guidance personnel. Chapter I includes professional materials which will help the classroom teacher understand career development programs. Many of the entries in this section of the bibliography are parts of project reports or teacher's guides which seem of particular value to persons developing or adapting career development curricula.

Entries of abstracts from RIE, ARM and AIM include a code for ERIC documents. The ED number identifies the document which is usually available individually on microfiche (MF) or paper copy (HC). Prices which were available are listed for both microfiche and paper copies.

Asbell, B. Education and the Real World of Jobs. Washington, D. C.: National Committee for Support of the Public Schools, 1968. (ED 029 990).

This document focuses on five major themes: (1) What's Right and What's Wrong with Vocational Education, (2) Technology for Elementary School Children, (3) Setting Performance Objectives for Learning, (4) A Practical Program for "Real" Learning, and (5) Vocational Guidance: An Unfulfilled Challenge. It is recommended that vocational education needs to renew itself according to the following priorities: (1) implementing the chief recommendations of the 1963 panel of consultants on vocational education, (2) presenting a realistic picture of the world of work in elementary schools, (3) shifting an emphasis from "teaching," in which a dominant adult makes a series of external demands upon children for externally desired responses, to "learning," in which things and people learn to generalize from these experiences, and (4) developing a whole new curriculum which emphasizes attainment through performance objectives. (RIE)

Bailey, Larry J. A Curriculum Model for Facilitating Career Development. Carbondale, Illinois: Southern Illinois University, School of Technology, March 1971. 29 p. (ED 060 198). MF-\$0.65 HC-\$3.29.

Many career education programs have been criticized because they concentrate on dispensing information instead of developing competencies. Part of this weakness can be traced to the absence of a rationale derived from the body of literature and research and supported by a knowledge of child growth and development. This project was designed to show how knowledge of career development theory and research could be applied to a functional and logically consistent curriculum framework. A suggested outline for career development in Grades 1-8 is presented, which includes: (1) Awareness State: Grades 1-3, (2) Accommodation State: Grades 4-6, and (3) Exploration State: Grades 7-8. Each individual is seen progressing through a number of vocational stages beginning with the formation stage and extending through the translation-implementation stage. (RIE)

Bottoms, James E. (Gene). Orientations to New Concepts and Programs of Career Orientation and Occupational Education for Students in Rural Areas. Final Report, Institute VI. Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, December 1970. 147 p. (ED 057 966). MF-\$0.65 HC-\$6.58.

The primary objective of the institute was to provide participants with a more complete understanding of (1) the need for career orientation for rural youth and (2) new concepts and implementation strategies in exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels. To accomplish this objective, a 1-week institute was held in Raleigh, North Carolina, for 72 participants who had been recommended by their state directors of vocational education. The institute consisted of qualified personnel presenting background information and description of model programs for providing career development from kindergarten through grade 12. Participants were assigned to 8 task groups for the purpose of formulating guidelines for the implementation of programs in their own states or institutions. Abstracts of exemplary programs are presented for each educational level, along with background papers that serve as a frame of reference for the development of a total career development education program for rural youth. (RIE)

Budke, Wesley E. Review and Synthesis of Information on Occupational Exploration Columbus, Ohio: The Ohio State University, Center for Vocational and Technical Education, 1971. 90 p. (ED 056 165). MF-\$0.65 HC-\$3.29.

Since the 1968 vocational education amendments there has been increased emphasis on programs of world of work orientation and exploration for elementary and secondary students. In order to identify the problems facing these programs and the methodological approaches used in their development, this review emphasizes school responsibility in setting up and operating occupational exploration programs for grades K-12. Although research in occupational education is limited, because the field has been emphasized only recently, considerable related research has been conducted in career development and vocational guidance. Existing programs are concentrated at the junior high school level, although the emphasis is now on the development of elementary school programs, with master plans to coordinate programs at all levels through grade 12. The implications for teacher and counselor education and the need for a good relationship with industry are discussed, along with problem areas, questions to be resolved, and recommendations for further research and study. Many of the documents included in the bibliography are available through the ERIC system. (ARM)

Bush, Donald O. and others. The World of Working and Learning. Greeley, Colorado: Rocky Mountain Educational Laboratory, Incorporated, June 1969. 24 p. (ED 034 881). MF-\$0.25 HC-\$1.30.

This position paper presents guidelines for an approach to career planning which integrates educational experiences with the world of work and job requirements, based on models developed in 1968 for the purpose of planning the "Image of the World of Work" program. It provides the rationale and the application of the models for general work-production and presents a guide for planning, work process, and evaluation. The three components of the occupational education program are: (1) "The Image of the World of Work," designed to help teachers emphasize work-relevant attitudes and occupational information throughout a student's total school experience, (2) The Occupational Clusters Curriculum, designed to create and test a scheme for the development of occupational education curriculums based on a career cluster concept at secondary school level, and (3) Cooperative Career Planning, a concept which stresses coordination of all relevant community resources so that all individuals might have the opportunity for job entry, continuous education, and upward occupational mobility. (RIE)

Campbell, Robert E., and Vetter, Louise. Career Guidance: An Overview of Alternative Approaches. Columbus, Ohio: The Ohio State University, Center for Vocational and Technical Education, August 1971. 21 p. (ED 057 183). MF-\$0.65 HC-\$3.29.

This publication was designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. The compact nature of the review should provide a ready reference for practitioners seeking alternative delivery systems for career development. Those which received special attention are: (1) occupational exploration, (2) the developmental K-14 approach, (3) systems approaches, and (4) computer assisted approaches. Also included is a discussion of considerations and recommendations based on extrapolations of current and future options. (RIE)

Career Education. Washington, D. C.: Office of Education (DHEW), 1971. 19 p. (ED 059 396). MF-\$0.65 HC-\$3.29.

Nearly 25 million students leave the formal education system of the United States each year without adequate preparation for a career. Career education offers an opportunity to develop and implement more appropriate curriculums that will meet the needs and desires of students and serve the purposes of society. The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work. Beginning with the early elementary school years (K-6), the student is provided an opportunity to explore a wide spectrum of occupational clusters so that by the middle grades (Grades 7-9) he can examine more closely those clusters in which he is most interested. By the end of the 10th grade he develops elementary job skills that he can pursue if he does not complete the 12th grade. If he does complete the 12th grade, the student is prepared to enter the labor market or to continue his education at a post-secondary institution. To put a career education program into action requires a profound rethinking of missions and restructuring of operations by all who are concerned with American education, but the benefits gained will be worth the investment. (RIE)

Career Education Resource Guide. General Learning Corporation, 1972. xiv + 257 p.

The book is constructed around self-contained curriculum elements selected from practices of teachers in exemplary sites and adapted for this publication. The activities in the book are not intended to be a curriculum guide. Activities are such that an individual teacher can initiate and carry them out independently. The format for each activity includes concepts, performance objectives, materials, lesson capsule, and observations. A concept chart relates subject matter areas to each concept. The introduction includes discussion of: (a) rationale behind career education, (b) basic assumptions of career education, (c) nature of career education, and (d) the role of the classroom teacher in career education.

Crum, Dwight R. and others. Vocational Education for the 1970's; Conference Discussion Paper. Washington, D.C.: Office of Education (DHEW), Division of Vocational and Technical Education, March 1971. 13 p. (ED 053 301). MF-\$0 65 HC-\$3.29.

Vocational education in this decade must be conceptualized as life-long career development for every person who can profit from such a program. A framework for a career education system must be provided that will introduce the world of careers, provide exploration, guidance, counseling, provide specific skills, provide pre-technical and more technical education, and upgrade and retrain through adulthood. Objectives of vocational career development and the goals of vocational education are identified. Upon these, proposed elements of a career education model are stated. Some of these components are: (1) Career education will replace general education, (2) Priority will be given to special target groups, (3) Career education will begin in the elementary grades and continue through life, (4) Job placement and followup will be a continuous school function, and (5) Effective and continuous evaluation is required. To effect this system, the present vocational education delivery system must be modified. (RIE)

The Development of a Total Program of Education for the World of Work.
Part I: Rationale and Proposal for Involvement of Schools.
Dover, Delaware: Delaware Occupational Research and Coordinating Unit, 1968. 25 p.

The primary objective of this program is the preparation of individuals to cope with their physical, social, and political environment. Starting with kindergarten, the plan progresses on a graded or ungraded basis in developing the basic skills and social attitudes through instruction related to the world of work.

5
At the high school level, the student can continue education aimed at later gainful employment, or he can immediately begin preparation for the world of work. All of this should leave open the possibility of entrance into colleges or universities. Also the student, after completion of the secondary education phase, could enter training as a foreman--supervisory, or possibly take trade-extension courses. Recommendations for developing a total program of education for the world of work are outlined. Future companion publications on curriculum development and teacher training, and a facilities and equipment guide are proposed. (ARM)

Dunn, Charleta J., and Payne, Bill F. World of Work. Dallas, Texas: The Leslie Press, 1971. viii + 200 p. \$4.95.

A handbook written for elementary school teachers and counselors. Provides background for the need for vocational guidance in the elementary school. The section about curriculum includes a review of general purpose of the grade level, suggested vocational guidance concepts to teach and units most commonly associated with the social studies curriculum. Multi-media resources are listed for the suggested curricula. A teacher syllabus contains activities for teachers which have been developed to use for a class or workshop.

Evans, Rupert N., and Terry, David R., eds. Changing the Role of Vocational Teacher Education. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1971. viii + 216 p.

The book is a final report of a Teacher Education in Vocational Education Institute. Chapters have the authors' names. Chapters include: (1) a description and forecast of life in the 1970's and the relationship of vocational education and vocational teacher education; (2) assumptions, rationale, and procedures for preservice and inservice education; (3) typical and desirable curricula for vocational teacher education; (4) administrative and structural patterns; (5) an example of an attempt to estimate supply and demand of vocational education teachers, and a critique of data and methods of forecast; and (6) an examination of the rationale for procedure of evaluating teacher education programs.

Feasibility Study of Career Ladder Curriculum and Guidance and Counseling.
Sacramento, California: California State Advisory Council on Vocational Education and Technical Training, January 1971, 24 p.
MF-\$0.65 HC-\$3.29

Discussions with council members, a review of relevant documents, contacts with legislative personnel, and interviews with vocational personnel in the California State Department of Education were the sources of information used to determine the feasibility of a "career ladder" curriculum. It was concluded that the career preparation of all people must be developed on a broad basis, that vocational education must be introduced at the kindergarten level and carried through the community college level, and that the career ladder concept may be the most desirable curriculum to achieve these results. Recommendations are that steps be taken to implement this program and to provide funds and a plan for the training of counselors to meet the needs of this program. (ARM)

Ferguson, Edward T., ed. Emerging Teacher Education Curricular Models. Leadership Training Series No. 33. Columbus, Ohio: The Ohio State University, Center for Vocational and Technical Education, January 1971. 188 p. (ED 047 162). MF-\$0.65 HC-\$6.58.

The Fourth Annual National Vocational Technical Teacher Education seminar had three primary objectives: (1) to provide an understanding of the performance-based core concept of a model vocational-technical teacher education curriculum; (2) to focus on an understanding of the administrator's role in implementing a core-based vocational-technical education curriculum, and (3) to foster an understanding of the teacher-educator's role in implementing vocational-technical teacher education curriculum improvements. This seminar report contains presentations of over 20 national leaders in teacher education, and includes many of the findings of a 3-year research project conducted at The Center for Vocational and Technical Education on performance-based model curriculums and core concepts for organizing and providing professional offerings. (RIE)

Gibson, Robert L. Career Development in the Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. xii + 81 p.
\$1.95.

A book designed to be used as a textbook for preparation of teachers, counselors, and administrators or as a resource book for teachers and counselors. Direction for a planned program for career development in the elementary school is provided. The book provides rationale and guidelines for a program; specific activities provide illustrations. Approaches to program development are suggested.

Goldhammer, Keith. "Roles of Schools and Colleges of Education in Career Education." A paper prepared for the National Conferences on Career Education for Deans of Colleges of Education, Columbus, Ohio, April 24-26, 1972. 26 p.

A review of changes in colleges of education. The role of the teacher in career education will necessitate more change in teacher education programs. Career development programs answer a need for relevant education. The schools of education may need to reorganize functions to serve the needs of career education.

Hansen, James C., ed. Guidance Services in the Elementary School. Washington, D. C.: American Personnel and Guidance Association, 1971. 218 p.

A book of readings with one chapter entitled "Vocational Guidance." (1) One reading summarizes the major points of seven theories of career choice. The author discusses implications for each theory and concludes with a synthesis of two guidance services to help in making career decisions. (2) A report of a study attempting to discover something about the way a child acquires concepts of occupational prestige. (3) The objectives and activities of vocational elementary school guidance programs suggest approaches suitable for the various stages in the elementary school. Areas are interrelated and spiral development is suggested. (4) The role of "others" in the child's development is discussed. (5) A critique of the place of occupational information in the elementary school. Like other information it is important to the extent that it is used to involve children in the learning process.

Hansen, Lorraine Sundal. Career Guidance Practices in School and Community. Washington, D. C.: National Vocational Guidance Association, 1970. 188 p.

A monograph developed to report on-going activities and programs. Materials selected were those which seemed most relevant to the topic and were related to the school curriculum or career guidance in the school setting. Concepts and principles of career development summarized and sequential or developmental practices are described. School-community projects and research techniques are reviewed.

Herr, Edwin L. Review and Synthesis of Foundations for Career Education. Columbus, Ohio: The Ohio State University, Center for Vocational and Technical Education, 1972. 85 p. (Preliminary edition) (ED 059 402). MF-\$0.65 HC-\$3.29.

To identify conceptual elements and trends leading to career education so that assumptions which the term represents are clear to program developers and decision-makers, an analysis was made of available historical, philosophical, conceptual, and theoretical literature. The analysis offers substantiation that the antecedents of career education reside in both vocational education and guidance, and that the term "career education," so far as it is presently articulated, does have significant support from these knowledge domains. During the past century, much of the support for the antecedents to career education has come from the needs of a labor market changing from an agricultural to a technical character. A review of existing projects reveals that only a few meet the levels of integration, synthesis, or longitude now expected of career education. There has been more emphasis on career programs at the elementary and junior high levels than at the senior high school level or beyond. The evolution of career development theories has stimulated programs of a prevocational character placed earlier in the life of children. Many research requirements are stimulated by career education, and these needs are listed. (ARM)

Herr, Edwin L. and Cramer, Stanley H. Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Boston, Massachusetts: Houghton Mifflin Company, 1972. x + 356 p. \$9.95.

This book deals with vocational development as a subsystem within the larger system of education. Systems approaches to the

choice of vocation are described. Total school resources are examined. The school counselor is a central figure in career/vocational development; however, he cannot do the job alone. Experience, attitudes, knowledge, social values, and many other variables affect the acquisition of vocational behavior. The diversity of influences which affect individuality require diversity in vocational guidance. One chapter is directly concerned with vocational guidance, vocationalization, and the elementary school. Descriptions of current theories of vocational development are concise and readable.

Hoeltzel, Kenneth E. and others. Papers Presented at the Workshop on the Development of Guidelines for Planning Career Development Programs K-12 in Ohio. Columbus, Ohio: Ohio State Department of Education, June 1971. 101 p. (ED 053 313). MF-\$0.65 HC-\$6.58.

The purpose of this workshop, held June 8, 1971, was to develop guidelines for planning career development programs for grades K-12. Seven persons from various universities throughout the United States presented papers. The presenters, their positions, and their topics were: (1) Kenneth E. Hoeltzel, Assistant Professor Education at State University of New York, "Change and Introduction of Career Development Innovations in the School," (2) Kenneth B. Hoyt, Professor of Education at the University of Maryland, "The World of Work: A Component in Career Development Programs," (3) Lorraine S. Hansen of the University of Minnesota, "Identifying, Organizing, and Using Resources in a Career Development Program," (4) George E. Leonard, Project Director at Wayne State University, "Career Guidance for Inner-City Youth in Action: The Developmental Career Guidance Project," (5) Harry N. Drier, Guidance Consultant for Wisconsin Public Schools, "Implementing Career Development Programs in Senior High Schools," (6) Juliet V. Miller, University of Michigan, "Career Guidance Methods," and (7) Robert L. Darcy, Colorado State University, "Introduction to the Economics Component." (ARM)

Holland, John L. and others. A Psychological Classification of Occupations. Baltimore, Maryland: Johns Hopkins University, Center for the Study of Social Organization of Schools, November 1970. 72 p. (ED 044 534). MF-\$0.50 HC-\$3.70.

This occupational classification for practical and theoretical use in vocational guidance, occupational research, vocational education, and social science rests upon a theory of personality types and includes 431 common occupations which comprise about 95

percent of the United States labor force. Each of the classification's six main classes (realistic, investigative, artistic, social, enterprising, and conventional) includes five to sixteen subclasses. Within each subclass, occupations are arranged according to the number of years of general educational development required to perform them. The arrangement of main classes and subclasses is defined empirically and is consistent with the classification's theoretical base. The arrangement of classes also makes it possible to estimate the psychological relatedness among occupations. The construction of the classification, an evaluation of its usefulness, and some illustrations of its potential practical value are outlined. (APM)

Hoyt, Kenneth B.; Evans, Rupert N.; Macklin, Edward F.; and Mangum, Garth L. Career Education: What It Is and How To Do It. Salt Lake City, Utah: Olympus Publishing Company, 1972. viii + 190 p.

An analysis of the Career Education concept and discussion of the development of the concept, its potential for contribution to the society and the education system. The book has step-by-step guides for the creation and institution of a career education program.

Keller, Louise J. "Personnel Development for Career Education." A paper prepared for the National Conference on Career Education for Deans of Colleges of Education, Columbus, Ohio, April 24-26, 1972. 28 p.

Review of selected career development concepts and attitudes. Need for pre-service teacher education; discussion of concepts to be included. Relationship with out-of-school agencies and personnel.

Larsen, Delmar L., and Nelson, Herbert L. Elementary School Industrial Arts—Selected Readings and Resources. Ypsilanti, Michigan: Eastern Michigan University, Department of Industrial Education, 1968. 197 p. (ED 041 099). MF-\$0.75 HC-\$9.95.

In an attempt to draw together significant materials on elementary school industrial arts, 26 journal articles, addresses, chapters of books and instructional materials, dated from 1923 to 1967, are reprinted in Section I "Philosophy, Objectives, Curriculum,

and Methodology" and Section II "Implementation of Industrial Arts in Elementary School." Section III "Selected Resources for Elementary School Industrial Arts" includes resources describing educational exhibits, construction, and teaching units. Additional references are listed covering curriculum, units of instruction, activities, and materials. (RFB)

Law, Gordon F., ed. Contemporary Concepts in Vocational Education. The First Yearbook of The American Vocational Association. Washington, D. C.: American Vocational Association, 1971. 435 p.

Chapter headings are: (1) Philosophical Aspects of Vocational Education; (2) Equipping All Persons for a Productive Life; (3) People, Jobs, and the Vocational Education Curriculum; (4) Comprehensive Research and Planning in Vocational Education; (5) Schools, Programs, and Systems: The Delivery of Vocational Education; (6) Career Development; (7) Cooperative Education and other Forms of School-Community Involvement; (8) The Professional Development of Vocational Educators; (9) The Economic Role of Vocational Education; (10) Evaluation Accreditation and Accountability in Education. The contributors have described an expression of professional concern for changes facing society. Coordination of education and programs in world of work that keep pace with changing demands of society is seen as vital to a more realistic attitude toward school and life outside the classroom.

Lee, Arthur M., and Fitzgerald, Dorris, eds. Learning a Living: Career Education in Arizona. Phoenix, Arizona: Arizona Occupational Research Coordinating Unit, 1970. 184 p. (ED 047 105). MF-\$0.65 HC-\$6.58

All available information about career education in Arizona through mid-1970 is compiled in this report, and an annual supplement will update it. The report also shows how well students are being prepared for careers below the professional level. The report reviews: (1) the legislative history and development of vocational education in Arizona, (2) the school programs at all levels, (3) manpower training and private programs, (4) methods of helping students determine career choice, (5) program planning and budgeting, and (6) research and change. Recommendations and conclusions are included. (RIE).

Letson, John W. Formulation of Models for Preparing Occupational Materials for Pupils from Various Socio-Economic Levels in Grades Three Through Eight. Atlanta, Georgia: Atlanta Public Schools, 1969. 306 p. (ED 043 063). MF-\$1.25 HC-\$15.40.

This document accompanied a request from the Atlanta Public Schools to the United States Office of Education for a Title III continuation grant which would enable that school system to continue an innovative program intended to develop, compile and disseminate appropriate occupational information for elementary school age children. The report is comprised of four sections, two of which constitute its bulk: (1) a narrative account of the rationale behind, purposes of, and planning which went into the program design, a summary of its accomplishments to date in the area of materials compiled and developed, and an exposition of the evaluative techniques utilized; and (2) an informational run-down of projected activities and anticipated needs, should the grant be continued. All budgetary expenditures and needs are included. In the appendices, the accomplishments, summarized in the body of the report, are presented in their actual form. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (RIE).

Marland, S. P., Jr. Career Education--More Than a Name. Washington, D. C.: Department of Health, Education, and Welfare, Office of the Commissioner of Education, 1971. 14 p. (ED 050 295). MF-\$0.65 HC-\$3.29.

The career education concept should replace vocational education so that more of the American people can receive the benefits that are being provided students in vocational education. It is necessary to begin to construct a sound systematized relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise and which will increase career options for each individual. The National Center for Educational Research and Development is concentrating on the development of three model career education programs. The first model, oriented directly toward the school setting, would affect kindergarten through junior college by reshaping the curriculum to focus directly on the concept of career development. The second model would be created, developed, operated, and supported primarily by business in companionship with the schools. This program would concentrate on the 13 to 20 age group who have left school without needed competencies. The final model is a plan to use the home and community institutions to reach and teach persons with limited formal school and skills needed in successful employment. Such programs will give vocational education the national prestige that it needs. (RIE).

Marland, S. P., Jr. "Educating for the Real World." Washington, D. C.: Department of Health, Education and Welfare, Office of the Commissioner of Education, May 1971. 13 p. (ED 053 309). MF-\$0.65 HC-\$3.29.

For a variety of reasons, vocational education has not made it in America. Our high schools have not been able to make sure that every young man and woman who receives a diploma is qualified either for immediate employment or further education. To solve the problems of this situation, the Office of Education is giving major emphasis to the design of a workable career education system that can be tested at a number of federally financed pilot installations and, when satisfactorily developed, offered to the entire country. Along these lines three model career education programs are being developed--one for use in schools, a second to be generated within the business community, and a third to take place in the home. These models represent the first attempt to devise a career education system for virtually all Americans, from which the learner spins off at any level of maturity, whether as an auto mechanic or a physician, at the level of growth he chooses. (ARM)

Miller, A. S. "The Emerging School-Based Comprehensive Education Model." A paper prepared for the National Conference on Career Education for Deans of Colleges of Education, Columbus, Ohio, April 24-26, 1972. 29 p.

Career education is a well supported concept. The form will change from disconnected concepts into operational programs and support systems. Colleges must bear the responsibility for updating preservice teacher education programs.

Moore, William. "Administrative Needs and Problems in the Installation of Career Education Programs." A paper prepared for the National Conference on Career Education for Professors of Educational Administration, Columbus, Ohio, May 7-9, 1972. 20 p.

There is a difference between career education and vocational education, yet no definition has been formulated for career education. A positive image needs to be built for career education, prejudice exists because of misunderstanding. Curriculum must develop with philosophy, objectives and other basic components. Attitude and training of staff are vital to success.

Q

O'Mahoney, Terence J. The Self-Concepts Profiling Technique: A Procedure for the Exploration of Self-Concept Systems. Information System for Vocational Decisions. Cambridge, Massachusetts: Harvard University Graduate School of Education, May 1970. 53-p. (ED 052 483). MF-\$0.65 HC-\$3.29.

This report describes an instrument recently developed for profiling self-concepts and provides some background through a discussion of the rationale and development of the procedure. The Self-Concept-Profiling Technique (SCPT) has both a projective and a paired-comparisons phase through which are examined five occupational and occupationally-relevant self-concepts: (1) self-as-a-person-at-work; (2) the ideal person for my job; (3) my ideal job; (4) ideal self; and (5) self-as-a-person-in-general. It is felt that this procedure permits vocation, with reference to specific occupations, to be empirically investigated. Initial results allow the conclusion that SCPT has potential value in counseling and guidance, both in a diagnostic and an educative role, and may also be useful in educational and clinical contexts as well as in research. (RIE)

Osipow, Samuel H. "Implications for Career Education of Research And Theory on Career Development." Paper prepared for the National Conference on Career Education for Deans of Colleges of Education, Columbus, Ohio, April 24-26, 1972. 20 p.

A review of major theories of vocational development. Career development is viewed as a lifelong process with use of occupational cluster development included. Implications for career education are found in theories of vocational development.

Pautler, Albert J. Occupational Preparation, K-12 and Beyond. Atlantic City, New Jersey: New Jersey School Board Association, October 1970. 14 p. (VT 012 164).

Occupational education is defined as education geared to the preparation of youth and adults for meaningful employment in the world of work. In order to have meaningful curriculum development in occupational education, it is essential that the educational objectives be stated. The occupational education program should be guided in writing objectives both by educational considerations and the pressures, needs, and skills required by a modern industrial society. A good secondary level program should be based on a firm elementary and middle school program of an exploratory type. Some outstanding elementary programs include the Technology

for Children Project (New Jersey), Elementary Industrial Arts Project (North Carolina), and the Industrial Arts Center Concept (Pennsylvania), while some middle school programs include Introduction to Vocations (New Jersey), the Maryland Plan, the Georgia Plan for Industrial Arts, and Industrial Arts Curriculum Project (The Ohio State University). Members of vocational school boards should consider the need for a well stated school philosophy and objectives, built-in evaluation system, realistic entrance requirements, and cooperation with other school boards so that a good elementary and middle school program supports the secondary programs. (ARM)

Project FAIS (Fusion of Applied and Intellectual Skills). Gainesville, Florida: University of Florida, College of Education, P. K. Yonge Laboratory School, 1972. 10 p.

Article describing the philosophy and psychology of the occupational sequence framework geared to parallel the normal growth expectations of children.

Pucinski, Roman C., and Hirsh, Sharlene Pearlman, eds. The Courage to Change: New Directions for Career Education, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971. x + 207 p.

A book of readings concerned with changes in vocational programs. The need is cited for restructuring the educational program to provide a broadly based grounding in career orientation and multi-level job skills for all youth. Contributors make specific recommendations to encompass guidance programs, manpower planning, education for work of minorities and women, involvement of business and industry in planning education for work, training teachers and educational leaders, job training for work in the city, role of the community college and relationship between credentials and employability.

Reinhart, Bruce. "Nature and Characteristics of Emerging Career Education Curriculum." Paper prepared for the National Conference on Career Education for Deans of Colleges of Education, Columbus, Ohio, April 24-26, 1972. 30 p.

The reasons for emphasis on career education were essentially developed as political reactions to national problems. Unemployment, welfare, and drop-outs are but a few of the problems which have focused attention on the need for career education. The emerging curriculum is organized about a functional priority of life roles. The careers theme will be infused through the total curriculum of the school.

Report of the Analysis Group HEW Vocational Education Review Task Force, Volume I. Silver Spring, Maryland: Operations Research, Inc., September 1970. 187 p. (ED 050 291). MF-\$0.65 HC-\$6.58.

This report, developed over a 117-calendar-day period, was prepared to quantitatively present the status of vocational education for use in identifying major issues and problems, and in indicating implications for the future. Findings and recommendations are to be used as a background for considering alternative policy decisions regarding vocational education, and are presented for each of seven major sections: (1) main elements of the vocational education system, (2) major institutions, outside the public school system, that provide vocational education, (3) the public school vocational program, (4) factors influencing vocational education, (5) vocational education objectives, (6) comparison of vocational education with manpower programs in a cost-effectiveness framework, and (7) the role and impact of federal funding. (RIE)

Report of the Analysis Group HEW Vocational Education Review Task Force, Volume 2: Appendices, Silver Spring, Maryland: Operations Research, Inc., September 1970. 112 p. (ED 050 292). MF-\$0.65 HC-\$6.58.

This document contains the appendices for the report prepared by an analysis group that quantitatively presented the status of vocational education and implications for the future. Appendices A-F contain: (A) documentation supporting the discussion of the vocational educational system, (B) documentation supporting the discussion of measuring achievement of objectives in an economic sense, (C) planning and evaluation activity, (D) a new approach to vocational education, (E) the "marketable skill" concept, and (F) a bibliography. The complete report of the analysis group is available as VT 013 228 in this issue. (RIE)

Smith, George. "Problems in the Organization and Administration of Career Education Programs." A paper prepared for the National Conference on Career Education for Professors of Educational Administration, Columbus, Ohio, May 7-9, 1972. 20 p.

Curriculum belongs to teachers if they develop the materials. This ownership is vital if teachers are to maintain any relationship with regular curriculum. The input from an outside agency brings original staff close together, particularly the administrative staff and teaching faculty because both groups are faced with an adjustment. Planned temporary staffing and change in staff is a new point of view for public schools.

Somers, Gerald G., and Little, Kenneth J., eds. Vocational Education: Today and Tomorrow. Madison, Wisconsin: Center for Studies in Vocational and Technical Education, The University of Wisconsin.

A book of readings addressed to crucial issues in vocational education. The editors have included writings by authorities from vocational education and from disassociated fields. Issues discussed and questions posed are related to: (1) the relationship between vocational education and general education; (2) relationship between vocational education and training for specific occupations; (3) to what extent should vocational education meet the needs of (a) the labor market, (b) the individual; (4) how can counselling and guidance best serve the objective of vocational education; (5) the posture of vocational education to the disadvantaged; (6) staff of vocational education; (7) organization and administration of vocational education; and (8) the appropriate role of research, evaluation and experimentation in vocational education.

Taylor, John E. and others. An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model. Alexandria, Virginia: Human Resources Research Organization, January 1972. 80 p. (ED 061 427). MF-\$0.65 HC-\$3.29.

The design of a proposed occupational clustering system for the Comprehensive Career Education Model (CCEM) was to meet three general criteria: (1) encompass most existing jobs, (2) translate into an entire K-12 curriculum, and (3) show clear advantages over other systems. However, upon examination of existing clustering systems for relevance and possible adaptation, no one system met all the criteria. Therefore, a new clustering system was devised by synthesizing useful features of existing

systems. The proposed system has two crucial dimensions--one stressing functions and contents of occupations, the other emphasizing status or levels of occupations. The proposed clustering system was planned to fulfill three instructional functions: (1) inform students about the world of work, (2) assist students in choosing a suitable career, and (3) provide models to shape instructional objectives and learning experiences. (RIE)

Terry, David R.; Thompson, Randall L.; and Evans, Rupert N. Competencies for Teachers. Springfield, Illinois: Final report of a project supported by the United States Office of Education and Office of the Superintendent of Public Instruction, June 1972. x + 11 p., appendices.

A report to present findings of two Illinois Vocational Teachers Competencies Conferences. Two major requirements for developing a philosophy must be met: (1) definition of what is meant by competencies in the teacher's domain and, (2) securing agreement on appropriate levels of competency for different teaching roles. Performance-based teacher education curriculums as an approach not the approach toward meeting the needs of the teachers of tomorrow. Appendices include: (1) presentations by eight speakers, (2) summary reports from conference work groups, (3) survey-questionnaire--Evaluation of Selected Vocational Teacher Competencies, (4) teacher competencies considered "necessary" by at least 50 percent response for where to obtain competency, (5) vocational groups which are significantly different from all other groups combined and, (6) "necessary" competencies common to vocational groups represented among survey respondents.

Tiedeman, David J. and others. Thought, Choice, and Action: Processes of Exploration and Commitment in Career Development. Volume 1. Cambridge, Massachusetts: Harvard University, Graduate School of Education, August 1967. 375 p. (ED 050 293). MF-\$0.65 HG-\$13.16.

This document, the first of two volumes, contains papers that represent recent work in career development research at Harvard University. The purpose of the papers is to review, clarify, and offer a critical commentary on several issues crucial to current research and to emphasize a point of view from which important resources of conceptual analysis can be brought to bear on the issues. Section I, Developmental Context, and Section II, "Stock Taking" include the following chapters: (1) The Harvard Studies in Career Development: Retrospect and Prospect, (2) Decision and Vocational Development: A Paradigm

and its Implications, (3) The Self-Concept: A Critical Analysis, (4) Self as Process, (5) The Self-Concept: A Construct in Transition, (6) From Self-Concept to Personal Determination in Career Development, (7) Occupational Psychology and Guidance in Education; Foundations For a Language in Career Development, (8) Personally Determined Career and Entrepreneurial Behavior: Annotated Texts and Contexts, (9) Current Findings: Precursors of New Directions, and (10) Creativity and Career. (RIE)

Tiedeman, David V. and others. Thought, Choice, and Action: Processes of Exploration and Commitment in Career Development. Volume 2. Cambridge, Massachusetts: Harvard University, Graduate School of Education, August 1967. 325 p. (ED 050 294). MF-\$0.65 HC-\$13.16.

This document, the second of two volumes, is a continuation of papers that represent work in career development research at Harvard University. Section III, Choosing as Figure in the Styling of Life, Section IV, Conceptual Integrations, and Section V, Professional Implications, include the following chapters: (11) A Return to Models: Differentiation and Integration in Personality Development, (12) The Organization and Intention of a Proposed Data and Educational System for Vocational Decisions, (13) Aspects of Imagination in the Learning Process, (14) Recent Developments and Current Prospects in Occupational Fact Mediation, (15) The Forms of Language and the Forms of Life in the Conduct of Inquiry, (16) Vocational-Technical Education and Occupational Guidance, (17) Liberation Through Education, and (18) Predicament, Problem, and Psychology. Three appendices and a 33-page reference list are included. Volume I of these papers is available as VT 013 232. (RIE)

Tuckman, Bruce W. An Age Graded Model for Career Development Education. Trenton, New Jersey: New Jersey State Department of Education, Occupational Research and Development Branch. 43 p. (ED 060 180). MF-\$0.65 HC-\$3.29.

This paper presents a career developmental model covering the ages of 5 to 18. Career development education includes experiences which facilitate self-awareness, career-awareness, and career decision-making. Before choosing a model for career development, it is necessary to decide on a model for child development. The model developed here borrows heavily from the work of Harvey, Hunt, and Schroder for four basic stages, and proposes four other stages in terms which form the basis for subsequent extension. The career development experiences were combined with the eight stages

of child development to form a matrix of 24 cells. Processes and media appropriate to each cell were derived, thus providing a matrix which serves as a base from which activities can be generated. (RIE)

Van Hoose, William H. Guidance for Total Development. Detroit, Michigan: Wayne State University, 1969. 12 p. MF-\$0.25 HC-\$0.70.

Elementary guidance, deriving much of its content from the developmental phenomena of middle childhood, is viewed as the maximization of human potentiality in the total range of the population. Included in the list of elementary school guidance objectives are (1) aiding academic development, (2) helping children develop healthy self-concepts, (3) aiding self-understanding, (4) aiding children with vocational development, (5) helping children to cope with complex inter-personal relationships, and (6) alleviating personal and emotional problems. Each of these objectives are explained. While guidance is a point of view, idea, and belief, it is also a function. Some of the key functions of elementary school guidance are: (1) child study, (2) early identification of children with special needs, (3) counseling, (4) work with other significant adults, (5) career development, and (6) coordination of school and community resources for guidance. Such functions are a must if counselors are to meet obligations to children at the elementary level. (RIE)

Vocation as "Calling". Denver, Colorado: Education Commission of the States, December 1971. 34 p. (ED 060 188). MF-\$0.65 HC-\$3.29.

It is essential that priorities be realized and that we return to the concept of education as career preparation. This should include the full range of educational endeavors from pre-school through graduate school and adult education. Each state should have a complete plan for occupational education that includes priorities, immediate and long-range goals, funding, and student interests. The task force recommends that Federal Education agencies recognize and support occupational education on all grade levels, and that particular concern be given to legislation for post-secondary education. Guiding principles for states in developing their leadership role involve continuity, planning, coordination, innovation, and evaluation. Local and institutional policies and practice determine the ultimate success or failure of a program, and they should provide flexibility, cooperation, and data necessary for a successful operation. Also, accreditation and certification requirements should be recognized and planned for. (RIE)

Vocational Education: Innovations Revolutionize Career Training. Education U.S.A. Special Report. Washington, D. C.: National School Public Relations Association, 1971. 67 p. (ED 050 264). MF-\$0.65.

The national concern for vocational education programs and two Vocational Education Acts of 1963 and 1968 are discussed. The concept of occupational education for all ages, action at the state level, and trends in the curriculum point out specific developments. The guidance and counseling services, and the accreditation, teacher education, and certification problems are outlined. Exemplary projects are classified as: (1) career development programs, (2) career guidance and counseling, (3) inner-city projects, (4) rural-oriented projects, (5) cooperative education programs, and (6) projects for disadvantaged youths. (RIE)

Warner, T., ed. Needed Concepts in Elementary Guidance. Columbus, Ohio: State Department of Education, 1969. (ED 029 335).

School administrators and developmental guidance is the topic of the first speech. Developmental guidance, concerned with personalizing the educational experience, should be available to each child to gain self-understanding. Major responsibilities of the elementary guidance department are pupil appraisal, consultation, and developmental counseling. The administrator--his interests, his values, and his support--is crucial to the success of the program. Opening new vistas to children through career exploration is the subject of the second speech. Nine reasons are given which deal with the child's perception of himself, the world of work, and the future. Nine points are then made pertaining to how this exploration should be conducted. It should be active, relevant, exploratory, and non-graded. Career exploration should use available role models, starting with parents and moving outward to the larger society, with a minimum of amassing and digesting occupational information. (RIE)

Whiteley, John M., and Resnikoff, Arthur, eds. Perspectives on Vocational Development. Washington, D. C.: American Personnel and Guidance Association, 1972. 251 p.

Original contributions by Tiedeman, Roe, Super, and Holland. Part I of the book provides a brief introduction to vocational development theory and describes questions facing counselors. Part II of the book has reports by contributors about the development

of their theories and current status of their work. Part III has projections of kinds of services needed for the next 20 years. Part IV has applications of vocational development theory by each contributor.

A Working Curriculum Paper on Technology and the World of Work and Careers.
Cleveland, Ohio: Case Western Reserve University, Department of Education, 1970. 20 p. (ED 052 359). MF-\$0.65 HC-\$3.29.

This paper is concerned with technology as an area of study in education and how children might learn about technology. The curriculum strategy is intended to help the student gain the skills needed to enable him to earn his way in society, to understand his part in the work force, to understand how technology affects his life, to try out tentative career directions, and to find out about his skills, abilities, interests, beliefs, and values as they apply to technology, the "world of work," and "self." At first, the child will study jobs that are thing-centered or people-centered, then jobs that are product-centered or service-centered. In other words, he will classify jobs according to this continuum. During 3 years the student can study within the major subdivisions of technology, which are communications, construction, manufacturing, and service. Also, he will have the opportunity to work within a small student-directed company. (RIE)

The World of Work: Increasing the Vocational Awareness of Elementary School Children. A Guidebook for Teachers and Guidance Counselors.
Trenton, New Jersey: New Jersey State Department of Education, Division of Vocational Education, July 1969. 65 p. (ED 038 511). MF-\$0.50 HC-\$3.35.

The development of a person's perception of himself in a career role is a continuing process which requires constant focus on relevant experiences throughout his entire life. This guidebook was developed to enhance teaching techniques and related media for expanding the vocational awareness of elementary school children. The emphasis is placed on approaches that should enrich the child's understanding of work as a function of man, the importance of the development of man's abilities in relation to the progress of his civilization, and on how the child may relate these to his own individuality. Although this project has been placed within the social studies subject matter area, this approach may be easily adapted to any other area of instruction. A conceptual model of vocational awareness, sample survey questions, instructional units and activities are included in the guidebook. (RIE)

Chapter II

CURRICULUM GUIDES, PROJECTS, UNITS

This chapter is organized around curricular materials. Entries could fit into many categories. In an effort to arrange the materials three areas were selected--state curriculum guides, projects, and units. Decisions about where to place entries were arbitrary when materials could fit into more than one category.

Entries in each subdivision are in alphabetical order by state. Individual entries are alphabetized by project name or city, county, or school district with which material is identified. Entries of abstracts from RIE, ARM, and AIM include a code for ERIC documents. The ED number identifies the document which is usually available individually on microfiche (MF) or paper copy (HC). The VT number identifies a document announced in a single issue of AIM or ARM but not available singly.

Criteria for selecting material were established by the ETC staff. The overall guide was to determine whether existing materials could be adapted to the K-6 career educational instructional system being developed by the project staff. The criteria covered three topics. Materials related to any of the topics were included in the bibliography. The main interest of the ETC was to locate materials that had potential use in the classroom. No materials were eliminated because they failed to have objectives stated in behavioral terms or because they failed to contain a pretest or a posttest.

Criteria for selecting non-commercial curricular materials:

A. Self

1. Concern about the inner environment of the individual
2. Relationship to decision making processes

B. World of Work

1. General concepts about attitude toward work, changing world of work, etc.
2. Information about specific occupations or clusters of occupations

C. Subject Matter

1. Concern for background knowledge
2. Relationship to language arts, social studies, science, mathematics

CURRICULUM GUIDES

ALASKA

"Career Development Centers (K-14)," Alaska Department of Education, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The centers will provide career guidance information in major school systems and community colleges and develop curriculum responsive to business and industry.

ARKANSAS

Turner, Delma, ed. and committee. Elementary School Guidance Handbook. Little Rock, Arkansas: State Department of Education, 1970. 28 p.

Outline of purposes and techniques offered as guidelines for organizing and initiating a guidance program. Bibliography includes books, filmstrips, records, booklets.

DELAWARE

Arbaugh, Franklin D. Industrial Arts, K-12. Dover, Delaware: Delaware State Department of Public Instruction, Division of Vocational Education, 1970. 105 p.

Developed with the help of a curriculum committee and members of a summer institute program, this handbook is designed to assist teachers and school administrators in planning and conducting effective industrial arts programs. Specific objectives of the program are to: (1) develop an interest, and an understanding of, all aspects of industry and the trades or crafts; (2) explore industry; (3) develop skills in the use of tools, machines, materials, and processes; and (4) make a contribution as preparation for more self-sufficient home living. The curriculum is explained in terms of the various areas covered and the programs are briefly described for elementary, intermediate, and secondary grades and for adult education. The K-12 sequence, child labor requirements, a summary of the intermediate exploratory and high school programs, a list of factors that affect the program, guidelines for facilities planning, a list of eye protection publications, and a list of professional responsibilities are appended.

GEORGIA

Bottoms, Gene. Career Development Education, K through Post-Secondary. Atlanta, Georgia: Georgia State Department of Education, Division of Vocational Education, 16 p.

Mimeographed presentation of recommended developmental sequence of experiences in vocational education. Describes six dimensions of career development, and points out elements, nature, and structure for a program. Includes short bibliography.

INDIANA

Keiser, Jerry C., and Wampler, Elizabeth C. Career Education Curriculum Guide. Indianapolis, Indiana: Department of Public Instruction. 149 p.

A model suggests how the concept of career education can be implemented. Concepts are presented for K-12. Examples are given of how a concept may be broken down into sub-concepts and generalizations. Generalizations are related to classroom activities and behavioral objectives. Examples of activities, list of resource materials, lists of tests are included in appendices.

LOUISIANA

Elementary School Industrial Arts Interaction Technology for Children. A Positive Approach to Education for a Changing Society. Baton Rouge, Louisiana: Louisiana State Department of Education, 1972. 77 p. (ED 061 444). MF=\$0.65 HC-\$3.29.

Prepared by the vocational education division of a state department of education and compiled by industrial arts educators, this resource guide provides a conceptual basis for the elementary teacher using industrial arts as a means of introducing children to industrial processes and bringing them to the physical and material world. Included in the guide are manipulative activities and experiences that will help to broaden the child's knowledge about the interdependence of people and the world of work as it involves them and their families. Seven categories of elementary industrial arts programs are briefly outlined: limited and comprehensive classroom, laboratory, traveling teacher, mobile and central laboratory, and summer school enrichment programs.

An example of a resource unit for primary level is given in detail including: (1) purposes, (2) learning activities, (3) skills developed, and (4) resource materials. Included in the guide are: (1) a list of safety rules for the teacher, (2) source of supplies, (3) an evaluation checklist, (4) suggestions for furniture, (5) an outline for organizing instructional plans, and (6) one for studying basic raw materials of industry. (RIE).

Pointer, Leah J., ed. The World of Work: A Curriculum Guide for Grades One Through Twelve. New Orleans, Louisiana: Educational Systems Developmental Corporation and New Orleans Parish School Board. 72 p. (ED 059 368). MF-\$0.65 HC-\$3.29.

Developed by a committee of principals, counselors, and teachers as part of the local World of Work program, this curriculum guide is designed to aid in providing occupational information and career decision-making skills for grades K-12. Major purposes of the guide are to: (1) provide occupational information that is both educational and vocational, (2) give the student experiences and training in decision-making, (3) develop in the student a healthy self-concept, and (4) utilize community resources to enhance the student's knowledge of careers. Detailed curriculum outlines are suggested for elementary grades (K-6), secondary grades (7-11), and 12th grade. Several questionnaires, data gathering methods, sample parent interview forms, an attitude survey, and self rating evaluation charts are appended. Resource materials for all grade levels are listed. (RIE).

MAINE

Ryan, Charles W. Career Development in the Elementary School. A guidebook for Teachers and Counselors. Augusta, Maine: State of Maine Department of Education, Bureau of Vocational Education, July 1971. 70 p.

A description of activities that may be used by elementary teachers to introduce children to occupational information. Helpful in introducing world of work into present curriculum materials. Appendix of selected resources included.

MICHIGAN

"World of Work (K-12," Michigan Department of Education, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

School programs will be unified around a career development theme. Occupational education will involve all educational agencies. In-service and pre-service teacher education will be encouraged.

MINNESOTA

Developing and Operating a Vocational Center. St. Paul, Minnesota: Minnesota State Department of Education, Division of Vocational and Technical Education, May 1971. 36 p. (ED 058 421). MF-\$0.65 HC \$3.29.

A vocational center is a joint effort among neighboring districts to provide comprehensive vocational education for K-12 students and adults in the community. Some considerations in planning a center are to: (1) explore the interests of all neighboring schools, (2) appoint a full-time director 1 year before the center will offer programs, (3) survey the community and students, (4) form a governing board, (5) develop a plan for the first year, (6) select facilities, (7) seek staff, and (8) provide for staff to develop or adapt curricula before the program begins. Considerations in operating a center include: (1) reviewing all procedures for developing a center, (2) providing for a variety of adult vocational programs, (3) evaluating the program annually, (4) planning for expansion, (5) planning for career development K-12, (6) working cooperatively with advisory committees, and (7) arranging for curriculum coordination between vocational center programs and nearby post-secondary programs. Information on funding and costs, program and goals, and legislative action is included. (RIE).

NEVADA

McGinley, Gerry P. Administrators' Guide to Career Education in the Elementary School. Reno, Nevada: Nevada State Department of Education, Vocational-Technical and Adult Education Branch. 25 p.

This handbook presents a guide for developing a program in the elementary school. The program is explained and areas of administrative concern in establishing the program. Basic concepts for a career awareness program are provided for grade levels K-6.

NORTH DAKOTA

"Statewide Program in Developmental Vocational Guidance and Occupational Preparation for the Changing World of Work (K-12)," North Dakota State Department of Education, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The program offers broad occupational orientation to range of options, specific training in job entry skills, occupational guidance, counseling, and placement.

OHIO

Darcy, Robert L. and others. Workshop in Developing Guidelines for Planning Career Development Programs K-12 in Ohio. Columbus, Ohio: Ohio State Department of Education, June 1971. 83 p. (ED 052 477). MF-\$0.65 HC-\$3.29.

The first of these six papers takes a systematic look at the range of current career guidance methods to determine which are most appropriate to which educational and age levels. A model for implementing career development programs at the senior high school level is presented in the second. General considerations regarding rate of change, approaches to change, obstacles to change, and the implementation of change comprise the bulk of the third paper. In the fourth, the Developmental Career Guidance Project, aimed at helping inner-city youth become more aware of themselves and their possibilities in their world is described. The fifth paper discusses and presents an integrated model for identifying, organizing, and using resources in a career development program. The final paper, an introduction to the Economics component of the proposed Ohio Career Development Program, K-12, elaborates its rationale and identifies specific goals to be achieved by it and the overall program. (RIE).

World of Work. Curriculum Guide for Grades K-6. Columbus, Ohio: Ohio State Board of Education, 1972. 278 p.

The guide is out of print. A revision will be available Fall, 1972 through the Instructional Materials Laboratory, Ohio State University. Seven broad areas of career development have been selected. Three of the areas are well developed or have a reference. In the area The Individual and His Environment the topics develop the concept of work, the necessity of work to the individual and his environments, and the concepts of needs and wants. In the area World of Work the topics develop the concept of job and several classification systems, major categories of work in the environment of the child, work characteristics, and change and the expanding world of work. In the area Self topics develop the idea of the individual's internal orientation. Units for each topic consist of components which provide a structure. Each unit consists of: Developmental Objectives, Behavioral Objectives, Activities, Sample Lesson, Teacher Notes and Comments, Coding Grid. Representatives from Pilot Career Motivation programs from nine school districts contributed to the guide. Districts represented were: Akron, Cincinnati, Cleveland, Dayton, Mad River Green, Springfield, Mansfield, Minford, Toledo, Warren.

OKLAHOMA

"Comprehensive Occupational Orientation, Vocational Education Program (K-12)," Oklahoma State Department of Vocational-Technical Education, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The program offers vocational orientation, exploration, cluster skill training, and intensive job training at succeeding grade levels with concern for disadvantaged as well as regular pupils.

A Guide for Developmental Vocational Guidance, Grades K-12. Oklahoma City, Oklahoma: Oklahoma State Department of Education, Department of Vocational Technical Education, 1968. (ED 026 532).

The purpose of this guide is to share with teachers, administrators, and counselors recommendations involving some facets of child development and some basis for vocational decision making. Vocational guides are presented for Grades K-3, Grades 4-6, Grades 7-9, and Grades 10-12. Elements of each guide

include: introduction; objectives of vocational guidance, both general and specific; suggested activities; activity models including goals, activities, and resource materials; descriptive information on occupational clusters; periodicals and journals, and additional resources. (RIE).

PENNSYLVANIA

"Selected Educational Experiences Diagrammed for Progress (K-Adult)." Pennsylvania Department of Public Instruction, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The experiences emphasize literacy and insight in a technological civilization, the development of individual talents, and problem-solving abilities related to tools and processes of vocational skills.

WISCONSIN

Drier, Harry N., Jr. and Associates. K-12 Guide for Integrating Career Development Into Local Curriculum. Worthington, Ohio: Charles A. Jones Publishing Company, 1972. 265 p.

The guide was developed through the leadership of Wisconsin Department of Public Instruction. A career development model is developed which includes Self, Work World, and Career Planning and Implementation. Examples of general objectives and broad concepts are presented for each of the three areas of the developmental model. A short section on evaluating career development programs is included. The major part of the guide is a resource section which lists some available materials for each area of the developmental model. Names and addresses of suggested sources and publishers are listed. Bibliography for professional reading is included.

WYOMING

Elementary Public School Teacher Guide for Career and Attitude Development, Grade Kit K-6, Working Paper. Cheyenne, Wyoming: State Department of Education Instructional Services Section, Occupational Education Division. 233 p. (VT 013 903).

With the focus on the process of work attitude development, this document should be of value to teachers developing career education programs for grades K-6. The specific purpose of this working paper, in terms of being utilized as a teaching guide, was to suggest and outline a program of attitude development which can be implemented within the existing framework of the school. The occupational attitude program is to be developed around a series of concepts with suggested activities and materials designed to: (1) promote the student's understanding of various occupations, (2) provide occupational information, (3) explore the world of work, and (4) assist the student in finding out about himself as part of the preparation for decision making. The guide is color coded and arranged in outline form under three headings: (1) concepts, (2) suggested activities, and (3) suggested materials to use in concept development. The information is outlined by grade level with emphasis on the "occupations of the month." Conclusions and recommendations resulting from the research in work attitudes provide additional guidelines for program development. (AIM).

Peters, Paul N. The Development and Demonstration of a Functional Model System of Occupational Education in Wyoming Public Education, K-14. Cheyenne, Wyoming: Wyoming State Department of Education, 1971. 17 p. (VT 012 949).

To develop and implement a functional model of an occupational education program in grades K through 14 for a school district and a community college in Wyoming, the State Board of Education authorized this 3-year pilot project. Phases of the model include: (1) attitude development in kindergarten through the sixth grade, (2) career development in seventh and eighth grades, (3) career exploration in ninth and tenth grades, and (4) career preparation in eleventh and twelfth grades and in a community college. Efforts to prepare teachers and administrators to implement the model include speeches, video tapes, staff meetings, and workshops. Ten pages of newspaper articles publicizing the project are included. (ARM).

PROJECTS

ARIZONA

Tucson Public Schools, Tucson, Arizona. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p

The K-6 program provides real hands-on experiences. Changes are now taking place on an individual basis with total implementation in the planning stages.

CALIFORNIA

Carvell, Fred, and Others. Occupational Forecasting and Trending: An Early Warning System for Educational Planning. Los Altos, California: Tadlock Associates, June 1969. 33 p. (ED 033 224).

This model for forecasting regional and national occupational trends for use in vocational education planning, facilitates the incorporation of labor market and student needs into program planning. The study includes: (1) literature search, which yielded 80 references related to occupational trend forecasting and exploratory programs, (2) synthesized model for forecasting occupational trends and needed vocational programs, and (3) a conference, during which the model was subjected to intense examination. This volume is the summary report and includes a brief historical background of the problems and application of forecasting techniques and models, a description of the problems of relating forecasting trends to the educational process, an outline of the concept and rationale for the suggested forecasting model, and a summary of the organization, function, and interaction of each component of the suggested model. (RIE).

Ceres Unified School District, Ceres, California. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

Career education is assuming a central role in restructuring existing curriculum. Individualized learning motivation is a major goal. K-3 stresses attitude building, 4-6 career orientation. Workshops and in-service training are part of the total project.

COLORADO

Holyoke Schools, District RE-IJ, Holyoke, Colorado. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The staff received in-service training, then incorporated career education concept into the instructional program. Training included a two-week workshop at a university and special meetings, during the year.

Los Animas Schools, Los Animas, Colorado. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972.

A K-12 objective was to develop positive attitudes toward a vocation by encouraging positive attitudes toward oneself and toward training. Consultants assist classroom teachers.

CONNECTICUT

Project Inspire: Vocational Guidance Institute. Hartford, Connecticut: Greater Hartford Chamber of Commerce; West Hartford, Connecticut: Hartford University; Washington, D. C.: National Alliance of Businessmen, 1971. 93 p. (ED 052 472). MF-\$0.65 HC-\$3.29.

Two introductory speeches suggest the general social and interracial climate in the U. S. Against this backdrop, Project Inspire is described. Its purpose is the development of a vocational guidance component within the broader school curriculum. Its major objective is elevating the awareness level of students to the work world through the establishment of a comprehensive Human Resources Library. Specific institute materials are: (1) sample educational projects and techniques, including an education simulation; (2) a listing of specific career orientation program objectives; (3) sample forms and letters for program participants; (4) a Connecticut task force report on manpower needs; and (5) the results of an end-of-the-first-week evaluation of institute participants' knowledge and feelings about minority youth, employment, and poverty. (RIE).

DELAWARE

English, Joseph L. An Occupational Vocational Education Model For the State of Delaware. Interim Report. Milford, Delaware: Delaware State Board for Vocational Education, October 1, 1970 - September 30, 1971. 116 p. (ED 059 420). MF-\$0.65 HC-\$6.58.

The two main objectives of this project were: (1) to create a meaningful cooperative effort between the Kent County Vocational Technical School District and the Milford School District for the purpose of expanding vocational education, and (2) to establish a system to serve as a model for future expansion of vocational education in Delaware. Procedures included defining the administrative continuity, formation of an advisory council, selection of the project staff, and organizing the project to coincide with existing administrative structure. After faculty and staff were oriented, programs were developed which included: (1) technology for children in Grades K-12, (2) career development laboratories in Grades 5-6, (3) expanded career development program for Grades 5-8, and (4) diversified occupations program for Grades 9-12. Results of the project include: (1) a more positive attitude by teachers and administrators toward vocational education, (2) recognition of career education as the unifying thread from which education is woven, (3) expanded staff and facilities for K-12 career education programs, (4) realization by administrators, supervisors, counselors, teachers, parents, service organizations, business and industry personnel that career education is everyone's responsibility. (RIE).

FLORIDA

Broward County Schools, Fort Lauderdale, Florida. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The K-6 program is being implemented through ongoing standard curriculum. In the beginning phase, the program provides an opportunity to develop awareness to the world of work.

"Countdown to the 70's." Occupational Information for Upper Elementary and Middle Grades. Tallahassee, Florida: Florida State Department of Education, Division of Vocational, Technical, and Adult Education, 1971. 170 p. (ED 059 364). MF-\$0.65 HC-\$6.58.

An innovation approach to teaching elementary and secondary students about the world of work was developed under ESEA Title III funds in Atlanta using 39 television programs. This program guide was adapted from the Atlanta program for use in Florida schools. Although it is built around the 39 films, most of the information will be useful to the teacher or curriculum writer in the present form. Each unit represents an occupational area, such as employment opportunities in hospitals, education,

banking, or major industries such as petroleum, textiles or newspapers. For each occupational area, specific jobs are defined according to duties, personal qualifications and training. Thus for the unit covering education, the specific jobs of principal, teacher, teacher aide, custodian, cafeteria manager, secretary, counselor, librarian, library aide, maintenance mechanic, and statistician are outlined. Suggested supplementary activities, a glossary of related vocabulary terms as listed in each unit, and recommended references are included. (RIE).

Smith, M. F., Director, Project FAIS (The Fusion of Applied and Intellectual Skills). Gainesville, Florida: University of Florida, P. K. Yonge Laboratory School, 1971. 45 p.

FAIS is a curriculum development research project providing a process through which the classroom teacher can aid students in exploring the role of work in the totality (cognitive and affective dimensions) of a person's life. This descriptive paper states the vocational educator's position in chapters headed: Rationale, Curriculum Structure, Implementation, and Evaluation. The project is in process 1970-1973. The K-5 phase was completed in 1971.

GEORGIA

Cobb Co. Occupational and Career Development Program, Marietta, Georgia. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The career education program spans grades K-12. Goals are to have students develop awarenesses of individual self-characteristics, occupational areas in the community, psychological and sociological meanings of work, and develop decision-making ability. Special emphasis will be given to programs for students identified as disadvantaged or handicapped.

Six basic elements of career development in the elementary program are: manipulative activity, occupational introduction, tie-in of all subject matter disciplines, field trips into the business community, resource persons in the classroom and role-playing activities. In-service training has included a "kick-off" meeting, monthly pre-service meetings, weekly meetings with teachers and project staff, summer workshops, continuous teacher-counselor contact and three in-service Saturdays for implementation.

Occupational Information Materials, Progress Report No. 13 Atlanta, Georgia: Occupational Information Materials Project, Atlanta Public Schools. 1969. 27 p.

Reports on several activities and conditions regarding the work of the OIM project, e.g., community resources workshop, lawyer visitation program. Includes research paper Children Talk About Work: An Analysis of Interviews With Children.

ILLINOIS

Bailey, Larry J. Career Development for Children Project. Carbondale, Illinois: Faculty of Technical and Industrial Education, Southern Illinois University, 1971.

The focus of the project is on the student and the behavior which he required to do effective career planning and decision-making. An important thrust is to develop new curriculum materials for the first eight grades based on a conceptual model which is derived from knowledge of the career development theory and research. A series of well planned activities such as gaming and simulation, role playing, group projects, vocational exploratory experiences, etc., will be implemented to assist students in coping with the demands of each vocational developmental task.

"Career Development Program (1-8)," Chicago, Illinois Public Schools, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

Objectives of the program are: to introduce world of work via implications of school subjects, to improve self-concepts and aspirational levels, to involve parents and community in career development understanding, and to train teachers to use career information in curriculum units and group guidance.

Elementary Vocational Information Program. Collinsville, Illinois: Community Unit District #10, 1971. 42 p.

The handbook contains a description of the organization of the program under District #10 principals, counselors, and teachers, and a rationale. Pages 14-23 are general objectives

and general activities for vocational information by grade level. The final portion of the handbook, "Helpful Materials," has no bibliography.

Peterson, Marla, and others. The OCCUPAC Project (A Project to Develop Occupational Information Learning Activity Packages for Grades K-9). Charleston, Illinois: Eastern Illinois University, Center for Educational Studies, January 1971. 453 p.

During the first year of the project 15 prototype learning activity packages called OCCUPACS were developed. Tapes, slides, "sounds" of work, simulated work activities, and "props" of all kinds from the real world of work were assembled into the OCCUPACS. The schools of Lombard, Decatur, Marshall, and Martinsville, Illinois, served as field testing sites. After testing, the OCCUPACS were revised and submitted to professionals for review. The OCCUPAC provides K-9 children with occupational information at different levels of difficulty. The OCCUPAC can be used by an individual pupil or group of children with little teacher assistance. General organizing principles which may be stated as objectives for the materials are: (1) To provide exposure to information and activities regarding specific occupations, (2) To provide opportunity for the development of certain generalizations (concepts) regarding occupations, (3) To encourage the growth of self-awareness with respect to talents, skills, knowledge, and interests, and (4) To integrate occupational generalizations and the several facets of self-awareness. Appendices consist of tape scripts for each of the 15 OCCUPACS.

Peterson, Marla, and others. OCCUPAC Project, Phase II, Final Report. Charleston, Illinois: The Center for Educational Studies, Faculty of Education, Eastern Illinois University, 1972. xii + 117 p. appendices.

The primary purpose of the OCCUPAC Project, August 1970 through June 1972, was to develop packages of career education materials that are appropriate for use in Grades K-9. These packages have come to be known as OCCUPACS. Eighteen OCCUPACS were developed and tested in fourteen school systems in Illinois. The OCCUPACS contain slides, tapes, equipment, and materials used in various occupations, decision-making simulation activities, and manipulatives of all kinds from the real world of work. They are based on the premise that personal, social, and intellectual growth take place through a sequence of concrete experiences followed by abstractions. Child growth and development data and career development data guided the staff in

producing the OCCUPAGS. Findings after testing indicated that the OCCUPACS elicit positive reactions about career education from teachers and that students increased their ability to list work performed by worker "X". However cognitive knowledge was not the main purpose of the OCCUPACS. The primary aims were to: (1) build wholesome attitudes toward all kinds of work, (2) aid the student in his self-development, (3) expose children to a large variety of occupations, and (4) expose children to functions of work. The concepts on which the OCCUPACS are based are appearing in other career education programs such as those in Casey, Illinois; Rockville, Maryland; and Hackensack, New Jersey.

Trout, Lynn. Educational and Cultural Enrichment Project: Providing Occupational Orientation and Guidance at the Elementary School Level. Carthage, Illinois: Elementary Vocational Guidance Staff Association, Hancock County Schools, 1968. 15 p.

The paper lists 19 objectives for elementary career orientation in its first section. Section II list 71 projects for children. No grade level or occupation designation is given. Section III lists 14 principles to be followed by teachers attempting Occupational Orientation. Nineteen classroom methods are described in brief paragraphs; e.g., "role-playing", "tests and rating scales." A teacher and a student "Opinionaire" designed to measure opinions about occupational orientation in their schools are included. Other materials are available from the project.

Vandalia Elementary Occupational Information Program. Vandalia, Illinois: Community Unit School District #203, 1971. 61 p.

Selected goals of the program are to utilize community resources for career education wherever possible, to give students greater knowledge and appreciation of the many different occupations and the changing character of occupations. Guidance personnel worked with coordinating teachers from district schools to develop activities for three divisions, K-2, 3-5, and 6. The handbook format for each of the three divisions consists of a "lay-out" of vocational areas to be studied, a list of suggested activities (these are not correlated to specific occupations), and suggested techniques for the classroom teacher. The final portion of the handbook is a compilation of area sources of information.

Vocational Information Project. South Holland, Illinois: Thornton Area Public School Association, 1971.

The Vocational Information Project provides job information to elementary school children by means of locally produced video tapes which vary from 8 to 20 minutes in length. Sample subjects of the tapes are meat cutter, radio station worker, stone quarry worker. The tapes are accompanied by information sheets telling grade level description, vocabulary and discussion questions. Also available is a bibliography of vocational information materials supplemental to the video tapes, and a series of charts showing career related stories in the major reading series.

Wernick, Walter. Project: Able Model Program. DeKalb, Illinois: Northern Illinois University, 1971.

ABLE Model Program, a teacher-oriented research project, is developing a model program for the elementary school within which occupational information is presented to children. Field testing in a variety of settings demonstrates that easily managed techniques can bring children into direct contact with active adults in credible situations. Materials which include guides, forms, and interviewing procedures help classroom teachers integrate career development concepts within the basic content areas of the curriculum. The "person-in-the-occupation" is used as an organizing center for instructional activities--so the "world of work" comes through as Authentic, Basic, Life-centered Education.

Winters, Anita and Gonwa, Patricia. Elementary Occupational Information Program. Granite City, Illinois: Community Unit School District #9. 81 p.

The Granite City program is compiled into an 81-page handbook. The program emphasizes community resources through which students can experience various occupations. The program hopes to promote social awareness of all the different occupations. Guidance personnel and liaison teachers from the elementary schools of the district served on the Program Committee. The Handbook is set up in three sections, K-2, 3-4, 5-6. In each section will be found a statement of purpose of the level, a career lattice of suggested occupations, and a list of suggested activities and resources. A resource guide contains four sections: local resources, field trips, speakers, films, methods for field trips; list of available field trips prepared by University of Missouri, St. Louis; and a selection of commercially prepared AV materials compatible to the program.

INDIANA

Baugh, Douglas S., and Martin, William E. Total Career Capability for All. A Career-Development Program Model. Fort Wayne, Indiana: Fort Wayne Community Schools, 1970. 64 p. (ED 044 719). MF-\$0.65 HC-\$3.30.)

A comprehensive career development program model is presented. It attempts to provide total career capability for all and has the following process objectives: (1) provide students with experience and information that present occupational dimensions accurately; (2) provide appropriate situations at different levels so that all youth have an opportunity to make decisions, to discuss and examine the decision-making process and to understand the basis for judging the quality of one's decisions; (3) manage and modify environmental factors to insure maximizing the impact on accomplishing career development objectives; (4) use direct and indirect contacts with students in multiplying their perception of present and potential alternatives; (5) coordinate a comprehensive placement service; and (6) communicate to the student a respect for all work and of the importance of all work to society. The model has four parts: elementary, junior high, secondary, and post-secondary. (RIE).

"Project VIEW (Vital Information for Education and Work) K-12," Indiana Department of Public Instruction, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

Components of Project VIEW are: (1) microfilming of national, regional, and local career information, a continuous training program for vocational counselors and teachers, (2) examination of data processing and computer operations for storage and retrieval of career information, (3) a workshop to identify needs and goals, (4) decision-making process as related to career choice and individual values, (5) work/study programs to provide experiences, and (6) vocational guidance experiences for special education pupils.

IOWA

Winters, Earl E. Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students. Council Bluffs, Iowa: Pottawatomie County School System, 1970-1972.

The project, which expanded from pilot schools in Council Bluffs to county schools, and then those in contiguous counties, has utilized elementary counselors, principals, and selected teachers in designing materials and providing in-service training workshops. Sample materials from the project are a five-page paper, "Approaches to Career Education," developed by the project, an annotated bibliography of project and commercially developed materials, occupational units which include more detailed information for the teacher on the history and present state of the occupation, a booklet containing classroom techniques for developing self concepts, a booklet of models of occupational clusters, and a paper entitled "Finding Topic Sentences," which represents an attempt to integrate Art and English with health-related occupations.

KANSAS

Exemplary Program in Occupational Education. Clay Center, Kansas: Clay Center Public Schools, 1970.

A school report of their activities-developing curriculum. Committee reports relevant to K-6 are: (1) Games, Role-playing and Simulation in Grades 1-8, (2) Student Personnel Services, (3) Resources and Media, and (4) Curricular Innovations and Activities.

Resource units are provided for K-6. They are correlated with social studies but include all subject matter. Units include (1) suggested area to cover, (2) suggested activities, (3) teaching aids, and (4) suggested resources and media.

Kansas City Unified School District #500, Kansas City, Kansas. In Synopses of Selected Career Education Programs, vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

Occupational program specialists and media specialists were hired for the K-12 program. Materials, training for faculty and an intensive guidance program are being processed. Career information is being added for all subjects. The K-6 program includes guidance with field trips and occupational orientation information.

Lawrence Unified School District #497, Lawrence, Kansas. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

A career education office was organized with three full-time staff members. Career education is a vehicle through which current curriculum is being made more meaningful.

KENTUCKY

Henderson County Schools, Henderson, Kentucky. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The 1-3 and 4-6 program was introduced to only part of the schools. A staff is organizing materials and structures, information to be integrated to subject matter of all levels. In-service training is being provided as the project develops.

Pikeville Schools, Pikeville, Kentucky. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The project is being implemented in all elementary schools. The focus is to establish a curriculum which provides and promotes occupational information. Supportive services available include a curriculum coordinator, resource specialist and an elementary guidance team. Stress has been placed on in-service training.

Project PEOPLE (Personal Enhancement of Occupational Preparation Through Life-centered Education), Bowling Green, Kentucky: Developed by participating members of the Bowling Green City School World of Work, Summer Workshop, 1971.

The curriculum developed around the World of Work uses the "person on the job" as the organizing center. This is a preliminary report including concepts and broad plans for introducing the curriculum. Principal objectives of the workshop were to develop a cadre of trainers and representative units at each grade

level. Components of units are: (1) visibility, (2) the person in the occupation as an organizing center, (3) academically related, (4) parent communication, (5) management involving each child's interest, and (6) a finished product. Occupational clusters to be developed at each grade level were assigned although teachers were free to touch another area in the clusters. Examples of fifth grade units and a description of how they were developed is included.

Verhoven, Peter J. University of Kentucky Project Developing Curriculum Guidelines for Leisure Career Education. Lexington, Kentucky: Career Education for Recreation and Tourism, University of Kentucky, Room 240, Taylor Education Building, 1972.

Project CERT (Career Education for Recreation and Tourism) has as one of its components "a curriculum refocusing effort to relate subject matter in K-12 to life-centered educational objectives providing career awareness, orientation, exploration, and preparation. Attention will also be given to the knowledges, attitudes, skills, and competencies required to utilize leisure for recreation, tourism, and related experiences to provide personal fulfillment, cultural development and for improving the quality of life."

Initial curriculum guidelines will be ready for publication by fall of 1972.

LOUISIANA

Young, William G. An Exemplary Program for Occupational Preparation. Interim Report. New Orleans, Louisiana: New Orleans Public Schools, July 1971. 95 p. (ED 059 362). MF-\$0.65 HC-\$3.29.

All levels of community education were included in this occupational preparation program. Elementary school emphasis was on field trips, curriculums geared to occupational choice, and development of realistic attitudes toward work. Middle school emphasis was on curriculum dealing with occupational information and guidance, and included semi-skilled training for overaged and dropout-prone students to enable them to obtain part-time after-school and summer jobs. Instruction at senior high level combined on-the-job training or realistic simulated employment experience with vocational guidance and job placement services. Adults, including out-of-school youth were taught marketable skills. The program was very successful on the elementary level as measured by pretest and posttest

measures of attitude toward work. Other levels were more difficult to evaluate at this stage, although vocational counseling was very well received at the senior level and enrollment in adult courses indicated community interest. Recommendations included: (1) greater efforts to enlist community support, (2) inservice training in vocational information for teachers, and (3) objective questionnaires to measure the influence of the program. (RIE).

MAINE

"Workshop in Elementary School Career Orientation and Guidance (1-6)," University of Maine, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

Focuses of the workshop were sequential career development activities, elementary teachers' understanding of career development, curriculum resource model for Maine schools.

MARYLAND

Anderson, Edward J. and staff. Career Development K-12, Level 1, K-2. Annapolis, Maryland: Public Schools of Anne Arundel County, 1971. 114 p.

The first of a four level program organized sequentially. Five career concept areas: career, self, society, technology, and economics are related by the program to possible activities in the major subject matter areas. The activities are intended to accomplish stated behavioral objectives. A companion volume of resource materials is available.

Career Development K-12, Level 2, 3-5. Annapolis, Maryland: Public Schools of Anne Arundel County, 1971. 134 p.

The second of a four level program organized sequentially. Five career concept areas: career, self, society, technology, and economics are related by the program to possible activities in the major subject matter areas. The activities are intended to accomplish stated behavioral objectives. Companion volume of resource materials is available.

Career Development K-12, Level 3, 6-8. Annapolis, Maryland:
Public Schools of Anne Arundel County, 1971. 139 p.

The third of a four level program. Five career concept areas: career, self, society, technology, and economics are related by the program to possible activities in the major subject matter areas. The activities are intended to accomplish stated behavioral objectives. Companion volume of resource materials is available.

Calling Careers, Part I. Owings Mills, Maryland: Division of Instructional Television, Maryland State Department of Education, Maryland Center for Public Broadcasting. 60 p.

Calling Careers is a series of 15 twenty-minute television lessons offering eleven and twelve year old pupils visual access to the world of work in 12 vocational clusters. The teacher's manual supplies resources in the areas of overview objectives, synopsis, pre-viewing and post-viewing activities to be used to explore the program lesson. The manual is temporary and will be revised according to teacher recommendations. Calling Careers is the television component of the Maryland Career Development Project (K-Adult).

Career Development Task Force. Annapolis, Maryland: Anne Arundel County Public Schools, 1971. 37 p.

The paper shows how a curricular program was planned by a task force of teachers. The rationale, concepts and sub-concepts for the program are developed. Concepts with subconcepts are developed for self, technology, economics, society, and career. Sample behavioral objectives and sample supporting activities are suggested. Companion volumes include detailed information.

Career Education Handbook. Montgomery County, Maryland: Montgomery County Public Schools, Department of Curriculum and Instruction.

Point of view of the program of studies in career education includes such aspects as objectives, definition of terms in a general way. A program and a suggested curriculum design are included in this report.

Carey, E. Niel. Current Status of Vocational Guidance and Career Development in Maryland. Baltimore, Maryland: Maryland State Department of Education, 1971. 22 p. (VT 014 505).

Findings of a 1968-69 study of existing guidance and career exploration activities included these results: (1) throughout the state, 33 percent of the seventh grade students, 50 percent of the eighth grade students, and 83 percent of the ninth grade students were provided with career information; (2) fourteen of the school systems offer placement services but in only five of these is the service supervised and organized by the Central Board of Education Office, and (3) nine school systems provide information about the world of work on the first grade level. A 1967-70 study reveals that only 110 of the nearly 1000 counselors in Maryland could be identified as vocational counselors, despite the fact that approximately 40-60 per cent of the students are vocationally oriented. Problems to be solved in developing and improving the guidance programs include: (1) counselor education programs do not relate at all to the preparation of vocational guidance specialists, (2) current counselor certification requirements do not mention vocational guidance, and (3) state standards policies do not address themselves to the need for vocational guidance. (ARM).

Sensebaugh, James A., State Superintendent. The Maryland Career Development Project, K-Adult. Baltimore, Maryland: Maryland State Department of Education, 1971.

Project is in progress. Available papers include description of a TV series, workshop materials, outlines of career development activities in Maryland, sample of a 1971 Task Force Team Plan.

MICHIGAN

Calhoun Career-Oriented Curriculum Project, Marshall, Michigan: Calhoun Intermediate School District, 1972.

The Calhoun Project is a three-year demonstration effort meant to focus on the integration and correlation of the career development theme around existing subject matter areas. The project is funded by the Michigan State Department of Education. Curriculum materials and teaching methods will be developed and delivered through in-service training of teachers. The 1972-73 school year will mark the beginning of the instructional phase.

Career Development Program Kindergarten Through Grade 12. Lansing, Michigan: Michigan Department of Education, Vocational Education and Career Development Service, World of Work Unit, 1972. 24 p.

A report of a project conducted by the State of Michigan Department of Education to develop a comprehensive educational program focused on career development. This program is described as an activity-oriented program, involving manipulative experiences to bring realism to the subject. Behavioral objectives are given for the elementary, junior high, and senior high levels. At the elementary level the program is designed to help students develop a self image and relate work to people in an expanding circle. This program will be implemented in FY73 in the Michigan Schools. A partial bibliography is listed at the end of the report.

Leonard, George E.: Developmental Career Guidance Project. Detroit, Michigan: Guidance and Counseling Department, Wayne State University, 1964-present. 21 p.

The Developmental Career Guidance Project was conceived and initiated in 1964 by Dr. George E. Leonard as a demonstration project in 10 Detroit schools: 8 elementary, 1 junior high, and 1 senior high. The purpose of the project was to demonstrate (1) that children from lower socioeconomic areas can develop more realistic occupational aspirations, (2) that these aspirations are a function of their self concept, (3) that self concepts can be changed through curricular implementations and available guidance personnel, and the entire motivational tone of the student body can positively be affected by organizing subject matter around the vocational implication of that which is being taught. Parents, field trips, counseling sessions, school employment services, teacher training meetings and the writing of a teacher handbook were some aspects of the program.

Ploughman, T. L. Project: Pontiac Vocational Career Development Program; Evaluation Report. Pontiac, Michigan: Educational Services and Products, Inc., 1971. 48 p. (ED 053 331). MF-\$0.65 HC-\$3.29.

During the 1970-71 school year the Pontiac School District operated a vocational career development program to increase the occupational knowledge and self-concept of students. Evaluation of that first year pertained to con-

text, input, process, and product. A description of the program its results, and research procedures is included. Three major findings were: (1) Students showed significant gain in level of occupational knowledge, (2) Upper elementary children showed greater gain in occupational knowledge than did lower elementary children, and (3) At the end of the program students selected occupations of higher rank than they did at the beginning of the program.

MINNESOTA

EPDA Institute: Career Development and the Elementary School Curriculum.
Minneapolis, Minnesota: University of Minnesota, College of Education, 1971. 203 p.

This volume was generated in a funded institute conducted during the summer of 1971. Forty elementary teachers, elementary principals, and vocational educators worked together to identify learning activities to be implemented in the classroom. The volume provides the elementary teacher with a partially constructed career development model relating life stages, vocational development tasks, occupationally related content and learning activities, and behavioral outcomes in a definitive way. A search was made of the literature of child development and occupational psychology to identify developmental tasks characteristic of each life stage and having vocational relevance. This search included work of Piaget, Eric Erickson, and other developmental psychologists, as well as the work of occupational psychologists who had written from a developmental point of view. Tasks arrived at in this study are as follows:

1. Awareness of Self (Grades 1-3)
2. Acquiring a Sense of Agency (Grades 1-3)
3. Identification with a Worker (Grades 1-3)
4. Acquiring Knowledge about Workers (Grades 1-3)
5. Acquiring Interpersonal Skills (Grades 1-3)
6. Objectification of Self before Others (Grades 1-3)
7. Acquiring Respect for Other People and the Work They Do (Grades 1-3)
8. Developing a Positive Self Concept (Grades 4-6)
9. Acquiring the Discipline of Work (Grades 4-6)
10. Identification with the Concept of Work as a Valued Institution (Grades 4-6)
11. Increasing Knowledge About Workers (Grades 4-6)
12. Increasing Interpersonal Skills (Grades 4-6)
13. Increasing Objectification of Self Before Others (Grades 4-6)
14. Valuing Human Dignity (Grades 4-6)

Suggested Resource Materials are listed for each learning activity.

Exemplary Vocational Education Program Based On Environmental Studies, K-14. Minneapolis, Minnesota: Minnesota Environmental Sciences Foundation, Inc. December, 1971. 24 p.

This report describes the content and activities of a 1-week, 30-hour inservice program designed and conducted for 19 elementary teachers who are currently field testing career education materials in grades K-6. Since completing the workshop, 15 of the 19 teachers have implemented a portion of the program for which they are responsible. The teachers are evaluating the units they have taught while project staff are conducting a continual evaluation of the total project. A teacher evaluation of the workshop itself revealed that the kind of activities teachers enjoy most and perceive to be most educationally useful are those wherein there is activity, involvement, and open endedness. (ARM).

- Lundgren, Kenneth E. Action Ideas for Implementing our Career Development Program in the West Pyramid Schools. Minnesota: West Pyramid Independent School District, January 1972. 9 p. + 11 units of 5-7 pages each.

Principals and staff of the West Pyramid schools state objectives, progress to date, suggest several action ideas for staff thinking and classroom activities. Sample units are included. Topic and grade level of these units are Decision Making in Corporations, 5; Elementary Health, 5; Work in a Supermarket, Elementary; Concepts of Economics, 4; Postal Unit, K-1; Introduction to World of Work, 4; Career Information Fair, 4-5; Hospital Tour, 2-3; Community Helpers, Post Office, 2; Career Education Concerning Strikes, Senior High.

Morrison County Career Development. Little Falls, Minnesota. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

This program includes curriculum planning based on needs, interests and abilities. Career education is being assimilated through inservice training and workshops for staff. The K-6 program is adapted from existing programs and materials.

Suggested Teaching-Learning Approaches For Career Development In The Curriculum. Minneapolis, Minnesota: Minnesota University, College of Education, 1968. 164 p. (ED 053 289). MF-\$0.65 HC-\$6.58.

Recognizing the need to provide classroom teachers with teaching aids usable in career development, a federally subsidized project was conducted by the University of Minnesota during the summer of 1968. Resulting from this conference were teacher formulated behavioral objectives and activities that should prove useful in needed program development. In most instances, the stated objective is followed by a statement of rationale, enabling objectives, and innovative teaching-learning approaches. It should be noted that these behavioral objectives represent only a beginning in relation to the need for career development programs and are in need of refinement. Also included in this document is a self-appraisal form for the job ahead. (ARM).

MISSISSIPPI

McMinn, James H. The Career-Centered Curriculum for the Vocational Complexes in Mississippi. Interim Report. Jackson, Mississippi: Mississippi State Board for Vocational Education, July 1971. 121 p. (ED 059 395). MF-\$0.65 HC-\$6.58.

This project was designed to develop and demonstrate to teachers, administrators, and the public, a coordinated and integrated program of career development from Grade 1 through post-secondary vocational-technical education, in order to give impetus to the development of career-centered curriculums for vocational complexes in Mississippi. The procedure views the levels of occupational education as a pyramid, with students making decisions about careers based on broad exploratory experiences and counseling. As choices are narrowed the experiences become more intensified. A remedial program is operated for students who are identified as potential dropouts in order to equip them with the competence and skills necessary for pursuing further vocational training. It was concluded that the exemplary project made important progress in developing skills which will serve as a basis for continuous growth and advancement in chosen careers, and it was recommended that funding should be continued for the second year of operation. (RIE).

Mitchell, E. F. and others. A Comprehensive Orientation to the World of Work Through Industrial Arts and Vocational Education (Grades 1-12). Greenwood, Mississippi: Greenwood Public Schools, July 1970. 157 p. (ED 049 361). MF-\$0.65.

Designed to prepare students for the world of work through a comprehensive orientation process involving practical arts, vocational education, and guidance, the program is justified by the cultural and economic deprivation and the high dropout rate in Greenwood schools. The elementary industrial arts phase aims to introduce pupils to the world of work. Grades 7-8 provide students with exploratory experiences and are prevocational in nature, and the high school offers a complete vocational education program. A comprehensive study of modern industry and occupational orientation is provided in Grade 9, mechanical drawing in Grade 10. Vocational part-time cooperative education and vocational counseling are integrated parts of the program. (RIE).

Mitchell, L. B. "Implementing a Career-Centered Curriculum in the Public Schools of Mississippi". DeKalb, Mississippi: Kemper County Schools, 1971-72. 10 p.

The project was to provide students from grades 1-12 with experiences and information related to occupations such that this would be integral to the curriculum. An accompanying paper on the elementary program lists concepts, objectives, procedures and techniques for Grades 1-6.

New Albany School District. New Albany, Mississippi. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The K-6 segment of the project is an awareness period. Information and activities are being fused with current subject matter.

Roberts, Roy W., and Hunt, Elizabeth E. Industrial and Practical Arts, Vocational Education, and General Adult Education, Leflore County School District, Mississippi. Reports of Consultants and Advisory Specialists under Planning Grant, Title III, Elementary and Secondary Education Act of 1965. Greenwood, Mississippi: Leflore County School District, January, 1969. 30 p. (ED 039 972). MF-\$0.25.

Descriptions of vocational, practical arts, and general adult education programs for an exemplary school curriculum, grades K-12 in Leflore County, Mississippi, are given in this 1969 document.

Suggestions include development of an area vocational-technical school designed to supply partially the anticipated manpower needs of this rural county. It is noted that student needs will be met through (1) vocational areas which will include occupational training in agriculture, business, industry, homemaking, and health occupations; (2) practical arts areas which will provide general education exploratory opportunities and home-use competencies in homemaking, industrial arts, agriculture, and business; and (3) general adult education which will provide basic elementary education and courses for high school credit, for general interest, and for civil defense emergencies. This work was prepared under a Title III contract of the Elementary and Secondary Education Act. (RIE).

MISSOURI

Career Development, Guidance, Counseling, and Placement Project.
Norman C. Gysbers, Project Director. Columbia, Missouri:
University of Missouri, 1972.

The objective of the project is to develop home-school-community models for implementing career development, guidance, counseling, and placement in local school districts. This will be accomplished by providing key state personnel with the technical and management skills needed to conduct a workshop for the purposes of developing (1) a state-tailored guideline for implementation of career development programs at the local level, and (2) procedures for the necessary follow through activities to encourage and to train local level personnel for implementation.

MONTANA

Korizek, William A. The Next Step--A Comprehensive Program in Occupational Preparation and Placement. Interim Report. Helena, Montana: Helena School District #1, October, 1971. 195 p. (ED 060 187). MF-\$0.65 HC-\$6.58.

The purpose of the project was to find ways to bring about the implementation of more career education and occupational information in all levels of education. Specific objectives include: (1) broadening occupational orientation at the elementary and secondary levels, (2) preventing dropouts, (3) developing opportunities for work experience, and (4) providing more vocational guidance services. Approximately 30 occupational and career units have been developed for use in Grades 1-6, and resource people from the community have

been used extensively. The project during the first year involved approximately 65 teachers and 1,475 students. Field trips were used as a means of increasing the awareness of students of certain occupational opportunities. The project has a sound base from which to progress, community facilities have been used wisely, and project staff are in great demand to give presentations. More staff, better dissemination methods, opportunities for teachers to observe other programs, and increased library materials on career education are included in recommendations for the second year of operation. More than half the report consists of appended materials relating to the project. (RIE).

Selected unit headings are:

1. Grocery Store, Grade 1
2. Health Care, Grades 1-6
3. Clothing, Primary
4. Weather, Developmental Learning Class
5. Dairying, Grade 2
6. Telephone, Grades 4-6
7. School Store, Grades 1-6
8. Banking, Grades 4-6
9. Milk, Primary
10. Policeman, Grades 4-6
11. Television, Intermediate
12. Water Resources, Grade 3
13. Home Building, Grades 1-2
14. Bakery, Grade 2
15. Transportation, Primary
16. Fireman, Grade 2
17. Dental Unit, Grades 1-6

NEVADA

Sequential Approach to Vocational Education (Project SAVE). Reno, Nevada:
The Washoe County School District, 1972. 21 p.

Project SAVE is a comprehensive program with the objective of development of a continuum through which the child, as he grows, learns about many occupations, finds that occupational group for which he is suited and in which he is interested, is shown how to prepare for it, and, in many cases, is trained for and placed in it. The program extends through senior high school. Objectives for elementary school children are familiarity with a variety of occupations emphasizing relevancy of school subjects to the world of work; utilization of all possible resources to make the program vital. Objectives for middle school are to encourage self-examination so as to match an individual's characteristics with those required by occupational clusters and to provide "hands on" experiences within many clusters. Fifth and sixth grade programs were first piloted, then third and fourth grade programs. For each grade there is a unit based on a central theme. Evaluation, personnel and future directions for the project are discussed.

NEW HAMPSHIRE

Project World of Work. Peterborough, New Hampshire: Contoocook School District. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The K-6 program is to develop vocational awareness and to give students an idea of their potential and capabilities in the world of work. Community resources are utilized as the program develops. All children in K-6 are involved in the program.

NEW JERSEY

"Career Development Project (K-12)," New Jersey Department of Education, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The project seeks to provide sequential experiences aimed at self-fulfillment and understanding and develop individual occupational potential.

Career Education Program. New Brunswick, New Jersey: New Brunswick Public Schools. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The career education program is being integrated into the total curriculum at the K-6 level. The program includes services through the guidance department. Goals include development of occupational awareness and ability to deal effectively with changes in environment.

"Design for Learning" Summer Workshop (K-6), New Jersey Department of Education, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The workshop provided teacher orientation to materials and processes of technology, guidelines for planning and carrying out tool-materials activities, and relation of tool-materials experiences to academic areas.

Dreves, Fred J. Technology for Children Project. Trenton, New Jersey: New Jersey Department of Education, Division of Vocational Education, Bureau of Occupational Research Development, 1966.

In 1966 an experimental project was started in nine New Jersey elementary schools financed in part by a Ford Foundation grant to New Jersey State Department of Education. The program is designed to meet the following objectives: to develop understanding of community, economics, and careers in K-6, to provide an educational atmosphere in which children accept work as a necessary and vital segment of the human endeavor, to give children a look at the world of work through hands-on experiences, and to enhance learning in the normal disciplines by capitalizing on student interest and by emphasizing student responsibility for their own learning. Lessons consist of a series of "Learning Episodes." The Episode is structured to progress from the technical aspect, learning use of tools and materials, to the affective aspect, the needs and interests of the individual pupil. Selected episodes are entitled A Cold Frame, Discovering Modes of Transportation within the Classroom, the School, and the School Area, Mail Service, Exploring Electricity, Understanding of Motors and Engines, Aeronautical Aerospace, the Class Newspaper.

NEW MEXICO

Hanson, Marlys C., Project Coordinator Career Awareness Project--Final Report. Socorro, New Mexico: Socorro Consolidated Schools, 1972. 42 p.

This project was designed to continue career awareness activities in the Socorro Schools. This document is a final report of that activity and outlines the purpose, procedures used, accomplishments, implementation, instructional materials, and evaluation involved with that project.

NEW YORK

Mid-Hudson Career Development and Information Center. Beacon, New York.
In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The center developed a career education program for K-6 which includes a resource guide developed by teachers and an in-service program. Career education is being assimilated into the regular school program. The program is concerned with teacher attitudes and developing a curriculum to insure growth of student vocational maturity.

"Project--Open Door to the World of Work (K-12)," Buffalo, New York Public Schools, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The project provides for career guidance centers and a career counseling model. Occupational development concepts are incorporated into the educational program. The project promotes entry into vocational and career programs.

NORTH CAROLINA

Apex Exemplary Project. Wake County Schools, Raleigh, North Carolina.
In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

A rural school system is assimilating the career education concept through existing structure. School personnel are involved through in-service training. Community as a source will develop as the second phase of the project.

Manley, Fred W. Articulation Between North Carolina's Public System of Elementary and Secondary Schools and Public System of Technical Institutes and Community Colleges. A Report with suggestions for continuing efforts. Raleigh, North Carolina: North Carolina Research Co-ordinating Unit in Occupational Education, December 1970. 133 p. (ED 051 375). MF-\$0.65 HC-\$6.58.

To provide articulation between North Carolina's public system of elementary, secondary, and post secondary schools, the State Board of Education appointed a committee from State Department of Community Colleges and State Department of Public Instruction to cooperate with the Occupational Research Unit in providing leadership in coordinating and implementing articulated programs. Major objectives were: (1) developing model administrative arrangements, (2) providing articulation of subject matter, (3) promoting innovation and coordination, (4) providing a better total program of occupational education, and (5) providing articulation of handicapped and disadvantaged programs. The report contains examples of programs, evaluations, and suggestions for articulated efforts. A review of research of articulated efforts in the U.S., a detailed background of planning, implementing, and reporting articulation efforts in 1970, and a review of articulation efforts in North Carolina prior to 1970 are appended. (RIE).

Morgan, Robert L. and others. The Plan for Implementation of an Exemplary Occupational Education Program in a Rural Community, Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1970. 32 p. (ED 050 296). MF-\$0.65 HC-\$3.29.

The purpose of this paper is to present an outline of the occupational education program that is being implemented in the rural community of Apex, North Carolina. Cast in the form of an exemplary program and representing a total approach to the problem of occupational education for elementary and secondary school children, the program will provide an integrated educational experience in which each component of the educational system is carefully matched with every other component to produce the greatest possible efficiency. The Apex program is designed to provide for four phases: (1) increased attention to counseling and placement, (2) introduction of occupational education into the lower grades, (3) expansion of occupational education in the middle grades, and (4) provision for additional occupational education and guidance services in upper grades. The all-inclusive goal of this exemplary program is to demonstrate the feasibility of implementing a comprehensive occupational education program in a rural school system. The process objectives are included, and the product objectives are appended. (RIE).

Morgan, Robert and others (eds.). In Synopses of Selected Career Education Programs, Vol. I. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972.

A compilation of self-studies of career education projects from thirty states.

OHIO

Goff, W. and others. Project P.A.C.E. (Preparing, Aspiring, Career Exploration). Dayton, Ohio: Dayton City School District. (ED 012 934).

Certified school counselors were assigned to two elementary schools to develop, use and test vocational and occupational materials. Aspiration levels of students in one class each in the second, fourth, and sixth grades in each school were also explored and related to occupational potential. Methods of using occupational materials effectively were also tested, pre- and post-tests were given to assess pupil knowledge of occupations. Achievement and ability measures were obtained early in the school year. Questionnaires were given to teachers and parents of children in the experimental groups. Some findings were--(1) the students assimilated vocational and occupational information, (2) older elementary students exhibited greater vocational awareness, (3) changes in level of aspiration as a function of learning potential were not differentiated between the experimental and control groups, (4) the Dictionary of Occupational Titles was used successfully by the counselor and older elementary students, and (5) parents and teachers were enthusiastic about the program. (RIE).

Occutapes. Columbus, Ohio: Ohio State Department of Education, Division of Guidance and Testing. June 1971. 45 p. (ED 055 215). MF-\$0.65 HC-\$3.29.

This project was initiated under provision of Title III to develop guidelines and recommendations for the development and use of videotaped field trips in guidance and career education in Ohio. The purposes of the project were to: (1) develop and field test career orientation videotapes (occutapes), (2) refine the tapes and procedures for producing such tapes, and (3) prepare guidelines and present programs to promote the use of the occutape technique within the Ohio educational community. Implementation of the project involved primarily: (1) the cooperation of a

steering committee of counselors and school administrators, local business and industrial leaders, local labor unions, and school guidance counselors, and (2) feedback and evaluation of the pilot tapes by students, teachers, and counselors after field testing, as the basis for revision of the tapes and preparation of the project report and recommended guidelines. Although not as comprehensive as originally planned, the field testing evaluation suggested that the use of locally produced videotapes in business and industry is an extremely effective technique for broadening student understanding of the local economic world. (ARM).

The School-Based Comprehensive Career Educational Model. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1972.

The School-Based Comprehensive Career Educational Model (CCEM) is one of four models being initiated and supported by the U. S. Office of Education. The CCEM is designed to insure that students leaving school will be prepared for a career whether it involves direct employment or continuing education. The career plan should prepare the student for understanding himself as a participant in society as well as for his work role compatible with his abilities and goals. The CCEM will strive to restructure curriculum at all grade levels in terms of knowledge of career and human development. Use of the model entails extensive cooperation from community, parents, and students. CCEM pilot-testing sites are the schools of Pontiac, Michigan; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; Atlanta, Georgia; and Hackensack, New Jersey.

A complete volume of Developmental Program Goals and many papers are available.

OKLAHOMA

Byng School. Ada, Oklahoma. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

Objectives of the K-6 program are to develop a positive self concept to develop understanding of relationship between world of work and home and school and to provide activities in which work is dignified. Supportive services include resource speakers and guidance and counseling. In-service training for staff is part of the program.

Mitchell, Donald Leland. A Study Of Attitudes, Interests, and Current Practices Related To Career Orientation Activities In The Elementary Schools In Oklahoma. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, May 1972. 109 p. (ED 057 248).

This study was designed to determine the nature of the attitudes, interests, and common practices of public school educators concerning career orientation activities in the elementary schools of Oklahoma. A random sample of educators were examined by means of a questionnaire to determine their perceptions toward: (1) the basic mission of the elementary school, (2) the extent to which career activities are presently included in the elementary curriculum, (3) the importance of career activities at the elementary level and (4) the willingness of teachers and administrators to adjust the curriculum to better meet the needs of the students. There appeared to be no significant difference in the perceptions of elementary teachers, vocational-technical and practical arts teachers, and school administrators concerning items 1, 2, and 4 listed above; however, there was a significant difference in the perceptions of educators concerning the importance of career activities, the level of knowledge and basic skills acquired by elementary students, and the value of advisory groups in planning more effective classroom activities. (ARM).

OREGON

Career Education, Career Awareness K-6. Marion, Polk, Yamhill Counties, Oregon, July 1971. 36 p.

Includes a philosophy and psychology of career education, statement of purpose of career education, contributed list of 84 career awareness experiences, and an insert of career awareness material from the Oregon Board of Education.

McBath, Jerry R. Teacher Guide for Career Awareness and Exploration in Tigard Schools, Revised Edition. Tigard, Oregon: Tigard School District, June 1972. 357 p.

The state-funded Tigard program is projected through Senior High School. For the elementary component, career awareness is the stated goal. Sub-objectives are provision of experiences in which elementary children develop responsibility to self and society and a positive attitude toward careers. Prefaced by a Scope and Sequence section, there are from two to five units

under each grade level from 1 to 6 in Handbook, pages 45-188. Units are organized to include objectives, activities, and materials. Sample topics are: School Unit, Grade 1; Bakery Unit, Grade 2; and Unit on Dams, Grade 3.

McCaleb, Omer. PROJECT VIGOR. Vocational Cluster Education, Integrated and Articulated Grades 1 through 14 with Guidance Services, Occupational Exploration and Work Experience Relevant to General Education. First Interim Report. Portland, Oregon: David Douglas Public Schools, July 15, 1971. 94 p. (ED 058 418). MF-\$0.65 HC-\$3.29.

Project VIGOR staff held a teacher orientation workshop to introduce the career education concept as envisioned by Oregon's Career Education Program, which is basically a program of vocational cluster courses for junior and senior high students. Project VIGOR has had two major directions of thrust: the first has been the inclusion of cluster courses in food service, child service, industrial mechanics, and general business into their most closely existing high school departments. The second aspect is the orientation of administration and staff of the total school system to the career education goals. An awareness of career education as a part of the general curriculum is a major accomplishment, and this awareness has been stimulated through news releases, advisory committees, and workshops, meetings and special projects for the professional staff. In 1970-71, 142 students enrolled in the vocational cluster courses and 531 pre-registered for 1971-72. It was recommended that the project be continued with additional staff orientation and involvement and increased articulation.

Towne, Douglas C. State-of-the-Art Paper on Curriculum Development for Occupational Education of Indians. Report of Project Progress. Portland, Oregon: Northwest Regional Educational Laboratory, August 1972. 5 p.

Activities will include a review of literature pertaining to relevant research, opinion and testimony and policy papers. Policy papers will be developed by the Northwest Indian Council on Education.

PENNSYLVANIA

Faust, Helen F. and others. Room to Grow; Career Guidance in Elementary School. Philadelphia, Pennsylvania: Philadelphia School District, Pennsylvania Division of Pupil Personnel and Counseling, 1968. 65 p. (ED 035 003).

Room to Grow is a career guidance program for children ages nine to twelve years. Conditions given attention to in this program are: (1) family attitudes and values, (2) socioeconomic conditions, (3) educational expectations, and (4) development of self concept. A general introduction to the program is presented. Fifteen projects for the teacher to use in carrying out her part of the program are given. The first five sessions are used by the teacher to define the program, establish its purpose, and encourage the child to express his career hopes. Other sessions or projects are interspersed throughout the series, with the time allotted for any one project covering from two to four meetings with the children. Names of the projects include: (1) Who Am I?; (2) What I Want to Be; (3) Role Playing; (4) Jobs in Special Settings; (5) About Me; and (6) Success in Your Work. Instructions for the use of guest speakers are provided. Each project is divided into: (1) aims, (2) program development, and (3) summing up. Specific activities and worksheets are given. (RIE).

Platt, Allen H. Room to Grow: "Something Special for All Kids." Philadelphia, Pennsylvania: Philadelphia School District, 1969. 7 p. (ED 033 403). MF-\$0.25 HC-\$0.45.

ROOM TO GROW, an elementary school career guidance program, grew out of frustration with urban problems of education and was shaped by contemporary research in career development theory. Career choice is viewed as developmental. It is also believed that life histories cannot be predicted and that a career is something that gives purpose to life. Experiences are provided which give more attention to the elementary school child's perception of himself and the image of the person he would like to become. Aspects taken into consideration are: (1) attitudes and values toward work, (2) socio-economic level, (3) educational expectations, and (4) self-concept. ROOM TO GROW is conducted once a week for 7,000 fifth and sixth graders in Philadelphia. The program, supervised by three guidance consultants, consists of 25-30 weekly sessions of 45 minutes to an hour and a half. Some sessions are teacher-led, some have guest speakers, some are tours, and others are guidance sessions. The objectives of the program are: (1) to improve self-confidence, (2) to provide a wide range of career experiences, and (3) to develop a desirable approach to the process of career choice (RIE).

RHODE ISLAND

New Patterns for Public Education in Rhode Island. A Report to the Board of Regents for Education. Volume II. Purdy Station, New York: Engelhardt and Engelhardt, Inc., April 1971. 121 p. (ED 050 470). MF-\$0.65. HC-\$6.58.

A model organization of the State educational structure is proposed and specific suggestions are made concerning State-local governance, financing plant operation, and construction of job descriptions for certain key functions. Recommendations are: (1) individualized instruction and early childhood education, (2) basic occupational orientation from which students can make critical vocational decisions, (3) vocational programs suitable to the needs and talents of all students, (4) provision for and encouragement of lifelong education and reeducation, (5) involvement of students in community action, (6) schools to serve as agencies for social programs that affect students and communities, and (7) efficiency in meeting these goals. Tables, maps, charts, and diagrams elaborate the text. (RIE).

SOUTH CAROLINA

Chesterfield County School District. Ruby, South Carolina. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

Objectives of the program are to provide an early career orientation program. An activity unit approach is used in K-6. The program was implemented with select teachers and students in a demonstration approach.

Kershaw County School District. Camden, South Carolina. In Synopses of Selected Career Education Programs, Vol. 1: Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The program includes 2% of the 1-6 grades. The goal of the K-12 project is to develop relevant curriculum at all levels of instruction. Assimilation is being developed through in-service training and public relations.

SOUTH DAKOTA

Carlson, Clayton D. K-12 Project in Career Development and Bridging the Gap Between School and Work. Watertown, South Dakota: Watertown Independent School District, 1972.

The program is designed to help all students in the district bridge the gap between school and work through an integrated program of occupational information, orientation, and exploration, and to provide an in-service program for counselors and teachers within the school district and statewide. Presently available materials include the First Interim Report of the project, an introductory booklet, a booklet, "Career Exploration: Designs for Field Trip Reporting, a paper on goals for career education, a paper "Curriculum Reflections upon Career Development Implementation in the Elementary School"; and sample units for integrating career education at the elementary levels, e.g., seasons, rocks, simple machines, banking.

TENNESSEE

Knox County Schools. Knoxville, Tennessee. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The K-4 program is built around helping the student understand himself, relate to others and develop appropriate attitudes to the world of work. The 5-8 grade program gives students exposure to many occupations in order to explore jobs suited to their needs, interests and abilities.

A career learning laboratory and contemporary arts program are special features at the elementary level. Explanatory laboratories are provided for the 5-8 grade level. Career concepts are assimilated through the total curriculum which has been re-designed. Career corners and exploratory laboratories provide hands-on experiences.

Inservice training for teachers included a summer workshop.

TEXAS

Harlandale Independent School District. San Antonio, Texas. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The established academic structure is used to assimilate the career education concept. An elementary guidance coordinator is available for the K-6 level. Community resources and inservice training for staff are part of the program.

WASHINGTON

Benton School District #403. Benton, Washington. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April, 1972. 77 p.

The K-5 program's main thrust is to develop occupational awareness. Additional staff will be used for career development programs.

CAPES: A Guideline for Career Awareness Programs for the Elementary School. Part 3. Seattle, Washington: State Superintendent of Public Instruction, Coordinating Council for Occupational Education. 63 p.

The guide is designed to assist those teachers, counselors, and principals working to develop career awareness programs in their particular school. Five major elements: goals, concepts, objectives, suggested activities and learner expectations make up the cook-book style format for each level K-6.

Involving Children in Vocational Awareness at Stewart Elementary School. Puyallup, Washington: School District No. 3, 1972.

Stewart School was a pilot project for the school system. K-6 includes vocational and occupational awareness designed to develop positive attitude towards work and permit first hand experience with job, work and environment. Resumes of grade level activities include work children developed for themselves. Pre-tests were administered which included listing jobs.

Materials Prepared by Participants in EPDA Vocational Awareness Institute (Summer 1970). Olympia, Washington: Washington State Board for Vocational Education, 1970. 170 p. (ED 053 286). MF-\$0.65 HC-\$6.58.

The 24 participants attended an Education Professions Development Act (EPDA) institute during the summer of 1970 which was designed to train elementary teachers to develop an awareness of occupations in their children, an ability to utilize community resources, and an ability to articulate and integrate vocational awareness in the elementary school curriculum. Activities included a number of speakers, field trips, group work in preparing, executing, and evaluating a unit on an occupation, individual work reviewing literature concerning vocational education, and/or awareness, and developing an action plan. Participant interest contributed to the success of the institute. Evaluation summaries by a local director of occupational education, unit plans, individual unit and institute evaluations, action plans, and individual literature reviews are included in the report. (RIE).

Wilson, John M. The Development of Vocational Appreciation in the Elementary School. Final Report. Olympia, Washington: Washington Research Coordinating Unit for Vocational Education, April 1969. 100 p. (VT 011 230).

To determine appropriate vocational information as well as to develop guidelines for incorporating this information into the elementary curriculum, 30 fourth-, fifth-, and sixth-grade children participated in a 4-week program in which activities were directed toward building a positive self-concept and awareness of occupations. Main program activities were field trips, classroom activities, and guest speakers in the occupational areas of agriculture, business, distribution, home economics, trade and industry, and miscellaneous. A pretest and posttest were administered to assess participants' understandings of various vocations and their feelings about themselves in relation to these vocations. Though statistically weak, the posttest revealed an increase in "I might," "a little," and "a lot" responses and a decrease in "nothing" responses. Implications are that: (1) A vocational guidance person could be useful in the elementary framework, (2) Instruments should be developed to measure elementary students' attitudes and knowledge of occupations, and (3) This study should be extended to kindergarten through third grades. Some suggested activities, a booklet explaining a work-experience program, and the test instrument are appended (ARM).

WEST VIRGINIA

Holstein, Herbert B. and others. Career Education; A Curriculum Model and Strategies for Implementation. Hamlin, West Virginia: Lincoln County Schools, November 1971. 21 p. (ED 059 365). MF-\$0.65 HC-\$3.29.

Describes a comprehensive career education program from Grade 1 through Grade 12. Specifically developed for a rural, economically depressed area, the program includes a structuring of basic subjects around a theme of career opportunities and requirements in the world of work. The four segments of the curriculum are: (1) career awareness--Grades 1-6, (2) career orientation--Grades 7-8, (3) career exploration--Grades 9-10, and (4) career preparation--Grades 11-12. Also discussed in the various sections of the document are: (1) Correlation of Academic Subjects and Use of Experience Based Methodology, (2) Strategies for Change, (3) Evaluation Plans, and (4) Initial Impressions. Data indicate that this career education project is a significant breakthrough in efforts to humanize, individualize, and make more relevant the educational process. (RIE).

WISCONSIN

K-12 Career Education Guide. Sheboygan, Wisconsin: Lakeshore Technical Institute, July 1971. 487 p. (ED 061 429). MF-\$0.65 HC-\$16.45

Directed toward reforming the scope of career education and initiating awareness and enthusiasm for continuous career education opportunities for all students in grades K-12, this curriculum guide describes the 16 basic career concepts and 205 general objectives taken from the Wisconsin State Career Curriculum Model and evaluated by teachers and counselors at the first Lakeshore Technical Institute. Grouped first by grade level (K-3, 4-6, 7-9, and 10-12) and then by subject area (communications, math, social studies, and vocational education), both grade level and subject matter rationales are divided into separate conceptual patterns to be introduced, developed, and emphasized. Behavioral objectives, classroom activities, lists of resources for activities, evaluation procedures, and suggested curriculum considerations, which were developed by Institute participants, accompany each concept. Models illustrating the scope and sequence of the 16 basic career development concepts through grades K-12, the three components of career development (self, work world, and career planning), and vertical and horizontal expansion of the concepts are included. (RIE).

WYOMING

Carbon County School District #3. Rawlins, Wyoming. In Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North Carolina: National Center for Occupational Education, North Carolina State University, April 1972. 77 p.

The primary objective of the K-7 program is attitude development. An occupational education center has been built. Inservice education training of faculty in attitude development is in progress. Career education at the K-7 level makes use of learning activity packages to allow for an individualized program in a classroom setting.

WASHINGTON, D. C.

Curriculum Development in Vocational Education (Organizational Phase). Final Report. Washington, D. C.: Council of the Great City Schools, October 1971. 31 p. (ED 059 400). MF-\$0.65 HC-\$3.29.

To develop a coordinated and systematized program of curricular design, a steering committee met with the vocational directors of several large cities, conducted extensive literature reviews, visited several institutions involved in research and teaching activities, and made contacts with personnel in various Federal agencies. In the area of curriculum development, the most effective approach appears to be instructional content derived from explicit analysis of desired behavior after graduation, rather than from a selection of excerpts from a total body of knowledge. Each curriculum should be defined by what technology and industry need for job success. A proposed solution to problems encountered with the current method of curriculum development (teachers writing for personal classroom use) is based on the probability that a cooperative approach by several large school systems with effective research support and management assistance can gather the financial resources (Federal, state, local, and industrial) to accomplish the tasks. From this base, each school system would sponsor independent development in one or more specific job family areas which would be implemented, field tested, and nationally disseminated. In addition to effective development and evaluation techniques. (RIE).

Hamilton, Jack A., and Webster, William J. Occupational Information as an Integral Strand in the PLAN Social Studies Curriculum. Washington, D. C.: American Educational Research Association; American Institutes for Research, March 1970. 16 p. (ED 038 666). MF-\$0.25 HC-\$0.90.

Project PLAN, a system of individualized education designed to adapt the curriculum to the specific needs of each student, has as one of its principal objectives the assistance of young people in exploring and reaching tentative decisions about long range occupational goals. PLAN charges each student with the responsibility for formulating his personal goals, for making decisions and plans with respect to his educational development, and for the management of his learning in such a manner that his goals will be achieved. Through the economics strand in the social studies curriculum, PLAN provides students with a broad program of occupational education. The program consists of approximately 30 individualized learning units distributed across all levels of instruction. The primary level is the introduction to work, the intermediate covers practice in decision making, the secondary level concentrates on exploration and making specific post high school plans. (RIE).

A Plan for Career Development in the Public Schools of the District of Columbia. Task Force Report on Vocational Education. Washington, D. C.: District of Columbia Board of Education, 1969. 47 p. (VT 011 364).

To design a plan for implementing recommendations for vocationally oriented programs at all educational levels and specialized vocational training directed towards specific career objectives, an 18-member task force reviewed recommendations from several studies, conferred with vocational education specialists and school administrators, and conducted a public opinion survey among students, teachers, and the community. Major task force recommendations were (1) Design a sequential pattern of career development for all levels which is closely related to the world of work and continuing education institutions, (2) Institute a 5-year plan of curriculum and staff development for implementing the career development program, and (3) Secure funds and initiate planning for constructing a career development center. Conceptual schemes are provided for career foundations at the elementary level, the career cluster concept, career survey at the junior high level, and career exploration and preparation at the senior high level. (ARM).

LONDON, ENGLAND

Hill, J. M. M. The Transition From School To Work; A Study Of The Child's Changing Perception of Work From the Age of Seven. London, England: Tavistock Institute of Human Relations, April 1969. .87 p. (ED 054 376).

To further clarify the problems relating to the transition from school to work, this pilot project was undertaken to study the way children's perceptions of adult work developed over the course of time. Information for the study was collected through a series of intensive, individual, private interviews with 162 children (ages 7-20) concerning their specific perceptions of adult work. In reporting the results of the project, the discussion is organized by age groups--children from 7 to 9, children from 10-12, children from 13 to 15, and children from 16 to 18. An implication of this project is that career guidance might be based upon a constant monitoring of development instead of being located at a relatively narrow point in time. (ARM).

UNITS

CALIFORNIA

"Total Community Educational System (K-12)," Compton Union High School District, California, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p. 7

The system hopes to effect saleable skills for all students and provide a central services center to coordinate schools with other parts of community.

DELAWARE

Delaware's Occupational-Vocational Education Model. Milford, Delaware: Milford, Delaware School District, 1972. 68 p.

A collection of teaching-learning units for grades K through 4, dealing with such topics as Health Workers (K), Garden (1), Hat Construction (2), Home Building (3), Wholesaling and Retailing (4). Each unit includes objectives, an activities sequence, correlation with subject areas, and evaluation techniques.

FLORIDA

Project LOOM (Learner-Oriented Occupational Materials). Tallahassee, Florida: Florida State University, 1971.

LOOM units are complete instructional packages from which teachers may choose, in an "off the shelf" manner, those that are most appropriate for use at a given time. These units are teacher-developed materials. Each unit includes a teacher's guide, content of the unit, and resource section. A realia activity kit accompanies each unit and includes those physical items which are representative of the occupation. The kit, however, is not considered a part of the classroom or school center standard equipment.

GEORGIA

"Career Education: A Developmental Process (K-12)," Atlanta, Georgia, Public School System, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

This document contains an introduction to the world of work and psycho-motor coordination for career purposes.

"The Making of Grandpa's Patriotic Teeth " Atlanta Georgia: Occupational Information Materials Project, Atlanta Public Schools, 1970. 16 p.

Fictional short story of the production of a set of false teeth; includes drawings of tools and other equipment. Third to fifth grade level.

"My Mother is the Head Teller " Atlanta, Georgia; Occupational Information Materials Project, Atlanta Public Schools, 1970. 16 p.

Fictional short story of various duties and experiences of a woman teller in a bank About third to fifth grade level.

"Occupational Information Materials Project (3-8)," Atlanta, Georgia Public School System, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971 69 p.

The paper introduces world of work, discusses preparation of multi-media materials to motivate interest and exploration into study of occupations, and formulates models for disseminating occupational information.

Countdown to the 70's; Occupational Information for Upper Elementary and Middle Grades. Lesson Guide, First Quarter. Atlanta, Georgia: WETV Channel 30. 43 p.

Supplementary material for sixth grade pupils and above is provided for teacher use with occupational information presented in a 12 program televised series. The purposes of the series are: (1) to provide accurate occupational information, (2) to demonstrate the role of work in the lives of people, (3) to help pupils develop respect for all levels of work, (4) to motivate pupils to stay in school and make realistic educational choices, and (5) to emphasize the significance of attitudes and good work habits for career development. Programs are prepared for occupations in hospitals, public health, dental health, schools, aircraft manufacturing, banking, retail sales, catalog sales, and telephone companies; and as apprenticeships in plumbing, pipefitting, and carpentry. A short bibliography and glossary are provided for each occupational area.

ILLINOIS

Careers Curriculum. Huntley, Illinois: Huntley Elementary School.

A list of some five to ten specific suggested activities is presented for each level, K-8. The choice of particular occupations attended to is related to the current social studies content. The activities listed include possible community resources, audio-visual aids, and field trips.

Elementary Occupational Information Program. Granite City, Illinois: Illinois Community Unit School District 9. 86 p. (VT 014 603).

This guide contains information for teacher use in planning occupational exploration experiences for grades 5-6. Organized into three sections on the basis of grade level (K-2, 3-4, and 5-6), each section contains objectives, suggested learning activities and resources, with emphasis on local resources, and a

career lattice of suggested occupations in these areas: (1) industry, (2) health, (3) public and personal services, (4) applied biology and agriculture, (5) business marketing and management, and (6) construction. The document also contains a listing of community resources by occupational-area, suggestions for planning field trips, an alphabetical listing of field trips, and related instructional materials (AIM)

K-6 Prevocational Instructional Units. Champaign, Illinois: Champaign Community Schools

This handbook contains teaching resource units produced by a committee of elementary classroom teachers, supported by vocational education personnel. The units are aimed at specific grade levels, and each relates pre-vocational activities to the current programs in science and social studies. Reading materials and audio-visual aids are listed as applicable.

K-6 Prevocational Instruction Units Mattoon, Illinois: Community Unit 2.

This handbook was compiled by a committee of elementary teachers in Mattoon to suggest guidelines for incorporating pre-vocational material into the curriculum. Content is blocked into K-3 and 4-6 levels, with wide ranges of activities and resources designated for each specific occupation. Appendices include a statement of the 7-9 followup program, and suggested use of television in K-6

Occupational Curriculum Guide, Grades K-12. Alton, Illinois: Alton Community Unit School District No. 11, 1971.

This guide divides the career development curriculum into four stages: (1) Awareness of People Around Us, K-3; (2) Self and Our Relation to Others, 4-6; (3) Career Exploration and Development, 7-9; and (4) Preparation for a Career, 10-12. Each stage is identified with purposes, characteristics of pupils, objectives, procedures (activities), and evaluation techniques. Appendices list books, filmstrips, and study prints available in the local schools, plus an extensive "Junior High Vocation File" of occupational descriptions

Vocational Enrichment for Elementary Education. Illinois School Districts
Batavia #101, Burlington #301, Geneva #304, Kaneland #302, St.
Charles #303: Mid-Valley Area Vocational Center.

Several activities are listed as appropriate for use at specific grade levels in order to help students become better informed about the world of work. For teacher reference, attention is directed to publications describing relevant programs elsewhere, occupational information, audio-visual aids.

Vocational Education, K-8 Marshall, Illinois: Marshall Community
Unit No. 2

Material is organized in terms of traditional elementary school subject matters. Under each subject heading, content is divided into primary and intermediate grades. Each unit of study is then provided with a list of occupations related to its own content. The junior high section notes guidance classes and materials. Library listings include books, films, and filmstrips.

IOWA

Brewer, Miles; Scott, Jacqueline; and Williams, Fra Directory of
Resource Materials and Syllabus for Mini-Unit Keokuk, Iowa:
Keokuk Community School District, 1972 (revised). 62 p.

Pre-Career is the title of the K-6 phase of the curriculum for career education. This syllabus suggests several units at each grade level. The material is designed to be coordinated with existing teaching units. Behavioral objectives, discussion topics, and a variety of activities accompany each concept to be developed.

Career Education Project, Grades 4, 5, and 6 Sioux City, Iowa: Sioux
City Community School District

Guide developed as a pilot project by a committee of classroom teachers. The materials are to be integrated in the existing curriculum. Exercises for career exploration and for introducing career education to children are general. Separate sections are written for each grade level. Each section includes a sample unit for a specific occupation with activities related

to conventional subject matter. Each of the fifteen clusters are presented at each grade level. Under the cluster heading more specific areas are suggested which are suitable for the grade level. Practical activities are suggested for the occupation, the specific careers which are related and subject matters which are to be used.

KANSAS

Career Education Handbook: Career Awareness K-8. Gary Jarmer, Director. Hill City, Kansas: Unified Schools Association for Vocational Education Office, 1972. 27 p + appendix.

The Handbook defines the working ideas of career education and describes a model for a comprehensive program, K-12, on pages 1 and 2. For the K-3 level, units on The Home, The School, Community Workers, and Building a House are listed and several activities are suggested under each. For grades 4-6 careers and activities are listed under these headings: relating career education to Social Studies, to Arithmetic, to Science, to Language Arts, to Physical Education, and to Music. References to commercial materials are included in the activities outlines.

Careerpacs. Gary Jarmer, Director. Hill City, Kansas: Unified Schools Association for Vocational Education, 1971.

Careerpacs are complete units on careers or career clusters for every level. About 250 of these units have been developed by the teachers of 18 Unified School Districts served by the Unified Schools Association for Vocational Education office in rural northwestern Kansas. A sample Careerpac on Wildlife Refuge Manager and Fish and Wildlife Service consists of rationale, pre-test, primary and secondary ideas, objectives, required and optional activities, post-test, vocabulary, bibliography, and list of free and inexpensive materials.

MICHIGAN

World of Work--First Year Report 1971-1972. Mt. Pleasant, Michigan: Mt Pleasant, Michigan Public Schools, 1972.

A curriculum guide which is organized around occupational clusters and developed in units for grades K-6. This guide contains units developed around the 15 cluster areas as identified by USOE. This report is listed, however, as a working draft. Each unit contains the following: behavioral objectives, resource people, field trips, hands-on activities, community resources, integration of subject matter, occupational awareness. A bibliography is a part of each unit.

MINNESOTA

Suggested Teaching-Learning Approaches for Career Development in the Curriculum. Minneapolis, Minnesota: Minnesota University, College of Education, 1968. 182 p. (ED 053 289). MF-\$0.65 HC-\$6.58.

Recognizing the need to provide classroom teachers with teaching aids usable in career development, a federally subsidized project was conducted by the University of Minnesota during the summer of 1968. Resulting from this conference were teacher formulated behavioral objectives and activities that should prove useful in needed program development. In most instances the stated objective is followed by a statement of rationale, enabling objectives, and innovative teaching-learning approaches. It should be noted that these behavioral objectives represent only a beginning in relation to the need for career development programs and are in need of refinement. Also included in this document is a self-appraisal form for the job ahead. (RIE).

MISSISSIPPI

Mitchell, E. F., and others. Industrial Arts and vocational Education in Grades K-12, Final Report Greenwood, Mississippi: Leflore County Schools, 1968. 99 p. (ED 033 195) MF-\$0.50 HC-\$5.05

This curriculum guide, encompassing a total industrial arts and vocational program for grades K-12 for the Leflore County Schools, Greenwood, Mississippi, was developed by a local staff of educators. Special emphasis is given to industrial arts in grades K-6, vocational orientation in the seventh grade, introduction to modern industry in the ninth grade, and vocational part-time cooperative education in the twelfth grade. Major divisions include: (1) Introduction, (2) Elementary Industrial Arts (K-6), (3) Junior High School Industrial Arts, (4) Industrial Arts and Vocational Education in High Schools.

and (5) Summary and Recommendations. Appended materials include a pilot proposal for Elementary School, course descriptions and outlines for Elementary School Industrial Arts, and a report on "Interpretation of Modern Industry" (RIE).

MISSOURI

Riutdel, Lucille, and others Elementary Guide for Career Development. Jefferson City, Missouri: Missouri State Department of Education, Moberly School District, 1971. 83 p. (VT 014 569).

Developed by a curriculum committee, this curriculum guide is designed for instructor use in providing career development activities for elementary students. This guide is one in a series developed as a result of a federal grant to provide a program of career development in grades K-12. Objectives are to help each student to: (1) develop and maintain self respect for self, for others and the world of work, (2) be exposed to a wide variety of occupations, and (3) develop the ability to make wise decisions. Unit topics include: (1) understanding yourself, (2) railroad opportunities, (3) careers in the space age, (4) careers in ecology, (5) an interesting career booklet, (6) the banker, and (7) the veterinarian. Each unit contains stated developmental objectives, a list of specific areas to which the unit relates, texts, lesson titles, activities, material and resources, and an evaluation unit. (AIM)

MONTANA

Grande, Ray, Project Director Preparation and Counseling for the World of Work (K-6) Fort Benton, Montana: Fort Benton Public Schools, 1971-72. 214 p.

A guide consisting of nine courses or 2 day units in ten areas that can be readily related to career education. Included are forms for evaluation.

Arts & Crafts
Culinary Arts
Hand Sewing
Horticulture
Lettering & Layout

Outdoor Living
Personal Banking
Photography
Practical Home Repairs
Woodworking

Preparation and Counseling for the World of Work. (K-6). Supplement. Fort Benton, Montana: Fort Benton Public Schools, 1971-72. 107 p.

A supplement to the major volume including mini-courses or two-day activities in ten areas. The mini-courses have behavioral objectives. List of references. Two charts: Units by Curriculum; Units by Cluster.

NEBRASKA

Project DEVISE--Teacher's Guide. Alliance, Nebraska: Education Service Unit #12, 1972: 122 p.

This is a guide to help teachers provide developmental classroom guidance and give direction to two inter-related phases: (1) Developmental Vocational Guidance; (2) Developmental Self-Enhancement. The guide is to be used by teachers in conjunction with elementary school counselors and/or other specialists in the field of vocational and self-concept development. Contained in the guide are 37 suggested developmental activities appropriate for elementary grades 4-6. Teacher reference materials--books, films, etc.--are listed in the back.

NEVADA

McGinley, Gerry P. World of Work Reno, Nevada: University of Nevada, College of Education, Research and Educational Planning Center, ii + 134 p

A career awareness development program for elementary grades. At grade levels K-5 the units present a group of concepts with suggested activities. Grade 6 has three concepts, no activities, a breakdown of fourteen suggested clusters. Unit tests which are suggested could be the behavioral objectives of each unit.

NEW JERSEY

Stunard, E. Arthur, and Harnack, Richard B. Equipment, Tools and Materials as proposed by the Technology for Children Project. Trenton, New Jersey: New Jersey State Department of Education, Division of Vocational Education, 1968. 40 p (VT 007 308).

The Technology for Children Project is devising a classroom environment which encourages a child's exploratory and manipulative drives by including a variety of materials and tools in the classroom. This guide lists the equipment, tools, and materials recommended for use by elementary school children. Included are: (1) a recommended tool list for the elementary classroom; (2) pictures, bills of materials and working drawings of a portable tool panel, workbench, folding work surface, and a saw horse; and (3) material description and listing. A description is included of the summer institutes which have been conducted in New Jersey to implement and test the theory of the Technology for Children Project. (AIM).

NEW YORK

"Introduction of Occupational Orientation in the Elementary School (4-8)," Syracuse, New York, Public School System, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

Objectives of occupational orientation are to recognize occupational information and skill attainment as educational components and to initiate guided occupational orientation and skill training from fifth grade level.

The World of Work: Guided Occupational Orientation. Syracuse, New York: Syracuse City School District, 83 p. (VT 014 519).

Developed by the career center for occupational orientation, these materials are designed for student and teacher use in learning about specific occupations. This document is concerned with the world of work. Topics include: (1) nature of work, (2) requirements of the job, (3) conditions of work, and (4) advantages of the job. Learning activities are included for five lessons. A pretest, posttest, social security information, interview sheets, information regarding labor unions and laws, application blanks, and a glossary are appended. The document is illustrated with line sketches. (AIM)

Elementary grades have workbooks or textbooks designed for teacher and student use in learning about specific occupations. Materials usually include a pretest, posttest, glossary, and bibliography. Among occupations included are auto mechanics, newspapers, retailing, health careers, and conservation.

NORTH CAROLINA

Cunningham, J. W., ed. The Job-Cluster Concept and Its Curricular Implications; A Symposium. Center Monograph No. 4. Raleigh, North Carolina: State University Center for Occupational Education, 1969. 91 p. (ED 042 897). MF-\$0.50 HC-\$4.65.

Contributions from job-cluster research include greater understanding of the desired end-product of vocational education, potential for curriculum development, and better understanding of job analysis. Presentations by specialists who are presently active in research on the problems of job-clustering include: (1) "A Functional Approach to Curriculum Development" by D. Sjogren, (2) "A Conceptual Framework for the Study of Job Similarities" by J. W. Cunningham, (3) "Application of Cluster Research to Curriculum Development" by H. F. Rahmlow, and (4) "The Development, Implementation, and Field Evaluation of the Cluster Concept Program in Vocational Education at the Secondary School Level" by W. S. Mietus. Critiques of the papers are provided by E. J. Morrison and Dale G. Hamreus. (ARM).

Golden, Loretta. "Use of Dramatic Play in Primary Social Studies." Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, 12 p.

Description of the teacher's and child's role in dramatic play. General suggestions for a variety of roles to be dramatized.

Hoots, William R., Jr. Occupational Education. A Program of Career Guidance and Occupational Education. Plymouth, North Carolina: Washington County Board of Education, 1969. 31 p. (VT 012 365).

Recognizing the need for curriculum revision to improve career guidance, the Washington County Board of Education developed an educational program to orient youth to their technological environment and the world of work. This report outlines the minimum curriculum for occupational education proposed for Grades 1 through 12. An experimental pilot program for Grades 1 to 6 is recommended. (AIM).

NORTH DAKOTA

Selland, Larry, Project Director. Guideline of Career Development Activities. Preliminary Draft Compilation for Field-Testing Purposes in the Bismarck School District No. 1 and Other Selected Schools in North Dakota. Bismarck, North Dakota: Bismarck School District No. 1, September 1971. 18 p.

The materials to be developed will be ready for dissemination to the involved schools during the 1972-73 school year. The sample of the preliminary draft lists: concepts to develop, objectives for selected grade levels, sample activity sheets. The activity sheets for teachers include objectives and concepts, activities for students, suggested techniques, resource materials. A list of suggested resource materials is available to supplement the Guideline.

OKLAHOMA

A Curriculum Guide for Aerospace Education (K-12). Oklahoma City, Oklahoma: Oklahoma State Department of Education, 1970. 80 p. (VT 012 660).

To provide information on aerospace education and to help the teacher, this curriculum guide for grades K-12 was prepared by the Oklahoma State Department of Education. The guide contains activities keyed to objectives and concepts to be developed, listings, and examples of many current publications and other available resources which are classified by grade level and subject matter area. Appended is a bibliography containing film listings, resource materials, and references. (AIM).

OREGON

K-6 Resource Guide Project Committee, ed. Career Education, An Idea Book. Portland, Oregon: Portland Public Schools, Area II, 1971.

Looseleaf notebook suggesting activities, audio-visual resources, and bulletin board ideas. Grade level, materials needed and purpose are usually included with activities. Most resources are those available through the unit schools.

Teacher Guide for Career Awareness Process in the Elementary Schools.
Springfield, Oregon: Springfield School District #19, 1972
(Revised) 182 p + app

The guide includes objectives, activities, and needs and goals for students, staff and community. Student section includes objectives which are intended to motivate teachers to develop their own curriculum. An activities section lists 310 activities which are assigned to subject matter areas. The resource section lists 151 ways to include A-V, field trips, speakers, books. An evaluation section has instruments which were devised to measure attainment of goals and objectives established by the writers as the guide was developed. Student School Sentiment Indices and Choose a Job Inventory are detailed objective instruments. Staff instruments include a survey, student expectation listing, reaction to meeting sheets and activities reports. A community survey instrument is included. Interviews and visitations and plans for an outside assessment are detailed. Professional bibliography.

Teacher Guide for Increasing the Career Awareness of Elementary School Children Grades 4-6 Revised. Pleasant Hill, Oregon: Pleasant Hill School District #1, 1972 175 p

The guide concentrates on occupations associated with the curriculum areas of Language Arts, Social Studies, Math, Art, Health. Each grade level is prefaced by an objectives page. Each page is headed with grade level, the subject area, and the unit topic; e.g., Subject: social Studies, Unit: New Zealand. A concept and a behavioral objective give the occupational focus for the learning activities which follow. A brief listing of evaluative activities and one for materials and resources complete each page. There is a single page of activities for knowledge of careers in music. Pre-tests and post-tests appear in the Testing section which is followed by an appendix and a bibliography.

Teacher Guide for Increasing the Career Awareness of Primary School Children Grades 1-3 Pleasant Hill, Oregon: Pleasant Hill School District #1, 1972 97 p

This guide, for grades 1-3, places the spotlight on occupations associated with the curriculum areas of Language Arts, Social Studies, Math, Science, and Health for the entire year. Each page is headed with the grade level, the subject area, and the unit topic; e.g., Subject: Math, Unit: Measurement. A

concept and a behavioral objective give the occupational focus for the learning activities which follow. A brief section for evaluative activities and one for materials and resources complete each page. There is a single page of activities for awareness of careers in art. Pre-tests and post-tests appear in the Testing section which is followed by an appendix and a bibliography.

SOUTH CAROLINA

Career Orientation Course Outlines for Grades 1-8. Lancaster, South Carolina: South Carolina Region 5 Educational Services Center. 288 p. (VT 014 921).

This publication contains 14 course outlines developed for a career orientation project in South Carolina and designed to introduce children in grades 1-8 to a number of occupations. Topics are: (1) Community Helpers, Grade 1, (2) The Circus, Grade 1, (3) Trains, Grade 2, (4) The Airport, Grade 2, (5) Ceramics, Grade 3, (6) Food Service, Grade 3, (7) Housebuilding, Grade 3, (8) Careers in Television, Grades 3-5, (9) Conservation, Grade 3, (10) Food Production, Grade 4, (11) Consumer and Home-making, Grade 4, (12) Residential Construction, Grade 5, (13) Health Careers, Grades 6-8, and (14) Fish and Fisheries, Grade 7. Objectives, concepts, subject matter outlines, study suggestions, and bibliographies are included for each topic. (AIM).

TENNESSEE

Project SPAN: Start Planning Ahead Now. Memphis, Tennessee: Memphis City Schools. 1971.

The project is testing television films on nine of the occupational clusters. The films are for 5th and 6th grades. Titles are: Why Do People Work?, Building Trades Occupations, Transportation Occupations, Health Occupations, Office Occupations, Communications Occupations, Industrial Occupations, Distributive Occupations, General Services Occupations, Food Services Occupations. Teacher packets containing hands-on activities, supplementary materials, and vocabulary accompany each film. K-4 programs are projected

TEXAS

"Awareness to the World of Work (K-6)," Texas Education Agency, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

Working with the program are consultant-coordinators to help teachers develop positive attitudes in pupils. Concepts are identified by grade level, teaching materials to integrate appropriate concepts are provided and the present instructional program is analyzed.

Huckabee, Mary, ed. Handbook for Occupational Awareness K-2. Houston, Texas: Houston Independent School District, 1971. 102 p.

Contains occupational awareness concepts (about 16 on each level) such as "Developing Pupil's Ability to See Himself as an Important Person" or "Helping Pupils Realize that Specialization Leads to Interdependency." Each concept is developed with an instructional objective, teaching activities, and resource materials.

"Occupational Exploration (K-6)." Texas Education Agency, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

Hands-on and cognitive exploration of occupations are provided. Occupational interests and abilities of pupils are considered. There is a progressive narrowing of career choices.

UTAH

World of Work: Occupational Education Program for Children. Salt Lake City, Utah: Utah State Board of Education, Provo, Ogden, and Davis School Districts.

The purpose of this project is to develop an occupational awareness program for elementary school children. It is not intended that particular "skills of the trades" be taught but to create a program that will help children develop a more favorable attitude toward the vocations. A new curriculum will not be developed for this purpose but rather teacher directed learning

packages will be used within the present elementary course of study. These packages are designed to aid and enhance the teaching of concepts required of the elementary subjects and are also intended to provide relevant learning experiences. The concepts outlined by the World of Work Project are presented along with those from the regular curriculum and should produce more interest and motivation for children. Examples of topics of learning packages for K-6 level are Mechanics Unit, the Carpenter, and Banking.

WASHINGTON

"Career Education (K-12)," Seattle, Washington Public Schools, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The objectives of the program are to identify and develop attitudes and aptitudes for work, to identify kinds of employment opportunities, to identify skills and knowledge required by certain jobs, and to relate subject area skills to vocational expectations.

The World of Work. Cheney, Washington: Eastern Washington State College.

A unit used in Pleasant Hill Project. This sample unit for grade 6 with activities and explanation of "5 main job clusters includes: (a) manufacturing and construction; (b) professions and management; (c) service; (d) agriculture, fisheries, forestry; and (e) sales and clerical."

WYOMING

"Comprehensive Occupation Education Program Design (K-14)," Wyoming State Department of Education, in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

The comprehensive program integrates world of work into the curriculum, promotes economic understanding, explores occupational clusters, and develops job entry skills.

WEST VIRGINIA

Burton, Billy J. and staff. Lincoln County Exemplary Program in Vocational Education: Resource Unit - Level Two. Hamlin, West Virginia: Lincoln County Schools, Lincoln County Exemplary Project, 1971.

The resource unit includes general and behavioral objectives, teaching strategies, and evaluation procedures. Detailed classroom activities are suggested under the topics of Away We Go (air travel occupations), What is a Farmer's Market, Clothes of Today, Our Home. A brief resource bibliography is included.

Holstein, Herbert B., Project Director. Lincoln County Exemplary Program in Vocational Education: Resource Unit - Level One. Hamlin, West Virginia: Lincoln County Schools, Lincoln County Exemplary Project, 1971.

The resource unit includes general and behavioral objectives, teaching strategies, and evaluation procedures. Detailed classroom activities are suggested under the topics of: Wonderful World of Work, Working at Home, Family Living, Our Business Experience in the World of Work, Contributions Toward My Education, and Our Parents in the World of Work. Includes brief resource bibliography.

Lincoln County Exemplary Program in Vocational Education: Resource Unit - Level Three. Hamlin, West Virginia: Lincoln County Schools, Lincoln County Exemplary Project, 1971.

The resource unit includes general and behavioral objectives, teaching strategies, and evaluation procedures. Detailed classroom activities are suggested under the topics of Choo Choo Train (railroad occupations), Workers Within Our Community, The Staff of Life (bakery occupations), Supermarkets Serve People. A brief resource bibliography is included.

Lincoln County Exemplary Program in Vocational Education: Resource Unit - Level Four. Hamlin, West Virginia: Lincoln County Schools, Lincoln County Exemplary Project, 1971.

The resource unit includes general and behavioral objectives, teaching strategies, and evaluation procedures. Detailed

classroom activities are suggested under the topics of Opportunities in our State, Black Gold (coal industry), Rainbow of Color (glass industry), Protective Services Provided by our State (law enforcement occupations at the local, state, and federal levels). Includes brief resource bibliography.

. Lincoln County Exemplary Project in Vocational Education:
Resource Unit - Level Five Hamlin, West Virginia: Lincoln
County Schools, Lincoln County Exemplary Project, 1971.

The resource unit includes general and behavioral objectives, teaching strategies, and evaluation procedures. Detailed classroom activities are suggested under the topics of Individuality of Our Economic America (examination of major services and industries as they relate to geographic regions), Wonderful World of Money (occupations in economics and finance). Includes a brief resource bibliography.

. Lincoln County Exemplary Project in Vocational Education:
Resource Unit - Level Six. Hamlin, West Virginia: Lincoln
County Schools, Lincoln County Exemplary Project, 1971.

The resource unit includes general and behavioral objectives, teaching strategies, and evaluation procedures. Detailed classroom activities are suggested under the topics of Communicating Through Letters (postal service), Careers in Music, Around the World on an Occupational and Vocational Vacation. Includes a brief resource bibliography.

WASHINGTON, D. C.

A Guide to Improving Instruction in Industrial Arts; A Revision. Washington, D. C.: The American Vocational Association, 1968. 63 p. (VT 007 380).

This guide was developed by a national professional association for use by teachers of industrial arts for the improvement of instruction. Contents of this fourth revised edition suggest possibilities of an organized program of industrial arts structured to provide for teaching concepts that more realistically lead to a fuller comprehension of a present day technology and better meet

the current challenges and needs of youth. Section I treats the goals and objectives of industrial arts. Facilities for multi-field, single-field, and area-unit organizations are discussed in Section II. A structure and organization for efficient learning in industrial arts are presented in Section III, and Section IV gives the role of evaluation in industrial arts. (ARM).

Chapter III

COMMERCIAL MATERIALS

The entries in this chapter of the bibliography have been restricted to those commercial materials identified by their sources as related to the world of work or to career education. Criteria developed to select materials in the commercial area were related to the criteria for non-commercial materials. "Self" and "World of Work" were the two major categories which were areas of concern.

A check list format (see next page), including a section for annotation was devised to summarize pertinent information about the materials. Letters which identify terms appear in parentheses after items on the check list. Code entries on the check list include identification with four possible classifications: (1) Self or World of Work, (2) Occupational Clusters, if any, are identified, (3) Primary or Intermediate level, and (4) Subject Matter areas. The code entry, S/P/SS would indicate material concerned with Self on the Primary level using Social Studies subject matter. The code entry, W/MG-PU/I/M-S, is read as World of Work, Manufacturing and Public Services, Intermediate level, with Mathematics and Science subject matter. World of Work entries concerned with attitudes or general information have only a "W" entry, plus grade level and subject matter area.

The master list of commercial materials numbers 379 titles. Each title includes a complete bibliographic entry with annotation. The list is arranged in alphabetical order according to publisher. On this basis, titles have been consecutively assigned identifying numbers, from one (1) through three hundred seventy-nine (379).

Subsequent lists are arranged according to types of packaging (e.g., films, books, etc.), content relating to self-development, content relating to the world of work in general, and content relating to occupational clusters. Each of these lists is arranged alphabetically by title within grade levels (primary or intermediate). These entries include the title of the material plus its identifying number which refers to its position in the master list.

CLASSIFICATION OF COMMERCIALY-PRODUCED
CAREER DEVELOPMENT MATERIALS

Title _____ Date _____
 Source _____ Cost _____
 Grade Level K 1 2 3 4 5 6 Code _____

I. Packaging

A. Books

_____ Text
 _____ Recreational

Author _____

B. Audio-Visual

_____ Film
 _____ Filmstrip
 _____ Sound Filmstrip
 _____ Film Loop

_____ Tape
 _____ Record
 _____ Multi-media
 _____ Other _____

II. Treatment

_____ Controlled presentation
 _____ Controlled by individual

_____ Simulated
 _____ Real

III. Content

A. Self (S)

_____ Inner Environment
 _____ Decision-Making Process

B. World of Work (W)

_____ Attitudes
 _____ Occupation [check appropriate cluster(s)]
 _____ Agri-Business and Natural Resources (AN)
 _____ Business and Office (BO)
 _____ Communications and Media (CM)
 _____ Construction (CN)
 _____ Consumer and Homemaking (CH)
 _____ Environmental Control (EC)
 _____ Fine Arts and Humanities (FH)
 _____ Health (HH)
 _____ Hospitality and Recreation (HR)
 _____ Manufacturing (MG)
 _____ Marine Science (MS)
 _____ Marketing and Distribution (MD)
 _____ Personal Services (PE)
 _____ Public Services (PU)
 _____ Transportation (TR)

IV. Subject Matter

_____ Language Arts (LA) _____ Mathematics (M)
 _____ Social Studies (SS) \ _____ Science (S)

V. Description

MASTER LIST

AMERICAN BOOK COMPANY

- 001 Ideas, Images and... (The "i" series). Franco, et al. 1970.
Textbooks A non-graded reading series for use in grades K-6 to aid children of all ethnic groups to develop stronger self-concepts and to enhance positive attitudes and social values. Level I - I Aim, Ask and Act; Level II - I Build, Belong, and Believe; Level III - I Can, Compete, and Care; Level IV - I Do, Dare, and Dream; Level V - I Earn, Explore, and Excel; Level VI - I Find, Follow, and Finish. \$44.00 (including teacher's editions) S/P-I/LA

AMERICAN GUIDANCE SERVICES

- 002 Developing Understanding of Self and Others (DUSO) 1970.
Multi-media kit A program of planned experiences to develop understanding of self and others. Includes a manual, story books, posters, records or cassettes, puppets, role-playing cards, puppet props, and group discussion cards. \$82.00. S/P,SS
- 003 Everywhere We Go National Forum Foundation. 1972 (Cat.).
Textbook Stories about boys and girls as they learn about new things, ideas, working and playing together, problem solving, looking at their behavior, learning to accept responsibility and learning independence. Classroom charts are available to coincide with chapters in book. Teacher's text - \$3.75, Charts - \$19.50 S/I/LA-SS.
- 004 National Forum Developmental Guidance Series 1972 (Cat.).
Multi-media Graded textbooks, charts, and guides for a personal development guidance program, including vocational guidance developed especially for teachers and counselors. \$35.00. S/I,LA
- 005 Seeing Ourselves National Forum Foundation 1972 (Cat.).
Multi-media This is one of a graded series of developmental guidance texts, teacher's guides, and flip charts for class discussion. It deals with what we know about ourselves, other people, school, families, friends, groups, jobs. Teacher's text - \$3.60, Charts - \$19.50. S/I/SS.

ASSOCIATION FILMS, INC

- 006 Gentle Doctor, The 1969 Film The story of veterinary medicine. 25 min. Free Rental W,HH-PU,P/SS

AV-ED FILMS

- 007 Understanding yourself 1972 (Cat.) Sound Filmstrip Creates and reinforces positive feelings of personal identity and acceptance of self. Focuses in on elements of truth, values, conflicts, feelings of inadequacy, habit patterns, decision making, and tolerance \$25.00/set S/P-I/SS.
- 008 What Is A Policeman? 1971 (Cat.) Film. This film points out that the policeman is our friend and is just like the student's father. Shows the policeman performing some of his numerous duties. 12 min. \$135.00 (Color). W/PU/P-I/SS.

BAILEY FILM ASSOCIATES

- 009 A Community Keeps Healthy 1972 (Cat.) Film. Community workers inspect foodstuffs. Others check our air and water. Some workers keep streets clean and collect refuse. 11 min. Sale \$120.00, Rental \$6.50. W/HH-PU/P-I/SS.
- 010 A Community Keeps House 1972 (Cat.) Film. We hire trained workers who use special machines to help keep our streets, parks, schools, and other public buildings clean and attractive. Everyone's help is needed. 11 min. Sale \$120.00; Rental \$6.50. W, PU/P-I/SS
- 011 A Newspaper Serves its Community 1972 (Cat.) Film. This film follows the reporting of the arrival of a baby elephant for the town zoo. Documents the processes of writing, editing, printing, and delivery, and shows the variety of news, features, and advertising the newspaper provides. 14½ min. Sale \$180.00; Rental \$8.00. W/CM, I/SS.
- 012 Buses That Serve the Community 1972 (Cat.) Film. Illustrates services offered by school bus, city bus, and cross country bus. Stresses role of driver as skillful, helpful, and careful. 11 min. Sale \$120.00; Rental \$6.50. W, IR, P-I/SS.
- 013 Country Store, The 1972 (Cat.) Film. Shows the unique contribution of the country store to the history of our country in the late 1800's. Not only did it sell a variety of merchandise, but it also served as the local post office, pharmacy, and social and political headquarters. 12½ min. Sale \$130.00; Rental \$7.50. W/CM-MD-PU, I/SS.
- 014 Economics: Newspaper Boy 1972 (Cat.) Film. With no narration except to pose questions at the beginning, this color film allows the viewer to identify the sale of a product, the provision of a service, and the making of a profit. 10½ min. Sale \$145.00; Rental \$8.00. W/B0/I/SS

- 015 Economics: Workers Who Build Houses 1972 (Cat.). Film. Illustrates division of labor, specialization, conversion of materials into products, payment of wages, pride of workmanship, cooperation, supervision, quality control, and use of the product by the buyer. 11 min. Sale \$150.00; Rental \$8.00 W, CN, P-1, SS
- 016 Eggs to Market: The Story of Automated Egg Processing. 1972 (Cat.) Film. Automation provides us with fresh eggs less than 24 hours after they were laid on an egg farm. Watching the steps in the processing of eggs, we also learn how automation is changing our world. 11 min. Sale \$120.00; Rental \$6.50 W, AN-MD, P-1, SS
- 017 Elementary Economics: An Inquiry Into Concepts and Choices. 1972 Filmstrip. Each filmstrip focuses on situations or problems that are meaningful and related to students' lives. Emphasis is placed on economic decision making--values and choices--with problem-solving behavior as a decision-making tool. Basic Concepts in Economics - "Producers and Consumers: Why Do People Work", "Factors of Production: What Do We Need To Get Work Done?"; "Specialization: How Do We Organize To Get More Done?" Choices and Values - "Budgeting: Why Do People Have to Wait for What They Want?"; "Income: Why Do Some People Have More Money Than Other People?"; "Government Affects the Economy--How Are Taxes Collected and Spent?" S/I/SS
- 018 Environmental Mathematics 1972. Filmstrip. This series of filmstrips provides instruction and practice in mathematical operations while demonstrating how solutions to some social and ecological problems can be attacked through the use of mathematics. "Terms and Sets: Waste Disposal"; "Addition and Subtraction: Taxes", "Graphing: Governmental Processes"; "Multiplication and Division: Environmental Planning"; "Mean, Median, and Mode: Determining Public Opinion"; "Problem-Solving Techniques: Population Control" W/EC-PU/I/M.
- 019 Factory, The: How a Product is Made. 1972 (Cat.). Film. Starting with the planning board of a toy factory, this film follows the manufacture of a toy from the initial idea, through its experimental development, its engineering, production, assembly, and final sale in a retail store. 14 min. Sale \$150.00; Rental \$8.00 W/MG-MD/P-1/SS.
- 020 Farmer Don and the City 1972 (Cat.) Film. The relationship between the farmer and the city is shown in terms of production and exchange with respect to needs. 11 min. Sale \$120.00; Rental \$6.50 W/AN-MD/P-1, SS.
- 021 Firehouse Dog 1972 (Cat.) Film. Freckles, the firehouse dog, normally stays around the firehouse watching the firemen carrying out routine chores. One day he is allowed to go along on a call to a fire. 10 min. Sale \$120.00; Rental \$6.50 W/PU, P, SS

- 022 Food For the City: Produce. 1972 (Cat.). Film. Using carrots as a typical produce item, we see how the ground is prepared, the crop planted and harvested, and then how it goes through the stages of processing to the supermarket. 12 min. Sale \$145.00; Rental \$7.50. W/AN-MD/P-I/SS.
- 023 Food For the City: Wheat and Flour. 1972 (Cat.). Film. Shows how wheat is planted, cultivated, and harvested, and then follows it to the flour mill and the bakery. Many workers and much equipment are needed to produce the flour for many of our most common foods. 11 min. Sale \$135.00; Rental \$6.50. W/AN-MD/P-I/SS.
- 024 Food From the Sea. 1972 (Cat.). Film. Colorful live action sequences and diagrams show purse seining, the method used to take fish from the sea. On shore, the cooking, packaging, and labeling operations are shown. 11 min. Sale \$135.00; Rental \$6.50. W/MS-MD/P-I/SS.
- 025 Harbor, The. 1972 (Cat.). Film. Shows natural, river, and man-made harbors. In harbors, men and machines work to service ships bearing cargo and passengers. Scenes of loading and fueling operations are shown as well as the recreational facilities provided in many harbors. 11 min. Sale \$135.00; Rental \$6.50. W/HR-TR/P-I/SS.
- 026 Helicopter Helpers. 1969. Film. Film shows helicopters performing work that cannot be accomplished by any other method of transportation--carrying people over traffic and cities, locating people lost in inaccessible areas, laying pipeline, and rescue at sea. 11 min. \$135.00 (Color). W/CN-PU-TR/P-I/SS.
- 027 How to Solve A Problem. 1972 (Cat.). Film. This color film treats a story of some young children playing with a large ball. The ball becomes lodged in a tree, and the film depicts how they go about solving the problem of retrieval. 12½ min. Sale \$150.00; Rental 8.00. S/P/SS.
- 028 Industry in Africa. 1972 (Cat.). Film. Africans now produce many goods which traditionally have been imported. As jobs are created by new industries, workers enjoy a higher standard of living, and take part in a more interdependent economy. 11½ min. Sale \$150.00; Rental \$8.00. W/MG-MD-TR/I/SS.
- 029 Let's Visit a Shopping Center. 1972 (Cat.). Film. Shopping centers and the people who work in them are studied via the Collins family's visit. 11 min. Sale \$120.00; Rental \$6.50. W/CH-MD/P-I/SS.
- 030 Little Train, The. 1972 (Cat.). Film. The little train is fed up with his unimportant job of shuttling coal to long distance trains. He jumps the tracks and runs off until his fuel runs out. Upon being rescued, he learns the importance of his own job. 14 min. \$170.00. S/P-I/SS.

- 031 Man and the Cities Series 1972. Filmstrip. This series examines the city as a living thing, illustrating that to the extent a city lives, its people's spirits live--and as the city dies, its people's spirits die. Business, industry, government, and the interdependence of people are factors which may make and keep cities livable. Living Environment - "A City Is"; "Different Life Styles"; "City Moods"; "Two Urban Centers" Economics of the City - "The Life Cycle of the City"; "Economics of Change: Westward Village"; "A City Needs Goods"; "A City Needs Services" City Problems and Alternatives - "Transportation in the City"; "Urban Ghettos: Isolation and Unemployment"; "Pollution, Part I: The Cities' Air". S/I/SS.
- 032 Mexico in the 70's: Heritage and Progress 1972 (Cat.). Film. This color film depicts changing Mexican culture through the eyes of a farmer, a butcher, and an architect. Stresses the blending of old and new ways of life. 11½ min. Sale \$155.00; Rental \$8 00 W/AN-CN/I/SS.
- 033 Modern Post Office 1972 (Cat) Film. The movement of a single postcard illustrates the work of a modern post office. Shows the cancelling, sorting, and shipping machinery used. 13 min. Sale \$165 00; Rental \$8.00. W/CM/P-I/SS
- 034 Oceanography. Science of the Sea 1972 (Cat.). Film. Oceanographers use instruments to explore the ocean waters, the sea floor, and the earth's interior. Sediments provide clues to the past history of living things. This film offers introductory understandings of oceanography. 11 min. Sale \$120 00; Rental \$6 50 W/MS/I/S.
- 035 People Who Work at Night 1972 (Cat) Film. Shows a taxi driver, a gas station attendant, a druggist, a bus driver, a hotel clerk, and many other workers as they go about their jobs. Includes visits to a newspaper plant, a bakery, and a factory. (Black and white) 14 min. Sale \$75.00; Rental \$5 00 W/CM-MG-MD-PE-PU-TR/P-I/SS.
- 036 Policeman Walt Learns His Job 1972 (Cat.). Film. This color film depicts a policeman's training from the day he is sworn in. He studies in class, learns how to protect himself and others, and is taught what a detective does to solve crimes. 11 min. Sale \$120 00; Rental \$6 50 W/PU/P-I/SS.
- 037 School Problems: Getting Along with Others. 1972 (Cat.). Film. Five typical school problems which require decision making are dramatized. At the end of each sequence, the viewers are asked to discuss the problem and suggest possible courses of action. 10½ min. Sale \$130.00; Rental \$6 50 S,P-I,LA-SS

- 038 South America: Market Day. 1972 (Cat.). Film. This color film shows the variety of food and spices, modes of transportation to and from the market, clothes worn and sold, utensils, entertainment, the relative importance of manufactured and handcrafted goods, and the means of exchange. 10 min. Sale \$145.00; Rental \$8.00. W/CH-HR-MD-TR/I/SS.
- 039 Story of a Check, The. 1972 (Cat.). Film. This color film illustrates how the checking system works. We see how banks process each other's checks, and how modern machinery and skilled workers make possible the handling of millions of dollars worth of checks every day. 13 min. Sale \$155.00; Rental \$8.00. W/BO/I/SS.
- 040 Television Serves Its Community. 1972 (Cat.). Film. Follows three programs as they are planned, rehearsed, and televised. Shows the use of live cameras, film, magnetic tape, and remote pickups. 14 min. Sale \$150.00; Rental \$8.00. W/CM/I/SS.
- 041 Trains: A First Film. 1969. Film. Shows passenger trains and freight trains. Each car has a special purpose and men who run trains have different kinds of jobs. 10½ min. \$135.00 (Color). W/TR/P-I/SS.
- 042 Transportation. 1969. Filmstrip. This series shows how people work with each other and with complex equipment to make possible the variety of transportation methods used today. "What You'd See at the Airport"; "Who Works at the Airport"; "What You'd See at the Harbor"; "Who Works at the Harbor"; "What You'd See at the Railroad Terminal"; "What You'd See at the Bus and Truck Terminals". \$96.00. W/TR/P-I/SS.
- 043 Transportation: A First Film on the Airport. 1972 (Cat.). Film. Shows advantages and disadvantages to the community of a big city airport. Depicts hundreds of people working at many kinds of jobs, freight being moved, and passengers in transit. 10½ min. Sale \$140.00; Rental \$8.50. W/TR/P-I/SS.
- 044 Trucks in Our Neighborhood: A First Film. 1972 (Cat.). Film. This color film explains the various trucks that might come to a typical neighborhood. Drivers are seen as a community helper. 12 min. Sale \$135.00; Rental \$7.50. W/MD-TR/P-I/SS.
- 045 United States Regional Geography Series. 1972. Filmstrip. Each of the major regions of the United States provides a different view of the interrelatedness of the land and man's economic endeavors. These relationships are defined and illustrated in this series of filmstrips. Questions are raised about the industrial growth in America and about its effect on life style and environment. "The Northeast"; "The South"; "The Midwest"; "The Great Plains"; "The Western Interior"; and the "Pacific Slope". S/P-I/SS.

- 046 Values Series. 1972 (Cat.). Film. A set of 7 color films dealing with typical moral situations facing elementary school children. Titles: "Being Friends"; "Cooperation"; "Playing Fair"; "Telling the Truth"; "Understanding Others"; "The Right Thing to Do"; "Understanding Ourselves". 8-11 min. Sale \$120.00/each; Rental \$8.00/each. S/P-I/LA-SS.
- 047 Water For the City. 1972 (Cat.). Film. Whether from wells, lakes, or rivers, water must be purified and piped into our homes. Bringing the water to homes requires the work of many people. 11 min. Sale \$120.00; Rental \$6.50. W/HH-PU/P-I/SS.
- 048 Weatherman, The: A Scientist. 1972 (Cat.). Film. Describes the ways weathermen prepare reports and their benefits to all segments of the economy. A wide variety of meteorological instruments are combined with computers in a worldwide network of weather-reporting. 10½ min. Sale \$135.00; Rental \$8.00. W/AN-CM-PU/I/SS-S.
- 049 Where and How People Work and Live. 1969. Filmstrip. A great many types of workers, skills, and equipment are needed to keep our society running smoothly. After providing understandings of distance, transportation, and communication, this series introduces the basic concepts of economic interdependence, and the flow of goods from producer to consumer. (Correlated with the textbooks of the same names published by Franklin Publications, Inc.) "Where in the World Do You Live?"; "From Place to Place"; "Food from Farm to Family"; "Clothes From Head to Toe". \$48.00. W/BO-CM-CH-MG-TR/P-I/SS.
- 050 Who Helps Us? 1970. Filmstrip. This series emphasizes the interdependence of people and goods and services in a community. Some helpers keep us healthy and clean; some protect our lives; others make it easier to get the things we need. In some way, all make our life safer, happier, and healthier. Through specialization of labor, goods and services are offered at minimum cost and with a maximum of efficiency. "The Fire Department"; "The Police Department"; "The Laundry"; "The Service Station"; "The Dentist"; "The Library"; "The Post Office"; "The Supermarket"; "The Bakery"; "The Dairy". \$100.00 w/records; \$150.00 w/tapes. W/AN-CH-HH-MD-PE-PU/P-I/SS.

BOWMAR

- 051 Doctor Joe. 1970 (Cat.). Recreational. Child size book. \$.39. W/HH-PE/P/SS.
- 052 Me. 1969 (Cat.). Recreational. A manipulative book which helps to develop self-concept and function. \$1.95. S/P/SS.

- 053 Things I Like To Do. 1969 (Cat.). Recreational. A manipulative book. Children's activities such as playing grown-up, fireman, etc. \$3.95. S/P/LA.

CARLTON FILMS

- 054 Community Helpers Series: 1971 (Cat.). Filmstrip. Two sets of 4 color filmstrips each. Show services and duties of commonly encountered workers; e.g., firemen, policemen, postmen, utility workers. \$28.00/set; \$7.00/each. W/HH-MD-PU/P/SS.
- 055 Community Workers Series. 1971 (Cat.). Filmstrip. One filmstrip for each of "The Fire House"; "Firemen at Work"; "Larry Helps the Police"; "Policemen at Work"; "Post Office Workers"; "Workers for Health". \$36.00/set; \$6.00/each. W/HH-PU/P/SS.
- 056 Growing to Know Me. 1971 (Cat.). Sound Filmstrip. Stresses helping the child develop and build a good self-image. \$275.00/series; \$137.50/set; \$12.50/each. S/P/SS.
- 057 I Want To Be. 1971 (Cat.). Sound Filmstrip. An easy-to-understand explanation of the training, duties, problems, and rewards of several community workers--teacher, librarian, nurse, doctor, pilot, fireman. \$47.00/set. W/PU/P/LA-SS.
- 058 "Let's Talk About: . . ." Series. 1971 (Cat.). Film Loop. Ten animated film loops that look into areas of a child's experience. Films are silent so that students will interpret the illustrated experiences in light of their own personal experience. \$220.00/set; \$22.00/each. S/P-I/LA.
- 059 Understanding Ourselves and Others. 1971 (Cat.). Film Loop. Helps children to understand the causes of fear, loneliness, and other emotions, and to accept the differences of others. Children see how personality, behavior, and emotion determine the way others see us. \$124.75/set; \$24.95/each. S/P/LA.
- 060 What Does Your Dad Do? 1971 (Cat.). Sound Filmstrip. Designed to interest students in and talking about their parents' occupations. "My Dad the Computer Programmer"; ". . . Photographer"; ". . . Auto Mechanic"; ". . . Factory Worker"; ". . . Veterinarian", ". . . Construction Foreman". \$75.00/set; \$13.00/each. W/AN-BO-CN-HH-MG-PE/P/SS.
- 061 Who Am I? 1971 (Cat.). Sound Filmstrip. Series of 5 color filmstrips fosters self-expression among children. Students can identify with children in the filmstrips. Includes teacher's guide. \$52.50/set. S/P/LA.

CCM FILMS, INC.

- 062 Sycamore Street . 1971 (Cat.). Film. Animation and live action show how families often require outside help to solve their personal, social, and economic problems. A series of crises in one apartment building includes a small fire, broken reading glasses, non-working telephones, a missing newspaper, and a lack of dog food. 5 min. Sale \$60.00; Rental \$7.50. W/CH-PE/P-I/SS.

CHILDRENS PRESS, INC

- 063 Come to Work With Us Books 1971 (Cat.). Recreational. Offers young readers identity with six occupations: Toy Factory; House Construction; Aerospace; Hospital; TV Station; Airport. Each book has 48 pages. \$20.28/set with teacher's guide; \$3.38/each. W/CM-CN-HH-MG-TR/P-I/LA-SS.
- 064 I Want To Be Books 1969. Recreational. A series of books to help children become aware of self in the world of work. \$2.25/each. S/P-I/LA-SS.

CHURCHILL FILMS

065. Duke Thomas, Mailman. 1971 (Cat.). Film. A true documentary film which takes children into the workday of a real mailman--post office contacts along the route, and the "feel" of a day of work. Narrated by Duke Thomas in his own words. 15½ min \$185.00 (Color). W/PU/P/LA-SS.
- 066 Our Family Works Together. 1971 (Cat.). Film. Dramatizes the importance of working together as a family, planning ahead, and each member doing his job. 11 min. \$120.00 (Color) S, P/SS; W/P/SS.
- 067 Story of the Wholesale Market, The. 1971 (Cat.). Film. Film follows the basic activities of a workday at a wholesale - produce market--trucks, packing, shipping, buying, etc. Illustrates the interdependence of work and introduces basic concepts of economics and public health. 11 min. \$130.00 (Color). W/HH-MD-TR/P-I/SS
- 068 What Do Fathers Do? 1971 (Cat). Film. A young boy goes to work with his father on a construction job. He observes his father at work along with many other workmen. Film helps to develop wholesome attitudes about work. 11 min. \$120.00 (Color). W/CN/P/SS.

COAST VISUAL EDUCATION COMPANY

- 069 Joey and the Ranger. 1970 (Cat.). Film. A small boy finds a grosbeak and is persuaded by a forest ranger to return it to the forest. 14 min. W/AN-EC-PU/P/SS.

DAVID C. COOK TEXAS EDUCATIONAL AIDS

- 070 Children and the Law. 1970 (Cat.). Teaching Pictures and Resource Sheets. Pictures and resource sheets on "Respect Property"; "Respect Others"; "Honesty"; and others emphasizing respect for law and rights of others. \$2.25. S/P/SS.
- 071 Health and Cleanliness. 1970 (Cat.). Teaching Pictures and Resource Sheets. Pictures and resource sheets on "Visit to Doctor"; "Visit to Dentist"; and others pertaining to health. \$2.25. W/HH/P/SS.
- 072 My Community. 1970 (Cat.). Teaching Pictures and Resource Sheets. Pictures and resource sheets on "School"; "Police Station"; "Supermarket"; "Drug Store"; "Zoo"; "Park"; "Beach"; "Post Office"; "Fire Station"; "Library"; "Hospital"; "Airport". \$2.25. W/AN-BO-CM-HH-HR-MD-PU-TR/P/SS.
- 073 School and School Helpers. 1970 (Cat.). Teaching Pictures and Resource Sheets. Pictures and resource sheets on "Principal"; "Bus Driver"; "Nurse"; "Librarian"; "Teacher"; "Office Secretary"; "Classroom Teacher"; "Music Teacher"; "Art Teacher"; "Crossing Guard". \$2.25. W/BO-FH-HH-PU-TR/P/SS.
- 074 Show and Tell Books. 1970 (Cat.). Recreational. Spiral bound books entitled "My Friend, The Fireman"; "My Friend, The Doctor"; "My Friend, The Policeman". \$1.50/each. W/HH-PU/P/SS.
- 075 Transportation. 1970 (Cat.). Teaching Pictures and Resource Sheets. Pictures and resource sheets on "School Bus"; "Motorcycles"; "Cars"; "Pickup Trucks"; "Freight Trucks"; "Helicopters"; "Freight Trains"; "Bicycles/Tricycles"; "Propeller Airplanes"; "Jet Airplanes"; "Steamships"; "Speedboats". \$2.25. W/TR/P/SS.
- 076 Trip to the Farm, A. 1970 (Cat.). Teaching Pictures and Resource Sheets. Pictures and resource sheets on "Going to Market"; "Plowing"; "Farm Buildings"; "Field Crops"; "Tree Crops"; "Feeding Calves"; "Other Animals". \$2.25. W/AN-TR/P/SS.

CORONET INSTRUCTIONAL FILMS

- 077 Appreciating Our Parents. 1970 (Cat.). Film. Emphasis is placed on family cooperation in a manner easily understood by children. 11 min. \$130.00 (Color). S/P/SS.
- 078 Arithmetic in the Food Store. 1969 (Cat.). Film. Arithmetic is used by members of a primary grade when they shop for a class picnic to compare prices, sizes, and numbers of items. 11 min. \$130.00 (Color). W/CH/P-I/M.
- 079 Busy Airport, The. 1970 (Cat.). Film. David sees people at their jobs at the airport, passengers arriving and leaving, air freight and mail being handled. 11 min. \$130.00 (Color) W/TR/P/SS.
- 080 Busy Harbor, The. 1970 (Cat.). Film. Students visit their friend Captain McKay, a tugboat captain. 11 min. \$130.00 (Color). W/MS-TR/P/SS.
- 081 Communities Keep Clean. 1970. Film. Closeups of men and machines engaged in such activities as street cleaning, water purification, park upkeep, air pollution control, and landfill projects. 11 min. \$130.00 (Color). W/AN-EC-MS-PU/P/SS.
- 082 Conservation for Beginners. 1970 (Cat.). Film. Children are introduced to the importance of soil, plants, wildlife and water, and about ways of taking care of, or conserving, these natural resources so they can be used. 11 min. \$130.00 (Color). W/AN-MS/P/S.
- 083 Dairy Farm, The. Second Edition. 1970 (Cat.). Film. Life on a midwestern dairy farm: the cultivation, harvesting, and storing of feed crops, the feeding and milking of cows, and the preparation of milk for market. 13½ min. \$162.00 (Color). W/AN-MD/P/SS.
- 084 Fisherman's Boy, The. 1970 (Cat.). Film. Danny, whose father is captain of a commercial fishing boat, learns about fishing. 11 min. \$130.00 (Color). W/AN-MS/P/SS.
- 085 George's New Suit. 1970 (Cat.). Film. The story of clothing--from raw material to finished product--results from George's curiosity about where his new clothing came from. 11 min. \$130.00 (Color). W/MG-MD/P/SS.
- 086 Helpers At Our School. 1970 (Cat.). Film. Children get a new insight into their school community as they observe and learn from seldom-seen members of the staff, such as the lunchroom cook and custodian, as well as the principal and a teacher. 11 min. \$130.00 (Color). W/BO-CH-PU/P/SS.

- 087 Helpers Who Come To Our House. 1970 (Cat.). Film. When Joey and his family move into their new home, Joey learns that many people come to his house to provide services--the newspaper boy, milkman, mailman, garbage man, and others. 11 min. \$130.00 (Color). W/PU/P/SS.
- 088 Helpful Little Fireman, The. 1970 (Cat.). Film. Semi-fantasy story of a little boy who helps the big firemen with his little job. 11 min. \$130.00 (Color). W/PU/P/SS.
- 089 How Animals Help Us. 1970 (Cat.). Film. Jimmy thinks of animals and the ways in which they help man, by providing food, clothing, etc. 11 min. \$130.00 (Color). W/AN/P/SS.
- 090 How Machines and Tools Help Us. 1969 (Cat.). Film. Illustrates the ways that tools and machines make work easier, the ways that man has harnessed natural forces, and ways that machines work for man. 11 min. \$130.00 (Color). W/P-I/SS.
- 091 Let's Visit a Tree Farm. 1969 (Cat.). Film. Children see how seedlings are grown in a nursery, transplanted to a tree farm, cared for, and harvested. 11 min. \$130.00 (Color). W/AN/P-I/SS-S.
- 092 Letter to Grandmother, A. 1970 (Cat.). Film. Mary mails a letter and then visits the local post office where she learns how mail is collected, canceled, sorted, and dispatched--by truck, rail, or air. 13½ min. \$162.50 (Color). W/CM-PU-TR/P/SS.
- 093 Man Uses and Changes the Land. 1970 (Cat.). Film. Man uses the land for food, clothing, and shelter, and to get materials he needs for industry. 11 min. \$130.00 (Color). W/AN-MG/I/SS.
- 094 Milk and Milk Foods. 1969. Film. A visit to a modern dairy shows how milk is pasteurized, homogenized, how vitamin D is added, and the many ways milk is made into a variety of foods. 13½ min. \$162.50 (Color). W/AN-HH/P/SS.
- 095 One Day on the Farm. 1970 (Cat.). Film. The film shows some of the usual tasks of a farmer and his family: how the cows and chickens are cared for, what they eat, and their value to the farmer in providing products to be sold at market. 11 min. \$130.00 (Color). W/AN/P/SS.
- 096 Our Class Works Together. 1970 (Cat.). Film. Children build a model community and exhibit pictures showing community workers. Emphasis is placed on the importance of planning and solving problems together and of sharing ideas and work. 11 min. \$130.00 (Color). S/P/SS; W/P/SS.

- 097 Our Community Utilities 1972 (Cat.). Sound Filmstrip. Stories point out to children the value of utilities to the community. Emphasizes specialized work of telephone linemen, electricians, pipe installers, and plumbers. \$30.00 w/records; \$40.00 w/cass. tapes. W/PU/P-I/SS.
- 098 People Who Work in Factories. 1972. Film. Children are introduced to some simple economic concepts. From informal dialog between a child and an adult, students learn a great deal about the various facets of work in factories. 11 min. \$140.00 (Color). W/MG/P-I/SS.
- 099 People Who Work in Offices. 1972. Film. Children are exposed to work in a variety of offices. Thus they begin to generalize that almost every kind of business needs an office to help get goods and services to people. Children begin to understand the interdependence of work and workers. 11 min. \$140.00 (Color). W/BO/P-I/SS.
- 100 People Who Work in Stores 1972. Film. Film gives students the opportunity to see the behind-the-scenes activities of store personnel as well as the sales clerks. Students see the relationship of stores to factories, offices, and the entire economy. 11 min. \$140.00 (Color). W/MD/P-I/SS.
- 101 Science for Beginners. 1970 (Cat.). Film. A scientist's work is illustrated when mold is discovered on a piece of bread. 11 min. \$130.00 (Color). W/AN-HH/P/S.
- 102 Stores in Our Community. 1970 (Cat.). Film. Provides an understanding of the relationship between stores and families in the community and enables the child to appreciate the services the stores provide. 11 min. \$130.00. W/CH-MD/P/SS.
- 103 Story of Citrus Fruits, The. 1969 (Cat.). Film. Shows the cultivation and processing of citrus fruits. 11 min. \$130.00 (Color). W/AN/P-I/SS.
- 104 Toy Telephone Truck: Background for Reading and Expression. 1970 (Cat.). Film. A toy telephone truck is made, delivered to a toy shop, sold to a parent, and presented to a little boy for his birthday. 11 min. \$130.00 (Color). W/MG-MD/P/LA-SS.
- 105 Transportation: A Ship Comes Home. 1969 (Cat.). Film. The complexity of handling an ocean liner and the skills required are illustrated in this film. 16 min. \$195.00 (Color) W/MS-TR/I/SS.

- 106 We Go to School 1970 Film Shows children how to make the adjustment from a home to a school environment and to stimulate the attitude of cooperation. 11 min. \$130.00 (Color). S/P/SS
- 107 What Is A Neighborhood? 1969 Film. Dramatizes what a neighborhood is like and how people help each other and improve neighborhoods 11 min. \$130.00. S/I/SS.
- 108 What Our Town Does For Us 1970 (Cat.). Film. Billy goes to his town hall to buy a bicycle tag and there he observes the services provided the community by its government. 11 min. \$130.00 (Color) W/PU/P-I/SS.
- 109 Where Do Our Letters Go? 1970 (Cat) Film. Children see how letters are prepared for mailing, how they are handled at the post office, and how they reach their destinations in order to understand the workings of the postal system. 11 min. \$130.00 (Color). W/CM-PU/P/SS.
- 110 Where Does Our Food Come From? 1970 (Cat.). Film. The men who deliver dairy products, meats, and fresh fruits and vegetables help Dickie learn of the places where foods are grown and processed and of the people who work to bring them to us. 11 min. \$130.00 (Color). W/AN-MD/P/SS.

THE JOHN DAY COMPANY

- 111 What the Moon Astronauts Will Do All Day. Robert W. Hill. 1969 Recreational. Describes the duties of astronauts on a flight to the moon W/PU-TR/I/SS-S

DENOYER-GEPPERT

- 112 Wonderful "World of Work", The 1971 Filmstrip. Two introductory segments deal in a general way with the world of work, emphasizing work can be worthwhile, enjoyable, and profitable. Children are entertained as they expand their awareness of themselves and the world around them. A newsboy is used to illustrate job attitudes, responsibilities, and skills. Subsequent programs deal with a series of eight different types of work familiar to primary-age children. "The Junior Home-Maker"; "At Your Service"; "Gas and Oil Services"; "Telephone Services"; "Mail Delivery"; "Drug Store workers"; "Dairy Produce Workers". \$162.00. W/P/SS.

- 113 Wonderful "World of Work", The. Filmstrip. Filmstrips in this series deal specifically with work areas. "What Else Do Fathers Do?"; "Just What Do Mothers Do?"; "It's In Your Hands"; "Home Economics"; "Electrical Workers"; "Gas and Oil Workers"; "Telephone Workers"; "Technical and Industrial Workers"; "Distributions Occupations"; "Office Occupations"; "Health Services"; "National Resources". \$162.00. W/AN-BO-CM-CH-HH-MG-MD-PU/I/SS.

DEVELOPMENTAL LEARNING MATERIALS

- 114 Job Puzzles. 1973 (Cat.). Puzzles. Set of eight picture puzzles mounted on "superboard" with a varnished coating. Pictures show mailman, nurse, teacher, fireman, football player, farmer, policeman, and painter. Instructions included. \$4.50. W/P/SS.

DODD, MEAD AND COMPANY, INC.

- 115 What Does a Policeman Do? Johanna Johnston and Marin Harris. 1969. Recreational Story about the work of a policeman. W/P/SS

DOUBLEDAY MULTIMEDIA

- 116 Agricultural Products of Middle America. 1973 (Cat.). Film Loop. Shows portions of the steps necessary to bring the principal agricultural products to market. Coffee, sugar and plant fiber production, and logging are shown. \$23.50. W/AN-MD/I/SS.
- 117 Agriculture in India. 1973 (Cat.). Film Loop. Shows farmers using wooden and iron plows, plowing with a seed drill, working in a rice paddy, harvesting and threshing rice, fertilizing the soil, using oxen to draw water from a well, and irrigating crops. \$23.50. W/AN/I/SS.
- 118 Apple Industry. 1973 (Cat.). Film Loop. Trees are observed as they are pruned, irrigated, and sprayed by workmen. The apples are picked and cleaned for market. \$23.50. W/AN/I/SS.
- 119 City Markets and Stores of Eastern Europe. 1973 (Cat.). Film Loop. The methods of marketing goods in the city, from open markets to department stores, are shown. Downtown window displays and smaller, older shops also are shown. \$23.50. W/MD/I/SS
- 120 Coffee. 1973 (Cat.). Film Loop. Brazil's farm production has only begun to undergo modernization. Film shows one of the simpler arrangements for processing coffee beans: picking, transporting by donkey, cleaning, husking, and drying. \$23.50. W/AN-MD/I/SS.

- 121 Consumer Education Series. 1973 (Cat.). Sound Filmstrip. Set of 6 filmstrips: "The All-American Consumer", "Decisions, Decisions", "Getting Ahead of the Game", "How to Be a Loser", "The Law and Your Pocketbook", "Your Money--Now You See It, Now You Don't". \$73.50 w/records; \$85.50 w/cassettes. W/CH/I/SS.
- 122 Economics Series. 1973 (Cat.). Sound Filmstrip. Set of 3 filmstrips: "Economic Decision-Making: What, How, and For Whom", "Mexico: An Economy in Transition", "Mixed Economy of the U.S.". \$38.00 w/records; \$44.00 w/cassettes. W/I/SS.
- 123 Fish and Wildlife Conservation. 1973 (Cat.). Film Loop. Fish, waterfowl, and big game animals are saved through conservation practices of both citizens and government agencies. \$23.50. W/EC/I/SS.
- 124 Fishing Industry in Polynesia. 1973 (Cat.). Film Loop. Canned tuna is the main export of American Samoa. The film shows a modern cannery in Pago Pago which processes Japanese tuna. The cannery is an important source of employment. \$23.50. W/AN/I/SS.
- 125 Floating Markets of Thailand. 1973 (Cat.). Film Loop. Views of the canal market, with people selling fish, vegetables, rice, and fruits are shown. Comparisons of these customs to American practices should lead to insights concerning economic practices. \$23.50. W/MD/I/SS.
- 126 Glassware Industry in Finland, The. 1973 (Cat.). Film Loop. Skilled craftsmen heat the glass and shape it into beautiful forms by flowing, trimming, molding, and turning it. \$23.50. W/MG/I/SS.
- 127 Harvesting the Sea in Japan. 1973 (Cat.). Film Loop. The people of rural Japan work together to harvest the sea. Scenes include boat building, the catching of porpoises, net fishing, and the harvesting of seaweed by women divers. \$23.50. W/AN-MS/I/SS-S.
- 128 Heavy Industries of Japan. 1973 (Cat.). Film Loop. Japan's industrialization inside factories producing vacuum cleaners, optical equipment, electric generators, textiles, and other goods. \$23.50. W/MG/I/SS.
- 129 How Man Obtains Water. 1973 (Cat.). Film Loop. Man has numerous complex methods of locating, extracting, storing, and transporting water from various sources. Shows a selection of water producing instruments in action. Includes a diagram of a city's water supply and pump system. \$23.50. W/AN-PU/I/SS.

- 130 Labor in West Africa. 1973 (Cat.). Film Loop. Men, women, and children perform various types of skilled and unskilled jobs. Workers are shown constructing bridges and houses, surveying roads, and packing nuts. \$23.50. W/I/SS.
- 131 Light Industries of Japan. 1973 (Cat.). Film Loop. Shows production of electronic units, medicines, cameras, and appliances which evidence Japan's position as a world leader in light industry. \$23.50. W/MG/I/SS.
- 132 Logging. 1973 (Cat.). Film Loop. An entire logging operation in the North Cascade Mountain Range is surveyed. Each of the six basic steps in logging is shown. \$23.50. W/AN/I/SS.
- 133 Markets in West Africa. 1973 (Cat.). Film Loop. Shows market scenes from downtown department stores to calabash gourd vendors. A panorama of goods and sales techniques is shown. \$23.50. W/MD/I/SS.
- 134 Modern Industry in the City. 1973 (Cat.). Film Loop. This film explores many different areas from food production to aerospace. There are sequences showing trucking, oil refining, electronics, home construction, and garment manufacturing. \$23.50. W/I/SS.
- 135 Paper Industry in Finland. 1973 (Cat.). Film Loop. Logs cut from the vast forests are transported by land and water to the mills where they are stored and then turned into cardboard and paper. \$23.50. W/AN/I/SS.
- 136 Public Recreational Facilities. 1973 (Cat.). Film Loop. Several recreational facilities shown here include golf courses, beaches, gardens, a zoo, and sports stadium. \$23.50. W/HR/I/SS.
- 137 Recreation in Finland. 1973 (Cat.). Film Loop. The Finns enjoy swimming, track, skiing, and two forms of recreation not commonly found in the U.S.--sauna bathing and log rolling. \$23.50. W/HR/I/SS.
- 138 Rice Farming in Japan. 1973 (Cat.). Film Loop. The rice paddy and its cultivation is shown. Farmers irrigate and harvest the crop. \$23.50. W/AN/I/SS.
- 139 Rice--Staple of Asia (Philippines). 1973 (Cat.). Film Loop. The processing of rice is traced from the field to the seeding, harvesting, and drying of the crop. Interdependence of man, beast, and machine power is illustrated. \$23.50. W/AN/I/SS.

- 140 Rubber Plantation in West Africa. 1973 (Cat.). Film Loop. The production of raw rubber from latex tapping to the shipment of bulk elastic blocks overseas. \$23.50. W/AN/I/SS.
- 141 Samoans Gather Food From the Forest. 1973 (Cat.). Film Loop. Villagers harvest bananas, breadfruit, taro root, and coconuts. The entire village helps in the work of cracking the coconut shells, scooping out the copra, and collecting the milk. \$23.50. W/AN/I/SS.
- 142 Slate Industry in the United Kingdom. 1973 (Cat.). Film Loop. Shows the processes used in Wales to obtain and shape slate, frequently used for roofing. \$23.50. W/AN/I/SS.
- 143 Textile Industry of Hong Kong. 1973 (Cat.). Film Loop. Shows Chinese at work in textile factory preparing thread, bolts of material, and clothing for consumer use. \$23.50. W/MG/I/SS.
- 144 Transportation in West Africa. 1973 (Cat.). Film Loop. Shows many methods of moving people and goods: carrying loads on the head, pushing hand carts, donkeys, camels, canoes, cars, trucks, ships, and jet airplanes. \$23.50. W/TR/I/SS.
- 145 Use of Labor in Colombia. 1973 (Cat.). Film Loop. A range of labor from modern machine operation to hand labor is shown. Mining and cotton and fruit picking are some forms of labor shown. \$23.50. W/I/SS.
- 146 Use of Labor in Eastern Europe, The. 1973 (Cat.). Film Loop. Thirty-one examples of labor in five countries of Eastern Europe offer a view of its economic condition. Individual hard labor is shown along with modern methods. \$23.50. W/I/SS.
- 147 Wool Industry in Sardinia. 1973 (Cat.). Film Loop. Traces the production of wool from the raising of sheep to the finishing of the woven cloth. Relates to poor and mountainous environment. \$23.50. W/AN/I/SS.

EMC CORPORATION

- 148 Story of Wheat. 1970 (Cat.). Filmstrip. The story of wheat-- from seed to market. W/AN/P/SS.

EDUCATIONAL PROJECTIONS CORPORATION

- 149 Communities and Community Workers. 1971 (Cat.). Multi-media. Kit covers the familiar workers with whom the child has daily contact, and helps develop an appreciation of the people who make the community a pleasant and safe place to live. Kit contains 10 filmstrips, 10 transparencies, tape with skill sheets, learning manuals, and record album: \$100.00. W/P-I/LA-SS.
- 150 Cooperation, Sharing, and Living Together. 1971 (Cat.). Multi-media. A look at activities children do at home and at school, and how they can cooperate and get more pleasure from their activities. Kit contains 10 filmstrips, 10 transparencies, tape with skill sheets, learning manuals, and record album. \$100.00. W/P-I/LA-SS.
- 151 Housing, Money, Personal Problems. 1971 (Cat.). Multi-media. Introduces the student to the various types of housing, how people earn money, how money is handled, and problem-solving on a personal level. Kit contains 10 filmstrips, 10 transparencies, tape with skill sheets, learning manuals, and record albums. \$100 00. S/P-I/SS.

EDUCATIONAL READING SERVICE

- 152 Build-A-Road Construction Puzzle. 1969 (Cat.). Puzzle. A 30-piece puzzle depicts a familiar construction scene with heavy equipment and workers. \$2.00. W/CN/P/SS.
- 153 Dollars and Sense. 1972 (Cat.). Sound Filmstrip. Six filmstrips and 3 records. "How Money Goes Round and Round"; "Different Kinds of Money"; "How Money is Made"; "How We Borrow Money"; "How Budgets Work"; "How Taxes Work". \$54.00. W/BO/I/SS.
- 154 Fathers at Work. 1972 (Cat.). Filmstrip. Six fathers working at different occupations in the community show a variety of skills, responsibilities, and personal relationships on the job. \$42 00/set; \$7.00/each. W/P/SS.
- 155 From Talking Machines to Thinking Machines. 1972 (Cat.). Tape. Four cassette tapes help children learn how sounds, words, symbols, and pictures are transmitted. Children learn how and why people who work in these occupations use special tools to reach and communicate with each other. \$18.40. W/CM/I/SS-S
- 156 Home and Community Helpers 1969 (Cat.). Study Prints. A set of 12 color pictures and 12 resource sheets help children gain an understanding of the duties of the people who serve their families and communities. \$2.25. W/P/SS.

- 157 How Do You Feel? (Series). 1972 (Cat.). Filmstrip. Set of 6 filmstrips exploring feelings about community, home and family, school, animals, other children, and being alone. \$42.00/set; \$7.00/each. S/I/SS.
- 158 Jet Airport Puzzle. 1969 (Cat.). Puzzle. A 30-piece puzzle illustrates an airport scene to help child understand his world and transportation concepts. \$2.00. W/TR/P/SS.
- 159 Laundry and Bakery Story, The. 1969 (Cat.). Record. A visit to the laundry and bakery, with real documentary sounds. \$4.15. W/CH-PE/P/SS.
- 160 Let's Explore Our Neighborhood. 1969 (Cat.). Recreational. Twelve easy-to-read books help children to understand and relate to their everyday environment. Children are introduced to the bakery, firehouse, garage, newspaper, police station, television station, telephone company, etc. \$27.48/set; \$2.29/each. W/P/LA-SS.
- 161 Mothers Work, Too. 1972 (Cat.). Filmstrip. Filmstrips show six working mothers at home with their families and follow them through their working day. \$42.00/set; \$7.00/each. W/P/SS.
- 162 Our Community Helpers. 1969 (Cat.). Puzzles. A series of six inlaid wooden puzzles shows community helpers at their daily work. "My Mailman"; "My Milkman"; "My Policeman"; "My Service Station"; "My Fireman"; "My Garbage Truck". \$10.00/set; \$1.75/each. W/CH-HH-MD-PU/P/SS.
- 163 Our Grown-Up Helpers. 1969 (Cat.). Puzzle. A puzzle with seven familiar community helpers and identifying titles helps the child to understand his community. \$2.25. W/PE-PU/P/SS.
- 164 Our School Workers. 1972 (Cat.). Filmstrip. Eight color filmstrips help students become aware of the contributions made in their behalf by members of the school staff. "The Teacher"; "Special Teacher"; "Librarian"; "School Nurse"; "The Pupil"; "Our School Workers"; "The Principal"; "Custodian and Bus Driver". \$57.50/set; \$7.75/each. W/HH-PU-TR/I/SS.
- 165 Supermarket Puzzle. 1969 (Cat.). Puzzle. A 30-piece puzzle depicts a realistic shopping scene with mother and children, merchandise, and prices. \$2.00. W/CH/P/SS.

EDU-CRAFT, INC

- 166 "World of Work" Filmstrips 1969. Sound Filmstrip. Prevocational education series designed to establish the direction of students' interests, to create academic self-motivation in support of these motivations, and to lead children to more readily accept the acquisition of needed skills. K-3 series deals with occupations of workers children are most familiar with and point out skills that these workers must have to perform their jobs. The 4-6 series looks at many different occupations and then into occupational clusters. \$149.00/K-3; \$175 00/4-6 W/P-I/SS.

ENCYCLOPEDIA BRITANNICA EDUCATIONAL FILMS, INC.

- 167 Airport in the Jet Age 1973 (Cat.). Film. Explores a jet airport from traffic control tower to the baggage-processing center. Shows the equipment and services involved in preparing for a jet flight: ground and flight crews, traffic controllers, passenger agents, and baggage handlers. 11 min. \$135 00 (Color) W/TR/P-I/SS.
- 168 Artist at Work, The 1970 (Cat.). Film. Artist Jacques Lipschitz shows how he molds his sculpture to reflect the present times 12 min \$135 00 (Color). W/FH/I/SS.
- 169 Bus Driver, The 1973 (Cat). Film. A young boy and his father take the bus from New York to Pittsburgh. Shows terminal activities and safety procedures from driver's viewpoint. 11 min \$70 00 (Black and white). W/TR/P-I/SS.
- 170 City Bus Driver. 1973 (Cat). Film. Shows the preparations of a city bus driver for his daily route, driving skills, and his courage. Shows the garage and office of the bus company, as well as scheduling, routing, and bus maintenance. 11 min. \$135 00 (Color) W/PU-TR/P-I/SS
- 171 City Community, The 1970 (Cat). Filmstrip. "Here Is the City"; "Business in the City"; "Living in the City"; "Problems in the City"; "Working in the City"; "Keeping the City Alive". \$36 00/set W/P-I/SS.
- 172 Conserving Our Forests Today. 1970 (Cat.). Film. Advances in forest conservation are illustrated as this film shows the use of helicopters, plastic hose in fire fighting, new insecticides, and chemicals for the control of disease. 11 min \$135 00 (Color). W/AN-EC/P-I/S.

- 173 Corn Farmer (2nd Edition). 1973 (Cat.). Film. Life and work of a family on a corn farm. Film shows modern machinery used by today's farmer. 15 min. \$167.50 (Color). W/AN/I/SS.
- 174 Country Vet. 1973 (Cat.). Film. Shows the work of a veterinarian in South Dakota. Students become aware of the demand of this profession and the lack of much leisure time. 12 min. \$135.00 (Color). W/AN/I/SS.
- 175 Developing Your Personality. 1970 (Cat.). Filmstrip. "Thinking for Yourself"; "More Than One Friend"; "Trying New Things"; "Leaders and Followers"; "Promises Are Made to Keep"; "Enjoying Today". \$36.00/set. S/P-I/SS.
- 176 Dickie Builds a Truck. 1967. Film. Building a simple truck with the correct tools and methods illustrates a child's ability to plan and complete a project. 12 min. \$120.00 (Color). S/P/SS; W/MG/P/SS.
- 177 Farm Community, The. 1969. Film. A farm family shows their work and contribution to the community and some of the services they receive in return. 14 min. \$167.50 (Color). W/AN/P-I/SS.
- 178 Farm Family in Autumn, The. 1970 (Cat.). Film. During harvest time the whole family works: the farmer uses the machines and tools for harvesting, the children help in the house and with small animals, mother preserves some of the crops to use during the winter. 14 min. \$167.50 (Color). W/AN/P-I/SS.
- 179 Fireman, The. (2nd Edition). 1970 (Cat.). Film. Shows a company of firemen at work practicing fire fighting, keeping equipment in perfect condition, and prepared for emergencies. 11 min. \$135.00 (Color). W/PU/P-I/SS.
- 180 Freight Train, The. 1970 (Cat.). Film. Examines specific duties of train personnel and the operation of signal and safety devices in following a train from Kansas City to Chicago. 11 min. \$135.00 (Color). W/CM-TR/P-I/SS.
- 181 Health in Our Community. 1970 (Cat.). Film. The work of the health department against dangerous disease. 14 min. \$167.50 (Color). W/HH-PU/I/SS-S.
- 182 How a Scientist Works. 1967. Film. A scientist demonstrates his role and the scientific procedures of solving a problem. 15 min. \$150.00 (Color). W/I/S.
- 183 Industrial Worker, The. 1973 (Cat.). Film. Dramatizes the day-to-day routine of industrial workers--on the job and at home. Film focuses on their problems and fear of automation. 17 min. \$200.00 (Color). W/MG/I/SS.

- 184 Lemonade Stand, The. What's Fair? 1970 (Cat). Film. A film on "values" which illustrates the meaning of commitment, obligations, and responsibility to others. 14 min. \$167.50 (Color) S,P-I/SS
- 185 Lighthouse, The 1973 (Cat) Film Story of a young boy whose father is a lighthouse keeper. The youngster listens to ship-to-shore messages and helps in the duties of a lighthouse keeper 12 min. \$135.00. W/MS-PU/P-I/SS.
- 186 Making the Desert Green 1970 Film. The concept of water management and scientific farming is introduced. 16 min. \$200.00 (Color) W,AN-EC/I/SS-S.
- 187 Making the Things We Need 1969 Film The division of labor is depicted through various activities 14 min. \$167.50. W/P/SS
- 188 Meat--From Range to Market 1973 (Cat.). Film. Depicts the story of meat from the grasslands of the open range, to the cornbelt fattening stations, to the packing house, and finally to the packages we buy at the grocery store. 10 min. \$70.00 (Black and white) W/AN-MD/I/SS.
- 189 Mike and Steve Visit the Shopping Center. 1969. Film. As Mike bicycles past stores in his urban neighborhood, he points up the differences between shops of yesterday and shops in a big shopping center 14 min \$167 50 (Color). W/P/SS.
- 190 New England Fishermen 1973 (Cat) Film An examination of the problems facing the fishing industry. Film shows the fishing methods of one skipper and crew, working conditions, etc. 11 min \$135 00 (Color) W/AN-MS/I/SS.
- 191 Our Changing Way of Life--Cattlemen, A Rancher's Story. 1973 (Cat) Film Old and new methods of operation of cattle growing Shows the ways in which technology affects the cattle industry and the lives of cattlemen 22 min. \$265.00 (Color) W/AN,I,SS
- 192 Our Changing Way of Life--The Cotton Farmer. 1973 (Cat.). Film Dramatizes the increasing mechanization in the cotton industry and its effects on the people and the economy. Cotton production--seed to finished cloth. 14 min. \$167 50 (Color) W/AN,I,SS
- 193 Our Changing Way of Life--The Dairy Farmer. 1973 (Cat.). Film. Examines economic and geographic factors that helped develop the dairy industry Contrasts the large, highly-mechanized farms with the small family operation. 17 min. \$200.00 (Color); \$102 50 (Black and white) W/AN/I/SS.

- 194 Our Changing Way of Life--The Lumberman. 1973 (Cat.). Film. Shows the changing Pacific Northwest lumber industry. Effect of modern machinery and transportation on the industry, the lumberman, and population patterns. 15 min. \$167.50 (Color). W/AN-EC/I/SS.
- 195 Our Community Services. 1970 (Cat.). Film. When Harold is hit by a motorcycle, two public services--the police and fire departments--in addition to several private services are illustrated. 12 min. \$135.00 (Color). W/HH-PE-PU/P/SS.
- 196 Our Shrinking World--Jet Pilot. 1970 (Cat.). Film. Today when a jet pilot leaves his home in Montreal he will travel farther in one day than Columbus did in his entire trip to America. 17 min. \$200.00 (Color). W/TR/I/SS.
- 197 Passenger Train, The. 1973 (Cat.). Film. A young boy's overnight trip. He explores the train--roomette, dome car, observation car, and dinette car. Shows activities of railroad personnel. 11 min. \$135.00 (Color). W/PU-TR/P-I/SS.
- 198 Policeman, The. (3rd Edition). 1970 (Cat.). Film. The work of policemen in a metropolitan district is illustrated by focusing on an accident investigation. 16 min. \$200.00 (Color). W/PU/P-I/SS.
- 199 Produce--From Farm to Market. 1973 (Cat.). Film. Key themes are the daily moving of tons of produce and the variety of workers needed to move it. Shows how produce arrives at wholesale market during early morning rush hour and how it leaves for city customers. 16 min. \$200.00 (Color); \$102.50 (Black and white). W/MD-TR/I/SS.
- 200 Rescue Squad. 1973 (Cat.). Film. Documents the work of a fire department rescue squad. Dramatizes the dedication and alertness needed in this occupation. 14 min. \$167.50 (Color). W/HH-PU/I/SS.
- 201 Seaport. 1973 (Cat.). Film. Describes procedures by which a seaport receives cargo. Shows conveyor systems, pumps, and electromagnets used in handling goods; explains work of seamen, longshoremen, and customs officers. 17 min. \$200.00 (Color); \$102.50 (Black and white). W/TR/P-I/SS.
- 202 Shelter Series. 1970 (Cat.). Filmstrip. Filmstrips on "Houses of Long Ago"; "Why We Need Houses"; "Kinds of Houses"; "Tools and Materials for Building Houses"; "Parts of a House"; "Men who Build Our Houses". \$36.00/set. W/CN/P-I/SS.

- 203 Truck Driver, The. 1973 (Cat.). Film. Follows a long-distance truck driver from Chicago to Sandusky, Ohio. Points out trucking activities and demonstrates skills of driver. 16 min \$200.00 (Color); \$102.50 (Black and white). W/TR/P-I/SS
- 204 Tugboat Captain. 1973 (Cat.). Film. Shows a typical day of a New York harbor captain and his crew. Working 48 shifts, he deals with ocean liners, giant tankers, and aircraft carriers. He must gauge currents and wind velocity, and have a good sense of timing 14 min. \$167.50 (Color). W/MS-TR/I/SS
- 205 Wheat Farmer, The. (2nd Edition). 1973 (Cat.). Film. Life and work on a wheat farm in the U. S. wheat belt. Shows preparation of soil and the planting and harvesting of wheat. Dependence on weather is included. 14 min. \$167.50 (Color); \$86.00 (Black and white). W/AN/I/SS.
- 206 Why Fathers Work. 1969 Film. A father helps his family with the money he earns by buying necessities. 14 min. ~~\$167.50~~ (Color). W/P/SS.

EYE GATE HOUSE, INC.

- 207 Big City--U.S.A. 1970 (Cat.). Filmstrip. "Housing in Big City"; "Food for Big City"; "Big City Workers"; "Education in Big City"; "Police Protection in Big City"; "Fire Protection in Big City"; "Public Utilities in Big City"; "Fun and Recreation in Big City". \$42.50/set. W/BO-CH-HR-MG-MD-PU/P-I/SS.
- 208 Field Trips Out of the Ordinary. 1973 (Cat.). Sound Filmstrip. Set of six filmstrips using narration, simple art, and explanation of each of 6 locations not likely to be readily accessible for direct visits (e.g., steel mill, nuclear plant). Prepared in cooperation with the personnel who run these operations. \$57.00 w/records; \$58.50 w/cassettes. W/AN-MG-MS/I/SS-S.
- 209, Going to the Doctor, Dentist, and Hospital. 1973 (Cat.). Sound Filmstrip. Set of 6 color filmstrips to introduce child to the doctor's office, the dentist's office, and the hospital as an involved spectator. Explains who the people are, what they do, and the basic equipment they use. \$51.00 w/records; \$52.50 w/cassettes. W/HH/P/SS-S.

- 210 Guidance Filmstrip Series For Young People. 1972 (Cat.). Sound Filmstrip. Includes: "Courage: What is Real Courage?"; "Reliability Zero: Skills and Talent Are Seldom Rated Above Reliability"; "He Lost His Head: Bad Tempers Cause Problems. What Can You Do About It?" etc. Includes teacher's manuals, 16 filmstrips, 8 recordings. \$108.00 w/records; \$112.00 w/cassettes. S/I/SS.
- 211 How Things Are Made. 1973 (Cat.). Sound Filmstrip. Set of 6 filmstrips designed to make the child look at everyday items (his shirt, family car, etc.) and come to realize the combination of knowledge and talent that produces these things. \$51.00 w/records; \$52.50 w/cassettes. W/P-I/SS.
- 212 How We Build Things. 1973 (Cat.). Sound Filmstrip. Set of 6 sound filmstrips designed to acquaint pupils with the construction of the major man-made structures he is likely to see in his everyday environment. \$57.00 w/records; \$58.50 w/cassettes. W/CN-TR/I/SS-S.
- 213 Little Town--U.S.A. 1970 (Cat.). Filmstrip. "Types of Little Towns"; "Little Town, U.S.A."; "Stores In Little Town"; "Shopping On Main Street"; "Food For Little Town"; "Houses In Little Town and Life on a Farm"; "Building A House In Little Town"; "Workers and Activities In Little Town"; "People Who Help Little Town". \$42.50/set. W/P-I/SS.
- 214 Me, Myself, and I. 1969. Filmstrip. Basic principles of psychology. "Who Am I?"; "Why Do My Feelings Change?"; "What Can I Do About It?"; "How Can I Improve Myself?"; "What About Other People?"; "Where Do We Go From Here?". \$37.50/set. S/I/SS.
- 215 Our Neighborhood Workers. 1973 (Cat.). Sound Filmstrip. Nine color filmstrips (either captioned or with tapes) aim to introduce a variety of workers and professions: e.g., dairyman, laundry, watchmaker, banker, butcher, tailor, baker, shoemaker. \$73.50 w/cassettes; \$48.50/captioned. W/BO-MD-PU/P-I/SS.
- 216 Some Neighborhood Helpers. 1973 (Cat.). Filmstrip. A series of 9 captioned color filmstrips dealing with the work of a doctor, nurse, pharmacist, optometrist, barber, beautician, service station, and newspaper and fish store. \$48.50. W/HH-PE-PU/P-I/SS-S.
- 217 Story of Building A House, The. 1970 (Cat.). Filmstrip. Filmstrips on "Excavating the Cellar"; "Building the Foundation"; "Building the Frame of the House"; "Gas, Electric, Plumbing, and Other Installations"; "Further Installations"; "Completing the Outside of the House"; "Completing the Inside of the House"; "The House Is Built". \$42.50/set. W/CN/P-I/SS.

- 218 Workers For the Public Welfare. 1973 (Cat.). Filmstrip. Set of 9 captioned filmstrips aims to develop concepts and appreciations of many types of public workers whose major interest is the health, safety, and welfare of the people. \$48.50. W/HH-PU/P-I/SS.

FARMERS AND MANUFACTURERS, BEET SUGAR ASSOCIATION

- 219 Story of Sugar Beets. 1970 (Cat.). Film. Reports methods used in growing and processing sugar beets in Michigan. 20 min. W/AN/P/SS

FIELD EDUCATIONAL PUBLICATIONS, INC.

- 220 People, Places, Products. 1971. Multi-media. Contains sound filmstrips, shortstrips, display prints and maps, and teacher's manuals to provide a wide range of levels of activities for group and individual exploration. \$67.80. W/P-I/SS.

GUIDANCE ASSOCIATES

- 221 Babysitting: The Job--The Kids. Sound Filmstrip. Teaches sound basic approach to the job, emergencies, making decisions, and care of children. \$35.00. W/PE/I/SS.
- 222 First Things: Sound Filmstrips For Primary Years. 1970. Sound Filmstrip. Series is designed to assist children in building their self image and strengthen value choices. "Who Do You Think You Are?"; "Guess Who's In A Group?"; "What Happens Between People?"; "You Got Mad, Are You Glad?"; "What Do You Expect of Others?". \$18.00/set w/records; \$20.00/set w/cassettes. S/P-I/SS
- 223 People Who Help Others 1972. Sound Filmstrip. This program focuses on the motivations and satisfactions shared by a community worker, a physiotherapist, and a minister. Four filmstrips, plus audio devices. \$37.50 w/records; \$45.50 w/cassettes. W/PE-PU/I/SS.
- 224 People Who Work in Science. 1972. Sound Filmstrip. This program explores the interest in scientific method which characterizes the work lives of a sound engineer, a crime lab chemist, and a marine biologist. Four filmstrips plus audio devices. \$37.50 w/records; \$45.50 w/cassettes. W/CM-MS-PU/I/SS-S

- 225 Who Do You Think You Are? 1972 (Cat.). Sound Filmstrip. A story-form approach to develop concepts concerning the combined feelings, actions, and fixed traits that make up an individual. Aims to help children explore their own and others' distinctive characteristics, and to reinforce self-worth. \$18.00 w/record; \$20.00 w/cassette. S/P-I/SS.

HARPER & ROW

- 226 Animal Doctors: What Do They Do? Carla Greene. 1971 (Cat.). Recreational. Describes the work of veterinarians in zoos and circuses, of a space flight animal doctor, and of animal doctors in the city and in the country. Colored illustrations. \$2.92. W/AN-HH/P/LA-SS-S.
- 227 Dear Garbage Man. Gene Zion. 1971 (Cat.). Recreational. Follows, in story form, a garbage collector as he goes through his day. \$3.79. W/PU/P/LA-SS.
- 228 Doctors and Nurses: What Do They Do? Carla Greene. 1971 (Cat.). Recreational. Describes what doctors and nurses do for children in particular, as well as a glimpse into the study and training required. \$2.92. W/HH/P/LA-SS-S.
- 229 Gas Station Gus. Russell Hoban. 1971 (Cat.). Recreational. An engaging account of what a gas station man can do to help others. \$2.92. W/TR/P/LA-SS.
- 230 Policemen and Firemen: What Do They Do? Carla Greene. 1971 (Cat.). Recreational. Text and pictures demonstrate the task in a policeman's day and in a fireman's day. \$2.92. W/PU/P/LA-SS.
- 231 Railroad Engineers and Airplane Pilots: What Do They Do? Carla Greene. 1971 (Cat.). Recreational. Pictures and stories describe the training required, as well as the excitement and responsibility of these important transportation jobs. \$2.92. W/TR/P/LA-SS.
- 232 Soldiers and Sailors: What Do They Do? Carla Greene. 1971 (Cat.). Recreational. Describes in story form how sailors and soldiers are trained to protect our country. \$2.92. W/PU/P/LA-SS.
- 233 Truck Drivers: What Do They Do? Carla Greene. 1971 (Cat.). Recreational. Describes trucks of all kinds and the special training and responsibilities of the men who drive them. Includes a picture dictionary. \$2.92. W/MD-TR/P/LA-SS.

HENK NEWENHOUSE

- 234 Community Helpers Series. 1968 (Cat.). Film. Eight color films--"Bakery Beat"; "The Sanitation Department"; "Dairy--Farm to Door"; "Fireman--On Guard"; "Health--You and Your Helpers"; "Policemen--Day and Night"; "Postman--Rain or Shine"; "Truck Farm to Store". (Available separately) 10-11 min. \$895.00/set. W/MD-PU/P/SS

HOUGHTON MIFFLIN COMPANY

- 235 Guidance Monograph Series--Career Information and Development. Shelly Stone and Bruce Shertzer. 1972 (Cat.). Textbook. Eight monographs packaged in one unit. Theories of Occupational Choice and Vocational Development--Zaccaria. Influence of Psychological Factors Upon Vocational Development--Zytowski. Students' Vocational Choices: A Review and Critique--Brown. College Information and Guidance--Barre. Occupational Information and Guidance--Sinick. Theory and Practice of Communicating Education and Vocational Information--Martin. Decision-making and Vocational Development--Herr. Innovations in the Use of Career Information--Chick. \$9.75. S/P-I/SS.

IMPERIAL FILM COMPANY, INC

- 236 Guidance and Personal Development. 1973 (Cat.). Multi-media. Ten captioned and five sound filmstrips whereby children can examine and strengthen positive values, and also understand that their feelings are not so different from those of their classmates. Students are guided to reach their own conclusions. \$125.00 w/records; \$134.75 w/cassettes. S/P-I/LA-SS.

JAM HANDY INSTRUCTIONAL MATERIALS

- 237 Our Neighborhood Helpers. 1970 (Cat.). Filmstrip. A set of 6 captioned filmstrips depict the various aspects of work different people do and how they do it. Stresses the importance of a cooperative attitude in work. \$34.00/set W/P/SS.

LEARNING ARTS

- 238 Building Work Habits Series. 1972 (Cat.). Sound Filmstrip. Six filmstrips and six 78 rpm records dramatize emphasis on work habits: following directions, thinking before acting, concentration, neatness, checking work, perseverance. \$60.00. S/I/SS.

- 239 Getting To Know Me. 1972 (Cat.). Sound Filmstrip. Four animated filmstrips encourage self-understanding and self-acceptance. Includes study guide with complete script. \$34.50 w/records; \$38.00 w/cassettes. S/P/LA-SS.
- 240 Learning About Money. 1972 (Cat.). Pictures. Set of sixteen 12" x 17" color pictures use money as a key to learning about our economic system; 40-page resource manual is included. Topics treated involve banks, taxes, earning money, value of work, kinds of money, etc. \$3.95. W/BO-MD/P/SS.
- 241 Living In Your World. 1972 (Cat.). Multi-media. Deals with personal worth, family relationships, friendship, moods and emotions, and values. Includes 2 LP records, 8 record/books, 1 manipulative book, 2 sets of pictures, 2 sound filmstrips, and 9 transparencies. \$145.74. S/P/LA-SS.
- 242 Men Who Come To Our House Stories. 1972 (Cat.). Record. Through songs, sounds, and stories, Mr. Fireman, Mr. Policeman, Mr. Plumber, Mr. Postman, and Mr. Grocer teach a little about themselves and invite the child to imitative and creative play. \$1.98. W/PU/P/LA-SS.
- 243 Self-Image. 1972 (Cat.). Record. Contains five stories for listening and thinking about self as embodied by story characters: e.g., "The Cat Who Thought He Was a Tiger". Teacher suggestions on album jacket. \$5.99. S/P/LA.
- 244 Sing a Song of Home, Neighborhood and Community. 1972 (Cat.). Record. Easy-to-learn songs dealing with "The Milkman"; "If You Were a Farmer"; "Singing Postman"; "The Policeman"; "Fire Song"; "Trucks"; "Helping Mother"; "At the Harbor"; "Let's Build a House", etc. Text included. \$5.99. W/CN-PU-TR/P/SS.
- 245 Tales of the Wise Old Owl (Series I, II, III). 1972 (Cat.). Sound Filmstrip. Each set of 6 filmstrips and 3 audios includes study guide with full scripts. The three series treat such topics as diligence (I), achievement (I), wise use of time (II), unselfish service (II), patience (III), law and order (III). \$51.50/set w/records; \$57.00/set w/cassettes. S/P/LA-SS.
- 246 Where Does It Come From? 1972 (Cat.). Sound Filmstrip. A set of 4 filmstrips and recordings deal with the sources of lumber, milk, paper, and bread. \$44.00 w/records; \$51.80 w/cassettes. W/AN-MD/P/SS.

LEARNING CORPORATION OF AMERICA

- 247 African Odyssey: The Red Bicycle, 1972 (Cat.). Film. This color film treats various aspects of economic life in Africa by following the manufacture, purchase, loss, and dismemberment of a bicycle. Includes such ideas as farmers moving to the city, and functions of a one-crop economy. 13 min. \$195.00 Sale; \$15.00 Rental. W/P-I/SS.
- 248 Ballad of the Iron Horse, The, 1972 (Cat.). Film. This color film documents the continuing influence of railroads upon job opportunities and prosperity from the introduction of the steam locomotive to the present competition from automobiles and airplanes. 29 min. \$350.00 Sale; \$30.00 Rental. W/TR/P-I/SS.
- 249 Basic Concepts in Social Studies, 1972 (Cat.). Sound Filmstrip. A set of four animated color filmstrips with two phonograph records. Titles are: "Why We Have Laws"; "Why We Use Money"; "Why People Have Special Jobs"; "Why We Have Taxes". \$39.00. W/BO-MG-MD-PE-PU/P/SS.
- 250 Civil War to First World War, 1972 (Cat.). Sound Filmstrip. A set of six filmstrips and three records dealing with the American Industrial Revolution. Titles: "Abundant America"; "Steel"; "Oil"; "The Automobile"; "Photography"; "The American Art of Persuasion". \$59.00. W/AN-CM-MG-TR/I/SS.
- 251 Clothing: A Pair of Blue Jeans, 1972 (Cat.). Film. This color film uses a lyrical ballad to trace the making of a pair of blue jeans from the cotton fields to factory to marketing sessions to advertising campaigns to the boy who finally buys them. 15 min. \$195.00 Sale; \$15.00 Rental. W/AN-MG-MD/P-I/SS.
- 252 Colonial Times to Civil War, 1972 (Cat.). Sound Filmstrip. A set of six filmstrips and three records dealing with key inventions of early U.S. history. Titles: "The Second American Revolution"; "Eli Whitney Changes America"; "The Agricultural Revolution"; "The Steam Engine"; "Man Makes His Climate"; "The Communications Breakthrough". \$59.00. W/AN-CM-MG-MD-TR/I/SS.
- 253 Food: The Story of a Peanut Butter Sandwich, 1972 (Cat.). Film. This color film traces the history of the peanut from lowly status of hog feed to its present "state of glory". Includes concepts of food processing, market research, and advertising. 15 min. \$195.00 Sale; \$15.00 Rental. W/AN-MD/P-I/SS.

- 254 Golden Age of the Automobile, The. 1972 (Cat.). Film.
This color film traces the history of the automobile in America, and its impact on mobility, commuting, nationwide businesses, drive-in commerce, etc. 30 min. \$350.00 Sale; \$30.00 Rental. W/TR/P-I/SS.
- 255 Guess Their Jobs (No. 1 and No. 2). 1972 (Cat.). Film Loops:
These two film loops are part of a series of twelve which were designed to help enhance awareness, sharpen visual attention, and give practice in visual attention and memory. \$21.00/each. W/P/SS.
- 256 Shelter: Almost Anyone Can Build a House. 1972 (Cat.). Film. This color film shows parallel construction of a modern development house and a children's tree house. A brief animated story of a caveman and woman helps to show changes in the technology of shelter. 15 min. \$195.00 Sale; \$15.00 Rental. W/CN/P-I/SS.
- 257 Transportation Revolution, The: Story of America's Growth. 1972 (Cat.). Film. This color film deals with the changing modes of transportation in American History, pointing out the resulting economic and social effects. 21 min. \$250.00 Sale; \$20.00 Rental. W/TR/P-I/SS.
- 258 Why People Have Special Jobs. 1972 (Cat.). Film. Subtitled "The Man Who Made Spinning Tops", this animated color film deals with the development of specialization in an imaginary primitive village. Specialized jobs of today are treated in the conclusion. 7 min. \$125.00 Sale; \$12.00 Rental. W/MG-MD/P/SS.
- 259 Why We Have Taxes. 1972 (Cat.). Film. Subtitled "The Town That Had No Policeman", this animated color film depicts a community's problems which lead to the use of public funds to provide for a common need. The film concludes with examples of modern services provided by taxes. 7 min. \$125.00 Sale; \$12.00 Rental. W/PU/P-I/SS.
- 260 Why We Use Money. 1972 (Cat.). Film. Subtitled "The Fisherman Who Needed a Knife", this animated color film offers an amusing story depicting the change from barter to use of a specific item for trading. Closes with a look at the uses of money today. 8 min. \$125.00 Sale; \$12.00 Rental. W/BO-MD/P-I/SS.
- 261 World War I to Tomorrow. 1972 (Cat.). Sound Filmstrip. A series of six filmstrips and three records looks at several key 20th century inventions and their effects. Titles: "Efficient America"; "Synthetics"; "Flight"; "Radio and Television"; "The Computer"; "Where Will Technology Take Us?". \$59.00. W/CM-MG-TR/I/SS.

LESWING COMMUNICATIONS, INC.

- 262 Voices of Men at Work. Sydney M. LaRue and Wm. T. LaRue. 1972 (Cat.). Multi-media. Textbooks plus records offer varied approaches (think, study, discover) towards the several social sciences with concepts of production, money, distribution, and societal organization as basic subject theme. One of the "Voices of Life" Social Science K-8 Series. \$2.38 Teacher's Edition; \$6.00/4 Records. W/P/SS.
- 263 Voices of Tools and Machines. Sydney M. LaRue and Wm. T. LaRue. 1972 (Cat.). Multi-media. Textbooks plus records offer varied approaches (think, study, discover) toward orientation to the several social sciences with tools and machines as basic subject theme. One of the "Voices of Life" Social Science K-8 Series. \$2.18 Teacher's Edition; \$4.50/3 Records. W/P/SS.

J. B. LIPPINCOTT

- 264 Behind the Scenes in a Car Factory. Leon Harris. 1972. Recreational. A photo-story providing an inside look at the many workers who contribute to the work in a car factory. \$3.50. W/MG-TR/I/LA-SS.
- 265 Behind the Scenes in a Department Store. Leon Harris. 1972. Recreational. A photo-story providing an inside look at the many workers who contribute to the work in a department store. \$3.50. W/BO-MD/I/LA-SS.
- 266 Behind the Scenes of Television Programs. Leon Harris. 1972. Recreational. A photo-story providing an inside look at the many workers who contribute to the work in a television program. \$3.50. W/CM/I/SS.

LONG FILM SLIDE SERVICE

- 267 All About Milk. 1970 (Cat.). Sound Filmstrip. Depicts the story of milk production \$16.50. W/AN/P/SS.
- 268 Farm Fathers. 1970 (Cat.). Filmstrip. Series I: "My Dad Is a Truck Farmer"; "My Dad Is a Dairy Farmer"; "My Dad Is a Wheat Farmer"; "My Dad Is a Fruit Farmer"; "My Dad Is a Cotton Farmer". Series II: "My Dad Is a Hay Farmer"; "My Dad Is a Cattle Rancher"; "My Dad Is a Sheep Rancher"; "My Dad Is a Poultry Farmer"; "My Dad Is a Veterinarian". \$25.00/set. W/AN/P/SS.
- 269 Our Community Helpers 1970 (Cat.). Filmstrip. Series I: "The Baker"; "The Grocer"; "The Fireman"; "The Policeman"; "The Postman". Series II: "The Doctor"; "The Dentist"; "The Librarian"; "The Milkman"; "City Helpers". \$25.00/series. W/CM-CN-HH-MD-PU/P/SS.

- 270 Science in Our Daily Bread. 1970 (Cat.). Sound Filmstrip.
Depicts the story of the production of bread. \$16.50.
W/AN/P/S.

MCGRAW-HILL FILMS

- 271 Community Helpers Series. 1970 (Cat.). Sound Filmstrip.
Twelve color filmstrips visualizing the services and duties
of grocer, fireman, doctor, dentist, milkman, librarian,
bus driver, mailman, policeman, service station attendant,
street maintenance crew, and sanitation department crew.
\$82.00. W/HH-PU/P/SS.
- 272 Community Series: Agriculture and Industry. 1970 (Cat.).
Sound Filmstrip. Presented in terms of production and
distribution of food, clothing, shelter, and transportation,
the role of modern technology is explained. Contains 8
filmstrips. \$57.50. W/P/SS.
- 273 Community Series: Systems In Our Cities. 1970 (Cat.).
Sound Filmstrip. Set of 7 color filmstrips show every
day dependence of the community on utilities systems:
e.g., gas, electricity, sewerage, postal. \$49.50.
W/MG-PU/P-I/SS.
- 274 Community Series: Transportation. 1970 (Cat.). Sound Film-
strip. Set of 8 color filmstrips treats transportation of
people and goods within and between communities. Each film-
strip concentrates on a particular means of transportation.
\$57.50. W/MD-TR/P-I/SS.
- 275 Community Series: Types of Cities. 1970 (Cat.). Filmstrip.
Eight color filmstrips deal with the relationships of
locations to natural resources, transportation routes, and
types of economic activities in 8 representative cities
and towns. \$57.50. W/AN-MD-TR/P/SS.
- 276 School Helpers Series. 1968 (Cat.). Filmstrip. Series in-
cludes filmstrips on the teacher, custodian, safety patrol,
principal, school nurse, and a cafeteria worker. \$43.00/
set. W/CH-HH-PU/P/SS.
- 277 Science Facts About Transportation. 1970 (Cat.). Filmstrip.
Six color filmstrips describing fundamental facts behind
various modes of transportation. Drawings and photographs
show laws of buoyancy, friction, and the expansion of gas.
\$35.00/set. W/TR/I/S.
- 278 Weather Station. 1969 (Cat.). Film centers on how weather
data is gathered, the instruments used in the process, and
the forecasts. 11 min. \$60.00 (Black and white).
W/PU/P-I/S.

MINCOM DIVISION, 3rd COMPANY

- 279 Fireman and His Work, The 1971 (Cat.). Tape. Understanding of the contributions of the fireman to community safety is developed through guided worksheet activity in which the pupil identifies commonly distinguished elements of the fireman's uniform, equipment, tool, and services. 18 min. W/PU/P/LA-SS.
- 280 Let's Meet the Doctor 1971 (Cat.). Tape. Introduces the doctor and his work through guided worksheet identification of some of the common procedures and equipment used in a physical examination. Family doctors and specialists are differentiated. 14 min. W/HH/P/LA-SS.
- 281 Let's Meet the Nurse 1971 (Cat.). Tape. Through reference to worksheet illustrations, the learner visits a hospital nurse, a dental nurse, a physician's nurse, a school nurse, and a visiting nurse. 10 min. W/HH/P/LA-SS.
- 282 Let's Meet the Teacher 1971 (Cat.). Tape. Acquaints the pupil with the background and training of the typical elementary classroom teacher and gives them an understanding of the teacher's "homework" in planning lessons and activities. 13 min. W/PU/P/LA-SS.
- 283 Mailman and His Work, The 1971 (Cat.). Tape. Orients the learner to the essentials of U.S. mail service and the jobs of the mailman and some of his co-workers. Worksheet pictures and response items involve the learner in identifying equipment and components of the mail service. 16 min. W/PU/P/LA-SS.
- 284 My Father works 1971 (Cat.). Tape. Builds awareness that many different kinds of work are necessary to keep our world functioning. Worksheet illustrations identify a variety of jobs with different levels of skills. 14 min. W/P/LA-SS.
- 285 Policeman and His Work, The 1971 (Cat.). Tape. Introduces role of the police officer in the community. In worksheet illustrations, some of the common equipment used in police work is identified. The image of the policeman as a friend is developed. 23 min. W/PU/P/LA-SS.

WILLIAM MORROW AND COMPANY, INC.

- 286 Machine Tools Herbert S. Zim 1969. Recreational. Describes types and uses of machine tools. W/CN-MG/P/SS.

GEORGE A. PFLAUM PUBLISHER

- 287 Becoming Myself 1971. Textbook. This textbook treats two highly important pre-adolescent topics: (1) acquaintance with one's own emotional life, (2) physical growth. Sixth step in the 1-6 "Dimensions of Personality" series. Duplicating masters are available. \$5.18 Teacher's Edition. S/I/LA-SS.
- 288 Here I Am. 1971. Textbook. A book aimed at helping the fourth grader to understand various factors which influence personality development: heredity, environmental circumstances, acceptance of feelings, self-concept. Fourth step in the 1-6 "Dimensions of Personality" series. Duplicating masters are available. \$3.99 Teacher's Edition. S/I/LA-SS.
- 289 I Can Do It. 1971. Worktexts and Activity Sheets. Fourteen activities designed to use child's experience to develop physical, emotional, and scholastic competence. Kit serves four pupils. Is second step in "Dimensions of Personality" 1-6 series. \$7.56 Kit; \$4.90 Teacher's Edition. S/P/LA-SS-M.
- 290 I'm Not Alone. 1971. Textbook. The pupil is offered exploratory thoughts into his human environment: family, friends, classmates. Participation and interaction in these groups and their influence on him are discussed. Fifth step in the 1-6 "Dimensions of Personality" series. Duplicating masters are available. \$4.52 Teacher's Edition. S/I/LA-SS.
- 291 Now I'm Ready. 1971. Worktexts and Activity Sheets. Fourteen activities designed to help convince the first grader that he is ready for school are geared for small group use. Kit serves four pupils. Is first step in "Dimensions of Personality" 1-6 series. \$7.56 Kit; \$4.90 Teacher's Edition. S/P/LA-SS-M.
- 292 What About Me? 1971. Worktexts and Activity Sheets. Fourteen activities designed to help the third grader explore his emotions and self-image. Uniqueness and commonality of traits are stressed. Kit serves four pupils. Is third step in 1-6 "Dimensions of Personality" series. \$7.56 Kit; \$4.90 Teacher's Edition. S/P/LA-SS-M.

POPULAR SCIENCE AUDIO-VISUALS

- 293 Career Opportunities 1. 1970 (Cat.) Filmstrip. Set of 5 filmstrips: "New Career Opportunities"; "Your Life of Work"; "Interests Pay Off"; "Career Planning in a Changing World"; "How to Study Occupations". W/I/SS.

- 294 Career Opportunities II 1970 (Cat.). Filmstrip. Set of 4 filmstrips: "Automation"; "Jobs in Mathematics"; "Salaried Worker or Self-Employed?"; "Careers in Science". W/I/SS-M-S
- 295 Job Finding I. 1970 (Cat.) Filmstrip Set of 5 filmstrips: "So You Want a Summer Job"; "How to Get a Job and Keep It"; "When you Go To work"; "Where Will You Live and Work?"; "How To Find a Job For Yourself". W/I/SS.
- 296 Work People Do, The 1970 (Cat.) Filmstrip. "People Who Work For Our Health"; "The Tugboat Has a Job"; "People We Meet When We Travel"; "The Skyscraper"; "People Whose Work Is Important To Us", "The Airplane Does Many Jobs". \$37.50, set w, CN-HH-PU-TR/P/SS

RADIO HOUSE

- 297 Learning To Live 1971 (Cat.). Tape. A panel of children and a moderator discuss 16 topics concerning precepts, habits, and attitudes of everyday living S/I/LA-SS.

RAND-MCNALLY

- 298 Interaction of Man and His Resources 1971 (Cat.). Study Prints Set of 20 18" x 22" full-color and black-and-white pictures dealing with economic concepts. Reverse sides contain sequence of instructional guidelines, including basic and advanced generalizations and questions. Teacher's Manual provides instructions on inquiry training and enrichment activities \$27.00. W/P-I/LA-SS.

SCHOLASTIC MAGAZINES, INC

- 299 How Do I Learn? 1972 (Cat.) Sound Filmstrip. Set of 5 color filmstrips with teacher's guide. Topics include chance vs. planning, dealing with mistakes, fears; problem solving, and remembering. \$49.50 w/record; \$59.50 w. cassette S, P, LA-SS.

SCIENCE RESEARCH ASSOCIATES

- 300 Book About Me, A 1969 Textbook A child's responses to the hundreds of illustrations in this flexible activity book provide counselors and teachers with insights into his attitudes and home background \$1.00/specimen set. S, P/LA-SS

- 301 Focus On Self-Development; Stage One: Awareness. Judith Anderson, Carole Lang, and Virginia Scott. 1970. Multi-media. Twenty flexible units include self-concept development, awareness of the environment through the senses, socialization, sharing, and problem solving. Teacher's Guide contains activities, discussion topics, unit plans, and detailed suggestions for building awareness. \$95.00. S/P/LA-SS.
- 302 Focus Self-Development; Stage Two: Responding. Judith Anderson and Patricia Miner. 1971. Multi-media. Stories and activities encourage child's response to his personal, social, emotional, and intellectual life. Topics include self-concept, abilities, limitations, interests, concerns, communications, companionship, acceptance, and rejection. \$110.00. S/P-I/LA-SS.
- 303 Foundations For Occupational Planning. Filmstrip. Five captioned filmstrips deal with self, career classification, and relation of school work to career planning. \$27.00. S/I/LA-SS-M; W/I/LA-SS-M.
- 304 Guidance Kit For Elementary Counselors and Teachers. 1972 (Cat.). Recreational. A library of practical information, references, and sample programs for establishing and conducting guidance services in the elementary school. \$23.50. S/P-I/SS.
- 305 Job Family Series Booklets. 1972 (Cat.). Recreational. Twenty booklets group jobs by common factors such as interest and skill to help broaden student's occupational considerations. \$21.00/set. W/I/LA-SS.
- 306 Language Development Program. 1970. Storyboards. Storyboards illustrating everyday community and family situations for students to discuss encourage self-expression. Program provides materials for continuing vocabulary and concept development. \$97.50. W/PU/P-I/LA.
- 307 Language Involvement Program. 1972. Writing Materials. Twenty pupil write-in booklets in each of 18 subject areas. Each booklet consists of a 5-picture story sequence plus two work pages. W/BO-CM-PU-TR/P-I/LA.
- 308 Math Applications Kit. 1971. Study Activity Cards. Six groups of activity cards--Appetizers, Science, Sports and Games, Occupations, Social Studies, and Everyday Things. Kit includes handbooks for student and teacher. \$54.50. W/I/SS-M-S.

- 309 Our Working World. Lawrence Senesh. 1972 (Cat.). Multi-media. The program uses a wide variety of activities to provide an acquaintance with the working world, drawing on concepts from all the social sciences. Problem solving and decision making are stressed as needed skills. \$38.60/specimen set. W/P/SS-S.
- 310 Preprimary Profile. Herbert J. Schiff and Myles I. Friedman. 1972 (Cat.). Rating Instrument. Parent communicates information about child to child's first teacher on a simple rating scale, "Introduction To My Child". Includes self-sufficiency, social behavior, skill development, environmental background, experience, and miscellaneous information. \$11.50/set. S/P/SS.
- 311 What Could I Be? Walter Lifton. Textbook. An illustrated text which introduces the world of work and guides the child in viewing occupational areas in light of his abilities and interests. Enables the child to see the value of the school as preparation for work. \$1.34/specimen set. S/P-I/SS.
- 312 What I Like To Do. Louis P. Thorpe, Charles E. Meyers, and Marcella R. Bonsall. 1972 (Cat.). Interest Inventory. This easy-to-use interest inventory requires about an hour for administration, and helps identify preferences in art, music, social studies, active play, quiet play, manual arts, home arts, and science. \$2.00/specimen set. S/I/SS-S.
- 313 Widening Occupations Roles Kit. 1970 (Cat.). Multi-media. A kit which allows the student to explore 400 different occupations. The extent and type of education needed to enter a particular occupation is given. \$158.50. W/I/SS.

SCOTT FORESMAN AND COMPANY

- 314 Life On Paradise Island. Wilson and Warmke. 1970. Recreational. Describes development of a simple economic system, illustrating economic principles common to all societies. Includes a 5-page glossary of economic terms and teacher's guide. \$2.10. W/BO-MD-PE-PU/I/LA-SS.

SEXTANT SYSTEMS, INC.

- 315 Come To Work With Us. 1970. Recreational. Each volume of this career awareness series contains 16-18 representative occupations in one industry or occupational location. Colored illustrations show children dressed for performing adult roles. \$39.90. W/P/LA-SS.

SINGER SOCIETY FOR VISUAL EDUCATION, INC.

- 316 Adventures of the Lollipop Dragon, The. 1970. Sound Filmstrip. A sound filmstrip series about a gentle green dragon who helps children develop correct social attitudes and human values. An excellent way to instill awareness of others' rights and needs. Material is appropriate for grades K-3. Series includes 6 filmstrips, 3 records or cassettes, and 6 guides. "How the Lollipop Dragon Got His Name"; "Working Together"; "Avoiding Litter"; "Care of Property"; "Taking Turns"; "Kindness To Animals". \$57.50 w/records; \$63.50 w/cassettes. S/P/SS.
- 317 Airport Workers. 1972 (Cat.). Slides. A set of 20 color slides with guide of pertinent information showing the various people who work at airports. \$8.50. W/TR/P-I/SS-S.
- 318 All About Airplanes. 1969. Slides. Slides depicting airport workers. \$8.50. W/CM-PU-TR/P-I/SS.
- 319 Children of the Inner City. 1970. Sound Filmstrip. A sound filmstrip series which presents the daily activities, cultural backgrounds, and unique problems of inner city children from six different racial and ethnic groups. Photographs depict a wide variety of authentic urban settings and neighborhoods. Each story portrays family relationships, school experiences, neighborhood activities, and ethnic customs, providing a source of identity for minority group children and a basis for understanding and respect for others. Material is appropriate for grades 3-6. "Jose, Puerto Rican Boy"; "Ernesto, Mexican American Boy"; "Gail Ann, Kentucky Mountain Girl"; "Eddie, American Indian Boy"; "Fred, Black American Boy"; "Cynthia, Japanese-American Girl". \$49.50 w/records; \$55.50 w/cassettes. S/I/SS.
- 320 City: Occupations. 1972 (Cat.). Film Loop. This interesting full-color loop utilizes on-site photography to present a comprehensive survey of the multitude of job skills needed to keep a city functioning. \$24.95. W/I/SS.
- 321 Community Helpers. 1972 (Cat.). Multi-media. A kit of 8 captioned filmstrips and 32 picture-story study prints. Includes such topics as police, post office, fire department, and dentist. \$78.00. W/CM-HH-MD-PU/P/SS.

- 322 Community Helpers 1972 (Cat.). Picture-Study Prints. Forty-eight study prints, measuring 18" x 13", each presents a full-color picture plus a detailed description of the type of work depicted. Vocabulary terms are introduced, and suggestions for further use are offered. \$48.00. W/CM-HH-MD-PU/P-I/LA-SS.
- 323 Community Workers. 1972 (Cat.). Multi-media. Eight sound filmstrips, 64 picture-story study prints, one slide and guide slideset, and 6 sound recordings. Includes school, neighborhood, and airport workers, as well as wide range of "community workers and helpers". \$173.00 W/MD-PE-PU-TR/P;SS-S.
- 324 Community Workers and Helpers. 1971. Sound Filmstrip. This sound filmstrip series portrays people in true-life situations as it takes children into the inner workings of a typical community. Students learn about many types of work with which they may not be familiar--workers such as night watchmen, television directors, hospital orderlies, and more. The series stresses the inter-relationships that exist between workers in a community and the community itself. Material is appropriate for grades 1-3. Group 1: "School Workers"; "Library Workers"; "Supermarket Workers"; "Doctor's Office Workers". Group 2: "Department Store Workers"; "Hospital Workers"; "Fire Department Workers"; "Television Workers". \$32.50 w/records; \$36.50 w/cassettes. W/BO-CM-HH-PE-PU/P/SS
- 325 Conservation For Today's America. 1970 (Cat.). Sound Filmstrip. "Soil Conservation Today"; "Forest Conservation Today"; "Water Conservation Today"; "Wildlife Conservation Today"; "Mineral Conservation Today"; "Urban Conservation Today"; "Land Conservation Today". \$54.50/set W/AN-EC-M3/I/SS-S.
- 326 Developing Basic Values. 1972 (Cat.). Sound Filmstrip. This set of 4 sound filmstrips aims at the development of moral and ethical values for daily living. Involves respect for other people, individual differences, property, and the sense of responsibility. \$32.50 w/records; \$36.50 w/cassettes. S/P-I/LA-SS.
- 327 Family and Community Life. 1970 (Cat.). Pictures. Color prints of "A Family at Work and Play"; "School Friends and Helpers"; "Neighborhood Friends and Helpers". \$8.00 each. S/P/SS.

- 328 Family and Community Life 1972 (Cat.) Multi-media.
A kit of 5 captioned filmstrips and 24 picture-story study prints. Includes a wide variety of familiar activities and occupations. \$57.00. W/P/SS.
- 329 Focus on America--The Near West Region. 1972 (Cat.).
Sound Filmstrip. This sound filmstrip series examines the economy, political structures and ecology of the Near West Region. The special problems unique to this region and its people are studied. A variety of jobs and workers are portrayed. "The Cherokee Nation of Oklahoma"; "Texas: Land of Cattle and Oil"; "The Spanish American of New Mexico"; "The Mormons of Utah"; "Butte, Montana: City in Transition"; "Colorado: Agricultural Technology". \$54.50 w/records; \$60.50 w/cassettes. W/I/SS
- 330 Focus on America--The Northeast Region. 1971. Sound Filmstrip. This sound filmstrip series employs a multi-disciplinary approach to study the life styles, cultures, and problems with an emphasis on technology and its effects on the environment and how people live. This unit examines the economy, political structures, and ecology of the northeast region. Workers in a large variety of jobs are portrayed. Situations shown and questions raised may easily be applied to other regions. "Machiasport, Maine: A Case Study"; "The Boston Area: A Case Study"; "The Pittsburgh Area: A Case Study"; "The Merrimac River Valley: A Case Study"; "The Chesapeake Bay Area: A Case Study"; "The East Coast Megalopolis. A Case Study". \$54.50 w/records; \$60.50 w/cassettes. W/I/SS
- 331 Food and Food Helpers 1972 (Cat.) Multi-media. Kit contains 8 captioned filmstrips, 24 picture-story study prints, and 4 8mm loops with 4 records. Treats production and distribution of foods as well as how foods are used by the body. \$144.00. W/AN-MD/P-1/SS-S.
- 332 Food, Clothing, and Shelter 1972 (Cat.) Filmstrip. Offers a comprehensive introduction to facts about life's essentials. Original photographs and art work are augmented by captions and introductory frames for new words. Three sets of 4 filmstrips each. \$62.50. W/AN-CN-MG-MD/P/LA-SS-S.

- 333 Foods We Eat, The. 1971. Sound Filmstrip. This sound filmstrip series is designed to explain to elementary students where different food comes from and help them understand how this food is processed and distributed to retail stores and markets in their communities. Each filmstrip shows many types of workers involved in providing our food. "How We Get Bread"; "How We Get Milk"; "How We Get Meat"; "How We Get Poultry and Eggs"; "How We Get Fruits"; "How We Get Vegetables". \$49.50 w/records; \$55.50 w/cassettes. W/AN-CH-MD/P-I/SS.
- 334 Helping Is a Good Thing. 1970 (Cat.). Record. Community workers and familiar establishments in the neighborhood are discussed on two records. \$5.95 each. W/PU/P/SS.
- 335 Homes We Live In, The. 1972 (Cat.). Sound Filmstrip. Set of 6 filmstrips emphasizes various people whose occupations are involved in home-related industries. Includes ideas of buying and renting, as well as relationships to utilities and construction. \$49.50 w/records; \$55.50 w/cassettes. W/BO-CN-PU/P-I/SS-S.
- 336 How Man Explores Space and Our Solar System. 1970 (Cat.). Sound Filmstrip. Overcoming gravity. Rockets, rocket stages; a space capsule. Introductory frame introduces new vocabulary. \$11.00. W/PU/I/LA-SS-S.
- 337 How We Get Our Clothing. 1959. Filmstrip. Set of 4 filmstrips dealing with cotton, wool, leather, and rubber. \$16.25. W/AN-MG/I/SS-S
- 338 Job Opportunities Now. 1970. Filmstrip. Stresses skills, work attitudes, and education. \$49.50. W/I/SS.
- 339 Knowing Our Community Helpers. 1972 (Cat.). Tape; Record. Set of 6 records or cassette tapes covering a wide range of job functions and how they help and contribute to the community. \$35.70 w/records; \$47.40 w/cassettes. W/P/SS.
- 340 Learning About Manners. 1970. Sound Filmstrip. A sound filmstrip series to help boys and girls understand and accept their responsibilities as members of family/neighborhood/community to show respect, kindness, and consideration to other people regardless of their differences; and realize that following the rules contributes to more effective group living. Material is appropriate for grades 3-6. Series includes 6 filmstrips and 3 records or cassettes. "Manners At Home"; "Manners At School"; "Manners On the Playground"; "Manners While Visiting Friends"; "Manners At the Theater"; "Manners On Public Transportation". \$49.50 w/ records; \$55.50 w/cassettes. S/I/SS.

- 341 Learning To Live Together. 1970 (Cat.). Filmstrip. Part I: "Working Together in the Family"; "Learning To Use Money Wisely"; "Learning To Be Forgiving"; "Learning To Be Unselfish". Part II: "Getting Along With Family"; "Chuck Learns About Sharing"; "Learning How To Be Liked"; "Learning To Make Friends". \$29.70/set. S/P-I/SS.
- 342 Learning To Live With Others. 1971. Sound Filmstrip. A sound filmstrip series of stories of everyday situations which focus on the importance of basic human values, and help children think for themselves--to feel and grow. Material is appropriate for grades 3-6. This series is divided into two groups with each group containing 4 filmstrips and 2 records or cassettes. Group 1: "Learning To Be Your Best Self"; "Learning About Listening"; "Learning What Giving Is All About"; "Learning To Be Responsible". Group 2: "Learning To Trust People"; "Learning To Keep a Promise"; "Learning About Patience"; "Learning To Face Up To Mistakes". \$36.00 w/records; \$40.00 w/cassettes. S/I/SS.
- 343 My Family and I. 1970 (Cat.). Record. Two records provide self-understanding and an understanding of the roles of family members. \$5.95 each. S/P/SS.
- 344 Robert and His Family. 1967. Sound Filmstrip. A sound filmstrip series which portrays the story of a black family living in an urban area. This series is designed to help promote better understanding among racial and ethnic groups, children, and provide a sense of identification for black children, and aid in the development of positive attitudes. Material is appropriate for grades K-3. "Robert's Family At Home"; "Robert's Family and Their Neighbors"; "Robert Goes Shopping"; "Robert and Father Visit the Zoo". \$32.50 w/records; \$36.50 w/cassettes. S/P/SS.
- 345 Story of Milk, The. 1970 (Cat.). Film Loop. Four films illustrate how cows produce milk, how milk is processed and packaged, and how milk is delivered. \$74.50. W/AN-HH-MD/P/SS.
- 346 Transportation. 1972 (Cat.). Multi-media. Contains 4 filmstrips, 2 captioned filmstrips, 16 talking picture-story study prints, 3 slide and guide slidesets, and 5 sound recordings. Content includes "wheels", travel and distribution of goods in cities, concentration on airplanes, and history of transportation. \$123.00. W/MD-TR/P/SS-S.

- 347 True Book Community Helpers. 1972 (Cat.). Filmstrip. Full-color captioned artwork describes community workers we depend on every day. Adapted from the True Book series. Set of 6 filmstrips with Teacher's Guide. \$32.40. W/CM-CN-HH-PU-TR/P/SS.
- 348 Urban Life. 1972 (Cat.). Picture-Study Prints. Forty-eight study prints, measuring 18" x 13", each present a full-color picture plus a detailed description of the type of work depicted. Vocabulary terms are introduced, and suggested topics for further use are presented. \$48.00. W/I/LA-SS.
- 349 Working In U.S. Communities. 1970. Sound Filmstrip. A sound filmstrip series which illustrates leading forms of economic activity, stressing people and their needs while showing how workers satisfy these needs. This series is divided into two groups with Group 1 concentrating on small communities in which a single industry dominates and Group 2 taking an in-depth look at the major areas of economic activity crucial to modern life--marketing, finance, manufacturing, and transportation. Material is appropriate for grades 1-6 Group 1: "Old Sturbridge and Mystic Seaport: Historic Communities"; "Douglas, Wyoming: Ranch Community"; "Rockland, Maine: Coastal Community"; "Flagstaff, Arizona: Service Community"; Group 2: "New Orleans: Marketing Community"; "San Francisco: Financial Community"; "Detroit: Manufacturing Community"; "Chicago: Transportation Community". \$32.50 w/records; \$36.50 w/cassettes. W/BO-MG-MD-TR/P-I/SS.

STECK-VAUGHN

- 350 How To Get a Job and Keep It. 1970 (Cat.). Textbook. Prepared for educationally deprived adults, this worktext provides information and numerous exercises on how to find a job, make application for it, and complete the interview. Includes advice and simple checklists on required attitudes and habits. Illustrated; Teacher's Manual; Answer Key. \$.66. W/I/SS.
- 351 How To Hold Your Job. Stanley Fudell and John R. Peck. 1970 (Cat.). Textbook. Guidelines of work values and attitudes for retarded youth. \$7.50 Teacher's Edition; \$2.40 Workbook. W/P/LA-SS.

- 352 Human Values Series, The. Armspiger, Rucker, and Brill. 1970 (Cat.). Textbook. This series identifies values as wants and needs which motivate all human behavior. Stories relate to incidents and situations familiar to pupils at each grade level. Teacher's editions provide plans for introducing and teaching each story, for identifying the value stressed, and for analyzing the behavior of the characters in the story. \$3.39 Teacher's Edition. S/P-I/LA.
- 353 Human Values Series Teaching Pictures, The. 1970 (Cat.). Pictures. A set of ten 19" x 24" color pictures and an accompanying Teacher's Edition introduce a values framework to primary pupils. Read-aloud story for each picture, plus plans for each picture-story lesson provide basis for presentation and interaction. \$18.75. S/P/LA.
- 354 They Work and Serve. Bill Knott. 1972 (Cat.). Recreational. Interesting, realistic, and easy-to-read stories demonstrate that every person who works at an honest job deserves respect, from both himself and others, regardless of his pay or duties. \$1.32. S/I/LA; W/I/LA.
- 355 Where Does the Money Go? 1970 (Cat.). Textbook. Prepared for educationally deprived adults, this worktext uses stories of three neighboring families to present sound ideas on money management and wise consumer buying. Exercises to check comprehension and to interpret each story situation. Illustrated; Teacher's Manual includes answer key. \$.81. W/CH/P-I/SS.
- 356 You Can Work Books. Betty W. Dietz. 1970 (Cat.). Recreational. This series of four volumes stresses the dignity of work with graphic job information, opportunities, and the value of education in employment. Titles include: "You Can Work in the Education Services"; ". . . in the Health Services"; ". . . in the Transportation Services"; ". . . in the Communication Industry". \$2.40 each. W/CM-HH-PU-TR/P-I/SS.

TROLL ASSOCIATES

- 357 Classroom Journeys. 1972 (Cat.). Sound Filmstrip. Children are able to go on field trips right in their own classrooms. "A Trip To a Fire Station"; ". . . Police Station"; ". . . Sewage Treatment Plant"; ". . . Electrical Power Plant"; ". . . Airport"; ". . . Court". \$54.00/set. W/PU-TR/P-I/SS.

- 358 Community Helpers. 1970 (Cat.). Filmstrip. "A Visit To the Library"; "Oldest In the Class . . . My Teacher"; "Hook and Ladder, The Fire Department Story"; "Men In Blue, Policemen In Action". \$7.00 each. W/PU/P/SS.
- 359 People Who Help Our Community. 1970 (Cat.). Transparency. Color transparencies on "The Librarian"; "The Teacher"; "The Doctor"; "The Nurse"; "The Policeman"; "The Fireman"; "The Postman"; "The Store Keeper"; "The Farmer"; "The Sanitation Worker". \$24.95/set; \$2.50/each. W/AN-BO-CM-HH-MD-PU/P/SS.
- 360 Wheels, Paddles, and Engines, The Story of Transportation. 1970 (Cat.). Tape. Cassette tapes presenting airplanes, automobiles, trains, boats, jets, and rockets. "How Does It Work and Why?" \$23.00. W/TR/P-I/SS-S.

U. S. DEPARTMENT OF INTERIOR

- 361 Catching, Filleting and Packaging of Fish. 1969 (Cat.). Film. Illustrates the commercial fishing industry. 13 min. W/AN/I/SS.

UNIVERSAL EDUCATION AND VISUAL ARTS

362. Understanding Your Relationships With Others. 1972 (Cat.). Sound Filmstrip. Helps the student discover new ways to relate to other people, and therefore acquire a better insight into the world around him and a better self concept. This series contains two parts. \$25.00/set. S/P-I/SS.

VALIANT, INC.

- 363 Airport Service. 1972 (Cat.). Filmstrip. Set of 6 filmstrips dealing with activities, services, and personnel involved in the operation of airports. \$42.00. W/TR/P-I/SS.
- 364 America: People, Products, and Resources. 1972 (Cat.). Filmstrip. Five filmstrips dealing with fishing, machines, steel, oil, and Americans at work. \$35.00. W/I/SS.
- 365 Career Mothers. 1972 (Cat.). Sound Filmstrip. This series of 6 filmstrips and recordings tells, from a child's point of view, what each occupation is like, and how it fits into the society and economy. "Advertising Agency Executive"; "Retail Clerk"; "Nurse"; "Teacher"; "Commercial Artist"; "Factory Worker". \$85.00. W/BO-MG-MD-PU/P-I/SS.

- 366 City Is Many Things, A. 1972 (Cat.). Filmstrip. Set of 5 filmstrips depicting people at work and at leisure, and the services, transportation, and buildings that provide for the needs of city life. \$42.00. W/HR-PE-PU-TR/P-I/SS.
- 367 Developing Good Work and Study Habits. 1972 (Cat.). Filmstrip. Six filmstrips: "How To Study"; "Oral Reports"; "How To Talk Out Loud"; "Following Directions"; "What To Do When You Fail"; "Looking Up Facts and Information"; "Opening New Doors". \$42.00. S/I/LA-SS.
- 368 Footnotes To Community Helpers. 1972 (Cat.). Tape. These recordings go beyond the usual policeman-fireman-postman approach so that pupils can understand division of labor and that everyone in his own way is a community helper. Six tapes or three cassettes. \$47.40. W/P/SS.
- 369 What Do You Think? 1972 (Cat.). Filmstrip. Six filmstrips dealing with concepts of tattling, lying, promises, helping at home, helping in the community, and finders-keepers. \$42.00. S/P-I/LA-SS.

WESTERN PUBLISHING COMPANY

- 370 Busy Town. Wm. Dugan. 1969. Recreational. Bright picture book which explains 50 different occupations through five stories, showing clearly and amusingly what each occupation is about. \$3.95. W/P/LA-SS.
- 371 Car Book, The. Wm. Dugan. 1968. Recreational. Different kinds of cars and their uses, in simple text with large pictures. \$2.40. W/TR/P/LA-SS.
- 372 Changing Situation of Agriculture in Our Economy. 1969 (Cat.). Transparency. Transparency illustrates the role of agriculture today. \$5.60. W/AN/I/SS.
- 373 Firehouse Book, The. Colin Bailey. 1970. Recreational. Child size Golden Book. \$1.99. W/PU/P/SS.
- 374 My Learn To Sew Book. Janet Barber. 1971. Recreational. A first sewing book with 60 items to make, play with, use, or wear. All clearly explained with step-by-step color illustrations. Includes a word and picture index of stitches and special sewing jobs. \$4.95. W/CH/P-I/LA-SS.

- 375 What Makes It Go? What Makes It Work? What Makes It Fly? What Makes It Float? Joe Kaufman. 1971. Recreational. This book explains how many kinds of things work: boats, trains, planes, television, telephones, cameras, space suits, rockets, tape recorders, toasters, clocks, magnets, elevators, pianos, thermometers, electric lights. Large, clear, colorful illustrations with simple, readable text. \$5.95. W/P-I/LA-S.

ALBERT WHITMAN AND COMPANY

- 376 Community Helpers Series, The. Jene Barr, Consultant. 1971. Recreational. Community workers--men and women of different occupations, races, and ages--are shown at work. Each book deals with a major service or industry. Picture dictionaries, clear illustrations, and information within the grasp of primary children enhance this series' usefulness. \$2.06 each. W/AN-BO-CM-CH-EC-HH-PU-TR/P/LA-SS-S.
- 377 I Won't Go Without a Father. Muriel Stanek. 1972 (Cat.). Recreational. Steve, who has lost his father, wants to stay away from a school program. He is sure all the other children will have both parents there. Steve and his mother work out the dilemma, and Steve learns his family is far from unique. \$2.96. S/P/LA-SS.
- 378 Left, Right, Left, Right! Muriel Stanek. 1972 (Cat.). Recreational. Story of a young girl who can serve as a heroine for children who wear glasses. \$2.63. S/P/LA-SS.
- 379 Tall Tina. Muriel Stanek. 1972 (Cat.). Recreational. Tina is the tallest student in her class and pleased with her height until others begin to tease and make her feel like a freak. Everything works out happily in the end. \$2.63. S/P-I/LA-SS.

TYPE OF PACKAGING

TEXTBOOKS

Primary

Book About Me, A (300)
Guidance Monograph Series--Career Information and Development (235)
How to Hold Your Job (351)
Human Values Series, The (352)
Ideas, Images and I (The Triple "I" Series) (001)
What Could I Be? (311)
Where Does the Money Go? (355)

Intermediate

Becoming Myself (287)
Everywhere We Go (003)
Guidance Monograph Series--Career Information and Development (235)
Here I Am (288)
How to Get a Job and Keep It (350)
Human Values Series, The (352)
Ideas, Images and I (The Triple "I" Series) (001)
I'm Not Alone (290)
What Could I Be? (311)
Where Does the Money Go? (355)

RECREATIONAL READING

Primary

Animal Doctors: What Do They Do? (226)
Busy Town (370)
Car Book, The (371)
Come to Work With Us (315)
Come to Work With Us Books (063)
Community Helpers Series, The (376)
Dear Garbage Man (227)
Doctor Joe (051)
Doctors and Nurses: What Do They Do? (228)
Firehouse Book, The (373)

Primary Continued

Gas Station Gus (229)
Guidance Kit for Elementary Counselors and Teachers (304)
I Want To Be Books (064)
I Won't Go Without A Father (377)
Left, Right, Left, Right! (378)
Let's Explore Our Neighborhood (160)
Machine Tools (286)
Me (052)
My Learn to Sew Book (374)
Policemen and Firemen: What Do They Do? (230)
Railroad Engineers and Airplane Pilots: What Do They Do? (231)
Show and Tell Books (074)
Soldiers and Sailors: What Do They Do? (232)
Tall Tina (379)
Things I Like To Do (053)
Truck Drivers: What Do They Do? (233)
What Does a Policeman Do? (115)
What Makes It Go? What Makes It Work? What Makes It Fly? What
Makes It Float? (375)
You Can Work Books (356)

Intermediate

Behind the Scenes in a Car Factory (264)
Behind the Scenes in a Department Store (265)
Behind the Scenes of Television Programs (266)
Come to Work With Us Books (063)
Guidance Kit for Elementary Counselors and Teachers (304)
I Want To Be Books (064)
Job Family Series Booklets (305)
Life on Paradise Island (314)
My Learn to Sew Book (374)
Tall Tina (379)
They Work and Serve (354)
What Makes It Go? What Makes It Work? What Makes It Fly? What
Makes it Float? (375)
What the Moon Astronauts Will Do All Day (111)
You Can Work Books (356)

FILMS

Primary

A Community Keeps Healthy (009)
A Community Keeps House (010)
African Odyssey: The Red Bicycle (247)
Airport in the Jet Age (167)
Appreciating Our Parents (077)
Arithmetic in the Food Store (078)
Ballad of the Iron Horse, The (248)
Bus Driver, The (169)
Buses That Serve the Community (012)
Busy Airport, The (079)
Busy Harbor, The (080)
City Bus Driver (170)
Clothing: A Pair of Blue Jeans (251)
Communities Keep Clean (081)
Community Helpers Series (234)
Conservation for Beginners (082)
Conserving Our Forests Today (172)
Dairy Farm, The (083)
Dickie Builds a Truck (176)
Duke Thomas, Mailman (065)
Economics: Workers Who Build Houses (015)
Eggs to Market: The Story of Automated Egg Processing (016)
Factory, The: How a Product Is Made (019)
Farm Community, The (177)
Farm Family in Autumn, The (178)
Farmer Don and the City (020)
Firehouse Dog (021)
Fireman, The (179)
Fisherman's Boy, The (084)
Food For the City: Produce (022)
Food For the City: Wheat and Flour (023)
Food From the Sea (024)
Food: The Story of a Peanut Butter Sandwich (253)
Freight Train, The (180)
Gentle Doctor, The (006)
George's New Suit (085)
Golden Age of the Automobile, The (254)
Harbor, The (025)
Helicopter Helpers (026)
Helpers At Our School (086)
Helpers Who Come to Our House (087)
Helpful Little Fireman, The (088)

Primary Continued

How Animals Help Us (089)
How Machines and Tools Help Us (090)
How to Solve a Problem (027)
Joey and the Ranger (069)
Lemonade Stand, The: What's Fair? (184)
Let's Visit a Shopping Center (029)
Let's Visit a Tree Farm (091)
Letter to Grandmother, A (092)
Lighthouse, The (185)
Little Train, The (030)
Making the Things We Need (187)
Mike and Steve Visit the Shopping Center (189)
Milk and Milk Foods (094)
Modern Post Office (033)
One Day On the Farm (095)
Our Class Works Together (096)
Our Community Services (195)
Our Family Works Together (066)
Passenger Train, The (197)
People Who Work At Night (035)
People Who Work in Factories (098)
People Who Work in Offices (099)
People Who Work in Stores (100)
Policeman, The (198)
Policeman Walt Learns His Job (036)
School Problems: Getting Along With Others (037)
Science for Beginners (101)
Seaport (201)
Shelter: Almost Anyone Can Build a House (256)
Stores in Our Community (102)
Story of Citrus Fruits, The (103)
Story of Sugar Beets (219)
Story of the Wholesale Market, The (067)
Sycamore Street (062)
Toy Telephone Truck: Background for Reading and Expression (104)
Trains: A First Film (041)
Transportation: A First Film on the Airport (043)
Transportation Revolution, The: Story of America's Growth (257)
Truck Driver, The (203)
Trucks in Our Neighborhood: A First Film (044)
Values Series (046)
Water For the City (047)
We Go to School (106)
Weather Station (278)
What Do Fathers Do? (068)
What Is A Policeman? (008)
What Our Town Does For Us (108)
Where Do Our Letters Go? (109)
Where Does Our Food Come From? (110)
Why Fathers Work (206)
Why People Have Special Jobs (258)

Primary Continued

Why We Have Taxes (259)
Why We Use Money (260)

Intermediate

A Community Keeps Healthy (009)
A Community Keeps House (010)
A Newspaper Serves Its Community (011)
African Odyssey: The Red Bicycle (247)
Airport in the Jet Age (167)
Arithmetic in the Food Store (078)
Artist At-Work, The (168)
Ballad of the Iron Horse, The (248)
Bus Driver, The (169)
Buses That Serve the Community (012)
Catching, Filleting, and Packaging of Fish (361)
City Bus Driver (170)
Clothing: A Pair of Blue Jeans (251)
Conserving Our Forests Today (172)
Corn Farmer (173)
Country Store, The (013)
Country Vet (174)
Economics: Newspaper Boy (014)
Economics: Workers Who Build Houses (015)
Eggs to Market: The Story of Automated Egg Processing (016)
Factory, The: How a Product is Made (019)
Farm Community, The (177)
Farm Family in Autumn, The (178)
Farmer Don and the City (020)
Fireman, The (179)
Food For the City: Produce (022)
Food For the City: Wheat and Flour (023)
Food From the Sea (024)
Food: The Story of a Peanut Butter Sandwich (253)
Freight Train, The (180)
Golden Age of the Automobile, The (254)
Harbor, The (025)
Health in Our Community (181)
Helicopter Helpers (026)
How a Scientist Works (182)
How Machines and Tools Help Us (090)
Industrial Worker, The (183)
Industry in Africa (028)
Lemon Stand, The: What's Fair? (184)
Let's Visit A Shopping Center (029)
Let's Visit A Tree Farm (091)
Lighthouse, The (185)
Little Train, The (030)
Making the Desert Green (186)
Man Uses and Changes the Land (093)

Intermediate Continued

Meat--From Range to Market (188)
Mexico in the 70's: Heritage and Progress (032)
Modern Post Office (033)
New England Fisherman (190)
Oceanography: Science of the Sea (034)
Our Changing Way of Life--Cattleman--A Rancher's Story (191)
Our Changing Way of Life--The Cotton Farmer (192)
Our Changing Way of Life--The Dairy Farmer (193)
Our Changing Way of Life--The Lumberman (194)
Our Shrinking World--Jet Pilot (196)
Passenger Train, The (197)
People Who Work at Night (035)
People Who Work in Factories (098)
People Who Work in Offices (099)
People Who Work in Stores (100)
Policeman, The (198)
Policeman Walt Learns His Job (036)
Produce--From Farm to Market (199)
Rescue Squad (200)
School Problems: Getting Along With Others (037)
Seaport (201)
Shelter: Almost Anyone Can Build a House (256)
South America: Market Day (038)
Story of a Check, The (039)
Story of Citrus Fruits, The (103)
Story of the Wholesale Market, The (067)
Sycamore Street (062)
Television Serves Its Community (040)
Trains: A First Film (041)
Transportation: A First Film on the Airport (043)
Transportation: A Ship Comes Home (105)
Transportation Revolution, The: Story of America's Growth (257)
Truck Driver, The (203)
Trucks in Our Neighborhood: A First Film (044)
Tugboat Captain (204)
Values Series (046)
Water For the City (047)
Weather Station (278)
Weatherman, The: A Scientist (048)
What is a Neighborhood? (107)
What is a Policeman? (008)
What Our Town Does For Us (108)
Wheat Farmer, The (205)
Why We Have Taxes (259)
Why We Use Money (260)

FILMSTRIPS

Primary

Airport Service (363)
Big City--U.S.A. (207)
City Community, The (171)
City Is Many Things, A (366)
Community Helpers (358)
Community Helpers Series (054)
Community Series: Types of Cities (275)
Community Workers Series (055)
Developing Your Personality (175)
Farm Fathers (268)
Fathers At Work (154)
Food, Clothing, and Shelter (332)
Learning to Live Together (341)
Little Town--U.S.A. (213)
Mothers Work, Too (161)
Our Community Helpers (269)
Our Neighborhood Helpers (237)
Our Neighborhood Workers (215)
School Helpers Series (276)
Shelter Series (202)
Some Neighborhood Helpers (216)
Story of Building a House, The (217)
Story of Wheat (148)
Transportation (042)
True Book Community Helpers (347)
United States Regional Geography Series (045)
What Do You Think? (369)
Where and How People Work and Live (049)
Who Helps Us? (050)
Wonderful "World of Work", The (112)
Work People Do, The (296)
Workers For the Public Welfare (218)

Intermediate

Airport Service (363)
America: People, Products, and Resources (364)
Big City--U.S.A. (207)
Career Opportunities I (293)
Career Opportunities II (294)
City Community, The (171)
City Is Many Things, A (366)
Developing Good Work and Study Habits (367)
Developing Your Personality (175)
Elementary Economics: An Inquiry Into Concepts and Choices (017)
Environmental Mathematics (018)
Foundations for Occupational Planning (303)

Intermediate Continued

How Do You Feel? (Series) (157)
How We Get Our Clothing (337)
Job Finding I (295)
Job Opportunities Now (338)
Learning to Live Together (341)
Little Town--U.S.A. (213)
Man and the Cities Series (031)
Me, Myself, and I (214)
Our Neighborhood Workers (215)
Our School Workers (164)
Science Facts About Transportation (277)
Shelter Series (202)
Some Neighborhood Helpers (216)
Story of Building a House, The (217)
Transportation (042)
United States Regional Geography Series (045)
What Do You Think? (369)
Where and How People Work and Live (049)
Who Helps Us? (050)
Wonderful "World of Work", The (113)
Workers for the Public Welfare (218)

SOUND FILMSTRIPS

Primary

Adventures of the Lollipop Dragon, The (316)
All About Milk (267)
Babysitting: The Job--The Kids (221)
Basic Concepts in Social Studies (249)
Career Mothers (365)
Classroom Journeys (357)
Community Helpers Series (271)
Community Series: Agriculture and Industry (272)
Community Series: Systems In Our Cities (273)
Community Series: Transportation (274)
Community Workers and Helpers (324)
Developing Basic Values (326)
First Things: Sound Filmstrips for Primary Years (222)
Foods We Eat, The (333)
Getting to Know Me (239)
Going to the Doctor, Dentist, and Hospital (209)
Growing to Know Me (056)
Homes We Live In, The (335)
How Do I Learn? (299)
How Things Are Made (211)
I Want To Be (057)
Our Community Utilities (097)
Our Neighborhood Workers (215)

Primary Continued

Robert and His Family (344)
Science in Our Daily Bread (270)
Tales of the Wise Old Owl (Series I, II, III) (245)
Understanding Your Relationships With Others (362)
Understanding Yourself (007)
What Does Your Dad Do? (060)
Wheels, Paddles, and Engines, The Story of Transportation (360)
Where Does It Come From? (246)
Who Am I? (061)
Who Do You Think You Are? (225)
Working in U.S. Communities (349)
"World of Work" Filmstrips (166)

Intermediate

Building Work Habits Series (238)
Career Mothers (365)
Children of the Inner City (319)
Civil War to First World War (250)
Classroom Journeys (357)
Colonial Times to Civil War (252)
Community Series: Systems In Our Cities (273)
Community Series: Transportation (274)
Conservation for Today's America (325)
Consumer Education Series (121)
Developing Basic Values (326)
Dollars and Sense (153)
Economics Series (122)
Field Trips Out of the Ordinary (208)
First Things: Sound Filmstrips for Primary Years (222)
Focus on America--The Near West Region (329)
Focus on America--The Northeast Region (330)
Foods We Eat, The (333)
Guidance Filmstrip Series For Young People (210)
Homes We Live In, The (335)
How Man Explores Space and Our Solar System (336)
How Things Are Made (211)
How We Build Things (212)
Learning About Manners (340)
Learning to Live With Others (342)
Our Community Utilities (097)
Our Neighborhood Workers (215)
People Who Help Others (223)
People Who Work in Science (224)
Understanding Your Relationships With Others (362)
Understanding Yourself (007)
Wheels, Paddles, and Engines, The Story of Transportation (360)
Who Do You Think You Are? (225)
Working in U. S. Communities (349)
"World of Work" Filmstrips (166)

Intermediate Continued

World War I to Tomorrow (261)

FILM LOOPS

Primary

Guess Their Jobs (255)
"Let's Talk About..." Series (058)
Story of Milk, The (345)
Understanding Ourselves and Others (059)

Intermediate

Agricultural Products of Middle America (116)
Agriculture in India (117)
Apple Industry (118)
City Markets and Stores of Eastern Europe (119)
City: Occupations (320)
Coffee (120)
Fish and Wildlife Conservation (123)
Fishing Industry in Polynesia (124)
Floating Markets of Thailand (125)
Glassware Industry of Finland, The (126)
Harvesting the Sea in Japan (127)
Heavy Industries of Japan (128)
How Man Obtains Water (129)
Labor in West Africa (130)
"Let's Talk About..." Series (058)
Light Industries of Japan (131)
Logging (132)
Markets in West Africa (133)
Modern Industry in the City (134)
Paper Industry in Finland (135)
Public Recreational Facilities (136)
Recreation in Finland (137)
Rice Farming in Japan (138)
Rice--Staple of Asia (Philippines) (139)
Rubber Plantation in West Africa (140)
Samoans Gather Food From the Forest (141)
Slate Industry in the United Kingdom (142)
Textile Industry of Hong Kong (143)
Transportation in West Africa (144)
Use of Labor in Colombia (145)
Use of Labor in Eastern Europe, The (146)
Wool Industry in Sardinia (147)

TAPES

Primary

Fireman and His Work, The (279)
Footnotes to Community Helpers (368)
Knowing Our Community Helpers (339)
Let's Meet the Doctor (280)
Let's Meet the Nurse (281)
Let's Meet the Teacher (282)
Mailman and His Work, The (283)
My Father Works (284)
Policeman and His Work, The (285)

Intermediate

From Talking Machines to Thinking Machines (155)
Learning to Live (297)

RECORDS

Primary

Helping Is A Good Thing (334)
Knowing Our Community Helpers (339)
Laundry and Bakery Store, The (159)
Men Who Come to Our House Stories (242)
My Family and I (343)
Self-Image (243)
Sing a Song of Home, Neighborhood, and Community (244)

MULTI-MEDIA

Primary

Communities and Community Workers (149)
Community Helpers (321)
Community Workers (323)
Cooperation, Sharing, and Living Together (150)
Developing Understanding of Self and Others (002)
Family and Community Life (328)
Focus on Self-Development; Stage One: Awareness (301)
Focus on Self-Development; Stage Two: Responding (302)
Food and Food Helpers (331)
Guidance and Personal Development (236)
Housing, Money, Personal Problems (151)
Living in Your World (241)
Our Working World (309)
People, Places, Products (220)
Transportation (346)

Intermediate

Communities and Community Workers (149)
Cooperation, Sharing, and Living Together (150)
Focus on Self-Development; Stage Two: Responding (302)
Food and Food Helpers (331)
Guidance and Personal Development (236)
Housing, Money, Personal Problems (151)
National Forum Developmental Guidance Series (004)
People, Places, Products (220)
Seeing Ourselves (005)
Widening Occupations Roles Kit (313)

OTHER

inter
Airport Workers (Slides, 317)
All About Airplanes (Slides, 318)
Build-A-Road Construction Puzzle (Puzzle, 152)
Children and the Law (Pictures, 070)
Community Helpers (Picture Study Prints, 322)
Family and Community Life (Pictures, 327)
Health and Cleanliness (Pictures, 071)
Home and Community Helpers (Study Prints, 156)
Human Values Series Teaching Pictures, The (Pictures, 353)
I Can Do It (Worktexts, Activity Sheets, 289)
Interaction of Man and His Resources (Picture Study Prints, 298)
Jet Airport Puzzle (Puzzle, 158)
Job Puzzles (Puzzle, 114)
Language Development Program (Storyboards, 306)
Language Involvement Program (Writing Materials, 307)
Learning About Money (Pictures, 240)

Intermediate

Airport Workers (Slides, 317)
All About Airplanes (Slides, 318)
Changing Situation of Agriculture in Our Economy (Transparency, 372)
Community Helpers (Picture Study Prints, 322)
Interaction of Man and His Resources (Picture Study Prints, 298)
Language Development Program (Storyboards, 306)
Language Involvement Program (Writing Materials, 307)
Math Applications Kit (Study Activity Cards, 308)
Urban Life (Picture Study Prints, 348)
What I Like To Do (Interest Inventory, 312)

SELF

Primary

Adventures of the Lollipop Dragon, The (312)
Appreciating Our Parents (077)
Book About Me, A (300)
Children and the Law (070)
Developing Basic Values (326)
Developing Understanding of Self and Others (DUSO) (002)
Developing Your Personality (175)
Dickie Builds a Truck (176)
Family and Community Life (327)
First Things: Sound Filmstrips for Primary Years (222)
Focus on Self-Development; Stage One: - Awareness (301)
Focus on Self-Development; Stage Two: Responding (302)
Getting to Know Me (239)
Growing To Know Me (056)
Guidance and Personal Development (236)
Guidance Kit for Elementary Counselors and Teachers (304)
Guidance Monograph Series: Career Information and Development (215)
Housing, Money, Personal Problems (151)
How Do I Learn? (299)
How to Solve a Problem (327)
Human Values Series, The (352)
Human Values Series Teaching Pictures, The (353)
I Can Do It! (289)
I Want To Be Books (354)
I Want to Be Like a Father (377)
I Want to Be Like a Mother (377)
Learning to Live Together (341)
Left, Right, Left, Right! (378)
Lemonade Stand, The: What's Fair? (184)
"Let's Talk About..." Series (058)
Little Train, The (030)
Living in Your World (241)
Me (052)
My Family and I (343)
Now I'm Ready (291)
Our Class Works Together (096)
Our Family Works Together (066)
Preprimary Profile (340)
Robert and His Family (344)
School Problems: Getting Along With Others (037)
Self-Image (243)

Primary Continued

Tales of the Wise Old Owl (Series I, II, III) (245)
Tall Tina (379)
Things I Like To Do (053)
Understanding Ourselves and Others (059)
Understanding Your Relationships With Others (362)
Understanding Yourself (007)
United States Regional Geography Series (045)
Values Series (016)
We Go To School (106)
What About Me? (292)
What Could I Be? (311)
What Do You Think? (369)
Who Am I? (061)
Who Do You Know You Are? (225)

Intermediate

Becoming Myself (287)
Building Work Habits Series (295)
Children of the Inner City (319)
Developing Basic Values (325)
Developing Good Work and Study Habits (367)
Developing Your Personality (175)
Elementary Economics: An Inquiry into Concepts and Choices (017)
Everywhere We Go (003)
First Things: Sound Filmstrips for Primary Years (222)
Focus on Self-Development; Stage Two: Responding (302)
Foundations for Occupational Planning (303)
Guidance and Personal Development (236)
Guidance Filmstrip Series for Young People (210)
Guidance Kit for Elementary Counselors and Teachers (304)
Guidance Monograph Series: Career Information and Development (235)
Here I Am (288)
Housing, Money, Personal Problems (151)
How Do You Feel? (Series) (157)
Human Values Series, The (352)
I Want To Be Books (064)
Ideas, Images, and I (The Triple "I" Series) (001)
I'm Not Alone (290)
Learning About Manners (340)
Learning to Live (297)
Learning to Live Together (341)
Learning to Live With Others (342)
Lemonade Stand, The: What's Fair? (184)
"Let's Talk About..." Series (058)
Little Train, The (030)
Man and the Cities Series (031)
Me, Myself, and I (214)
National Forum Developmental Guidance Series (004)
School Problems: Getting Along With Others (037)

Intermediate Continued

Seeing Ourselves (005)
Tall Tina (379)
They Work and Serve (354)
Understanding Your Relationships With Others (362)
Understanding Yourself (007)
United States Regional Geography Series (045)
Values Series (046)
What Could I Be? (311)
What Do You Think? (369)
What I Like to Do (312)
What Is A Neighborhood? (107)
Who Do You Think You Are? (225)

WORLD OF WORK (GENERAL)

Primary

African Odyssey: The Red Bicycle (247)
Busy Town (370)
City Community, The (171)
Come to Work With Us (315)
Communities and Community Workers (149)
Community Series: Agriculture and Industry (272)
Cooperation, Sharing, and Living Together (150)
Family and Community Life (328)
Fathers at Work (154)
Footnotes to Community Helpers (368)
Guess Their Jobs (#1 and #2) (255)
Home and Community Helpers (156)
How Machines and Tools Help Us (090)
How Things Are Made (211)
How to Hold Your Job (351)
Interaction of Man and His Resources (298)
Job Puzzles (114)
Knowing Our Community Helpers (339)
Let's Explore Our Neighborhood (160)
Little Town, U.S.A. (213)
Making the Things We Need (187)
Mike and Steve Visit the Shopping Center (189)
Mothers Work, Too (161)
My Father Works (284)
Our Class Works Together (096)
Our Family Works Together (066)
Our Neighborhood Helpers (237)
Our Working World (309)
People, Places, Products (220)
Voices of Men at Work (252)
Voices of Tools and Machines (263)
What Does a Policeman Do? (115)
What Makes It Go? What Makes It Work? What Makes It Fly? What
Makes It Float? (3/5)
Where Does the Money Go? (355)
Why Fathers Work (206)
Wonderful World of Work, The (112)
"World of Work" Filmstrips (166)

Intermediate

African Odyssey: The Red Bicycle (247)
America. People, Products, and Resources (364)
Career Opportunities I (293)
Career Opportunities II (294)
City Community, The (171)

Intermediate Continued

City: Occupations (320)
Communities and Community Workers (149)
Cooperation, Sharing, and Living Together (150)
Economics Series (122)
Focus on America--The Near West Region (329)
Focus on America--The Northeast Region (330)
Foundations for Occupational Planning (303)
How a Scientist Works (182)
How Machines and Tools Help Us (090)
How Things Are Made (211)
How to Get a Job and Keep It (350)
Interaction of Man and His Resources (298)
Job Family Series Booklets (305)
Job Finding I (295)
Job Opportunities Now (338)
Labor in West Africa (130)
Little Town--U.S.A. (213)
Math Applications Kit (308)
Modern Industry in the City (134)
People, Places, Products (220)
They Work and Serve (354)
Urban Life (348)
Use of Labor in Colombia (145)
Use of Labor in Eastern Europe, The (146)
What Makes It Go? What Makes It Work? What Makes It Fly? What Makes It Float? (375)
Where Does The Money Go? (355)
Widening Occupations Roles Kit (313)
"World of Work" Filmstrips (166)

OCCUPATIONAL CLUSTERS

AGRI-BUSINESS AND NATURAL RESOURCES

Primary

- All About Milk (267)
- Animals Doctors: What Do They Do? (226)
- Clothing: A Pair of Blue Jeans (251)
- Communities Keep Clean (081)
- Community Helpers Series, The (376)
- Community Series: Types of Cities (275)
- Conservation for Beginners (082)
- Conserving Our Forests Today (172)
- Dairy Farm, The: Second Edition (083)
- Eggs to Market: The Story of Automated Egg Processing (016)
- Farm Community, The (177)
- Farm Family in Autumn, The (178)
- Farm Fathers (268)
- Farmer Don and The City (020)
- Fisherman's Boy, The (084)
- Food and Food Helpers (331)
- Food, Clothing, and Shelter (332)
- Food for the City: Produce (022)
- Food for the City: Wheat and Flour (023)
- Food: The Story of A Peanut Butter Sandwich (253)
- Foods We Eat, The (333)
- How Animals Help Us (089)
- Joey and the Ranger (069)
- Let's Visit a Tree Farm (091)
- Milk and Milk Foods (094)
- My Community (072)
- One Day on the Farm (095)
- People Who Help Our Community (359)
- Science for Beginners (101)
- Science in Our Daily Bread (270)
- Story of Citrus Fruits, The (103)
- Story of Milk, The (345)
- Story of Sugar Beets (219)
- Story of Wheat (148)
- Trip to the Farm (076)
- What Does Your Dad Do? (060)
- Where Does It Come From? (246)
- Where Does Our Food Come From? (110)
- Who Helps Us? (050)

Intermediate

- Agricultural Products of Middle America (116)
- Agriculture in India (117)

Intermediate Continued

Apple Industry (118)
Catching, Filleting, and Packaging of Fish (361)
Changing Situation of Agriculture in Our Economy (372)
Civil War to First World War (250)
Clothing: A Pair of Blue Jeans (251)
Coffee (120)
Colonial Times to Civil War (252)
Conservation for Today's America (325)
Conserving Our Forests Today (172)
Corn Farmer (173)
Country Vet (174)
Eggs to Market: The Story of Automated Egg Processing (016)
Farm Community, The (177)
Farm Family in Autumn, The (178)
Farmer Don and the City (020)
Field Trips Out of the Ordinary (208)
Fishing Industry in Polynesia (124)
Food and Food Helpers (331)
Food for the City: Produce (022)
Food for the City: Wheat and Flour (023)
Food: The Story of a Peanut Butter Sandwich (253)
Foods We Eat, The (333)
Harvesting the Sea in Japan (127)
How Man Obtains Water (129)
How We Get Our Clothing (337)
Let's Visit a Tree Farm (091)
Logging (132)
Making the Desert Green (186)
Man Uses and Changes the Land (093)
Meat--From Range to Market (188)
Mexico in the 70's: Heritage and Progress (032)
New England Fisherman (190)
Our Changing Way of Life--Cattleman, A Rancher's Story (191)
Our Changing Way of Life--The Cotton Farmer (192)
Our Changing Way of Life--The Dairy Farmer (193)
Our Changing Way of Life--The Lumberman (194)
Paper Industry in Finland (135)
Rice Farming in Japan (138)
Rice--Staple of Asia (Philippines) (139)
Rubber Plantation in West Africa (140)
Samoans Gather Food From the Forest (141)
Slate Industry in the United Kingdom (142)
Story of Citrus Fruits, The (103)
Weatherman, The: A Scientist (048)
Wheat Farmer, The (205)
Who Helps Us? (050)
wonderful "World of Work", The (113)
Wool Industry in Sardinia (147)

BUSINESS AND OFFICE

Primary

Basic Concepts in Social Studies (249)
Big City--U.S.A. (207)
Career Mothers (365)
Community Helpers Series, The (376)
Community Workers and Helpers (324)
Helpers At Our School (086)
Homes We Live In (335)
Language Involvement Program (307)
Learning About Money (240)
My Community (072)
Our Neighborhood Workers (215)
People Who Help Our Community (359)
People Who Work In Offices (099)
School and School Helpers (073)
What Does Your Dad Do? (060)
Where and How People Work and Live (049)
Why We Use Money (260)
Working in U. S. Communities (349)

Intermediate

Behind the Scenes in a Department Store (265)
Big City--U.S.A. (207)
Career Mothers (365)
Dollars and Sense (153)
Economics: Newspaper Boy (014)
Homes We Live In (335)
Language Involvement Program (307)
Life on Paradise Island (314)
Our Neighborhood Workers (215)
People Who Work In Offices (099)
Story of a Check, The (039)
Where and How People Work and Live (049)
Why We Use Money (260)
Wonderful "World of Work", The (113)
Working in U. S. Communities (349)

COMMUNICATIONS AND MEDIA

Primary

All About Airplanes (318)
Come to Work With Us Books (063)
Community Helpers (321)
Community Helpers (322)

Primary Continued

Community Helpers Series, The (376)
Community Workers and Helpers (324)
Freight Train, The (180)
Language Involvement Program (307)
Letter to Grandmother, A (092)
Modern Post Office (033)
My Community (072)
Our Community Helpers (269)
People Who Help Our Community (359)
People Who Work at Night (035)
True Book Community Helpers (347)
Where and How People Work and Live (049)
Where Do Our Letters Go? (109)
You Can Work Books (356)

Intermediate

A Newspaper Serves Its Community (011)
All About Airplanes (318)
Behind the Scenes of Television Programs (266)
Civil War to First World War (250)
Colonial Times To Civil War (252)
Come to Work With Us Books (063)
Community Helpers (322)
Country Store, The (013)
Freight Train, The (180)
From Talking Machines to Thinking Machines (155)
Language Involvement Program (307)
Modern Post Office (033)
People Who Work at Night (035)
People Who Work in Science (224)
Television Serves Its Community (040)
Weatherman, The: A Scientist (048)
Where and How People Work and Live (049)
Wonderful "World of Work", The (113)
World War I to Tomorrow (261)
You Can Work Books (356)

CONSTRUCTION

Primary

Build-A-Road Construction Puzzle (152)
Come to Work With Us Books (063)
Economics: Workers Who Build Houses (015)
Food, Clothing, and Shelter (332)
Helicopter Helpers (026)
Homes We Live In, The (335)

Primary Continued

Machine Tools (286)
Our Community Helpers (269)
Shelter: Almost Anyone Can Build A House (256)
Shelter Series (202)
Sing a Song of Home, Neighborhood, and Community (244)
Story of Building a House, The (217)
True Book Community Helpers (347)
What Do Fathers Do? (068)
What Does Your Dad Do? (060)
Work People Do, The (296)

Intermediate

Come to Work With Us Books (063)
Economics: Workers Who Build Houses (015)
Helicopter Helpers (026)
Homes We Live In, The (335)
How We Build Things (212)
Mexico in the 70's: Heritage and Progress (032)
Shelter: Almost Anyone Can Build A House (256)
Shelter Series (202)
Story of Building a House, The (217)

CONSUMER AND HOME MAKING

Primary

Arithmetic in the Food Store (078)
Big City--U.S.A. (207)
Community Helpers Series, The (376)
Foods We Eat, The (333)
Helpers At Our School (086)
Laundry and Bakery Story, The (159)
Let's Visit a Shopping Center (029)
My Learn to Sew Book (374)
Our Community Helpers (162)
School Helpers Series (276)
Stores in Our Community (102)
Supermarket Puzzle (165)
Sycamore Street (062)
Where and How People Work and Live (049)
Who Helps Us? (050)

Intermediate

Arithmetic in the Food Store (078)
Big City--U.S.A. (207)

Intermediate Continued

Consumer Education Series (121)
Foods We Eat, The (333)
Let's Visit a Shopping Center (029)
My Learn to Sew Book (374)
South America: Market Day (038)
Sycamore Street (062)
Where and How People Work and Live (049)
Who Helps Us? (050)
wonderful "World of Work", The (113)

ENVIRONMENTAL CONTROL

Primary

Communities Keep Clean (081)
Community Helpers Series; The (376)
Conserving Our Forests Today (172)
Joey and the Ranger (069)

Intermediate

Conservation for Today's America (325)
Conserving Our Forests Today (172)
Environmental Mathematics (018)
Fish and Wildlife Conservation (123)
Making the Desert Green (186)
Our Changing Way of Life--The Lumberman (194)

FINE ARTS AND HUMANITIES

Primary

School and School Helpers (073)

Intermediate

Artist at Work, The (168)

HEALTH

Primary

A Community Keeps Healthy (009)
Animal Doctors: What Do They Do? (226)
Come to Work With Us Books (063)
Community Helpers (321)
Community Helpers (322)
Community Helpers Series (054)
Community Helpers Series (271)
Community Helpers Series, The (376)
Community Workers and Helpers (324)
Community Workers Series (055)
Doctor Joe (051)
Doctors and Nurses: What Do They Do? (228)
Gentle Doctor, The (006)
Going to the Doctor, Dentist, and Hospital (209)
Health and Cleanliness (071)
Let's Meet the Doctor (280)
Let's Meet the Nurse (281)
Milk and Milk Foods (094)
My Community (072)
Our Community Helpers (162)
Our Community Helpers (269)
Our Community Services (195)
People who Help Our Community (359)
School and School Helpers (073)
School Helpers Series (276)
Science for Beginners (101)
Show and Tell Books (074)
Some Neighborhood Helpers (216)
Story of Milk, The (345)
Story of the Wholesale Market, The (067)
True Book Community Helpers (347)
Water for the City (047)
What Does Your Dad Do? (060)
Who Helps Us? (050)
Work People Do, The (205)
Workers for the Public Welfare (218)
You Can Work Books (356)

Intermediate

A Community Keeps Healthy (009)
Come to Work With Us Books (063)
Community Helpers (322)
Health in Our Community (181)
Our School Workers (164)
Rescue Squad (200)
Some Neighborhood Helpers (216)

Intermediate Continued

Story of the Wholesale Market, The (067)
Water for the City (047)
Who Helps Us? (050)
Wonderful: "World of Work", The (113)
Workers for the Public Welfare (218)
You Can Work Books (356)

HOSPITALITY AND RECREATION

Primary

Big City--U.S.A. (207)
City is Many Things, A (366)
Harbor, The (025)
My Community (072)

Intermediate

Big City--U.S.A. (207)
City is Many Things, A (366)
Harbor, The (025)
Public Recreational Facilities (136)
Recreation in Finland (137)
South America: Market Day (038)

MANUFACTURING

Primary

Basic Concepts in Social Studies (249)
Big City--U.S.A. (207)
Career Mothers (365)
Clothing: A Pair of Blue Jeans (251)
Come to Work With Us Books (063)
Community Series: Systems in Our Cities (273)
Dickie Builds a Truck (176)
Factory, The: How a Product is Made (019)
Food, Clothing, and Shelter (332)
George's New Suit (085)
Machine Tools (286)
People who work at Night (035)
People who work in Factories (098)
Toy Telephone Truck: Background for Reading and Expression (104)
What Does Your Dad Do? (060)

Primary Continued

- Where and How People Work and Live (049)
- Why People Have Special Jobs (258)
- Working in U.S. Communities (349)

Intermediate

- Behind the Scenes in a Car Factory (264)
- Big City--U.S.A. (207)
- Career Mothers (365)
- Civil War to First World War (250)
- Clothing: A Pair of Blue Jeans (251)
- Colonial Times to Civil War (252)
- Come to Work With Us Books (063)
- Community Series: Systems in Our Cities (273)
- Factory, The: How a Product is Made (019)
- Field Trips Out of the Ordinary (208)
- Glassware Industry of Finland, The (126)
- Heavy Industries of Japan (128)
- How We Get Our Clothing (337)
- Industrial Worker, The (183)
- Industry in Africa (028)
- Light Industries of Japan (131)
- Man Uses and Changes the Land (093)
- People Who Work at Night (035)
- People Who Work in Factories (098)
- Textile Industry of Hong Kong (143)
- Where and How People Work and Live (049)
- Wonderful "World of Work", The (113)
- Working in U. S. Communities (349)
- World War I to Tomorrow (261)

MARINE SCIENCE

Primary

- Busy Harbor, The (080)
- Communities Keep Clean (081)
- Conservation for Beginners (082)
- Fisherman's Boy, The (084)
- Food From the Sea (024)
- Lighthouse, The (185)

Intermediate

- Conservation for Today's America (325)
- Field Trips Out of the Ordinary (208)
- Food From the Sea (024)

Intermediate Continued

Lighthouse, The (185)
New England Fisherman (190)
Oceanography: Science of the Sea (034)
People Who Work in Science (224)
Transportation: A Ship Comes Home (105)
Tugboat Captain (204)

MARKETING AND DISTRIBUTION

Primary

Basic Concepts in Social Studies (249)
Big City--U.S.A. (207)
Career Mothers (365)
Clothing: A Pair of Blue Jeans (251)
Community Helpers (321)
Community Helpers (322)
Community Helpers Series (054)
Community Helpers Series (234)
Community Series: Transportation (274)
Community Series: Types of Cities (275)
Community Workers (323)
Dairy Farm, The (083)
Eggs to Market: The Story of Automated Egg Processing (016)
Factory, The: How a Product is Made (019)
Farmer Don and the City (020)
Food and Food Helpers (331)
Food, Clothing, and Shelter (332)
Food for the City: Produce (022)
Food for the City: Wheat and Flour (023)
Food From the Sea (024)
Food: The Story of a Peanut Butter Sandwich (253)
Foods We Eat, The (333)
George's New Suit (085)
Learning About Money (240)
Let's Visit a Shopping Center (029)
My Community (072)
Our Community Helpers (162)
Our Community Helpers (269)
Our Neighborhood Workers (215)
People Who Help Our Community (359)
People Who Work at Night (035)
People Who Work in Stores (100)
Stores in Our Community (102)
Story of Milk, The (345)
Story of the Wholesale Market (067)
Toy Telephone Truck: Background for Reading and Expression (104)
Transportation (346)

• Primary Continued

Truck Drivers: What Do They Do? (233)
Trucks in Our Neighborhood (044)
Where Does It Come From? (246)
Where Does Our Food Come From? (110)
Who Helps Us? (050)
Why People Have Special Jobs (258)
Why We Use Money (260)
Working in U. S. Communities (349)

Intermediate

Agricultural Products of Middle America (116)
Behind the Scenes in a Department Store (265)
Big City--U.S.A. (207)
Career Mothers (365)
City Markets and Stores of Eastern Europe (119)
Clothing: A Pair of Blue Jeans (251)
Coffee (120)
Colonial Times to Civil War (252)
Community Helpers (322)
Community Series: Transportation (274)
Country Store, The (013)
Eggs to Market: The Story of Automated Egg Processing (016)
Factory, The: How a Product is Made (019)
Farmer Don and the City (020)
Floating Markets of Thailand (125)
Food and Food Helpers (331)
Food for the City: Produce (022)
Food for the City: Wheat and Flour (023)
Food From the Sea (024)
Food: The Story of a Peanut Butter Sandwich (253)
Foods We Eat, The (333)
Industry in Africa (028)
Let's Visit a Shopping Center (029)
Life on Paradise Island (314)
Markets in West Africa (133)
Meat--From Range to Market (188)
Our Neighborhood Workers (215)
People who Work at Night (035)
People Who Work in Stores (100)
Produce--From Farm to Market (199)
South America: Market Day (038)
Story of the Wholesale Market, The (067)
Trucks in Our Neighborhood (044)
Who Helps Us? (050)
Why We Use Money (260)
Wonderful "World of Work", The (113)
Working in U. S. Communities (349)

PERSONAL SERVICES

Primary

Basic Concepts in Social Studies (249)
City Is Many Things, A (366)
Community Workers (323)
Community Workers and Helpers (324)
Doctor Joe (051)
Laundry and Bakery Story, The (159)
Our Community Services (195)
Our Grown-Up Helpers (163)
People Who Work at Night (035)
Some Neighborhood Helpers (216)
Sycamore Street (062)
What Does Your Dad Do? (060)
Who Helps Us? (050)

Intermediate

Babysitting: The Job--The Kids (221)
City Is Many Things (366)
Life on Paradise Island (314)
People Who Help Others (223)
People Who Work at Night (035)
Some Neighborhood Helpers (216)
Sycamore Street (062)
Who Helps Us? (050)

PUBLIC SERVICES

Primary

A Community Keeps Healthy (009)
A Community Keeps House (010)
All About Airplanes (318)
Basic Concepts in Social Studies (249)
Big City--U.S.A. (207)
Career Mothers (365)
City Bus Driver (170)
City Is Many Things, A (366)
Classroom Journeys (357)
Communities Keep Clean (081)
Community Helpers (321)
Community Helpers (322)
Community Helpers (358)
Community Helpers Series (054)
Community Helpers Series (234)

Primer, Continued

Community Helpers Series (271)
Community Helpers Series, The (376)
Community Series: Systems In Our Cities (273)
Community Workers (323)
Community Workers and Helpers (324)
Community workers Series (055)
Dear Garbage Man (227)
Duke Thomas, Mailman (065)
Firehouse Book, The (373)
Firehouse Dog (021)
Fireman, The (179)
Fireman and His Work, The (279)
Gentle Doctor, The (006)
Helicopter Helpers (026)
Helpers at Our School (086)
Helpers Who Come to Our House (087)
Helpful Little Fireman, The (088)
Helping Is a Good Thing (334)
Homes We Live In, The (335)
I Want To Be (057)
Joey and the Ranger (069)
Language Development Program (306)
Language Involvement Program (307)
Let's Meet the Teacher (282)
Letter to Grandmother, A (092)
Lighthouse, The (185)
Mailman and His work, The (283)
Men Who Come to Our House Stories (242)
My Community (072)
Our Community Helpers (162)
Our Community Helpers (269)
Our Community Services (195)
Our Community Utilities (097)
Our Grown-Up Helpers (163)
Our Neighborhood Workers (215)
Passenger Train, The (197)
People Who Help Our Community (359)
People who Work at Night (035)
Policeman, The (198)
Policemen and Firemen What Do They Do? (230)
Policeman and His Work, The (285)
Policeman Walt Learns His Job (036)
School and School Helpers (073)
School Helpers Series (276)
Show and Tell Books (074)
Sing a Song of Home, Neighborhood, and Community (244)
Soldiers and Sailors What Do They Do? (232)
Some Neighborhood Helpers (161)
True Book Community Helpers (347)
Water for the City (047)
Weather Station (278)

Primary Continued

What is a Policeman? (008)
What Our Town Does For Us (108)
Where Do Our Letters Go? (109)
Who Helps Us? (050)
Why We Have Taxes (259)
Work People Do, The (296)
Workers for the Public Welfare (218)
You Can Work Books (356)

Intermediate

A Community Keeps Healthy (009)
A Community Keeps House (010)
All About Airplanes (318)
Big City--U.S.A. (207)
Career Mothers (365)
City Bus Driver (170)
City Is Many Things, The (366)
Classroom Journeys (357)
Community Helpers (322)
Community Series: Systems In Our Cities (273)
Country Store, The (013)
Environmental Mathematics (018)
Fireman, The (179)
Health in Our Community (181)
Helicopter Helpers (026)
Homes We Live In, The (335)
How Man Explores Space and Our Solar System (336)
How Man Obtains Water (129)
Language Development Program (306)
Language Involvement Program (307)
Life on Paradise Island (314)
Lighthouse, The (185)
Our Community Utilities (097)
Our Neighborhood Workers (215)
Our School Workers (164)
Passenger Train, The (197)
People Who Help Others (223)
People who Work at Night (035)
People who work in Science (224)
Policeman, The (198)
Policeman Walt Learns His Job (036)
Rescue Squad (200)
Some Neighborhood Helpers (216)
Water For the City (047)
Weather Station (278)
Weatherman, The: A Scientist (048)
What is a Policeman? (008)
What Our Town Does for Us (108)
What the Moon Astronauts Will Do All Day (111)

Intermediate Continued

Who Helps Us? (050)
Why We Have Taxes (259)
Wonderful "world of Work", The (113)
Workers for the Public Welfare (218)
You Can Work Books (356)

TRANSPORTATION

Primary

Airport in the Jet Age (167)
Airport Service (363)
Airport Workers (317)
All About Airplanes (318)
Ballad of the Iron Horse, The (248)
Bus Driver, The (169)
Buses That Serve the Community (012)
Busy Airport, The (079)
Busy Harbor, The (080)
Car Book, The (371)
City Bus Driver (170)
City Is Many Things, A (366)
Classroom Journeys (357)
Come to Work With Us Books (063)
Community Helpers Series, The (376)
Community Series: Transportation (274)
Community Series: Types of Cities (275)
Community Workers (323)
Freight Train, The (180)
Gas Station Gus (229)
Golden Age of the Automobile, The (254)
Harbor, The (025)
Helicopter Helpers (026)
Jet Airport Puzzle (158)
Language Involvement Program (307)
Letter to Grandmother, A (092)
My Community (072)
Passenger Train, The (197)
People who Work at Night (035)
Railroad Engineers and Airplane Pilots: What Do They Do? (231)
School and School Helpers (073)
Seaport (201)
Sing a Song of Home, Neighborhood, and Community (244)
Story of the Wholesale Market, The (067)
Trains: A First Film (041)
Transportation (042)
Transportation (075)
Transportation (346)

Primary Continued

Transportation. A First Film on the Airport (043)
Transportation Revolution, The: Story of America's Growth (257)
Trip to the Farm, A (076)
Truck Driver, The (203)
Truck Drivers: What Do They Do? (233)
Trucks in Our Neighborhood (044)
True Book Community Helpers (347)
Wheels, Paddies, and Engines, The Story of Transportation (360)
Where and How People Work and Live (049)
Work People Do, The (296)
Working in U S Communities (349)
You Can Work Books (356)

Intermediate

Airport in the Jet Age (167)
Airport Service (363)
Airport Workers (317)
All About Airplanes (318)
Ballad of the Iron Horse, The (248)
Behind the Scenes in a Car Factory (264)
Bus Driver, The (169)
Buses That Serve the Community (012)
City Bus Driver (170)
City is Many Things, A (366)
Civil War to First World War (250)
Classroom Journeys (357)
Colonial Times to Civil War (252)
Come to Work with Us Books (063)
Community Series: Transportation (274)
Freight Train, The (180)
Golden Age of the Automobile, The (254)
Harbor, The (025)
Helicopter Helpers (026)
How We Build Things (212)
Industry in Africa (028)
Language Involvement Program (307)
Our School Workers (364)
Our Shrinking World--Jet Pilot (196)
Passenger Train, The (197)
People Who Work at Night (035)
Produce--From Farm to Market (199)
Science Facts About Transportation (277)
Seaport (201)
South America. Market Day (038)
Story of the Wholesale Market, The (067)
Trains, A First Film (041)
Transportation (042)
Transportation: A First Film on the Airport (043)
Transportation. A Ship Comes Home (105)

Intermediate Continued

Transportation in west Africa (144)
Transportation Revolution, The: Story of America's Growth (257)
Truck Driver, The (203)
Trucks in Our Neighborhood (044)
Tugboat Captain (204)
What the Moon Astronauts Will Do All Day (111)
Wheels, Paddles, and Engines, The Story of Transportation (360)
Where and How People Work and Live (049)
Working in U. S. Communities (349)
World War I to Tomorrow (261)
You Can Work Books (356)

Chapter IV

MEASUREMENT AND EVALUATION INSTRUMENT

Entries in this section are from two sources: the Buros 7th Mental Measurements Yearbook¹ and the Program and Operations Manual² for the National Training Conference in career development. Nearly all standardized tests for occupational interest and vocational aptitude are for the high school and adult levels. These entries represent a few types of evaluative instruments for measurement of self-awareness and occupational interest in younger children. Some entries indicate types of tests which might be adapted for use with younger children. The Kuder E, General Interest Survey, SRA, is an example of a downward extension of an adult test.

A classroom teacher might use tests such as these in pre-testing to aid in selection of career education topics and materials and in post-testing to indicate change or specification of student occupational interests. Abstracts taken directly from the materials used at the training conference directed by Dr. Gysbers are followed by (St. Louis Conference).

Crites, J. O. Vocational Development Inventory: Attitude Scales. Iowa City, Iowa: Measurement Research Center.

The test measures maturity of vocational attitudes in adolescence, grades 5-12. The questionnaire is in two parts: fifty questions about the world of work with "agree" --"disagree" response, and fifty questions soliciting "true" --"false" response. Answers relate choice behaviors and choice aptitudes.

Fulton, Barbara J. The Career Concepts Inventory. in Vocational Development of Children, Doctoral Dissertation. Columbia, Missouri: The University of Missouri, 1971

¹Oscar Krisen Buros, The Seventh Mental Measurements Yearbook. Highland Park, New Jersey: The Gryphon Press. 1972

²Career Development, Guidance, Counseling, and Placement: National Training Conference. St. Louis, January, 1972 Dr Norman Gysbers, Director.

The purpose of this study was to develop an instrument, the Career Concepts Inventory (CCI), and to investigate how children, preschool through fifth grade, perceive selected characteristics of the work-world. The Career Concepts Inventory is in seven parts: (1) Initial Interview, (2) Occupational Listing, (3) Occupational Picture Sorting, (4) Occupational Similarities and Differences, (5) Occupational Absurdities, (6) Vocational Vocabulary, and (7) Occupational Ranking. A total of 225 children were administered the instrument from a rural, an urban, and a suburban school with 15 preschoolers, 20 first graders, 20 third graders, and 20 fifth graders from each school. The Career Concepts Inventory is copyrighted and is undergoing modifications prior to publication.

Geist, Harold. The Geist Picture Interest. Missoula, Montana: Psychological Test Specialists.

The items on this test are triads of pictures. The student chooses which he would rather do or which is more interesting to him. This instrument attempts to assess interest in eleven general areas such as persuasive, clerical, mechanical, etc. The special feature of this instrument is that it is aimed at persons with low verbal ability. An adaptation of this device could be used with young children to assess their occupational understanding. They would not have to be able to read to use it. (St. Louis Conference)

Instructional Objectives Exchange-Measures of Self-Concept K-12.
Los Angeles, California: Instructional Objectives Exchange.

Specifically this booklet was designed to reflect different dimensions of the learner's self concept utilizing four dimensions: (1) one's self-esteem yielded from family interactions, (2) one's self-esteem associated with peer relations, (3) one's self-esteem derived from success or failure in scholastic endeavors, (4) comprehensive estimate of how the self is esteemed. Again, the objectives are put forth first with the instruments following at the end. There are three types of reports used: (1) direct self report devices, (2) inferential self report measures, and (3) observational indicators. These instruments would be especially useful in a unit covering aspects of the Self-Knowledge domain. They could be used both as stimulus devices in course work and in measuring devices to assess changes in the self-esteem of the students (St. Louis Conference)

Room to Grow. S. Theodore Woal, Supervisor Allen M. Stearne School, Philadelphia, Pennsylvania: Vocational Guidance Service.

Room to Grow is an example of a project that created its own evaluation instruments to measure their objectives. Some examples of these instruments are:

The way I Feel About Myself. This is a rating scale on the student's self concept. He rates items such as, "I am a happy person" or "I like being the way I am", as to whether they are always, sometimes, or never like himself. An instrument like this would be valuable at the time when the students are trying to formulate their self concepts to measure changes in it.

Attitude Measurement Scale. This instrument measures student attitudes toward different occupations, for instance, whether or not a plumber is helpful, causes trouble, etc. An instrument of this type would be useful in measuring student biases toward different jobs and changes in attitude during a course of study on the importance of different jobs.

Job Aspiration. This scale consists of four questions: two short answer and two multiple choice, and measures the student's future planning behavior. It also measures the difference between what he thinks he will probably be doing after he completes school. Items like this could be used to measure a student's realism as far as his level of aspiration.

Then and Now. This instrument has the student list what he did when he was younger and the things he does now. It also has the student choose from among pictures those that would fit someone three years old, someone six years old, and someone nine years old. These items would be excellent in measuring and stimulating students on the idea of how they change and grow. (St. Louis Conference)

Rothwell, J. W., and Miller, Kenneth M. Rothwell-Miller Interest Blank. Windsor, Berks. SL4 IQS, England: NFER Publishing Co. Ltd.

The test offers 12 scores: outdoor, mechanical, computational, scientific, persuasive, aesthetic, literary, musical, social service, clerical, practical, and medical. The student ranks occupations within clusters from his most to his least preferred. The validity of the RMIB compares favorably with other tests of interests. The test might be used to aid in the selection of career development units in Grade 6 since it is geared to age 11 and up. Also the test might indicate changes in interests after student exposure to a career education program.

What I Like to Do. Grades 4-7. Chicago, Illinois: Science Research Associates.

Easy to use interest inventory of youngsters' preferences in art, music, social studies, active play, quiet play, manual arts, home arts, and science.

Chapter V

BIBLIOGRAPHIES

Bibliographies are included in many projects and in most curriculum guides. The ETC staff chose to include in Chapter V a list of bibliographies which were of particular value for assembling materials for this bibliography.

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Spring 1971. Columbus, Ohio: The Ohio State University, Center for Vocational and Technical Education, 1971. 159 p. (ED 052 382) MF-\$0.65 HC-\$6 58

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following sections: Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Trade and Industrial, and General Vocational and Technical Education. An author index, document number index, and subject indexes are provided. Most of the documents which have not been announced in "Research in Education," are available as a separate microfiche set from the ERIC Documents Reproduction Service (VT 013 689). Others are available from the source identified in the abstract. (RIE).

Bibliography of Multi-Media Career Materials. South Bend, Indiana: Indiana Career Resource Center. 20 p.

Annotated bibliography of materials currently available through the Center. Contents are divided into: Audio-Visual Materials (films, tapes, slides, filmstrips, etc.), Equipment (projectors), Printed Information (handbooks, reference books, etc.), and services performed by the Center.

Curriculum Materials for "Agriculture " Annotated Listing of Materials Available from Public Education Agencies. Washington, D.C.: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), 1971 77 p. (ED 057 269). MF-\$0 65 HC-\$3 29.

This annotated listing of curriculum materials for Agriculture provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various States. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Agricultural Production; Agricultural Supplies/Services; Agricultural Mechanics; Agricultural Products; Ornamental Horticulture; Agricultural Resources; and Agriculture, Other. Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. (RIE).

Curriculum Materials for "Health Occupations Education." Annotated Listing of Materials Available from Public Education Agencies. Washington, D.C.: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), 1971 22 p. (ED 057 271). MF-\$0 65 HC-\$3.29.

This annotated listing of curriculum materials for Health Occupations Education provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various States. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Dental; Medical Laboratory Technology; Nursing: Rehabilitation, Radiologic; Miscellaneous Health Occupations Education; and Health Occupations Education, Other. Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. (RIE)

Curriculum Materials for "Home Economics." Annotated Listing of Materials Available from Public Education Agencies Washington, D.C.: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), 1971 31 p (ED 057 272) MF-\$0 65 HC-\$3.29.

This annotated listing of curriculum materials for Home Economics provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various States. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Homemaking (Comprehensive Homemaking or Economics; Clothing and Textiles; Consumer Education; Family Health; Family Relations; Foods and Nutrition; Housing and Home Furnishings; and Homemaking, Other), and Occupational Preparation (Care and Guidance of Children; Clothing Management, Production, and Services; Food Management, Production, Services; Home Furnishings, Equipment, and Services; Institutional and Home Management and Supporting Services; and Occupational Preparation, Other). Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. (RIE).

Curriculum Materials for "Office Occupations." Annotated Listing of Materials Available from Public Education Agencies Washington D.C.: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), 1971. 28 p. (ED 057 273). MF-\$0.65 HC-\$3.29.

This annotated listing of curriculum materials for Office Occupations provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various States. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Accounting and Computing Occupations (Bookkeeping); Business Data Processing Systems Occupations (Key Punch and Coding Equipment Operators; Business Data Processing Systems Occupations, Other); Filing, Office Machines, and General Office Clerical Occupations (File Clerks: General Office Clerks, Filing, Office Machines and General Office Clerical Occupations, Other); Stenographic, Secretarial, and Related Occupations (Stenographers: Stenographic, Secretarial, and Related Occupations, Other); Supervisory and Administrative Management Occupations (Budget Management Analysts); Typing and Related Occupations (Typists; Typing and Related Occupations, Other); and Office Occupations, Other. Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource (RIE).

Curriculum Materials for "Technical Education." Annotated Listing of Materials Available from Public Education Agencies. Washington, D.C.: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), 1971. 21 p. (ED 057 274). MF-\$0.65 HC-\$3.29.

This annotated listing of curriculum materials for Technical Education provides planners, administrators, vocational educators, and others with information as to available curriculum materials developed by the various States. The materials are identified with the instructional titles and codes from the classification system of the Office of Education, which are refined to include one or more related subtitles with appropriate codes. The curriculum materials in this listing concern the following subject areas: Engineering Related Technology (Chemical Technology; Civil Technology; Roadway Technology; Electronic Technology; Electromechanical Technology; Environmental Control Technology; Instrumentation Technology; Mechanical Technology; Engineering Related Technology, Other); and Miscellaneous Technical Education (Miscellaneous Technical Education, Other). Occupational resource material that applies to all vocational areas is listed under Administrator's, Student's, or Teacher's Resource. (RIE).

Facilitating Career Development: An Annotated Bibliography. Final Report. Bailey, Larry J. Ed. Springfield, Illinois: Illinois State Board of Vocational Education and Rehabilitation; Carbondale, Illinois: Vocational and Technical Education Division, Southern Illinois University, July, 1970. 137 p. (ED 042 217). MF-\$0.75 HC-\$6.95.

This annotated bibliography presents abstracts of publications which focus on finding new directions for implementing career practices within the classroom. It is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development. The emphasis is on relevance and applicability for comprehensive programs of occupational and career guidance. Chapter I is concerned with theoretical implications, applications, and a survey of computer based guidance systems. Chapter II summarizes many new models and techniques for guidance which view vocational behavior as a developmental process rather than as an event. The material in Chapter III deals with career development conferences and Chapter IV describes examples of programs designed to realize the ultimate criteria of a vocationally mature individual. Chapter V discusses career exploration achieved vicariously via games, simulation practices and guidance kits which encourage student activity and involvement. The intent of Chapter VI is to summarize recently developed instruments for measuring

vocational behavior and Chapter VII illustrates the preponderance of approaches for providing occupational information and orientation. (RIE).

Innovations in Vocational Guidance: A National Compendium

Tallahassee, Florida: State University System of Florida,
Division of Academic Affairs, 1971 69 p.

Lists programs and activities currently in progress. Organized into Elementary, Middle and Junior High, and Secondary sections as well as comprehensive projects. Appendix offers six pages of "Contacts for Further Information."

Introducing Children to the World of Work. Salem, Oregon: Oregon State Department of Education. (ED 052 377). 20 p. MF-\$0.65 HC-\$3.29.

This annotated bibliography has been prepared for librarians, principals, teachers, and counselors interested in developing programs to assist elementary grade pupils to obtain knowledge concerning requirements and opportunities in the world of work. The list is comprised of nonfiction materials which, in part or in full, have pertinent information about specific or general careers. Listings are arranged according to the subject headings. (1) Community Government and Services, (2) Industry, (3) Transportation, (4) Communication, and (5) Federal Government and Services. All of the 101 entries are listed alphabetically under subheadings in each major heading. An alphabetical list of publishers with addresses is included for the convenience of those wishing to order titles listed. (RIE).

Miller, W. R. and Biankenbaker, E. K. Annotated Bibliography of Publications and Reports of Research Dealing with the Interpretation of the "World of Work" to Elementary Children. Columbia, Missouri: University of Missouri Department of Practical Arts and Vocational-Technical Education, 1970. 14 p. (VI 011 856)

This annotated bibliography contains 50 journal articles, research reports, and related materials dealing with interpreting the world of work concept to elementary children. Entries are grouped according to: (1) Rationale, (2) Experimental Research, (3) Pilot and Demonstration Projects, and (4) Others. Arranged alphabetically by author, each entry includes, in addition to an annotation, the title, source of availability either through a journal, institution, Educational Resources Information Center

(ERIC), or other source, ERIC accession number, date, and in some cases the pagination and cost. (ARM).

Mobile Guidance Career Project (K-12). Bullion, Wisconsin: Public School District in Innovations in Vocational Guidance: A National Compendium. Tallahassee, Florida: State University System of Florida, 1971. 69 p.

Inventory of occupational training and employment information available through a mobile vocational guidance and counseling laboratory.

Occupational Information for Grades Three Through Eight. Atlanta, Georgia: Occupational Information Materials Project, Atlanta Public Schools, 1970. 30 p.

Lists "Selected Occupational Information" filmstrips, motion pictures, songs, music books, charts, textbooks, and workbooks. Includes lists of publishers of filmstrips and motion pictures.

Owen Margaret. Commercially Prepared Materials: A "Universe Model" of Occupational Education for Pikeville, Kentucky, in Conjunction with the Pikeville Model Cities Program. Pikeville, Kentucky: Kentucky Independent School District, 1971. 59 p. (VT 014 506).

The two sections of this bibliography include materials which are used in the classroom with students and materials which have been used by teachers, counselors, and administrators during inservice programs. Listings for the student materials are arranged alphabetically by author in the subject groupings of: (1) Agriculture, (2) Communication, (3) Construction, (4) Family, (5) Finance, (6) Fisheries, (7) Forestry, (8) General, (9) Government, (10) Guidance, (11) Houses, (12) Manufacturing, (13) Minerals, (14) Service, (15) Transportation, (16) Wholesale and Retail trade. The remainder of the bibliography includes: (1) directory of publishers, (2) staff resources, (3) directory of book publishers listed in staff resources, (4) filmstrips, (5) addresses of filmstrip publishers, and (6) activity kits--flannel boards, posters, supplies, transparencies. The bibliography should be useful in reviewing resources related to occupational or career education programs. (AIM).

References for Vocational Orientation in the Elementary Grades.

Turner, Delma. Little Rock, Arkansas: State Department of Education. 36 p.

A selective bibliography for grades K-6 of books which are concerned with present-day occupations. References include only those books published during the past ten years and those which contain specific information on careers and jobs.

Resource Bibliography in Career Education. Annotated bibliography of locally produced curriculum and instructional materials. Hamlin, West Virginia: Lincoln County Exemplary Project, Lincoln County Schools, November 1971. 18 p.

A resource guide prepared to aid the project staff in pooling resources and sharing successful strategies across county and state geographical divisions. Contains a listing and description of all teaching units, tests, questionnaires, in-service training methods, and materials.

Resource Bibliography of Commercially Produced Career Education Materials.

An annotated bibliography of commercially produced curriculum and instructional materials. Hamlin, West Virginia: Lincoln County Exemplary Project, Lincoln County Schools, 1971.

Contains a listing and description of commercially produced multi-media occupational resources used in the county's schools in conjunction with the Career Education Project.

A Selected Bibliography of Occupational Literature for Grades Three Through Eight. Atlanta, Georgia: Occupational Information Materials Project, Atlanta Public Schools, 1970. 17 p.

Book list organized by general topics: agriculture, communications, construction, engineering, entertainment and recreation, fishing, food production and distribution, forestry and conservation, government, library work, machine trades, manufacturing, medicine and health, military services, public service, retail trade, schools and teaching, services, space exploration, transportation, and miscellaneous occupations. Grade levels are recommended for each title.

Sloan, Nancy. Orientation Approaches to Increase Student Awareness of Occupational Options. Washington, D.C.: Office of Education (DHEW), Bureau of Research, 1969. 16 p. (ED 033 255). MF-\$0.65 HC-\$0.90.

This annotated bibliography includes research and innovative programs on vocational orientation. The emphasis is upon increasing student awareness of career possibilities at all grade levels through effective exploratory programs. Suggestions for program development are included. (RIE)

Smith, Brandon B. Selected Bibliography: Identifying, Measuring and Utilizing Societal Information for Vocational-Technical Education Curriculum Development. Madison, Wisconsin: The University of Wisconsin, 1968. 7 p. (ED 043 759) MF-\$0.65 HC-\$3.29.

This bibliography presents 72 citations ranging in date from 1958 to 1968 and includes periodical articles, university publications, and research reports. Listings are arranged by author in three groups which are: (1) sociological and psychological foundations for identifying sources and types of societal information, (2) methodologies for vocational education curriculum development: implications for different social and philosophic foundations, and (3) measures of psycho-social needs, satisfactions and satisfactoriness: vocational rehabilitation. Individual entries include author, title, publisher, and date. This bibliography should be of interest to curriculum specialists and program directors. (ARM).

Sources of Occupational Information. Hopfengardner, J. D. Ed. Columbus, Ohio: Ohio State Department of Education, 1966. (ED 020 398).

The 150 annotated references in the bibliography meet one or more of the objectives--(1) present sources of available occupational information, (2) identify materials presenting occupational information for students, counselors, and others involved in educational services, and (3) describe techniques for gathering, organizing and using occupational information. All references have been recently published and are grouped according to the sources--(1) U. S. Government publications, (2) state publications, (3) armed forces publications, (4) commercial publications, and (5) professional publications and periodicals. A list of popular periodicals which frequently contain articles about occupations or vocational choice, a list of organizations representing the occupations most frequently inquired about, and a list of

local sources of occupational information are included. A subject and a title index are provided. (RIE):

Sources of Occupational Information. Tarrier, Randolph Ed.
Columbus, Ohio: Division of Guidance and Testing, State
Department of Education, 1968. 78 p.

The publication identifies some of the sources of occupational information and describes some of the representative publications which are available. An index indicates level of school for which information is best suited.

Synopses of Selected Career Education Programs, Vol. 1. Raleigh, North
Carolina: National Center for Occupational Education, North
Carolina State University, 1972. 77 p.

Selected sites were asked to submit self-studies to the Center. This report is a synopsis of the self-reports. On-site visits to the selected career education sites were made. A future publication will present in-depth descriptions.

APPENDIX

PUBLISHERS OF COMMERCIAL MATERIALS

LISTED IN CHAPTER III

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

American Guidance Services, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Association Films, Inc.
1621 Dragon Street
Dallas, Texas 75207

AV-ED Films
7934 Santa Monica Blvd.
Hollywood, California 90046

Barley Film Associates
2211 Michigan Avenue
Santa Monica, California 90404

Bowmar
622 Rodier Drive
Glendale, California 91201

Carlton Films
Box 56
Beloit, Wisconsin 53511

CCM Films, Inc.
866 Third Avenue
New York, New York 10022

Children's Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607

Churchill Films
622 North Robertson Blvd.
Los Angeles, California 90069

Coast Visual Education Company
5620 Hollywood Blvd.
Hollywood, California 90028

David C. Cook Texas Educational Aids
4725 Main Street
Houston, Texas 77002

Coronet Instructional Films
Coronet Building
65 E. South Water Street
Chicago, Illinois 60601

The John Day Company
62 West 45th Street
New York, New York 10036

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Developmental Learning Materials
7440 North Natchez Avenue
Niles, Illinois 60648

Dodd, Mead and Company, Inc.
432 Park Avenue, S.
New York, New York 10017

Doubleday Multimedia
Box 11607
1371 Reynolds Avenue
Santa Ana, California 92705

EMC Corporation
Educational Materials Division
180 East 6th Street
St. Paul, Minnesota 55101

Educational Projections Corporation
1911 Pickwick Avenue
Glenview, Illinois 60025

Educational Reading Service
320 Route 17
Mahwah, New Jersey 07430

Edu-Craft, Inc.
6475 Dubois
Detroit, Michigan 48211

Encyclopaedia Britannica
Educational Films, Inc.
425 North Michigan Avenue
Chicago, Illinois 60611

194/195

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Farmers and Manufacturers,
Beet Sugar Association
Second National Bank Building
Saginaw, Michigan 48605

Field Educational Publications, Inc.
902 S. Westwood Avenue
Addison, Illinois 60101

Guidance Associates
Pleasantville
New York 10570

Harper & Row
49 East 33rd Street
New York, New York 10016

Henk Newenhouse
Division of NOVO
1825 Willow Road
Northfield, Illinois 60093

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

Imperial Film Company, Inc.
Educational Development Corp. Bldg.
Post Office Drawer 1007
Lakeland, Florida 33803

Jam Handy Instructional Materials
Scott Education Division
Holyoke, Massachusetts 01040

Learning Arts
P. O. Box 917
Wichita, Kansas 67201

Learning Corporation of America
711 Fifth Avenue
New York, New York 10022

Leswing Communications, Inc.
750 Adrian Way
San Rafael, California 94903

J. B. Lippincott
East Washington Square
Philadelphia, Pennsylvania 19105

Long Film Slide Service
7505 Fairmount Avenue
El Cerrito, California 94530

McGraw-Hill Films
330 West 42nd Street
New York, New York 10036

MINCOM Division, 3M Company
3M Center
St. Paul, Minnesota 55101

William Morrow and Co., Inc.
105 Madison Avenue
New York, New York 10016

George A. Pflaum Publisher
38 West 5th Street
Dayton, Ohio 45402

Popular Science Audio-Visuals
5235 Ravenswood Avenue
Chicago, Illinois 60640

Radio House
University of Texas Press
Box 7819
University Station
Austin, Texas 78712

Rand-McNally
School Department
Box 7600
Chicago, Illinois 60680

Scholastic Magazines, Inc.
50 West 44th Street
New York, New York 10036

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman & Co.
1900 East Lake Avenue
Glenview, Illinois 60025

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, Wisconsin 53210

Singer Society for Visual Education,
Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Steck-Vaughn
P. O. Box 2028
Vaughn Building
Austin, Texas 78767

Troll Associates
East-64 Midland Avenue
Paramus, New Jersey 07652

U. S. Department of Interior
C Street between 18th and 19th Streets, NW
Washington, D. C. 20006

Universal Education & Visual Arts
155 Universal City Plaza
Universal City, California 91608

Valiant, Inc.
237 Washington Avenue
Hackensack, New Jersey 07602

Western Publishing Co.
850 Third Avenue
New York, New York 10022

Albert Whitman & Co.
560 West Lake Street
Chicago, Illinois 60606

NATIONAL ADVISORY COMMITTEE

Enrichment of Teacher and Counselor Competencies in Career Education (K-6) Project

Frank Burnett, Director
National Career Information Center
American Personnel and Guidance Association
Washington, D.C.

Ms. Donna R. Chiles, President
American Personnel and Guidance Association
Washington, D.C.

Dr. Rupert Evans
Professor of Vocational and Technical Education
University of Illinois
Urbana, Illinois

Mrs. Winifred French
Du Sable Career Education Project
Chicago Public Schools
Chicago, Illinois

Dr. John Jarolimek, Past President
National Council for the Social Studies
University of Washington
Seattle, Washington

Dr. Ronald McCage, Coordinator
Research and Development Unit
Illinois Division of Vocational and Technical Education
Springfield, Illinois

Dr. Ferman B. Moody, Director
National Research Coordinating Unit Directors
Pennsylvania Department of Education
Harrisburg, Pennsylvania

Congressman Roman Pucinski
U. S. House of Representatives
Washington, D.C.

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Westward Movement	<p>Show Frontier Life filmstrip series.</p> <ol style="list-style-type: none"> 1. Make a list of all the things families used to make for themselves which are done by other people nowadays. For example: <ol style="list-style-type: none"> a. People used to slaughter their own cows, hogs, etc. and preserve their own meat. Butchers nowadays perform this service. b. Pioneers spun their own thread and knitted garments or loomed cloth. Nowadays, merchants sell these articles. 2. Have two resource people come to school and give a demonstration of spinning. 3. Let children make candles and soap. 4. Let children dress in frontier clothes. Discuss making of clothes today in factories. Make a trip to the local factories. Denton Mills, Munsingwear, Erwin Manufacturing Company. 	Library
Civil War	<ol style="list-style-type: none"> 1. Discuss why the South required large numbers of farm workers. Discuss slavery and its being one of the precipitating factors of the war. In relation to this, discuss why the North became a manufacturing section. Discuss tariffs and how manufacturing sections were affected by them. 	

SUBJECT Social Studies GRADE OR LEVEL Intermediate

