DOCUMENT RESUME

ED 073 293 VT 019 075

AUTHOR Culberson, James O.; Scheer, Ralph A.
TITLE How Can Exploratory Experiences and Other Training Devices Be Used to Develop the Optimum Occupational Orientation Program for Mississippi? Final Report.
INSTITUTION University of Southern Mississippi, Hattiesburg.
SPONS AGENCY Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE 1 Jun 72
NOTE 21p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Annotated Bibliographies; *Career Education; *Developmental Programs; Educational Needs; Inservice Programs; *Instructional Materials; Literature Reviews; Personnel Needs; Preservice Education; *Program Development; Program Planning; Resource Materials; *State Programs; Vocational Development
IDENTIFIERS Career Exploration; *Mississippi

ABSTRACT

The concept and structure of career education was investigated in order to plan and develop appropriate "real-life" vocational exploration programs for Mississippi. This federally-funded research project was carried out by visiting exemplary programs and five vocational program-planning settings throughout the United States, as well as a review of occupational orientation literature. An interrelated project being conducted at the same time consisted of a survey of 54 state and territory project directors requesting instructional materials for career education. The survey resulted in a disappointing quantity and quality of materials, and this scarcity was attributed to the incomplete nature of program development in career. It was recommended that career education planning and implementation for Mississippi begin immediately, with pre- and inservice teacher educator training, coordination at the state and school district levels, and the appointment of a state director in career education. Annotated descriptions of 36 documents deemed valuable for Mississippi program development in the area of "real-life" occupational exploration are included. (AG)

HOW CAN EXPLORATORY EXPERIENCES AND OTHER TRAINING DEVICES BE USED TO DEVELOP THE OPTITUDE OCCUPATIONAL ORIENTATION PROGRAM FOR MISSISSIPPI?

Dr. James O. Culberson, Director

Ralph A. Scheer
Research Assistant

FINAL REPORT

Research Project in Vocational Education Conducted Under Part C of Public Law 90-576

Dr. James O. Culberson, Director
Department of Guidance
Box 12, Southern Station
Hattiesburg, Mississippi 39401

June 1, 1972

FINAL REPORT

How Can Exploratory Experiences and Other Training Devices Be Used to Develop the Optimum Occupational Orientation Program for Mississippi?

Research Project in Vocational Education, conducted under Part C of Public Law 90-576

The Project reported herein is being performed utilizing funds made available to the State of Mississippi under provisions of Part C of Public Law 90-576 administered by the Office of Education, U.S. Department of Health, Education, and Welfare.

Dr. James O. Culberson, Director
Department of Guidance
Box 12, Southern Station
Hattiesburg, Mississippi 39401

University of Southern Mississippi

DATE: June, 1972

SUMMARY

The project "How Can Exploratory Experiences and Other Training Devices Be Used to Develop the Optimum Occupational Orientation Program for Mississippi" has been in process since June of 1971. Since that time terminology has changed, curriculum direction has changed to the point where, although at one time, occupational orientation was looked upon as a course in itself usually taught at the seventh or eighth grade level, it is now more generally considered a part of the total education picture.

In order to gather material and knowledge as rapidly as possible relative to occupational orientation the research assistant visited several areas that have taken the lead in such programs. Results of the visits to the University of Minnesota, the Vocational and Technical Education Center of the Ohio State University and to Washington, D. C. are incorporated throughout the study. During the early stages of the project it became apparent that the term occupational orientation was giving way to the more inclusive concept of career education, so what began as a study of occupational orientation emerged as a study of career education. Two interrelated projects were carried out at the same time. One of the projects was an investigation of the concept of career education and how this concept would affect the structure of American education. The second project was a request of the various states for curriculum materials which had been developed in the area of career education or occupational orientation. A mailing was sent to each state in January, 1972. The mailing was sent to fifty-four state and territory directors; over ninety per cent responded to the mailing.

The request for curricula was apparently premature and the quality and quantity of curricula materials gathered was disappointing. The attempt to predict the future direction of career education did however yield definitive results and the implications for Mississippi of the study should be helpful in the state's educational preplanning.

Problem and Objectives

As a course, Occupational Orientation can be dull and meaningless. Historically this has been its lot. Much has been done, however, particularly within the last several years to develop informative, interesting methods and techniques for the presentation of this subject.

The purposes of this project were stated as being:

a. To survey current literature relative to the results of research and experimentation in the field of occupational orientation.

b. To visit and study in depth selected programs in various states that are involved in innovative program development.

c. To synthesize and report findings of (a) and (b) above in such a form as to make these findings usable for the curriculum developers and teachers of Mississippi.

Procedures

The procedures for this project were threefold:

a. A thorough search of current literature in the field of occupational orientation was undertaken to extract those findings, particularly where related to experience education, which could contribute to the Mississippi Program.

A mailing was sent to fifty-four state and territory project directors requesting literature and materials relevant to this project. The results of this mailing are presented in Section 2 of Results, Accomplishments, and Recommendations.

b. A second part of the study included visiting Exemplary programs in several states to gain first hand the results of their most recent studies and planning. Special visits were made to the following settings:

Minnesota: In June and July, the research assistant participated in a five week curriculum writing project under the direction of the University of Minnesota which consisted largely of (a) career development research and (b) applying this research by devising learning tasks into a primary grade career development curriculum.

North Dakota: In August, the research assistant visited the North Dakota Exemplary Project under the direction of Larry Selland. A review was conducted with the exemplary staff of their activities to date in developing career development and their plans for introducing this to state school systems.

Ohio: In August, the research assistant visited the office of the Director of Vocational Education of the State of Ohio. Ohio was chosen because under Governor Rhodes it became one of the leaders in vocational education careed development and vocational guidance.

During this visit, it was found that those state planners envisage massive educational reorganization with the purpose of providing career directed education and doing this by providing enough schedule flexibility to allow experience-centered learning.

Federal: In September, the research assistant visited the Center for Vocational and Technical Education at Columbus, Ohio. They are engaged in a nine year multi-million dollar program on curriculum planning for career development. My opinion after this visit is that federal planning contemplates major curriculum restructuring in accomodation to career development.

Washington, D. C.: In November, 1971, the research assistant attended a conference on the subject of Career Education. Contact was made with Dr. Sidney High, Director of the Exemplary Project, and his sanction obtained for the project.

c. In view of the potential significance of the concurrent project investigating the concept of career education and the potential effects of pending changes upon the structure of American education, it now seems advisable to add a third section to this study. This section presents the results from the concurrent study and implications of these findings for the state of Mississippi. These findings and implications are presented in Section 3 of Results, Accomplishments, and Recommendations.

Results, Accomplishments, and Recommendations

Section 1:

EXPERIENTIAL LEARNING

J. Butler, the director of the reputable Dunwoodie Insitute of Minneapolis, Minnesota, heads an organization which for generations has supplied Minnesota with skilled technicians and craftsmen. Butler is an ardent advocate of hands-on training and the Dunwoodie Institute is run as an exemplification of this belief At one time America's labor force could be visualized as triangle shaped with the fewest numbers in the highly skilled apex and the greatest number in the unskilled base. He now sees the labor force as a diamond shape with the greatest number being skilled scientists or unskilled laborers. He visualizes the proper structure for training these people as divided between universities colleges, area technical schools, vocational institutions and apprenticeships and vocational programs. The important consideration that he feels must pervade the entire educational complex is experiential learning.

As we move away from training in the abstract toward training in the concrete, more and more must we rely upon experiential methods. Dr. Mary Klaurens of the University of Minnesota is another advocate of the value of experiential learning. In a 1971 curriculum writing class in the area of career education, Dr. Klaurens repeatedly advocated the use of experiential learning processes. In her depiction of experiential education a hierarchy of experiential education is constructed as follows:

Most Experiential

1. Direct Purposeful Experiences
2. Contrived Experiences
3. Dramatized Experiences
4. Demonstrations
5. Field Trips
6. Exhibits
7. Television
8. Motion Pictures
9. Recordings, Tapes, etc.
10. Visual Symbols
11. Verbal Symbols

Most Abstract

Hollis and Hollis in discussing the area of dissemination of knowledge classify media somewhat differently.

Classifications*	Media*	Specific Methods
Prestructured and Fixed	Publications	Magazines Periodicals Newspaper (school, business, and community) Catalogues and booklets Brochures Student Handbook Songs and poems Yearbook Reference books
	Audio-visual aids	Bulletin board Displays, exhibits, and charts Films and filmstrips Audio tapes Video tapes Radio and television Murals--art
	Planned programs	College day or night Panel Parent night Assembly program Educational talk in classes
Input Controlled by the individual	Programmed instruction	Educational workbooks College Entrance View-Deck Individually developed projects ("My Educational Goals")
	Computer assisted information	Computer assisted information system VIEW
	Interviews	School or college conference Group discussion Conference with admissions officers or other school officials Interview of enrollees and alumni

Classifications*	Media*	Specific Methods
Simulation of Situation	Role-playing and/or game methods	Quiz contests Dramatization Brainstorming Role-playing Game theory activities
	Synthetic educational environment	Club (scholarship, college-bound, and so on) Laboratory study Orientation program
Real Situation	Direct observation	Visitation to educational institution (field trips)
	Directed exploration	Foster uncle or aunt Try-outs (introductory and orientation classes)
	Actual educational experience	Enrollment and participation in the program

*Source: Classification and media based on comments by Albert S. Thompson at U.S. Office of Education, National Conference on Occupational Information in Vocational Guidance, Chicago, Illinois, May 16-18, 1967.

R. Handville as long ago as 1953 listed twenty-two ways of disseminating career information which still have valid application two decades later.

1. Assembly talks
2. Bulletin board displays
3. Career booklets
4. Career days
5. Career News Letter
6. Clubs
7. Dictionary of Occupational Titles
8. Exploratory Experiences
9. Film Strips
10. Group Discussion
11. Job Analysis
12. Library Guidance Corner
13. Motion Pictures
14. Occupational Classes
15. Occupational File
16. Placement Service
17. Speaker on Careers
18. Academic Subject-Occupations Relativity
19. Student Community Job Survey
20. Plant and Factory Visits
21. Worker Interviews
22. Worker Home Visits[1]

It was the plan of this project that curricula materials would be gathered from all states involved in the exemplary projects and that this material would yield a background of information which could be incorporated into the Mississippi educational plans. Particularly the gathered materials would be searched for lesson plans, and learning situations which would involve experiential learning. The next chapter is a review of the material which arrived in response to the request for curricular materials.

---

[1]Ray Handville, "22 Ways of Disseminating Career Information," Vocational Guidance Quarterly, (Winter, 1953-54), pp. 45-48.

Section 2: REVIEW OF GATHERED CURRICULA MATERIALS

In response to the request included in the mailing sent to the fifty-four state and territory project directors a heavy volume of materials was sent to the attention of the researcher. Unfortunately, most of the material that arrived was suitable for the project under investigation. Many states forwarded copies of their particular exemplary grant proposals often accompanied by voluminous progress reports. Other states sent copies of vague general future plans: some states forwarded research reports documenting the need for a change in education, however, only a very few sent completed lesson plans or teaching materials. In total, almost one hundred pounds of materials arrived which had to be searched and sorted. This volume has been reduced to somewhat less than forty pounds of materials which are included as part and accompany this report. Materials which are included herewith are from the states of:

Nebraska	Kansas	West Virginia
Kentucky	North Dakota	New Mexico
Minnesota	Delaware	Virginia
North Carolina	Colorado	New York
Arkansas	Idaho	Georgia
		Texas

Useable material was gleaned from only slightly over thirty per cent of the states canvassed. In reading the materials from these other states it soon became apparent that we in Mississippi had probably developed farther than most states in the production of curricula and although some of the material was informative and might serve as valuable resource material for the curricula lab, not enough material specifically pertaining to experiential teaching and learning was available to justify and type of teachers' manual.

There appears to be several reasons for this dearth of curricula materials:

1. Many states have not progressed far enough in their exemplary programs (or had not as of January, 1972) to have developed completed curricula.

2. Some states had completed curricula materials but in such a rough form they confined distribution to within state.

3. Some states which had completed curricula had received so many requests for copies that funds limitations prevented them from filling the request.

Since insufficient fresh material was available to justify a teachers' manual, it was decided that a breif review would be presented of the thirty-six pieces of materials retained. These materials would be reviewed with the hope the material may be of some help to the Mississippi curriculum lab and the review might reduce the time to aminimum that it would take the lab personnel to survey the material.

1. Career Education Materials

Developed by Pikeville School District, Pikeville, Kentucky, Grade Level 4,5,6.

This is a lesson-by-lesson approach to career education following the format or general plan used by many schools. Little is given of the rationale for the plan or the broad base of which this is a part. Some lessons are quite good particularly the ten lesson television productionsequence at the sixth grade level. This lesson exposes the student to a wide range of learning experiences.

2. Elementary Guide for Career Development

Developed by Lee Laws of the Education Services Center, Region XIII, Austin, Texas.

This 258-page workbook is centered around studying specific careers each month in grades one through six. The advantage of this plan is duplication of subject matter and learning experiences can be avoided simply by allotting certain career areas to specific grade levels. This booklet has been a popular careers study guide since Its publication in 1970.

3. Program for Community Resources Utilization

Developed by Robbinsdale School District, Minnesota.

The community affairs coordinator of the Robbinsdale district has systematized and organized an approach to community participation and field trips. This is just a few pages and worthwhile.

4. A Curriculum Guide for Junior High

Developed by Clay County School District, Clay Center, Kansas.

This is an outgrowth of an exemplary program in occupational education for grades seven and eight. It is similar to some of the work done in Jones County and does not add much to that which Mississippi has already prepared at this grade level. This section "Exploring Myself and the World of Work" is quite well done. The teaching aids suggested in this chapter grade level 8, parts A,B, and C might be of value for consideration in Mississippi.

5. Work Experience Career Exploration Program

Minneapolis Public School System, Minneapolis, Minn.

An informative hand-out to industry explaining the WECEP Project. This is a project through which career exploration students gain-

exposure to the work world. Name of project: Work Experience Career Exploration Program.

6. Occupational Information for Grades Three Through Eight

Published pursuant to a USOE grant for an occupational informational information project and developed by the Atlanta, Georgia public schools. This is a reasonably up-to-date compilation of available career materials classified by grade level and rated by a rating committee. An accompanying bibliography of selected literature is attached.

7. A Guidance Unit for the Development of Occupational Skills. Work Habits, Attitudes

This project was developed by the Canyon Service of Caldwell, Idaho. Lesson six on the development of work habits is somewhat unique. A useful "Evaluation of Instructional Unit" form is included for the teacher's use. This enables them to report specifically their reaction to the lesson plan to the curriculum development unit.

8. The University of Minnesota, College of Education, has issued a Career Development curriculum entitled Women and the World of Work. It is geared to high school-age girls. This unit must be reviewed in full to gain its effect. Since it is only forty pages, this is not difficult. An attitude questionnaire toward women's liberation is very well done. It begins on page thirty-three.

9. University of Northern Colorado is working on a series of learning experiences called Operation Bridge--Aims College. Level 5 is included as an example of this program. This entire project is less than fifty pages, however, it takes the student from familiarization with mass production to the establishment of a corporation with corporate officers stock issue, etc.

10. The state of Arkansas has issued an excellent Vocational Orientation Guide aimed at grades 7, 8, and 9. This entire unit, 339 pages, is informative and used in conjunction with the Mississippi program could add much of interest to Mississippi's Occupational Orientation. On page 291 the lesson is entitled Financial Plan for Bearing the Cost of Your Training Equipment. This is illustrative of a novel experiential approach to financial management. Only a portion of the guide is included. L. B. Charry of West Chester State College, Pennsylvania in collaboration with Scholastic Book Services Of New York has prepared an exercise called Word Puzzles and Mysteries In this they use crossword puzzles, mystery stories, matching word Games, etc., to teach language. These techniques are obviously adaptable to occupational orientation and career education also.

12. Garfield High Curriculum

I have no idea where this curriculum came from. The postmark was illegible and no where in the curricula is the city mentioned. This 400 page volume is excellent source material however for the Mississippi Curriculum Development lab. By 1975 Garfield students will have graduated from a learning program of their choice complying with state standards and having met performance level objectives which the faculty feels are necessary for effective citizenship (general education). Their education will also provide a salable

skill, hopefully and/or those performance objectives necessary for successful college work. Pages 287 to 352 present a unique Career Opportunities Program which would be well for the Mississippi curriculum lab to investigate.

13. In the Summer of 1968 the College of Education of the University of Minnesota developed Suggested Teaching Learning Approaches for Career Development in the Curriculum. The organization of this program is particularly detained, i.e., (a) broad instructional goals, (b) objectives, (c) rationale, (d) enabling objective, (e) innovative teaching learning experiences.

As an example, II--1.8 moves down this sequence using the subject of job or occupational mobility.

14. The North Carolina Department of Public Instruction of Raleigh, North Carolina has published A Teachers' Guide--Introducation to Vocations by Beam and Clary. Unit VI Getting Work Experience, pages 178 to 181 makes a logical presentation of preparing for a temporary short term work experience.

15. Countdown to the 70's is an Atlanta, Georgia occupational information program utilizing night time and school time television. This impressed me as innovative experiential learning. This short 45-page publication is easy reading and is suggested as one method some areas of Mississippi may wish to develop. [illegible] a method that should be considered in curriculum planning of the future.

16. Bronx, New York in 1969 to 1970 conducted a Vocational Guidance Institute. The results of this institute are contained in a 340-page manual on curriculum entitled Occupational Awareness in the Middle School. This study is geared toward attitude development of the minority youth. It has meaning for Mississippi since the social maturity and value scales of the blacks are given full attention. From page 74 on, we have a curriculum plan weighted toward vocational guidance but not too different from traditional approaches before. Pages 8 to 74 provide interesting insight however, into the unique problems interjected into vocational guidance by race.

17. Vocational Exploration In-Service Institute

This is a huge comprehensive discussion of career development by Dr. Cliff Helling of Robbinsdale Schools of Minnesota. The table of contents is helpful but the general approach is rather disjointed. There are, however, in addition to the inevitable duplication of material some interesting new ideas also. In Section IV a rather far reaching comparison between schools of today and proposed career centered schools of the future provides stimulating food for thought. Pages 34 to 104 of Section IV are particularly recommended as a source of innovative and experiential suggestions.

18. Middle Grades Occupational Education

A small booklet issued by the North Carolina Department of Public Instruction to publicize occupational education. Nothing of real import to Mississippi in this publication.

19. Exploratory Business Education with related hands-on experiences originated in Kinston, North Carolina. Prior to the table of contents pages a unique flow chart graphing the role of an occupational exploratory program is presented. The places that industrial arts career orientation, home economics, business education, occupational orientation and science plays in career exploration is portrayed. This particular publication exemplifies a method for defining exploratory experiences setting them out distinctly, and incorporating the learning experiences as an integral part of the lesson. This approach is spelled out for business education beginning on page 76. These itemized exploratory experiences begin on page 82.

20. Prevocational Orientation was published by the Research Coordinating Unit of New Mexico at Santa Fe. This publication while very probably satisfying a need of the state for which it has been developed can offer little of consequence to Mississippi. The annotated bibliography of resource materials beginning on page 74 may be of some value.

21. Jobs in Your Future, Teacher Edition, published by Scholastic Book Services, New York. This is an interesting way of presenting job information particularly for the upper elementary and junior high levels. The presentation uses puzzles, stories, quizzes, and comic strip characters to get across the story of preparation for a job.

22. WECEP--Work Experience and Career Exploration Program

A leaflet describing an unusual and innovative marriage of school and business in operation in Minneapolis, Minn.

23. The North Dakota Program

This program is quite good and reasonably comprehensive for the primary grades. In the primary levels the curriculum is centered around a number of broad objectives. The broad objectives are narrowed to specific objectives for each grade level, then each of the specific objectives are assigned appropriate learning tasks. The primary grades brochure is not included in this list of materials; it was delivered previously to Ken Morris. As the program moves into the upper grades, the learning tasks become subject orientated and hence somewhat restricted. Traditional subject matter can however be job related without becoming ridiculous. An example of a good amalgamation of traditional subject matter and occupation blending is lesson J-21, grade level 7 subject geography. In this lesson the student is directed to study a foreign country's industry, government and economy. He is then asked how would you earn a living if you moved to that country: (a) if you had no money, (b) if you had $250,000 to invest. This then becomes a very real job-oriented lesson in geography economics and even political.

Of all the materials gathered, the curriculum lab will probably find more useful learning activities in the North Dakota program than in any other single program.

24. Career Development--North Dakota K-12 Overview.

This is a concise 100-page sample of the larger North Dakota program. The total program is a manuscript about one and one-half feet in height which makes dissemination to numbers of inquirers difficult. This overview brochure was developed to give interested parties an idea of the North Dakota program without the expense and bulk of the total program. The reviewer may find of interest the list of 31 concepts to be developed in the K-6 learning period. This is found on pages XIII and XIV. Referring to the section "materials enclosed" which is the unnumbered third page in the brochure, the reader will notice objectives are spelled out for intermediate grades, junior high, and senior high. Sample activities referring to these objectives are included. The appendix contains a list of field-tried resource materials plus several forms which may be of value such as the Guideline for Field Trips, H-43a.

25. Item 25 is a collection of career development learning experiences developed, I believe, in Kansas although the packet bears no positive identification. This is only of interest as illustrative of what is so often done--borrowing of ideas and rewording them. Note how heavily this borrows from North Dakota.

26. Item 26 is a stack of learning activities prepared by the state of Kansas to facilitate occupational education in that state. It has been stated previously that much of the material was in a rough state or a state of formulation in curriculum development. The Kansas offering is indicative of the roughness of the rough drafts. This material is just too rough at this stage of development to contribute much to the Mississippi program.

27. Delaware's Occupational Vocational Education Model

Of all the materials gathered, this material most serves the purpose which this project first set out to explore--that is experiential learning tasks. Here again the offering is a very rough draft form, however, the ideas are excellent. The projects are called Technology for Children. Twenty different learning activities are included related to different subject matter and geared to different subject matter and geared to different grade levels. This material arrived through the mails badly damaged and since the individual lessons do not carry source identification, I am not positive that this is a Delaware project, however, this project, Technology for Children, is excellent and each of the twenty learning tasks could be useful and beneficial in Mississippi.

28. Cluster Concepts

Developed by USOE/DVTE, dated 4/6/71.

Clusters of occupations such as recreation and tourism are depicted and various learning activities related to grade level are depicted for each grade level. This may be somewhat cumbersome approach. It does, however, provide a method for relating job clusters to grade level to learning tasks and then goes one step further to depict the wide range of goods, services, and disciplines touched by each job cluster.

29. Suggested Model for a Full Time Counselor Who Conducts and Coordinates an Exploratory Program in Grades 7-9.

This report draft does have some relevance to Mississippi. The age groups involved is similar to the age group involved in Occupational Orientation in Jones County. This model is a variation of the Jones County approach in that the vocational counselor is not only tied into the occupational orientation program, he also is given administrative responsibility. This is merely a 34 page brochure and as such certainly not nearly as comprehensive as the Mississippi program. The very obvious guidance and orientation of this program does present an interesting perspective.

30. Operation Bridge from University of Northern Colorado levels kindergarten, plus levels 1,2,3, and 4. The third level construction workers' packet is particularly detailed and experience-oriented. Tools are pictured and explained. The functions of the various construction skills are discussed and toward the end of the lesson at this grade level the child is expected to know and understand a floor plan.

31. Disadvantaged Students in Vocational Schools is published by the Omaha Public Schools, dated August, 1970. The disadvantaged student is identified and discussed; these selected students are then given a concentrated summer program orienting them through visual aids, field trips, etc., to a wide variety of occupations. Apparently a wide variety of media was developed for this particular program and although this media is not available for distribution, it is in storage in Omaha and available for duplication by interested parties.

32. Summer Institute for High School Students

This is a short report of a North Dakota exemplary program in which high school students from rural schools across North Dakota were exposed to a five week orientation program to vocational education and the world of work. This project appealed to many students from the lower socio-economic strata, therefore all the expense asked of the students was to transport themselves to the campus of the training institution at Wahepeton, North Dakota. Both boys and girls were exposed to a variety of skills such as drafting, small engine repair, etc. During this five week period vocational guidance was available for all. The writer was personally involved with this program, much impressed with it and strongly recommends it for consideration for Mississippi.

33. Assisting Vocational Development in the Elementary School

This is a very short 17-page publication fairly recent, dated 1969, published by the NVGA division of APGA. This is not a particularly informative pamphlet. Of some interest might be pages 7 and 8 depicting typical vocational activities for each grade level. The Mississippi program has gone much beyond this already.

34. Career Education Materials, levels 1, 2, 3; produced by Pikeville Elementary School, Pikeville, Kentucky. This is a draft copy; the pages are unnumbered, however, the four pounds of material does contain some interesting learning material. Much of this might be of interest to Ken Morris. As an example, Major Unit V of grade level one is entitled "Tools and Machines Make Work Efficient and Accurate." This broad topic is developed by introducing experiential learning tasks, teaching procedure and a bibliography. Lesson two is entitled "Tools are Usually Built for Specific Purposes." Lesson three is entitled "Man Has Developed Tools Throughout the Year." This theme is maintained through a succession of lessons ending with a lesson on transportation. It would appear quite apparent that this material could augment the materials already being used in Mississippi. The project would be time consuming however. It would involve studying this program lesson by lesson and then making a determination as to where some of the better of the Pikesville lessons could be substituted for those currently in use in Mississippi. Very probably the elementary career guidance supervisor of Jones County could benefit by both these and the North Dakota lesson plans.

35. The Four I's Project is a project aiming at intervention in the lives of the potential dropout. This is a project of Dilenowisco, Virginia. The learning tasks are interesting but much like others. The interesting part of this program is the philosophy and procedure of intervention which is discussed in some detail in the first several pages of the brochure.

36. A copy of the Minnesota Elementary Career Development program is not included in the materials at hand. The writer was involved in development of elementary curricula for career education for Minnesota during the summer of 1971. That material should be published by now and a copy could be obtained by writing to J. J. Tennyson, Department of Guidance, University of Minnesota, Minneapolis, Minnesota.

37. Career Development in the Elementary School

Author: R. L. Gibson

Publisher: Charles E. Merrill Publishing Co.

This is the only publication included in this review which is not in the material delivered with this report. The book in question was just newly published.

SECTION 3: Implications of the Career Education Study for the State of Mississippi

The career education study surveyed the directors of the Vocational Education Exemplary Programs (VEEP) in each state and territory relative to career education and its impact on selected educational program components including scheduling, course content, financial arrangements, counselor role, teacher and administrator training, and curriculum selection. This study also focused on the possibility of establishing priorities for selected career education activities as evaluated by the exemplary program directors.

Specifically answers were sought to two basic questions:

1. What effect will career education exert upon selected factors of the educational structure?
2. How important are selected aspects of the career education program to the success of the total program; i.e., what is the priority ranking of specific components of the career education program?

The conclusions resulting from the investigation of these questions are presented in this section.

Conclusions and Implications

It is because career education is in a delicate stage of formulation and because of the obvious difficulties involved in the design of an instrument which was intended to investigate an undefined area that the results should largely be allowed to speak for themselves and the temptation to extrapolate therefrom resisted.

It would appear from the findings of this study that the respondent population believes that the following conclusions and implications can be drawn:

1. Career education is a massive, almost all inclusive, redirection of education so pervasive that probably no component of the educational structure can fail to be touched by and affected by it. Scheduling methods, teaching methods, lesson plans, and the entire curriculum will center around the career education concept.

2. Guidance and vocational education are pivotal forces in career education; forces which will strongly influence the students educational experience from kindergarten through twelfth grade.

3. The role of the counselor as well as the role of the vocational education teachers will be an expanded role, but the direction and implementation of the career education program will not be absorbed by either of these disciplines; rather a new staff member may be added specifically for this assignment.

4. Career education will not be accomplished without incurring inherent on-going costs which will possibly increase the school budget as much as five per cent or more. Marland has anticipated that increased cost of education may be the case; he has stated, however, that much of the money currently spent for education is ineffectively spent. He has taken the position that although career education may increase costs it will also provide more effective use of the total educational dollar. The implications of this are obvious. School financing will have to be reevaluated, however at least at the federal level, legislators appear willing to appropriate the added money if it buys performance.

5. Career education carries with it the huge task of not only educating all new teachers in its concepts but also reeducating all of the in-service teachers and administrators. This education and reeducation is viewed as a comprehensive vital undertaking if career education is to succeed. Since career education will be becoming the educational theme in some school settings shortly and is expected to be almost universally adopted within ten years, it is implicit that the educational institutions need to begin immediate preparations to provide for these staff and teacher educational needs.

Recommendations for Mississippi

1. In the light of the findings this study has developed, it would appear logical that the sooner orderly preplanning toward career education could be begun the more orderly would be the transition. Several moves might be considered in this direction:

A. A position paper from the State Department of Education to all school districts describing and discussing career education in depth with the suggestion that grass-roots planning be undertaken toward this probable goal could be one step.

B. A state director of career education to aid the state in its orderly progress toward career education could be a second important step. It would appear that such a state director would need a thorough grounding in administration, vocational guidance and vocational education.

2. Higher education has the responsibility to preplan for educating both in-training and in-service teachers in career education. The state of Mississippi should consider the allocation of funds toward:

a. undergraduate career education course development
b. the development of a plan for educating all of Mississippi's in-service teachers in the career education concept and teaching methods.

Chapter II of this project report could be valuable source material for the career education courses.

3. It appears as if a new professional, the "career education specialist" is imminent. In this case one or several of Mississippi's institutions of higher education should be charged with the responsibility for preplanning the program to prepare such specialists.

If these suggestions seem far reaching or premature it should be considered that other states are already well along in career education planning. As an example, the writer will be teaching a course in career education in North Dakota. This course was developed through the cooperation of the North Dakota State Department of Vocational education and North Dakota State University. The extensive preplanning of the neighboring state of Louisiana in the area of career education is another case in point.