GUIDELINES FOR THE DEVELOPMENT OF PREVOCATIONAL EDUCATION PROGRAMS AT THE JUNIOR HIGH SCHOOL LEVEL.

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GUIDELINES FOR THE DEVELOPMENT OF PREVOCATIONAL EDUCATION PROGRAMS AT THE JUNIOR HIGH SCHOOL LEVEL

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Wesley Eugene Budke, B.S., M.S.

* * * * * *

The Ohio State University
1970

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CHAPTER I

THE PROBLEM AND ITS SETTING

The decade of the 1960's has seen much attention centered upon vocational education. Vocational objectives and programs have been carefully examined and evaluated by study groups and national advisory councils. Warmbrod in a recent editorial states that:

Emerging from this scrutiny of vocational education, whether by design or otherwise, there appears to be consensus on some points of view about what some term the "new" vocational education.¹

One of these points appear to center around the necessity for a better working relationship between vocational and general education in that they are both considered to be integral parts of the same educational program. Another is the abandonment of the traditional narrow skill training concept of vocational education, to one of discovery of personal talents, developing a basis for occupational choice, and relating academic subject material to the world of work. The third point which characterizes the "new" vocational education is the student clientele involved

in school programs. Lately, the emphasis has been to involve the elementary and junior high school students in prevocational experiences.  

This study is primarily concerned with vocational education clientele, specifically the involvement of junior high school students in programs of prevocational education. The urgency of the problem is emphasized in the First Annual Report of the National Advisory Council on Vocational Education following the 1968 Vocational Amendments. It says:

Changes in the elementary curriculum are also needed. Exploration of the world of work should begin early. Respect for work and pride of workmanship are essential in a trillion-dollar economy. Direct job-related instruction, starting in the upper elementary grades, should be made available for some pupils.  

Plans for active involvement by vocational education in prevocational education are called for in a statement by Floyd D. Johnson, past president of the American Vocational Association:

For the first time in the history of vocational education, we will become extensively involved in the program of occupational orientation at elementary and junior high school levels. We must find ways to work cooperatively with the elementary teacher, and guidance counselor, and other school personnel, as we reach out

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2Ibid.

to serve more students at an earlier age -- to give them work experiences or to provide other experiences from which they can acquire occupational insights.\(^4\)

This added concern about prevocational education has created a new aspect of the education program. Educators are now faced with the problem of developing and implementing an educational program which will be an occupational information and exploration phase of education.

Statement of the Purpose

The major purpose of this study is to develop guidelines for use in organizing, operating, and administering prevocational education programs at the junior high school level.

Specific Objectives of the Study

The following are specific objectives for guiding the direction of the study:

1. To identify important characteristics of existing prevocational education programs.
2. To identify unique and different approaches for initiating and conducting prevocational education programs.
3. To synthesize tentative guidelines which merit wide application for junior high school prevocational education.

4. To select, refine and finalize the tentative guidelines with the assistance of a jury of experts.

Basic Assumptions

The following assumptions are accepted by the investigator as basic to this study:

1. That occupational orientation and exploration are desirable facets of the educational experience of the junior high school student.

2. That selected educational personnel, who have a knowledge of prevocational education, with the aid of an instrument are able to indicate the direction and degree of emphasis which should be placed on the various facets of the prevocational education program.

3. That the survey of programs of prevocational education was comprehensive enough to provide most of the alternatives in program development and operation necessary to develop guidelines.

4. That many of the procedures undertaken in the development of prevocational education programs are similar in most school systems and that the program planning process would benefit from carefully prepared guidelines.

Limitations of the Study

The investigator was aware of the following limitations to the study:
1. The study was limited by the lack of response by several state and local directors to questionnaires concerning their prevocational program organization, operation, and administration.

2. Limitations were recognized in the use of mailed survey instruments which may have resulted in differing interpretations of instructions and questions by the respondents.

3. The study was limited by the wide variety of terminology used to describe prevocational education programs, which made it difficult to communicate with people involved in such programs.

4. Experience with organized programs of prevocational education exist in only a very few states, thus limiting the conclusions which may be drawn from the study.

5. The time which could be allowed for making the study and the geographic location of the programs imposed a limitation in that the investigator could not visit all the programs for personal study. This perhaps limited the accuracy of conclusions drawn from the study.

Need for the Study

The need for this study is based on several premises which are supported by current educational program developments, Congressional reports, and recent educational publications.
There is a growing acceptance of the need for continuous vocational education from early childhood throughout life. This is emphasized by Robert Worthington, Assistant Commissioner of Education, Vocational Division, New Jersey State Department of Education who stated in a recent speech that a program of vocational preparation should be organized that would be coordinated from kindergarten through college. He placed special stress on elementary and junior high schools when he said:

Prior to the time a child selects a particular area of vocational endeavor he should explore a broad range of activity. These broad exploratory experiences enable him to identify his own interests, talents, and abilities. This kind of self-knowledge is invaluable in making a satisfactory selection of one's life work . . . Industrial arts activity introduced to the child at the kindergarten level and extended to the middle grades can expand the spectrum of experiences and greatly increase the child's opportunity for exploration and discovery.5

A report prepared by the U.S. National Commission on Technology, Automation, and Economic Progress states that:

Nothing short of education throughout the entire life-span is sufficient to provide individual fulfillment and mastery of the environment. There is no such thing as terminal education. Life-long learning is a universal necessity since we are living in a learning society.6

---


Society and the world of work are changing so rapidly that it becomes necessary for the workers in the labor force to continually retrain or update their skills.

Vocational education in the secondary schools is on the rise. Increasing demands by business and industry for trained workers are urging more and larger programs of vocational education in high schools. The Committee Report on the Vocational Education Act of 1963 indicates that the total secondary school vocational education enrollment was 3,048,248 in 1966; approximately one-half of the total vocational education enrollment. This enrollment figure represents an increase of 43% over the secondary school enrollment reported for the fiscal year 1964. Much of this increase can be attributed to emphasis placed on vocational education by federal legislation.

As the complexity of society increases, so does the difficulty in making a rational career choice. Consequently, this becomes a process requiring adequate and accurate knowledge of alternatives and time to explore each. Research Needs in Vocational-Technical Education for Program and Career Planning, a U.S. Department of Health, Education, and Welfare bulletin expresses the complexity of career planning and stresses early and continuous career planning. It says in part:

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For the individual, the career choice process involves similar considerations of various possibilities, starting in early childhood and extending over many years. Penalties for unwise occupational and educational decisions often are high, particularly to the disadvantaged who may be the most prone to make them.

Some recent educational programs and publications seem to be recognizing that vocational choice is a critical decision affecting the individual's entire life.

The value of prevocational education has been recognized by federal legislation. The 1968 report of the National Advisory Council for Vocational Education pointed out the need for career exploration and the authors of the Vocational Education Amendments of 1968 made provisions for meeting such a need. Their description of prevocational education is contained in Part D — Exemplary Programs and Projects, Sec. 143 a. 2. A, as follows:

Programs or projects designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations.

This means that for the first time in the history of vocational education, there may be occupational orientation at the elementary and junior high school levels.

---


The passage of federal legislation and the subsequent appropriation of funds for new occupational exploration programs will require immediate action on the part of schools in developing these programs. Educators will be faced with the problem of providing this educational service, but will lack understanding and direction for developing and conducting such programs. Unexpected funding of the programs has left the profession unprepared and in need of some guidelines or policy to follow in establishing prevocational education.

Many of the present methods of offering prevocational education appear to be unsatisfactory, providing no clear pattern to follow. Teachers in the elementary and junior high grades will occasionally relate some course material to vocations, but usually their knowledge of the "world of work" has been too limited or antiquated to provide much help to their students.

Vocational guidance is one of the major responsibilities of the guidance counselor; however, many elementary and junior high schools have no guidance programs or the guidance counselor has far too many counselees to provide individual counseling to each student. Occupational orientation or vocational choice at this age is often not considered essential and has a low priority.

There appears to be a rift developing between some guidance and vocational personnel as to who can provide the most effective career orientation and information. Some appraisal needs to be made of their roles to determine who can best assist students in making career choices.
Some promising pilot and demonstration programs have been established in prevocational education. Several states have initiated programs which are made part of the curriculum in the junior high school grades. North Carolina has done notable work in this area, with Ohio, New Jersey, Oregon, and Michigan experimenting with individual pilot programs. The experiences in these several states give promise of pointing out some of the most effective means of initiating and conducting prevocational education programs.

Scope of the Study

The study was national in scope, with all fifty states contacted, seeking information concerning on-going prevocational education programs. Approximately twenty of the states identified local programs. The organizational, operational, and administrative structures were studied in some depth by the investigator.

Methodology

The following procedure was employed by the investigator in making this study on guidelines for prevocational education in junior high schools.

Planning for this study was initiated in the winter of 1969 while enrolled in a research methods course in Agricultural Education at The Ohio State University. A research proposal was developed and reviewed by members of the class and several of the staff of the Department of Agricultural Education.
The design of the study was further refined during the spring and summer quarters. In July of 1969, the writer presented the proposal to the Twenty-Third Annual Central Regional Research Conference in Agricultural Education at the University of Illinois, Urbana, Illinois. Several critical evaluative suggestions were made and some were employed by the investigator.

In late August of 1969 the research proposal was presented to The Ohio State University Research Foundation for submission to the Region V, Educational Research Division, Department of Health, Education and Welfare for funding. The study was not recommended for funding; therefore, several modifications were made and work continued.

The initial step in carrying out the research was to make an in-depth study of existing literature identifying a theoretical basis for offering prevocational education programs in the junior high schools. Because the programs are relatively new, little could be found in literature relative to the organization, operation, and administration of these programs. To fill this void, it was decided that as many programs of occupational orientation and exploration as possible should be identified and studied throughout the United States.

A letter was drafted, defining prevocational education, and sent to the Superintendent of Public Instruction of each of the fifty states asking them to designate the individual on their state staff responsible for prevocational education. If the
state indicated that there was someone on the state staff responsible for prevocational education programs, as most did, these persons were then contacted and asked to provide the name and address of any local schools in their state providing some variety of prevocational education programs.

A form was then developed to be sent to directors of local programs of prevocational education. They were asked specific questions relative to the organization, operation, and administration of their programs. A cover letter accompanied the questionnaire explaining the purpose of the survey and interpreting the meaning of prevocational education. A copy of the form and cover letter appear in Appendix A.

After reviewing the literature and studying several local programs, the writer was able to identify thirteen program areas. These program areas were: program objectives, program design, grade level, program participants, instructional staff, staff training, guidance and counseling services, curriculum and activities, community involvement, facilities and equipment, program administration and supervision, financing, and evaluation.

A jury of experts was then asked to review these program areas offering suggestions and modifications concerning the clarity of the guiding statements, their relative importance, and the order in which they should appear. A full analysis of the responses can be found in Chapter IV. The jury was composed of individuals believed to be most knowledgeable about prevocational education.
Literature indicated that persons such as state directors of vocational education, local directors of vocational education, professors of educational administration, state guidance directors, local counselors, principals, and teachers would make competent jury members. Therefore, the jury members were selected as representatives of these areas. A complete list of the jury members and their titles appear in Appendix B.

The writer made appropriate changes and refinements in the program areas recommended by the jury members. Guiding statements for achieving success in each program area were then formulated and an instrument was developed to indicate the degree of agreement the jury held with each statement. The following scale was used, patterned after that used by Taylor\(^{10}\), Clary\(^{11}\), Anderson\(^{12}\), and Herring\(^{13}\) in previous studies.


\(^{13}\)Donald R. Herring, "Guidelines for Organizing and Operating Multiple Teacher Departments of Vocational Agriculture" (unpublished Ph.D. dissertation, The Ohio State University, 1969), p. 216.
A total of eighty-five statements were included in the instrument.

The evaluations from the completed instruments were then summarized and a mean scale calculated on each item. To aid in interpreting the degree of agreement on each item, standard deviations were calculated. The data secured were then discussed by program area, emphasizing points of greatest importance. The summarization and conclusions from these data appear in Chapter V of this study.

Definition of Terms

So that misunderstandings and confusion of a semantic nature may be minimized, certain terms used in the study have been defined as follows:

Prevocational Education. -- A broad term used to describe organized efforts providing students with career or occupational acquaintance, orientation, or exploration in grades K through ten, prior to specialized preparation for a specific job or job cluster.

Career Acquaintance. -- The incorporation of occupational information into the classroom activities of grades K through six in an attempt to enhance learning at the elementary school level and to make subject material relevant to the world of work.
Career Orientation (Occupational Information). -- Organized career information efforts in the junior high school directed at exposing students to a wide spectrum of career occupations through discussion, films, resource persons, and field trips, as a basis for future educational planning.

Career Exploration (Occupational Exploration). -- Student exploration of their interests and abilities through participation in manipulative skills and simulations in a laboratory setting, normally occurring during the junior high school years. Examples include industrial arts, home economics, business education, and general agriculture.

Career Preparation. -- Usually considered to be appropriate for grades eleven and twelve where the student has tentatively selected a vocational objective and begins concentrated preparation for a specific job or job cluster.

Summary of Chapter I

During the past several years educational attention has been turning toward helping youngsters make wise career choices. This attention has been prompted by the availability of more information concerning the career development of youngsters; the increasing complexity of society, making career choice more difficult; and the changing concept of vocational education, now considered as extending downward into the elementary school as well as upward into adult life. The national importance of
prevocational education programs was demonstrated when provision was made in the Vocational Education Amendments of 1968. It appears that the most effective method of providing this information is through existing educational programs. The junior high school seems to be the educational level where this information is the most appropriate.

The purpose of this study is to develop guidelines for nationwide use in planning and conducting prevocational education programs at the junior high school level.

The major objectives of the study are to identify important characteristics of existing prevocational education programs; to identify unique and different approaches for initiating and conducting prevocational education programs; to synthesize tentative guidelines which merit wide application for junior high school prevocational education; and to select, refine and finalize the tentative guidelines with the assistance of a jury of experts.

The initial step in the research was the identification of a theoretical basis for offering prevocational education programs in the junior high schools. State departments of education throughout the United States were then contacted to identify on-going prevocational education programs in their respective states.

From a review of literature and information received from existing prevocational education programs, thirteen major program
areas were identified. A jury of experts was asked to evaluate the clarity and appropriateness of the program areas, to rank them in the order in which they should be considered when developing a new program, and to indicate the relative importance of each program area by using a four point importance scale.

A second instrument was drafted which included suggested modifications plus a set of guiding statements for each major program area. The jury was then asked to indicate their degree of agreement with each statement using a four point agreement scale. Responses to each statement were analyzed in terms of central tendency and variability.
CHAPTER II

REVIEW OF RELATED LITERATURE

The justification for offering occupational orientation and exploration programs in the junior high school is based upon the vocational development process. It is essential that persons involved in developing and operating these programs be quite familiar with the entire vocational development process from birth to death, with a deep understanding of the years from birth to age fourteen.

Many theories have been advanced, offering explanations as to how this phenomenon occurs; many of which conflict with each other in one or more aspects. The works of Super; Ginzberg, Ginsburg, Axelrad and Herma; Holland; and Tiedeman; however, seem to be the most widely accepted explanations. Several


authors have used these vocational development theories to set forth ideas on how they can be incorporated into functional educational programs.

This chapter reports on the more significant vocational development theories and their potential for incorporation into workable educational programs.

Theories of Vocational Choice and Development

The following theories provide some alternative approaches to vocational choice and development.

Blau, Gustad, Jessor, Parnes, and Wilcock

Blau, Gustad, Jessor, Parnes, and Wilcock proposed that "There is no single time at which young people decide upon one out of all possible careers, but there are many crossroads at which their lives take decisive turns which narrow the range of future alternatives and thus influence the ultimate choice of an occupation. . . ."\(^5\)

According to these writers, eight factors seem to determine occupational entry, four pertain to occupations and four characterize individuals. First, the demand for new members in an occupation is indicated by the number of vacancies that exist at any one time. The size of the occupational group, its tendency to expand, and its turnover rate will influence the demand for new members. Second, the functional requirements or the technical qualifications needed

for optimum performance of occupational tasks. Third, the nonfunctional requirements or those criteria affecting selection that are not relevant to actual performance, such as veteran status, good looks, or the "proper" religion. Fourth, rewards include not only income, prestige, and power, but also opportunities for advancement, congenial fellow workers, emotional gratification, and all employment conditions which are desirable.

Turning now to the attributes of potential workers, Blau and his associates list a fifth influential factor as the information people have about an occupation: entry requirements, rewards offered, and the opportunities for employment and advancement. Sixth, their technical skills to perform various occupational duties. Seventh, social characteristics that influence hiring decisions, such as accent or skin color. Finally, value orientations determine the relative significance of different kinds of rewards and thus the attractive force exerted by them.6

In response to the charge that several other individual characteristics may also affect career destiny, the authors say:

To be sure, many other characteristics of individuals influence their careers -- their knowledge, ability, and education, their social position and relationships, and their orientation toward occupational life, to cite only the most general ones. It may be hypothesized, however, that the effects of all other factors can be traced through the immediate determinants of occupational entry. In other words, unless a social experience or attribute affects the information individuals have about occupations, their technical or social qualifications for entry, or their evaluation of occupations, it is not expected to influence their careers.

6Ibid., p. 531.
Occupational choice is conceived as a process of compromise between preferences for and expectations of being able to get into various occupations. This compromise is continually modified, since the experiences of individuals in the course of searching for suitable careers affect their expectations and often also their preference.?

Caplow

Caplow in *The Sociology of Work* reviewed evidence from sociological research on occupational choice. He concluded that errors and accidents play a greater role in occupational choice than the subject often realizes. He is placed in a particular situation often from accident of birth rather than willful desire. The author offers as an example the fact that nearly all farmers are recruited from farmer's sons.

Then too occupational choices are made when the student is still remote from the world of work. They are made in the schoolroom, in terms of school requirements, under the pressure of the curriculum, far removed from the realities of the actual job situation.

Caplow continues by saying that "realistic choice typically involve the abandonment of old aspirations in favor of more limited objectives. . . . Not until late in his career will the average man be able to sum up his total expectations with some degree of finality and measure them against his remaining aspirations so as to arrive at a permanent sense of frustration, a permanent glow of complacency, or an irregular oscillation from one to the other."8

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8Ibid., p. 85.
Forer

Forer found the explanation of vocational choice largely in the personality and emotional needs of the individual. Hoppock in reviewing Forer's work isolates the following excerpts from his theory:

1. Choice of a vocation is not primarily rational or logical, but is somewhat blind, impulsive, emotional, and automatic process and is not always subject to practical and reasonable considerations.

2. Primary reasons for selecting a particular vocation are unconscious in the sense that when the individual is pressed to elaborate beyond the superficial rationalization or economic advantage and opportunity, he is forced to admit that he does not know why; he simply has to build bridges or can't stand paper work. These activities have immediate appeal or distaste for him. We are saying that interests and references have unconscious roots.

3. Both of these factors point ultimately to the purposive nature of occupational choice. Obviously it is necessary for most persons to find gainful employment. But the economic motive is secondary. Occupational choice, the specific occupation chosen or the fact of lack of preference, is an expression of basic personality organization and can and should satisfy basic needs.

4. Selection of a vocation, like the expression of other interests, is a personal process, a culmination of the individual's unique psychological development.

Forer, then, maintains that vocational choice is an unreasonable, irrational, impulsive personal process experienced by individuals to satisfy their basic needs.

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10Hoppock, Occupational Information, p. 86.
Ginzberg, Ginsburg, Axelrad, and Herma

Ginzberg et al. after appraising the "impulse" and "accident" theories of vocational choice observed that the former; the internal factors and the latter; external factors had one point in common. In both theories the individual is assumed to be largely passive with respect to the choice process. In reality, this is seldom the case, therefore, a third approach to the study of occupational choice was advanced. More specifically, it would have to be described as a group of implicit theories rather than a single explicit one.\(^{11}\) The authors explain their approach as follows:

The process of occupational decision-making can be divided into three distinct periods: the period during which the individual makes what can be described as a fantasy choice; the period during which he is making a tentative choice; and the period when he makes a realistic choice. The first coincides in general with the latency period, between six and eleven, although residual elements of fantasy choices frequently carry over into the preadolescent years. The second coincides by and large with early and late adolescence; with few exceptions, realistic choices are made in early adulthood.\(^{12}\)

According to Ginzberg and his associates, the important aspect about the choices of children in the latency period is their approach; "fantasy choice" is used to stress the nature of the process rather than the specific occupations the children may select. Children are unable to comprehend the relationship between means and ends when thinking about the future. They make any and every type of career choice, unaware of the barriers which stand in their way. Certain

\(^{11}\)E. Ginzberg, and others, *Occupational Choice*, pp. 18-25.

\(^{12}\)E. Ginzberg, and others, *Occupational Choice*, p. 60.
adult activities appear pleasurable to them, and they know that certain occupations enable one to engage in these activities.\(^{13}\)

From age eleven through age seventeen is called the period of tentative choices. This period of time can be subdivided into four stages. First, from eleven to twelve is the "interest stage" where the preadolescent makes his choice primarily in terms of his likes and interests. The "capacity stage" occurs at the age of thirteen to fourteen when the individual becomes more and more aware of the necessity to introduce realistic elements into his consideration. He begins to consider his capacities objectively and for the first time becomes aware of external factors such as different occupations, different returns, and different preparation and training. At age fifteen and sixteen the "value stage" occurs, characterized by the adolescent's attempt to find a place for himself in society. For the first time he recognizes that he must synthesize many elements in making a career choice: what he would like to do; what he is able to do in terms of his capacities; what the real situation will allow him to do; and how will he be rewarded by society if he embarks upon a particular career. He must assess the whole range of factors that are significant for his occupational choice determination, and evaluate them in light of his own goals and values which he must now formulate and clarify. The fourth and last stage in the period of tentative choice occurs at age seventeen and is known as

\[^{13}\text{E. Ginzberg, and others, }\text{Occupational Choice, p. 63.}\]
"transition". This stage coincides with the termination of the high school period, when the youngster must look forward either to work or to college. The present type of life will not continue, and since they are aware of this, most adolescents approach the end of high school in restrained suspense about the future.\textsuperscript{14}

Ginzberg, Ginsburg, Axelrad, and Herma suggest that the last period of occupational decision-making is the time of making realistic choices. It is divided into three distinct stages, the first of which is characterized by "exploration". During this time the new college student tries to acquire the experience which he needs to resolve his occupational choice. This is done by exploring various subjects of study, engaging in discussions with informed persons, and attending conferences and otherwise obtaining information about various fields of knowledge and vocations. The stage of "crystallization" follows, covering the time when the individual is able to assess the factors influencing the occupational choice under consideration, and ultimately committing himself. Finally, the young adult enters the stage of "specification". Here alternatives are reviewed in respect to a field of specialization and to a particular career objective. Even though a decision may have been made by the end of his college education, he does not necessarily adhere to it throughout his adult life.\textsuperscript{15}

\textsuperscript{14} E. Ginzberg, and others, \textit{Occupational Choice}, p. 75.

\textsuperscript{15} E. Ginzberg, and others, \textit{Occupational Choice}, p. 93.
In summary, Ginzberg and his associates advocate the following basic elements and general theory of occupational choice:

First, occupational choice is a process which takes place over a minimum of six or seven years, and more typically, over ten years or more. Secondly, since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision-making is basically irreversible. Finally, since occupational choice involves the balancing of a series of subjective elements with the opportunities and limitations of reality, the crystallization of occupational choice inevitably has the quality of a compromise.\textsuperscript{16}

Holland

Holland has recently advanced a theory that our culture has six types of people who represent the characteristic patterns of personal development. They are: Realistic, Intellectual, Social, Conventional, Enterprising and Artistic.

Realistic -- Persons who are laborers, machine operators, aviators, farmers, truck drivers and carpenters resemble this type.

Intellectual -- Persons who are physicists, anthropologists, chemists, mathematicians and biologists resemble this type.

Social -- Persons who are social workers, teachers, interviewers, vocational counselors, and therapists resemble this type.

Conventional -- Persons who are bank tellers, secretaries, bookkeepers, and file clerks resemble this type.

Enterprising -- Persons who are salesmen, politicians, managers, promoters, and business executives resemble this type.

Artistic -- Persons who work as musicians, artists, poets, sculptors, and writers resemble this type.\textsuperscript{17}

\textsuperscript{16} E. Ginzberg, and others, \textit{Occupational Choice}, p. 198.

\textsuperscript{17} Hoppock, \textit{Occupational Information}, p. 89.
The author suggests that "people search for environments and vocations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones. Because people in a vocational group have similar personalities, they will respond to many situations and problems in similar ways, and they will create characteristic interpersonal environments."18

Holland is in effect saying that the process of vocational choice is the finding of types of people who are like one's self. Every person, other things being equal, is impelled toward those groups of persons whose members have personal orientation similar to his own.

Hollingshead

Hollingshead in his research on Elmtown's Youth19 during the late 1940's studied job patterns related to social classes. He believes that the adolescents' idea of desirable jobs are a reflection of their experience or exposure in their particular social class. There seemed to be a tendency for the lower social class youngsters to remain satisfied with the occupations normally engaged in by their parents and neighbors. By so doing, they have limited their horizons to the class horizon, and in the process

18 Holland, Psychology of Vocational Choice, p. 11.

they have unconsciously placed themselves in such a position that they will occupy the same levels in the class system as their parents. 

Miller and Form

The sociological classification of life stages by Miller and Form is work centered, although they were concerned also with security. They distinguished first the Preparatory Work Period in which the child begins to develop an orientation to the world of work through home, neighborhood, and school activities. Then came the Initial Work Period, beginning with the first part-time or summer work experience at about the age of fourteen, in which the adolescent is introduced directly to the world of work as a part-time or marginal participant. The Trial Work Period follows, beginning with entry into the regular labor market some time between age sixteen and twenty-five and continuing until a stable work position is located, usually after considerable changing of jobs or until a type of work is found in which the young adult can hold his own, at about the age of thirty-five. The Stable Work Period begins at about age thirty-five and continues until age sixty. The individual settles down in an occupation, establishes social roots at work and in the community, and progresses to the highest achievement level attainable. Finally, the Retirement Period begins at sixty or sixty-five, where the shift is begun from work to home.

20Hoppock, Occupational Information, p. 90.
interests, change in status, change in friendship patterns, security, and health.21

Roe

Roe views a job as a source of satisfaction for the needs of the individual. The job refers not only to what he does, but the total setting within which he does it. This includes the social interaction, and the social status which is linked to the job. The degree of need satisfaction determines which needs will become the strongest motivators, many of which are quite unconscious.

Roe agrees with Maslow's concept of a hierarchy of needs:

1. The physiological needs.
2. The safety needs.
3. The need for belongingness and love.
4. The need for importance, respect, self-esteem, independence.
5. The need for information.
6. The need for understanding.
7. The need for beauty.
8. The need for self-actualization.

In this list the lower-numbered needs are frequently referred to as the basic or "lower order" needs. The higher-numbered are called the "higher order" needs. Needs of the higher order which receive little or no satisfaction will soon be ignored, those of a lower order which receive little satisfaction will prevent the appearance of higher order needs. Consequently, Roe states that it is important for counselors and teachers to know the major

orientation of the child, his patterns of interpersonal relations, and especially the situations which the child finds satisfying and those which he dislikes.22

Schaffer

Schaffer's research dealt primarily with job satisfaction in adult men. His theory revolves around the following twelve individual needs:

1. Recognition and Approbation. The need to have one's self, one's work, and other things associated with one's self known and approved by others.

2. Affection and Interpersonal Relationships. The need to have a feeling of acceptance by and belongingness with other people. The need to have people with whom to form these affective relationships.

3. Mastery and Achievement. The need to perform satisfactorily according to one's own standards. The need to perform well in accordance with the self-perception of one's abilities.

4. Dominance. The need to have power and control of others.

5. Social Welfare. The need to help others, and to have one's efforts result in benefits to others.

6. Self-expression. The need to have one's behavior consistent with one's self-concept.

7. Socioeconomic Status. The need to maintain one's self and one's family in accordance with certain group standards with respect to material matters.

8. Moral Value Scheme. The need to have one's behavior consistent with some moral code or structure.

9. Dependence. The need to be controlled by others. Dislike of responsibility for one's own behavior.

22 Hoppock, Occupational Information, p. 93.
10. Creativity and Challenge. The need for meeting new problems requiring initiative and inventiveness, and for producing new and original works.


12. Independence. The need to direct one's own behavior rather than to be subject to the direction of others.3

Overall satisfaction according to Schaffer, will vary with the extent to which those needs of an individual are actually satisfied by the job. A very accurate predictor of overall job satisfaction is the extent to which the two or three strongest personal needs are satisfied by the employment position.4

Super

Super has been the most fluent writer in the field of vocational development. He was the first to suggest the terms vocational development and vocational maturity. They have since generally replaced vocational choice and vocational adjustment as descriptors in the psychological field.

Super theorizes that "vocational development is one aspect of individual development. Like social development, emotional development, and intellectual development, it has both distinctive characteristics which make focusing on it worthwhile, and common

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24 Ibid.
characteristics which reveal it as one way in which the general development of the individual manifests itself.  

Just as general development can be broken down into major life stages, each stage having characteristics peculiar to it, vocational development can also be divided. The psychological life stages defined by Buehler were five in number. The Growth Stage extends from conception to about the age of fourteen. It is followed by the Exploratory Stage, which includes the period from about age fifteen to about twenty-five. The Establishment Stage comes next, including the years from twenty-five to about forty-five. Then comes the Maintenance Stage, which ends at about sixty-five. The final stage is that of Decline, beginning at about sixty-five.  

The author defines vocational maturity as follows: "Vocational maturity is used to denote the degree of development, the place reached on the continuum of vocational development from exploration to decline. Vocational maturity may be thought of as vocational age, conceptually similar to mental age in early adolescence, but practically different in late adolescence and early adulthood because more distinctions can be made in the development cure at those stages."  

\[\text{Notes:}\]

25 Hoppock, Occupational Information, p. 95
27 Hoppock, Occupational Information, p. 96.
Super and Overstreet's in *The Vocational Maturity of Ninth Grade-Boys* resulted in the following recommendations for assisting these students in making preliminary vocational choices:

The vocational maturity of ninth-grade boys is such that to require the making of a specific vocational choice at that stage of development is often premature. Education in the ninth grade should be so organized as to make available experiences which foster a planful approach to developmental tasks, to arouse an awareness of the need to make pre-occupational and occupational choices, and to orient adolescents to the kinds and sequences of choices which they will be called upon to make and to the factors which they should consider in making definitive, directional, educational, and occupational choices in this grade. Guidance in the ninth grade should appraise the student's planfulness, readiness to make vocational choices, concern with the need to choose, and awareness of the factors to be considered in choice. It should help students learn to find and use experiences which foster this readiness, and make required preliminary choices in ways which keep as many doors open as possible for as long a time as possible. It should proceed on a tentative, step-by-step, developmental basis.28

Super also found that the values of exploratory courses, extracurricular activities, and summer and part-time employment were widely stressed by professional educators and counselors alike. The junior high school came to be enviraged as, and in many instances actually became, a place where students could try themselves out in a variety of activities, becoming better acquainted with the world of work and with their relevant interests and abilities.29


The diverse elements of a theory of vocational development have been organized by Super into a summary statement utilizing eleven propositions:

1. Vocational development is an ongoing, continuous and generally irreversible process.

2. Vocational development is an orderly, patterned process and thus predictable.

3. Vocational development is a dynamic process of compromise or synthesis.

4. Self-concepts begin to form prior to adolescence, become clearer in adolescence, and are translated into occupational terms in adolescence.

5. Reality factors play an increasingly important part in occupational choice with increasing age, from early adolescence to adulthood.

6. Identification with a parent or parent substitute is related to the development of adequate roles, their consistent and harmonious interrelationship, and their interpretation in terms of vocational plans and eventualities.

7. The direction and rate of the vertical movement of an individual from one occupational level to another is related to his intelligence, parental socioeconomic level, status needs, values, interests, skill in interpersonal relationships, and the supply and demand conditions in the economy.

8. The occupational field which the individual enters is related to his interests and values, the identifications he makes with parental or substitute role models, the community resources he uses, the level and quality of his educational background, and the occupational structure, trends, and attitudes of his community.

9. Although each occupation requires a characteristic pattern of abilities, interests, and personality traits, the tolerances are wide enough to allow both some variety of individuals in each occupation and some diversity of occupations for each individual.
10. Work satisfactions depend upon the extent to which the individual can find adequate outlets in his job for his abilities, interests, values, and personality traits.

11. The degree of satisfaction the individual attains from his work is related to the degree to which he has been able to implement his self-concept in his work.  

Tiedeman and O'Hara

Although Tiedeman and O'Hara do not have a definite theory on vocational development, they do divide the problem of occupational choice into two aspects: anticipation or preoccupation and implementation or adjustment.

The writers subdivide anticipatory behavior into steps known as exploration, crystallization, choice, and clarification. During exploration, activities are somewhat random and inquisitive in nature. As patterns begin to emerge in the form of alternatives and their consequences, we speak of crystallization. After crystallization takes place, choice becomes easy and the person begins to organize and to clarify in preparation for implementation.

The aspect of implementation or adjustment involves the steps of induction, reformation, and integration. Tiedeman and O'Hara demonstrate this phenomenon by the use of the following illustration:

Imaginative concerns meet reality on the day of initiation or implementation; a step of social induction begins. Interaction is a necessary part of implementation.

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A person with a resolve of his own enters a social system which he has previously only somewhat nebulously charted. He hesitates; he looks for cues; he is inducted into the social system unless he is immediately repudiated by it. Superiors and colleagues associated with the person start the process of perfecting the projections of their expectations for him. Eventually, however, a person ascertains that he is accepted; he "arrives," so to speak. A step of reformation in initiated. The primary mode of reaction is no longer responsive; it becomes assertive. As the need for assertiveness attains its desired effects, however, a step of integration ensues; the status quo is no longer challenged compulsively. Equilibrium is reestablished. .

Hoppock

Hoppock like Super has selected elements from several of the proposed theories of vocational choice and has organized a theory consisting of the following ten postulates:

1. Occupations are chosen to meet needs.

2. The occupation that we choose is one that we believe will best meet the needs that most concern us.

3. Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions. In either case, they may influence choice.

4. Occupational choice begins when we first become aware that an occupation can help to meet our needs.

5. Occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize what we want, and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.

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31Hoppock, Occupational Information, p. 98.
7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs, and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared to another.

8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

9. Satisfaction can result from a job which meets our needs today, or from a job which promises to meet them in the future.

10. Occupational choice is always subject to change when we believe that a change will better meet our needs.  

Career Development Theory Implications

These theories of vocational development of career choice carry heavy implications that the elementary and junior high school periods are crucial times in the vocational development of an individual. Beginning at the elementary level, students must be provided with accurate and appropriate occupational information. Hoppock lists eight specific purposes for its incorporation into the elementary grades:

1. To increase the child's feeling of security in the strange new world outside the home.

2. To encourage the natural curiosity of young children.

3. To extend the occupational horizons of the child, so that he may begin to think in terms of a wider range of possible future occupations.

4. To encourage wholesome attitudes toward all useful work.

32 Hoppock, Occupational Information, p. 113.
5. To begin developing a desirable approach to the process of occupational choice.

6. To help students who are dropping out of school and going to work.

7. To help students who face a choice between different high schools or high school programs.

8. To show children who really need money how they can get it without stealing.\(^{33}\)

The manner in which occupational information is now being provided in many schools leave much to be desired as demonstrated in a study by W. M. Lifton.

\[\ldots\] Teachers were asked to go through all the books they used in their classes and to make a list of occupations used for illustrative purposes in the texts. \[\ldots\] In the primary grades there was a heavy emphasis on service occupations -- firemen, policemen, and so on. There was then a rapid shift in the upper grades to the professions, with the skill trades being barely represented. In other words, from both their teachers and their texts, youngsters were receiving a distorted picture of the importance and types of jobs available. \[\ldots\]^{34}

Education is the main element in individual choice and the primary agent of occupational mobility. Often educational decisions, which made casually, effectively commit a person to certain courses of action by eliminating other alternatives. Frequently, educational decisions having occupational implications are based upon inaccurate assumptions about the world of work. Because these choices are made for but not in work, the students usually find the task extremely difficult and far from final.

\[^{33}\text{Hoppock, Occupational Information, pp. 338-339.}\]

\[^{34}\text{Hoppock, Occupational Information, p. 337.}\]
The classroom teacher has both the opportunity and responsibility to assist students in making tentative career decisions. The more the teacher understands the process of vocational choice and the world of work in general, the more he can assist students in his classes, or others who come to him for help in broadening their scope and understanding of occupational opportunities.  

Osipow has viewed the theories of career development from a practicing counselor's standpoint and categorized them into four approaches to career counseling:

**Trait-Factor Theories** -- The oldest theoretical approach. This system assumes that a straightforward matching of an individual's abilities and interests with the world's vocational opportunities can be accomplished, and once accomplished, solves the problems of vocational choice for the individual.

**Sociology and Career Choice** -- This approach is known as the sociological model or accident theory of vocational choice. This approach has as its central point the notion that circumstances beyond the control of the individual contribute significantly to the career choices he makes and that the principal task confronting the youth is the development of techniques to cope effectively with his environment.

**Self-Concept Theory** -- The third approach weaves together two models into one. Its central thesis is that (1) individuals develop more clearly defined self-concepts as they grow older, although these vary to conform with the changes in one's view of reality as correlated with aging; (2) people develop images of the occupational world which they compare with their self-image in trying to make career decisions; and (3) the adequacy of the eventual career decision is based on the similarity between an individual's self-concept and the vocational concept of career he eventually chooses.

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Vocational Choice and Personality Theories -- The personality approach to career development has as its general hypothesis that workers select their jobs because they see potential for the satisfaction of their needs. A corollary hypothesis is that exposure to a job gradually modifies the personality characteristics of the worker so that, for example, accountants eventually become like one another if indeed they were not similar in personality to begin with.36

It cannot be said with any degree of reliability that any single theory, or indeed, any one of the previously mentioned groups of theories is more important than the others. Each of the theories have elements and approaches, critical to the vocational development process, which interact with each other to influence occupational choice.

To the educational practitioner this means that more must be known about the attributes of the individual student, his family background, his community environment, his aptitudes and abilities. Teachers must be knowledgeable about many different occupations other than in the field in which they are directly involved, and be able to relate how occupations relate to different individuals. Finally, and probably most important of all, educators must fully understand the vocational choice process and realize that it takes place throughout the individual's life time. Educators need to be concerned with providing opportunities for career orientation and exploration for all students.

Application of Vocational Development Theory

As greater emphasis has been placed upon vocational education, weaknesses in the program have been exposed. One of these concerns relates to the vocational development process. Specifically, youngsters in the elementary and junior high school are not provided with enough information relative to occupational opportunities to serve as a basis for making accurate career choices. As has been shown in the first part of this chapter, numerous persons have extended theories on how vocational development and choice occur, however, few have offered any practical plan for assisting students in making vocational decisions in the elementary and junior high school.

Only within the last two or three years have several individuals offered suggestions for using vocational development theory to organize career development programs. Three of the suggestions for institution of programs in junior high schools will be reviewed at this time.

Herr

Herr treats the career development process as continuous from the elementary school through the junior high and into the high school level, as well it should be. However, it necessitates a review of the elementary program concepts and methodology to understand his approach at the junior high school level.

Herr supports the premise that the information received first, has the most impact upon subsequent decisions; therefore,
more attention must be concentrated at the elementary school on attitude development, decision processing, self awareness, and awareness of and knowledge about the broad characteristics and expectations of work. Often, unrealistic vocational plans are made because of the emphasis on parental and community attitudes, or textbooks which only furnish information about "prestige fields". Then too, students from depressed areas or cultures of poverty may have no occupational models to relate to in making their career decisions.37

Herr has the following suggestions for vocational integration in the elementary school:

The integration of vocational values, attitudes, and facts, as well as the relationship between academic content and occupations as reflected in curriculum development, is a priority concern. Students must be helped to relate, in an instrumental way, what they are doing in the classroom to the expectations of varying work contexts. Teachers must be made sensitive to the fact that their attitudes toward work of various kinds make a significant impact on the attitudes of students as they develop personal perceptions of aspiration and prestige. It is in these gross ways that the objectives of guidance, career development, and general education must interface and infuse the formative experiences of children. More specifically, through the creative use of curricular materials, films, displays, role-playing, dramatization, gaming and simulation, elementary school children can be introduced to career development concepts which are accurate and pertinent to their future development. This is not to suggest that elementary school children be robbed of their fantasies, but rather that their fantasies operate from a base of knowledge instead of overromanticism and stereotype.38


38 Ibid., p. 20.
He advocates that many of the same concepts employed at the elementary school level should be extended to the junior high school period. Caution is advised, however, because junior high school students have different needs and abilities than elementary youngsters. The situation is well summed up in the following statement:

Students of this age level are more able than elementary school pupils to comprehend relationships and to use abstract terms and symbols; they are in a period where they are preoccupied with belonging and conformity while they are also attempting to achieve independence from their families and sort themselves from the mass. They are enmeshed in the continued development, refinement, and strengthening of basic academic skills begun in the elementary school and they are beginning to converge on the more specialized experiences of the secondary school. Because specific choices of curricula or of the specific high school they will attend are rapidly approaching, however, as theoretical as that might be, their sensitivity to work and its personal relevance to them as creatures who will "become" is accentuated. It is a period where intensive almost frenetic exploration can be expected. It is also a period where many students will absent themselves from formal education permanently. It is a period when such career development concepts as compromise become operational as realities and ideals are reality-tested through curricular and extra-curricular experiences. Thus, experiences designed for these students must be timely and immediate to the questions which they are asking themselves. It is a time when student responsibilities through participation in planning can be related to the consequences of decisions made. It is a time when sex differences exert important influences in curriculum choice and when choice considerations become different in kind and value for males and females.39

According to Herr, students in the seventh through ninth grades need access to a skill-centered curriculum. "If they do

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39Ibid., pp. 22-23.
not receive this opportunity, the chances are that they will leave
the school as unemployable. Some of these young people do not have
the tolerance or the ego-strength to wade through a morass of
personally-meaningless experiences until the ninth, tenth, or
eleventh grades when they can get their hands on the tangible and
the concrete."^0

It is probable then that the best try-out experience
for student skills would be work itself. Although it may be extremely
difficult to provide work experience at the junior high school
level, many beneficial student experiences could be created if
education and industry would work together.

Gysbers

Gysbers contends that relevant course content for students
in grades seven through nine should include a study of the purposes
and types of educational opportunities which may be available to
them; the status of their career planning; a developmental
perspective of their self concept; knowledge of the wide range
of occupations; and the factors involved in career exploration."^1

Gysbers offers the following methodology for the
implementation of the above concepts:

^0Ibid., p. 23.

^1Norman C. Gysbers, "Elements of a Model for Promoting
Career Development in Elementary and Junior High School" (paper
presented at the 1969 National Conference on Exemplary Programs
The activity emphasis in grades seven - nine should continue to be action oriented (career game and simulation type experiences) with particular focus on try-out work experiences. As an example, some try-out activities perhaps could be conducted within an expanded industrial arts type curriculum. Work simulation techniques such as organizing a typical manufacturing company within a class setting and having the students perform the various personal functions involved in selecting, designing, planning, tooling, producing, and marketing a product would be encouraged. Counseling sessions should be an integral part of this and similar activities so that the experiences could be used as a context to explore student values and attitudes — both personal and work related. Opportunities for exploring the wide range of occupations (using the job cluster approach) located in businesses and industries other than manufacturing also would be necessary. Still another activity at this age level, and in the environmental context of the school, are occupational oriented extra curricular interest clubs for purposes of career exploration.42

Paul and Klaurens developed the following work try-out experiences for industrial arts:

1. When a student learns an operation he is given the opportunity to instruct other students and thereby test and improve his ability to give instructions. This technique also gives the student recognition and a sense of achievement, stimulating his interest in the further development of skills.

2. When learning new operations, students are shown how these operations contribute to the well-being of society. For example, good carpentry or mechanical work adds to people's comfort, efficiency and safety. Students value their own work and that of others when they perceive its social contributions.

3. When a student shows interest or skill in a particular operation performed in class, he is encouraged to become familiar with the occupations in which the operation is performed. This may be accomplished by having him study job descriptions to identify related occupations or by letting him interview local industrial firms to find out what job opportunities are available for a worker with this skill and interest.

42Ibid., p. 9.
4. Industrial arts classes are organized as work groups with students rotating in the role of foreman. A board of directors might determine what policies and procedures would be established to run the shop efficiently. The students might also develop a procedure for evaluating performance and thereby gain an appreciation for the standards industry requires.

5. Students in industrial arts classes are encouraged to explore surrounding industries. Craftsmen and other workers might be invited to discuss their jobs before the class or specific members of the class might visit selected industries and report to the class of their experiences. (Students should be encouraged to formulate questions to be asked of persons in industry. These questions should be designed to explore the work requirements and job opportunities and to learn about the psychological and sociological dimensions of the work-role relationship, social demands on the workers, satisfactions, degree of independence, and so forth.)

Although these activities are for industrial arts, similar types of activities could be conducted in home economics, business education, group guidance classes, or introduction to vocations classes. The major objective of all of these techniques is to help students translate their perceptions of themselves and their understanding of the world of work into a real experience.

Bottoms and Matheny

Bottoms and Matheny have approached career development from the guidance point of view. They present seven general principles which they feel must be considered in meeting the guidance needs of students.

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44 Gysbers, "Elements of a Model", p. 10.
1. The guidance point of view must permeate the total school environment.

2. A greater use must be made of simulated or direct work experience as a means of assisting students to "experience" work roles.

3. A merger of the concrete simulated or direct work experiences provided in vocational and practical arts education with the process techniques of counseling offers an excellent strategy for improving the students' self-understanding.

4. School counselors must develop strategies for making use of school and community resources in promoting the career development of students.

5. Experiences to promote career development for youth must be sequentially organized.

6. School experiences must be more meaningful to students.

7. Counselors need more of the training of vocational educators, and vocational educators need more of the training of counselors.  

Bottoms and Matheny maintain that the junior high school should provide activities and experiences which are beneficial to all students regardless of their educational goals. They say in part:

While the increasing complexities of modern living suggest the desirability of the school strengthening its holding power upon early school leavers, the school should recognize that in spite of all its efforts, some students will leave prematurely. For such students the school must devise strategies for compressing experiences normally offered students over a period of several years into a one or two year period. Thus the experiences provided the terminal student at this level must include the acquisition of the basic habits of

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industry and the assistance needed to enter and adjust to some type of job. For the college-bound youth, the intent of the program at this level is not to force the student to commit himself to an educational and occupational choice, but rather to acquire the basis upon which future educational and occupational decisions can be made. For other continuing students, the intent becomes one of assisting them to move into the transition substage so that they can explore a particular area in greater depth.\textsuperscript{46}

The writers propose that some well planned occupational experiences for students can contribute to their career development in the following ways:

Evaluating Self-Characteristics: Experiences provided students would include those designed to assist them in evaluating their interests, abilities, values, and needs as they relate to occupational roles.

Exploring Broad Occupational Areas: Students would be assisted in seeing the broad array of occupations available and the potential satisfactions of different work roles.

Appreciating the Economic and Social Values of Work: Students would be assisted in recognizing the economic and social values that different forms of work have in our society.

Appreciating the Psychological and Sociological Meaning of Work: Students would be instructed in the personal and social significance of work. They would see work as a way of adding meaning to the lives of most persons and as a way of gaining many social rewards.

Recognizing Appropriate Educational Avenues: Students would be helped to see the relationship between educational avenues and career opportunities.

Practicing Decision Making Skills: Students would be instructed in the proper manner of making decisions. Opportunities for decision making with group revision should be provided. Students would be shown how to locate available resources.\textsuperscript{47}

\textsuperscript{46} Ibid., p. 6.

\textsuperscript{47} Ibid., p. 6.
Several educational models were designed for junior high students and were being piloted in Georgia school systems. A short description of these programs can be found in Chapter III.

Summary of Chapter II

This chapter describes several theories of vocational development and career choice. The various approaches to vocational development can be placed into four categories: trait-factor approaches, sociology and career choice, self-concept theory, and vocational choice and personality theories.

Utilizing this vocational development theory, several educators have organized career development programs for use in elementary, junior high, and senior high schools. A brief review of the thinking of Herr, Gysbers, Bottoms and Matheny are provided.
Prevocational education programs in junior high schools are relatively new. Only since the 1963 Vocational Education Act and the 1968 Vocational Education Amendments has serious consideration been given to them as a part of the school educational program.

This chapter points out some of the general characteristics of junior high school prevocational education programs in the United States in 1970. Several different educational approaches used by various schools to assist students in exploring the world of work are presented as case studies demonstrating the contrasting styles and approaches to prevocational education that educators have developed.

Methodology

Subsequent to making an in-depth study of existing literature and identifying a theoretical basis for offering prevocational education in the junior high school, it seemed desirable to review current on-going programs. Because these programs were relatively new, it was difficult to find descriptive accounts of their organizational, operational and administrative structure in
literature. These circumstances made it necessary to find some means of identifying and studying as many programs of career orientation and exploration, as possible, throughout the United States.

To secure the needed information, a letter was drafted and sent to the Superintendent of Public Instruction of each of the fifty states asking them to designate the individual on their staff responsible for prevocational education programs. Forty-nine states responded, forty-one of which indicated that someone on the State Department of Education staff was responsible for the coordination of prevocational education programs.

The forty-one state staff personnel identified above were sent a post card questionnaire asking them to provide the name and address of any local schools in their state which were providing some form of prevocational education program. Thirty-seven states eventually responded, twenty-three of whom indicated that some form of junior high prevocational education program currently existed in their state.

A questionnaire was then developed to be sent to the directors of local programs of prevocational education, asking specific questions relative to the organization, operation and administration of their program. Twenty-nine questionnaires were sent, six to Ohio schools and twenty-three to other states. Twenty responses were received, six from Ohio schools and fourteen from out-of-state schools. In addition to the above respondents, North Carolina returned information concerning state-wide junior
high school prevocational education programs. This information involved a number of school systems within North Carolina and was in a form which could not be compared with the previous data, therefore, it was not included in the analysis of general program characteristics. However, this program will be discussed at length later on in the chapter.

A copy of all the questionnaires and cover letters along with the names of the participating schools appear in Appendix A.

Program Characteristics

The information received about prevocational education programs was placed into three major categories: organizational, operational, and administrative. However, because a variety of objective and subjective questions were asked in each area the writer decided to arrange the program data on the basis of the type of question asked. For example, Table 1 was arranged on the basis of positive and negative responses, Table 2 on the degree of participation, and Table 3 on open ended responses about the program.

Table 1 shows that guidance personnel were utilized in all school programs, while vocational personnel were involved in less than one-half of the programs. Approximately four-fifths of the programs report that all teachers in the school were familiar with the prevocational education program, but only one-third were reported as actively participating. Ninety-five percent of the
TABLE 1
GENERAL CHARACTERISTICS OF JUNIOR HIGH SCHOOL PREVOCATIONAL EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Schools Responding</th>
<th>Percent Yes</th>
<th>Percent No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The specialized talents of guidance personnel are used.</td>
<td>18</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>2. The program has provisions for evaluation.</td>
<td>20</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>3. The program has required participation.</td>
<td>20</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>4. The prevocational education program offers orientation to all vocations.</td>
<td>20</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>5. Students assess their own aptitudes and abilities.</td>
<td>20</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>6. All teachers in the school are familiar with the prevocational education program.</td>
<td>18</td>
<td>83</td>
<td>17</td>
</tr>
<tr>
<td>7. Written course objectives are available.</td>
<td>20</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>8. The program is experimental.</td>
<td>20</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>9. The specialized talents of vocational education personnel are used.</td>
<td>18</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>10. All junior high school teachers are participating in the prevocational education program.</td>
<td>12</td>
<td>33</td>
<td>67</td>
</tr>
</tbody>
</table>
schools offered orientation to all vocations, had required participation, and had some provision for program evaluation. Written program objectives were available in only three-quarters of the programs, the absence of which is usually considered a serious fault. Seventy percent of the programs were of an experimental nature, indicating to some degree the newness of the prevocational education movement and an uncertainty about the most effective approach. Student assessment of aptitudes and abilities was an integral part of the program in ninety percent of the cases.

Table 2 generally indicates the degree of participation in the prevocational education program. Although the range of time that the programs have been in existence spans twenty years, most had been in effect less than three years. The number of schools involved within the system also varied a great deal, however, most systems reported that they had only a single school participating in prevocational education, presumably due to the experimental nature of many of the programs.

The amount of instructional time spent on prevocational education varied with the program approach used; however, 180 hours of instructional time annually or approximately one class period per day appeared to be the most popular. Selection and use of instructional staff did not appear to have much standardization, resulting in the wide range in number of full-time and part-time instructional staff. The zero entries in Table 2 account for the use of only full-time or only part-time instructors in several programs,
<table>
<thead>
<tr>
<th>Item</th>
<th>Total Cases</th>
<th>Range</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Length of time the program has been in existence.</td>
<td>20</td>
<td>1-20 yrs</td>
<td>3.3 yrs</td>
<td>2.2 yrs</td>
<td>1</td>
</tr>
<tr>
<td>2. Number of schools involved within the system.</td>
<td>20</td>
<td>1-96</td>
<td>8.05</td>
<td>2.5</td>
<td>1</td>
</tr>
<tr>
<td>3. Clock hours of participation in the prevocational program annually.</td>
<td>18</td>
<td>5-300 hrs</td>
<td>137.47 hrs</td>
<td>180 hrs</td>
<td>180 hrs</td>
</tr>
<tr>
<td>4. Number of full-time prevocational education teachers.</td>
<td>19</td>
<td>0-70</td>
<td>21.63</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>5. Number of part-time prevocational education teachers.</td>
<td>14</td>
<td>0-35</td>
<td>5.36</td>
<td>2.5</td>
<td>0</td>
</tr>
<tr>
<td>6. Average class size.</td>
<td>18</td>
<td>10-60</td>
<td>26.78</td>
<td>26</td>
<td>25, 27</td>
</tr>
<tr>
<td>7. Percent of instructional time spent on direct observation of occupations.</td>
<td>20</td>
<td>0-35%</td>
<td>11.93%</td>
<td>10.67%</td>
<td>10%</td>
</tr>
<tr>
<td>8. Percentage of instructional time spent with films, resource people and discussions about careers.</td>
<td>16</td>
<td>10-65%</td>
<td>28.13%</td>
<td>20.67%</td>
<td>10,15,20%</td>
</tr>
</tbody>
</table>
not the use of both types. The median figures of eleven full-time and two and one-half part-time prevocational education teachers seem to most accurately describe the situation.

Class size, although showing some variability, tended to group around twenty-five students per class or about the same size as other classes in the school system. Approximately ten percent of prevocational instructional time was spent on direct observation of occupations, while twenty percent involved viewing films, listening to resource people and participating in group discussions about careers.

Table 3 contains the three or four most common responses to open-ended questions concerning the following prevocational education program characteristics: major program objectives, program design, grade level of student participation, activities and educational media, primary responsibility for program direction, vocational education programs offered in the local high school, source of additional funds for prevocational education program operation, and special equipment and facilities which would be desirable if funds were available.

Acquainting students with an array of job opportunities was one of the primary program objectives of one-half of the respondents. Providing students with an opportunity to evaluate their abilities and interests was advanced by one-third of the programs and encouraging students to continue their education was given by approximately one-fifth of those reporting.
<table>
<thead>
<tr>
<th>Item</th>
<th>Total Number of Schools</th>
<th>Percent Reporting Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MAJOR PROGRAM OBJECTIVES:</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>a. To acquaint the students with the largest possible number of job opportunity areas which may be available to them upon completion of their schooling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Prevocational education should provide an opportunity for each student to evaluate his own abilities and interests.</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>c. Prevocational education should be designed to encourage students to continue their education.</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2. PROGRAM DESCRIPTION:</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>a. Career orientation.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>b. Occupational exploration.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>c. Equal emphasis on both of the above.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>3. GRADE LEVEL PARTICIPATING:</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>a. Eighth grade.</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>b. Seventh grade.</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>c. Ninth grade.</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>4. ACTIVITIES AND EDUCATIONAL MEDIA USED:</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>a. Films and filmstrips.</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>b. Resource people and speakers.</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>c. Field trips.</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Total Number of Schools</td>
<td>Percent Reporting Item</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>5. RESPONSIBILITY FOR DIRECTION OF THE PREVOCATIONAL EDUCATION PROGRAM*</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>a. Administration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Director of Vocational Education.</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>c. Guidance Department.</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>d. Industrial Arts.</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>6. VOCATIONAL EDUCATION PROGRAMS OFFERED IN THE LOCAL HIGH SCHOOL*</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>a. Business Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Home Economics.</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>c. Distributive Education.</td>
<td></td>
<td>74</td>
</tr>
<tr>
<td>d. Trade and Industry.</td>
<td></td>
<td>74</td>
</tr>
<tr>
<td>7. SOURCE OF ADDITIONAL FUNDS FOR OPERATING THE PROGRAM*</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>a. Vocational education assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Local budget.</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>c. Local and state funds.</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>d. Elementary and Secondary Education Act.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>8. SPECIAL EQUIPMENT AND FACILITIES DESIRED IF FUNDS WERE AVAILABLE*</td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td>a. Viewing and listening equipment and facilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Video tape equipment.</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>c. Tape players and tapes.</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>d. Film projectors.</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>
One-half of the programs reporting said that they were designed to offer both career orientation and career exploration. One-fourth of the respondents considered their programs to be only career orientation. The eighth grade was found to be the grade level where prevocational education was offered most often, closely followed by the seventh and ninth grades.

Films and filmstrips were the educational media most commonly used; a part of ninety percent of the programs. Resource people and speakers were utilized in eighty-five percent of the programs and field trips proved to be the most popular class activity, being reported in eighty percent of the cases.

Responsibility or joint responsibility for the direction of the total prevocational education program was credited to the administration in fifty percent of the reported cases. The director of vocational education was named in one-fourth of the cases and the guidance department and industrial arts department were each mentioned in one-fifth of the programs.

Respondents were asked which vocational education programs were available in the high schools in which the junior high school students would attend. Business education was found to be available in all the high schools, home economics in about eighty-five percent of the schools, and distributive education and trade and industry in approximately seventy-five percent of the secondary institutions.

Many of the junior high school prevocational education programs required additional funds for operation. Additional
funds listed according to frequency of use are vocational education assistance, the local budget, local and state funds, and funds provided by the Elementary and Secondary Education Act. Most respondents indicated that there was a need for additional funds above what they were now receiving. If these funds were available, viewing and listening equipment and facilities and video tape equipment were the items most often mentioned as being high on the priority list of special equipment and facilities.

Case Studies

Approaches to providing junior high school students with career orientation and exploration varied from state to state and school to school. However, they do fall into several categories based upon program characteristics and objectives. The following are several suggested classifications:

1. Program objective.
   A. Career orientation.
   B. Career exploration.

2. Program design.
   A. A separate course added to the existing curriculum.
   B. Career materials incorporated into existing courses.

3. Program responsibility.
   A. Administrative.
   B. Guidance.
   C. Specific program area.

4. Student participation.
   A. Elective.
   B. Required.

5. Occupational information concentration.
   A. Equal emphasis on all occupational levels and areas.
   B. Directed toward a specific occupation.
6. Program development and coordination.
   A. Developed independently by individual schools.
   B. Similar programs in all participating schools coordinated at the state level.

   The writer has used a combination of these classifications in presenting selected case studies to demonstrate various organizational and operational patterns for prevocational education. State-wide programs as exemplified in the North Carolina and Ohio approaches are explored first. Next, a variety of local, independently developed programs are discussed, followed by the New Holland, Pennsylvania specialized occupational orientation and exploration program.

   The New Jersey, "Technology for Children" program and Hawaii's "Introduction to Vocations" program are included to show how prevocational education programs may be modified to "fit" the elementary and senior high school curriculum.

Ohio

   Although several schools in Ohio had previously experimented with career orientation, the first positive steps toward exposing students to the world of work occurred during the 1969-70 school year. Career orientation became a required part of the curriculum for 6,000 seventh and eighth grade students in six school systems. The program was initiated by the Division of Vocational Education under the Exemplary Program section of the 1968 Vocational Education Amendments as a means of insuring that students gain a more realistic understanding of jobs and careers on all levels, from the skilled to the professional.\(^1\)

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This is just a part of a model prepared by the Division of Vocational Education entitled "Job Oriented Education". The total program, when fully implemented, would start in the elementary grades (K-6) in an attempt to develop a general understanding of and respect for the world of work. Youngsters would become acquainted with various occupations by incorporating this information into their regular courses.

Career orientation in the Ohio plan occurred in grades seven and eight where all of the major groupings of the Standard Industrial Code classification of employment were studied. Students were involved in field trips, role playing, and general assignments in terms of job characteristics and requirements in pay.

Grades nine and ten were termed the vocational exploration period. Students were given an opportunity to explore a number of occupational areas in greater depth, and actually participate in several skills. This program would seem to be best carried out through laboratory courses such as general agriculture, industrial arts, home economics, and business education.

Vocational education job preparation and work experience would occur at the eleventh and twelfth grades. By this time the student has had an opportunity to explore various occupations and assess his interests and abilities to the point where he could make a realistic vocational choice.

Upon graduation from high school the student would have three alternatives: (1) go directly into a job, (2) enter technical
or higher education, or (3) enter post-secondary vocational training. This total career development continuum could lead a youngster through a logical sequence of job-oriented public education, regardless of his future career goal.

An Ohio Department of Education interdisciplinary committee was formed to assess the problem and review programs which had been tried in other areas of the country. The committee decided that:

Career orientation programs should be a regularly scheduled part of the curriculum and that it should be required of all students. It should not be available to only selected students of certain types heading toward a certain level of occupations, but should be equally beneficial to all students in providing an understanding of jobs and careers.\(^2\)

Final plans for the program grew out of a committee that included junior high school principals from various parts of the state who advised in drafting the plan.

The career orientation program was a regularly scheduled part of the curriculum for all seventh and eighth graders. Curriculum areas that cover major groupings of the Standard Industrial Code classification of employment were given significant blocks of time. These major groupings include agriculture, business, construction and manufacturing, sales and marketing, personal service, repair service, and governmental services, transportation, and professions. All levels of jobs were included in each major area, ranging from the laborer to the professional. A minimum of 540 hours of regularly scheduled activity must be engaged in by each seventh and eighth grade student during the two year period.

\(^2\)Ibid., p. 24.
The program was incorporated into the schedule of the regular classroom teachers and does not rely on a teacher trained specifically for career orientation. Brum explains "the industrial arts teachers handle the area of construction and manufacturing. The mathematics teachers might handle the business careers. The social studies teachers can handle the service career, ranging all the way from police and fire department personnel to government employees and hospital workers, including physicians."  

School systems were awarded financing for the program at the rate of $9000 per unit (about 200 students) on the basis of proposals submitted to the development committee. Therefore, the schools scheduled the career orientation units in different ways. Some included them as a part of the regular subject curriculum on the basis of a six-weeks; or three-weeks, two-period-per-day blocks; whereas, another school scheduled the units for two full weeks at the end of each semester.

The career orientation program was operated by the local school administrator in cooperation with his total staff. Total participation was necessary in planning and developing the curriculum, including the involvement of parents, businessmen, and industrial representatives.

Those schools with approved programs organized in-service workshops for teachers in July and August of 1969. This provided

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3Ibid., p. 66.
ample time and opportunity for reorganization of the curriculum and
development of career orientation curriculum units and resource
materials.

The state provides curriculum material development services
to the local schools, however, schools were encouraged to rely upon
their own talents as much as possible. The resources of existing
vocational education instructional materials laboratories were
made available to local schools for preparing materials.⁴

Pilot schools were selected within six school systems:
Toledo, Dayton, Parma, Lincoln Heights, Cincinnati, and Meigs
Local. School clientele and environment range from inner-city to
suburban and from the highly industrialized areas to the less
well-developed Appalachia region. The program of career orientation
for three of these school systems will be briefly reviewed.

Meigs Local — Meigs Local is located in Pomeroy in south-
eastern Ohio on the Ohio River. Enrollment in the seventh and eighth
grades was 500 students, approximately 250 students in each grade.
Two full-time career orientation teachers were employed, one to work
with each grade. There were eight sections of seventh grade students
and eight sections in the eighth grade, composed of about thirty
students per section. The career orientation teacher met the classes
in double sections of about sixty students, thus meeting all students
in four periods of an eight period day. This allowed the teacher

⁴Ibid., p. 70.
several unscheduled periods for planning and making contacts away from school.

All students met for one forty-five minute period daily with the career orientation teacher for five weeks of each six weeks period. During the final week of each six weeks period, all teachers assisted with large group meetings and field trips for five full days. The total time allowed for career orientation during the year was $292\frac{1}{2}$ hours.\(^5\)

In the seventh grade, each six weeks period was devoted to a certain job family. The first five weeks of each marking period was devoted to class work, acquainting the students with a job related to an occupational family being studied. The student learned the advantages and disadvantages of each job, finding out what training was needed, the working conditions, and the possible salary. They became acquainted with the requirements needed to perform the job, and its advancement opportunities. This information was secured through group discussions and individual exploration with laboratories, pamphlets, books, and films. The last week of each six weeks period was devoted to actually seeing the jobs that were discussed in class. The students went to the job and watched it being performed, talked with the workers and looked at their tools. Also during this week men and women

who work at the jobs came into the school and gave talks and demonstrations about their occupations.\(^6\)

In the eighth grade, during the first five weeks, students studied particular jobs in a given family group. They discussed job possibilities in the mid 1970's, educational and/or training requirements, wages, working conditions, physical requirements, duties and responsibilities, and other facts pertinent or particular to that job.

Also during the first five weeks, students learned how to study a job. They were taught to consider activities related to a job, security of the position, opportunities available for advancement, and expected financial rewards. Another point which received consideration was how closely the job coincides with student interests and abilities.

The six areas covered in the career orientation program were: construction, business and marketing, services, manufacturing, transportation and communication, and agriculture.\(^7\)

**Cincinnati** -- The experimental career orientation program was in effect in four Cincinnati junior high schools during the 1969-70 school year. A unified approach to familiarize students with career opportunities was used rather than providing instruction as separate units.

\(^6\)Ibid., p. 5.

\(^7\)Ibid., p. 4.
In organizing the program, each subject area was asked to list the topics of subject matter to be taught in their curriculum. They then made a list of specific careers, the industrial use of the knowledge, and careers or industries each topic might be identified with.

A group of six teachers, one from each subject area, worked six weeks during the summer refining topic outlines and identifying activities that could be used to teach the subject matter and at the same time identify students with careers and jobs.\textsuperscript{8}

The program was implemented through a career orientation committee in each school. Each committee consists of two members each from the areas of English, mathematics, science, and social studies, and one member each from home economics, industrial arts, art, the counseling staff, and the school library. This committee met after school and was responsible for conducting activities involved with school-wide career orientation programs, securing career information, identifying equipment and instructional supplies that could be used to supplement the program, evaluating, and acting as the leader in their subject area.

At weekly meetings, the teachers reported and evaluated what activities took place in each subject area where career instruction was involved. Each subject area then reported their

\textsuperscript{8}"Description of Career Orientation Programs for the Cincinnati Public School System," Cincinnati, Ohio, 1969, p. 3. (Mimeographed.)
plans for instruction for the coming week. A general discussion was then held concerning how topics in one subject area could be related to other subjects, thus creating a natural basis for team teaching.

The major emphasis of career information instruction was dealt with in industrial arts and home economics classes. Topics and activities were programmed to place students in many roles that simulate the management, production, and personnel practices used in industry.  

Dayton -- Career orientation was instituted in six Dayton, Ohio junior high schools during the 1969-70 school year. The seventh and eighth grade students participated in an interdisciplinary program involving the science, mathematics, social studies, home economics and industrial arts areas. There were plans to involve the language arts teachers the following year.

The program provided student activities and experiences related to understanding job opportunities in agriculture, business, construction, manufacturing, distribution, marketing, services and professions. A "hands-on" approach was offered in all school subjects, with an opportunity for pupils to participate in actual work practices in industrial arts and home economics. There was a deliberate attempt to relate subject matter to the world of work, exposing students to a wide range of jobs and careers, discussing

9Ibid., p. 3.
the qualifications and the education required to obtain employment and gain success. Class work included such activities as: programming punch cards through data processing, using adding machines, filling out employment application blanks, growing a classroom garden, building a model home, and testing and self appraisal. The real world of work served as the laboratory for career orientation through field trips, resource speakers and visual aids.¹⁰

The assistant industrial arts supervisor had primary responsibility for coordinating the "Career Orientation" program. Approximately seventy teachers were involved in the program, and through their coordinated efforts, nearly 300 hours of career orientation was provided for each child. Teachers in each school met once each week to coordinate teaching activities in providing the cooperative program. For the most part, teachers developed their own class activities, relying upon personal talents and imagination to make the program interesting and relevant. A one-week educational program was planned for the teachers prior to the re-opening of school to develop new activities and make plans for the coming school year.

An evaluation technique was still being developed at the time of this study, however, teacher and student evaluations were planned.

¹⁰Dayton Public Schools, "Student Centered Career Orientation," Dayton, Ohio, 1969, p. 2. ( Mimeographed.)
Summary — The Ohio "Career Orientation" program was unique in that its development was spearheaded by the Division of Vocational Education. This program for seventh and eighth grade students was only a segment of the overall "Job Oriented Education" model developed by the Division of Vocational Education.

Through this program, students are exposed to representative jobs from all occupational categories and levels from the unskilled to the professional. An interdisciplinary approach to providing career orientation was encouraged, with regular classroom teachers serving as instructors.

Six participating school systems were selected on the basis of program proposals submitted to the Division of Vocational Education. Each school was allowed to develop its own program and activities, thus, no two programs were alike. To illustrate this point, a brief description of the Meigs Local, Cincinnati, and Dayton programs were presented.

Introduction to Vocations -- North Carolina

In 1963, through the efforts of interested members of the North Carolina State Legislature, an Act, known as the Clark-Long Bill, established funds for instituting in the public schools of North Carolina, a program of "Comprehensive and Diversified Vocational Education." One segment of this program was a course called "Introduction to Vocational Education". The course was directed at providing occupational information for ninth grade boys and girls on an elective basis to assist them in making
decisions concerning their vocational futures and educational require-
ments and opportunities associated with these vocational choices.

Forty-five schools, forty-five teachers of "Introduction to
Vocational Education" and 2,410 students were involved in the program
during the 1963-64 school year. In the 1964-65 school year, ninety-
four schools, 104 teachers and 4,715 students participated in the
program and its official name was changed to "Introduction to
Vocations".

The experimental phase of the program, as authorized by
the Clark-Long Bill, ended on June 30, 1965. On July 1, 1965,
it became a federally reimbursed vocational education program.
In the 1965-66 school year, there were 208 schools involved with
207 teachers teaching 13,554 students. The 1966-67 figures indicated
that approximately 250 schools were participating in the program
using 236 teachers with an enrollment of between 16,000 and 18,000
students.11

The major purposes of the program were:

1. To help students appraise their own interests,
aptitudes, personalities, and skills in relation
to a variety of vocational opportunities.

2. To help students gain a first-hand knowledge,
understanding, and appreciation of the
changing employment patterns and opportunities
in the North Carolina world of work.

11 Joseph R. Clary, Attitudes of Public School Personnel
Toward the Introduction to Vocations Program in North Carolina,
Research Series in Occupational Education - No. 2 (Raleigh,
North Carolina: North Carolina Research Coordinating Unit in
3. To help students understand the basic processes of production, processing, and distribution in the American work economy and the importance of human relations and ingenuity in these processes.

4. To acquaint students with the major occupational fields, including economic structure, organization structure, specialization, relationships to other occupational areas, kinds of work involved, and educational and other training requirements.\(^{12}\)

Initially, two approaches to teaching "Introduction to Vocations" were tried. One used in fifteen schools, was known as the "team approach," with the "Introduction to Vocations" teacher, an English teacher, a mathematics teacher, and a science teacher making up the team.

The course became the focal point for instruction in each of the four subjects. This emphasis was accomplished through correlation of the course content, to the greatest extent possible, in each of the other subjects with the vocations course. One period was set aside every day for the team teachers to plan, correlate their work and confer on the progress of the group.

The other approach, used in thirty schools and known as the "individual approach," involved only the "Introduction to Vocations" teacher. After the first year, few differences in results were observed between the team and individual approach, however, the team teachers were more enthusiastic over this approach and strongly recommended that it be continued.\(^{13}\) Since then, the

\(^{12}\)Ibid., p. 5.

team approach has lost favor and the program has reverted back to the individual approach.

The "Introduction to Vocations" course was designed to place primary emphasis on student planning and decision-making. Learning experiences were suggested to make the course student-centered and to help students gain a more realistic look at themselves in relation to the world of work. The program was divided into six major units:

RELATING ONE'S PHYSICAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES, ASPIRATIONS, INTERESTS, APTITUDES, AND ABILITIES TO OCCUPATIONS: stresses how certain characteristics are related to job success, the variety of jobs which require certain aptitudes and abilities, and how one might further develop his characteristics, interests, aptitudes, and abilities.

RELATING OUR ECONOMIC SYSTEM TO OCCUPATIONS AND TO US: acquaints students with the basic characteristics of the American economic system and how these differ from other economic systems; the forms of business organizations in the American economy; money management; and how to plan for employment in the changing world of work.

EXPLORING MANUAL AND MECHANICAL OCCUPATIONS: permits students to explore manipulative skills, both for the purpose of self-appraisal in relation to this type of work and to understand better the services persons in these occupations contribute to society.

EXPLORING CLERICAL, SALES, AND SERVICE OCCUPATIONS: allows students to explore their own interest and capabilities in clerical, sales and service-type occupations. In addition, they learn how these occupations fit into our economic system, the requirements and skills that will determine success in these occupations, the changes that are taking place which will affect these occupations, and how to evaluate their interest in these occupations.
EXPLORING PROFESSIONAL, TECHNICAL AND MANAGERIAL OCCUPATIONS: designed to let students explore the jobs that are classified as professional, technical, and managerial, to be more appreciative of the contributions that these jobs make to society, and to be more realistic in their own occupational planning.

EVALUATING AND PLANNING AHEAD: allows students to review their overall occupational interests and skills in relation to career opportunities and the American economic system. In addition, students evaluate what has been done during the school year in their Introduction to Vocations class and start making some tentative decisions about the future.14

"Introduction to Vocations" teachers needed specialized educational preparation. They were required to complete two courses beyond their degree, which could be in any area; one course in "Principles and Practices" and the other in "Occupational Information". In-service education was also provided; a one week workshop prior to the first year of teaching and an annual two day conference thereafter. In addition to these, three in-service group meetings were held each year.

North Carolina launched a new occupational program in January, 1970, which included occupational exploration for grades six through nine. Twenty-one projects were funded and placed in operation at that time. Another twelve to fifteen projects were to be funded and begin operating in the fall of 1970.

The purpose of this program was to provide occupational education for all students as an integral part of the total educational process. In time it will replace the "Introduction to Vocations" program offered in the ninth grade on an elective basis. The program design was an adaptation of the basic program in effect in the middle grades. It alters the curriculum by the addition and expansion of practical, "hands on" shop type experiences; and an infusion of occupational information into all subject areas. These two components were supported by improved guidance services and a modification of the basic curriculum to provide greater holding power for potential dropouts.¹⁵

Occupational information and career guidance were integrated into the basic curriculum of language arts, social sciences, mathematics, science, and cultural arts in the seventh through ninth grades. During the seventh and eighth grade, exploratory laboratory experiences were required in practical arts, home arts, business and marketing, and agriculture. Ninth grade students could select as electives, introductory courses in trade and industries, home art, business and marketing, agriculture and consumer and business economics. These could be one- or two-period courses with work study options.

¹⁵State Department of Public Instruction, "Guidelines for the Implementation of Occupational Education in the Middle Grades," Raleigh, North Carolina, 1969, p. 2. (Mimeographed.)
This program was designed for relevancy and flexibility, offering the following program types and approaches:

1. Sequence of shop-laboratory offerings which will involve these students in planned work-type experiences.

2. Conversion of Introduction to Vocations, Home Economics, and Industrial Arts electives to more "hands on" programs for all youngsters at several grade levels.

3. A sequence of "world-of-work" units to include experiences and activities beginning at the first-grade level and continuing throughout the elementary grades.

4. Cooperative use of high school facilities and teachers on a shared basis, including regular day, extended day, weekends, or summer months.

5. Work-study programs developed with business, industry and government.

6. Involvement of high school students, community college and technical institute students as "buddy" teachers.

7. Involving paraprofessionals, laymen, parents, and skilled technicians as tutors and instructors.16

A comprehensive evaluation was planned for all the important phases of the "Occupational Education" program. Assistance in conducting the evaluation was to be requested from industry, colleges and universities, parents, and other agencies and groups interested in public education.

Summary -- The North Carolina, "Introduction to Vocations" program was one of the first programs of career orientation and

16 Ibid., p. 3.
exploration to be established through legislation. It has been in operation for seven years and served as an example for programs in many other states. The program centers around an elective course in the ninth grade taught by an occupational specialist.

North Carolina recently established a more complete occupational exploration program for the middle school. This program served all students in grades six through nine and was scheduled to replace the "Introduction to Vocations" program. This new program was only a part of a more comprehensive kindergarten through senior high school program recommended by a state educational study committee.

Niles Community Schools -- Niles, Michigan

The Niles Community Schools embarked on a Federally subsidized pilot program of prevocational education at the junior high school level during the 1967-68 school year. It was called "Occupational Education For All" and based upon the following student objectives:

1. To provide an opportunity to develop an appreciation of doing a job well regardless of kind or degree, and recognizing that there is dignity in all kinds of work.

2. To develop an understanding of how work can become a source of satisfaction, as well as a source of income.

3. To assess his abilities, limitations and interests vocationally and avocationally.

4. To provide an opportunity to develop an appreciation of good interpersonal relationships vital to the free enterprise system.

5. To foster an appreciation of tools, materials, knowledge, skills and terminology used in given occupations.

6. To serve as a basis for selecting further high school or post-high school training.\textsuperscript{18}

Since its origination in one junior high school in 1968 the program had expanded to involve eleven elementary schools, two junior high schools, and the senior high school in the Niles Community School System.

The "Occupational Information" program in grades kindergarten through six was developed during the past two years through the efforts of the elementary occupational counselor. It provided the ways and means of giving elementary children a more realistic view of the careers around them. Much of this information was an integral part of the day to day teaching. Previews of future educational opportunities were given to sixth graders so that they could make meaningful choices in the school years to follow.

"Occupational Arts" was offered in grades seven and eight. This was a productive activity lasting one semester in each grade.

\textsuperscript{18}Niles Community Schools, Niles, Michigan, "Occupational Education for All." Application for Continuation Grant Under Title III, E.S.E.A., Part II, 1968, p. 4. (Mimeographed.)
and taught by a team of four staff members. There was an industrial arts, business, home economics, and research and development specialist in each junior high school, plus an occupational counselor. These units or activities were not designed to prepare students for entry into specific occupations, but through actual work experience develop insight as to how people get their work done. Each student had an opportunity to work in many different phases of a specific occupational area.

The eighth grade also had a concentrated three week "Occupational Information" unit prior to entering the ninth grade where students were exposed to various families of vocations and professions. This unit was coordinated by the occupational counselor and utilized resource people, films, field trips and any other stimuli available. Its purpose was to expose the students to the world of work so that wiser decisions could be made in the remaining four years of school.

Elective offerings were made available during the ninth grade. After a semester in each of the seventh and eighth grade "Occupational Arts" activities, students could then select specific course offerings so that they could explore, in-depth, areas of specific interest. It is possible at this point for the student to begin to develop skills in a wider variety of career opportunities. Drafting, typing, business sales and management, machine operation, design, domestic instruction, and a wide array of avocational courses were offered.
An "Occupational Economics" course was being instituted in grade ten. It was a one semester required course designed to give students an opportunity to explore the many facets of the free enterprise system. Students actively participated in the organizing and financing of a business, designing a product, manufacturing and selling it. Profit and loss, taxes, sales, advertising, shop safety and assembly line techniques, were some of the major areas covered.  

All teachers in the junior high school were familiar with the "Occupational Education for All" program, however, not all were actively participating. Their application for continuation grants said: 

As a result of other teachers from the academic area being in the proximity of the "Occupational Education for All" program, interest has been generated regarding some of the on-going activities. Staff members are becoming aware of the success of the occupational program as a stimulus and a source of satisfaction to students. We believe that many innovative changes have taken place in our total curriculum and continued modification will occur in the future.

The program developed a great deal of interest and support in the community. Evidence of this was demonstrated by the large number of parents participating in open houses and "Orientation for Parents" nights. The City Club of Niles represented a large number of occupational areas and businesses and made themselves

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available to the schools as speakers and resource persons. Several local manufacturers assisted by donating surplus materials and equipment.

Dissemination of information regarding the program, the progress, the outcome, and the objectives was done through the local news media, PTA meetings, open houses, and community agencies. Through these methods, general occupational education could reach a greater number of parents to familiarize them with what possibilities lie ahead.

Financing for the "Occupational Education for All" program had partial support (about one-third) from Title III Elementary and Secondary Education Act (P.L. 89-10) funds for the first three years in operation. At the end of the 1968-69 school year federal assistance terminated, but the success of the program prompted the school district to assume total financial responsibility and further expanded the program.

More effective methods of evaluating the program were continually being experimented with. At the time of this study, the Kuder E General Interest Survey was given to all students, teachers responded to a teacher evaluation questionnaire, and the students were also given a series of open ended questions about their exploration of the world of work.

Summary -- The Niles, Michigan, "Occupational Education for All" program was unique in that it incorporated several approaches to providing occupational information. In grades
kindergarten through six, occupational information was an integral part of the regular classes. Seventh and eighth grade students participated in one semester per year of work exploration through industrial arts, business, and home economics to assist them in gaining insight as to how people get their work done. Ninth graders were allowed to select a specific area of interest for more exploration and in-depth study. The program was to be further expanded by requiring a semester course in "Occupational Economics" for all tenth graders.

Pre-Technical and Pre-Vocational Education — Petersburg, Virginia

A "Pre-Technical and Pre-Vocational Education" program was introduced into the Petersburg, Virginia public school system at the beginning of the 1967-68 school year. Rationale for the program was based upon the premises that eighth and ninth grade students lack first-hand knowledge of the manpower needs of the world of work, they lack self-confidence, and they need assistance in making some far reaching educational and career decisions.

At the time of this study, the program was operating on an experimental basis, serving only a select number of eighth and ninth grade students, and receiving state funds as an experimental program for students with special needs.

Facilities were provided, allowing eighth graders to explore several of the vocational areas offered in the school.
These areas were: health occupations, home economics, business education, co-op training, drafting, metalwork, woodwork, and electricity. The students select four areas and rotate through each of them during the school year, one hour per day for nine weeks per area.\textsuperscript{21}

Ninth grade students take two "Pre-Vocational" laboratories, each for one hour per day for the full year.\textsuperscript{22}

The program was not available to all eighth and ninth grade students. Students could qualify for the program on the following basis:

1. The student expressed a desire to pursue a program that would enable him to acquire salable skills during his high school career.

2. His school record and test scores indicated that he could be successful in the program.


4. Permission granted by parents.\textsuperscript{23}

Two of the key people in the "Pre-Technical and Pre-Vocational" program were the vocational guidance counselor and the curriculum coordinator. The counselor was primarily responsible for student recruitment and counseling. The curriculum coordinator

\textsuperscript{21}Petersburg Public Schools, "The Pre-Technical and Pre-Vocational Program," Petersburg, Virginia, 1967, p. 6. (Mimeographed.)

\textsuperscript{22}Petersburg Public Schools, "The Pre-Technical and Pre-Vocational Program," Petersburg, Virginia, 1968, p. 2. (Mimeographed.)

\textsuperscript{23}Petersburg Public Schools, "The Pre-Technical and Pre-Vocational Program," 1967, p. 8.
worked with the director of instruction, director of vocational education, and teachers in determining program objectives, course content, facilities, equipment, and supplies. Both individuals worked with the teachers in weekly planning workshops and in-service educational programs.

Twenty-nine teachers were involved in the program. This number includes not only the vocational teachers, but also those teaching science, mathematics, social studies, and English; all of whom were participating on a voluntary basis.

During the summer a five week workshop was held to evaluate, revise and update the program of the past year. A concerted effort was made to familiarize the teachers of the related subjects with the content of the vocational laboratory courses and the vocational teachers with the related subject courses of study. This mutual experience developed greater understanding between subject areas and better correlation of instruction.

Efforts were also made to familiarize the teachers with the manpower needs, working conditions, employment opportunities and job entry requirements of the local businesses and industries. Representatives of business, industry and the local Employment Commission office met with the teachers to discuss these points. Field trips were taken to local industries to develop further understanding of the world of work.

Summary — One of the unusual aspects of the seventh and eighth grade "Pre-Technical and Pre-Vocational Education" program
at Petersburg, Virginia was the method of selecting program participants. To qualify, participants had to possess a satisfactory school record, express a desire to participate, receive recommendations from teachers and principals, and secure permission from their parents.

Eighth grade students selected four vocational areas offered in the school and rotated through each of them during the school year, one hour each day for nine weeks per area. Ninth grade students enrolled in two vocational courses, each for one hour per day for the full year. Participating students were grouped in separate classes so that their activities in science, mathematics, social science and English could be closely coordinated with the vocational program.

Career Exploration Program -- Columbus, Ohio

The Columbus, Ohio public school system instituted a "Careers Exploration Program" in junior high schools in September 1967. It was designed to help students develop the understanding needed to set and attain realistic career goals, through the use of visual aids and reading materials. Seventh grade students explored their own interests and abilities, while eighth graders studied the world of work and types of skills needed in various fields of work. As ninth graders, they were led to see how their own skills and interests fit into the world which faces them beyond high school. This program was available in all twenty-five junior high schools in the school system, serving over
25,000 students. No additional financing was provided for the program, therefore, its growth and development were somewhat curtailed.\textsuperscript{24}

The seventh grade "Careers Exploration Program" was entitled "Personal Awareness and Growth". Program objectives were designed to expose the student to the following development experiences:

1. Improved study habits which will allow the student to budget his time efficiently as his assignments increase and his world expands.

2. Personal and social attributes which will assist the student in his growth toward a mature value system.

3. An overview of the student's abilities, aptitudes and interests in a series of group guidance experiences and individual counseling sessions.

4. An introduction to many professional careers, skilled vocations, and semi-skilled occupations.\textsuperscript{25}

Students spent one hour per week exploring personal and social responsibilities, democratic living, personal growth and appearance, leisure time activities, and the world of work. Each student had his own student record book in which he entered things he learned about himself, his environment, and the world of work.

The eighth grade "Vocational Exploration" phase stressed self-understanding and acquaintance with requirements and procedures

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\textsuperscript{24}Columbus Public Schools, Columbus, Ohio, "Careers Exploration," January, 1969, p. 4. (Brochure.)
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\textsuperscript{25}Division of Special Services, Counselors' Guide To Career Exploration (Columbus, Ohio: Columbus Public Schools, 1969), p. 2.
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for job entry. Students learned more about themselves, delved deeper into occupational skill and training requirements, learned how to apply for a job, and became acquainted with the various laws governing work and employment. Their activity booklet, *Finding Your Orbit*, provided specific practice in self-analysis of talents, aptitudes, and physical and temperamental traits possessed by the students and needed for various jobs.26

The ninth grade emphasized "Vocational Planning and Experience", where the student learned to visualize himself in the job market. Occupational literature became more specific and detailed with practical examination of specific job opportunities in Columbus. A community resources booklet was used listing information about 300 area business, professional and industrial enterprises which had expressed interest in the "Career Exploration Program".27

Classroom teachers were responsible for incorporating one hour per week of career exploration into the regular class schedule. Each grade level had a "Teachers' Guide" containing thirty-three units of suggested activities to assist teachers in presenting the occupational information. Teachers were encouraged to use those units which fit into current class activities.

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26 Columbus Public Schools, Columbus, Ohio, "Career Exploration", p. 2.

27 Columbus Public Schools, Columbus, Ohio, "Career Exploration", p. 3.
Each school was equipped with sets of job briefs describing 400 different kinds of work, guidance booklets, and a "Widening Occupational Roles Kit." This kit contained descriptions of jobs ranging from accountant to X-ray technician. Film strips illustrating various jobs, a dictionary of 22,000 job titles, and an encyclopedia of careers were also available as resource materials.

During the 1969-70 school year, a radio program entitled "Looking Ahead" was aired. This program consisted of a series of eighteen personal interviews with people in a wide variety of occupations in the Columbus area. These interviews were generally recorded by the audio-visual staff so that they could be replayed and discussed in the class at a more convenient time.

A series of eight television programs were also presented over the local educational television station. These programs were directed primarily at the eighth and ninth graders, stressing the importance of staying in school, personal planning for the future, and in-depth studies in occupations and professions.

The school counselors had the primary responsibility of coordinating the "Careers Exploration Program". They served as a guide and adviser to teachers in organizing their class units of study, making sure that materials and resources were available for instructional purposes.

Summary -- The Columbus, Ohio "Careers Exploration Program" was probably typical of many occupational information programs in that it attempted to provide a program without additional financing.
The seventh grade stressed personal and social responsibilities, eighth graders concentrated on self-understanding and acquaintance with requirements and procedures for job entry, and ninth grade students participated in a detailed practical examination of specific job opportunities.

Classroom teachers designated at least one hour each week for occupational information, incorporating it into their regular class work. A "Teachers' Guide" provided units of appropriate activities to assist the teacher. The school counselor had the primary responsibility for program coordination.

Language, Work and You -- Lakewood, Colorado

Lakewood, Colorado began their "Language, Work and You" program in the junior high schools during the 1968-69 school year. By the second year, thirteen schools and approximately forty teachers were involved in the program.

All seventh, eighth and ninth grade students participated in the program, which was provided mainly by the Language Arts teachers. School counselors and mathematics teachers also played supporting roles. The primary objective of the program was to give all students an overall exposure to the basic philosophy of the world of work and an introduction to basic communication skills necessary for success.

The seventh grade program, entitled "Language and Attitude", was designed to assist students understand more about their
attitudes and why they act as they do. Fifteen hours of class time were designated for exploration of attitudes and communication skills through a prepared sequence of student exercises. These exercises pointed out that the language, either spoken or written, reflected one's basic attitude. Group participation in problem solving was practiced with students assuming various individual responsibilities in group action.28

The eighth grade program "Language, Work and You! -- Part I" required five to six weeks or about thirty hours of student instructional time. Three student packets: "Know Thyself", "Jobs for the Present", and "What of the Future?" comprised the core of the vocational information program.

The eighth grade resource guide explained the organization of the program as follows:

These student packets must be undergirded with a foundation of basic knowledge on the part of the student as to why he and she are concerned with the world of work, especially in a language arts class. This can be given to them in several ways: by judicious choice of audio-visual materials, by giving pertinent assignments of textbooks, library books and printed material in the vocational resource center, and by inviting into the classroom well-informed, interesting speakers from the community at large. Showing the relevance of mastery of total language skills to the success and enjoyment of one's job, regardless of what it is, should be one of the prime objectives of the teachers involved.29


Grade nine was a follow-up of the material studied in the eighth grade. It also required thirty hours of instructional time, but over the slightly shorter time span of three to four weeks.

Student activities became more specific at this level. The Kuder Personal Preference Inventory was administered by the guidance personnel and interpreted to the students so that they could write up the results. Students learned how to fill out a Social Security application, secure a work permit, and write letters of application. Field trips were also arranged so that the direct observations of the world of work could be made.30

A traveling "resource center" located within each school was the key to the program. This was a reading and listening center with microfiche cards and readers, career tapes, films, filmstrips, and special reading material available to all students.

A state department grant was used to pay for time spent in developing the curriculum and financing a portion of the resource center materials. At the time of this study a small portion of the program expense was assumed by the federal exemplary program authorization, but most of the additional cost was born by the local school district.

Summary -- The "Language, Work and You" program at Lakewood, Colorado was unique in that it was provided primarily by the language arts teachers in the school. Seventh, eighth, and ninth grade students explored the world of work while developing oral and written communications. A resource center located in each school was the key to the program.

Seventh graders participated in group problem solving sessions to develop and reinforce communication skills. Eighth and ninth grade students became acquainted with jobs through audio-visual materials, textbooks, and resource persons. Practical experience was provided by writing letters of application, filling out Social Security applications, and securing work permits.

Early Career Education -- Wilmington, Delaware

The "Introduction to Work Careers Curriculum for Junior High School Students" was a project funded under Title III of the Elementary and Secondary Education Act of 1965. The program as proposed, was funded in June of 1967 with a three-year, $256,000 grant.

The "Early Careers Program" evolved from an idea expressed by a team of consultants from Harvard University who reviewed the respective concerns of teachers, students, and parents in the Bancroft School community. The consultants believed that the community offered the potential for a new, dynamic approach to teaching.
"Early Career Education" was a total school program which encompasses some 850 pupils of junior high school age through an organizational procedure of instruction commonly referred to as "team teaching". This instructional arrangement at the Bancroft School could best be categorized as horizontal or interdisciplinary rather than hierarchically designed. A group of 130 pupils was clustered around four or five teachers who represented the basic skill areas: English, social studies, mathematics, science, and foreign language. There were six such teams operating during the current year, of which one team represents children of the individual program of special education group. Of the total school population, approximately 220 pupils were entering seventh graders who had tremendous physical and social as well as mental adjustments to make, particularly during the first part of the school year. Therefore, the degree and extent to which the teams can realize tangible results at this time of the year was greatly influenced by the length of time, maturity of pupils, and continuity of teaching personnel within the various teams.31

The major objectives of the program were:

1. To increase the pupil's awareness of a wide range of occupational choices.

2. To help pupils develop a positive self image; improved social skills; and aesthetic values.

3. To improve basic citizenship skills; the responsibility of citizens and the process of government.\(^{32}\)

The curriculum was a shift of emphasis from the traditional subject-oriented curriculum to a life-centered curriculum. It was an innovative structure which illustrated the relevance of academic learning to the occupational opportunities in selecting work sites. The teaching of interdisciplinary units in the classroom simulative activities and actual visitations to the involved work sites were exemplary features of this program.\(^{33}\)

Because of financial limitations the curriculum development for the program was at first limited to two major work sites: The Wilmington Medical Center (three hospitals) and the Municipal Complex (City Hall and affiliated offices). Advisers from each of these work sites worked directly with school personnel in developing curriculum materials. The program, however, was not limited to these two work sites. It expanded to include more than 20 other business and industrial firms in the Wilmington area.

Another aspect of this program was the saturation of the instructional program with "enrichment" activities. Students were provided not only with "special programs" at the school,

\(^{32}\)Ibid.

\(^{33}\)Bancroft Junior High School, Wilmington, Delaware, "Outline and Basic Concepts: Operational Framework for Early Career Education," 1969 Summer Institute for Teachers, 1969, p. 3. (Mimeographed.)
But every possible attempt was made to provide a variety of first-hand experiences. Field trips to cultural work sites throughout the area were an integral part of the program. Such trips helped the students feel that they were a part of a community larger than the ghetto in which they live.34

A great deal of emphasis was placed upon the evaluation of the program. There were four types of evaluation in operation:

1. Self-evaluation (bi-monthly).
2. On-site evaluation by the State Department of Public Instruction.
4. An annual progress report to the U.S. Office of Education.

Two kinds of evaluation instruments were used in appraising the skills achievement of the pupils:

A. Structured or formal
   1. Gates Reading Test.
   2. Attendance studies.
   4. Personality questionnaires.

B. Informal
   1. Teacher-parent conferences.
   2. Teacher-pupil conferences.
   3. Teacher-parent-pupil conferences.35

Summary -- The "Early Career Education" project at the Bancroft School in Wilmington, Delaware was an experimental program


35Bancroft Junior High School, "Outline and Basic Concepts," p. 5.
designed to shift the emphasis from the traditional subject-oriented curriculum to a life-centered curriculum. It was directed primarily at the culturally disadvantaged youngsters of the ghetto, providing enrichment activities to broaden their world of work horizon beyond the local community.

Team teaching was used, utilizing the English, social studies, mathematics, science, and foreign language teachers in an interdisciplinary approach. The program was augmented with field trips to cultural work sites.

Career Exploration Programs -- Georgia

In a paper presented to the National Conference on Exemplary Programs and Projects in 1969, Gene Bottoms and Kenneth B. Matheny discussed several career exploration models for junior high schools, two of which were to be tried in Georgia schools during the 1969-70 school year.

Program of Education and Career Exploration (PECE) -- A "Program of Education and Career Exploration" was initiated in the fall of 1969 in twenty Georgia junior high schools. The content and activities of the PECE program were organized around work roles, using Roe's occupational classification system. Occupations were divided into six categories of interest, arranged in a continuum from an orientation of working with people to working with things. The six major occupational groupings were: (a) service, (b) business, (c) organizational, (d) expressing ideas, (e) outdoors, and (f) technology.
Students were provided an opportunity for simulated or direct work experience in each of the six occupational groupings. After experiencing a work role in one of the six areas, organized group sessions followed, assisting them in examining that particular work role in terms of the six dimensions of career development referred to above.

To supplement the program, seven educational television programs were shown statewide at three different periods of time. The films were structured to communicate certain concepts and understandings to the students by showing examples of jobs at various levels within the occupational groupings.

If the program was to succeed, well developed interpersonal skills of counselors was needed as well as a keen understanding of the world of work. To insure that counselors had a minimum of these skills and understanding, they were required to attend a nine week summer training session, simulating those experiences to be required of the students.36

Using Existing Vocational Programs for Providing Exploratory Experiences — This model was designed to utilize the existing vocational curriculum as a medium for providing students with exploratory experiences prior to their entrance into a particular vocational curriculum. Ideally, such experiences should be provided during the seventh or eighth grade.

The model presupposed a close working relationship between the counselor and vocational teachers, and was divided into three phases. Phase I, the orientation phase, was conducted by the counselor and lasted approximately ten hours. A number of vicarious experiences were used to facilitate the student's self-understanding and introduce him to the world of work. In Phase II, the exploration phase, the student rotated through each of the occupational areas, spending between five to ten hours in each, performing selected job skills. Phase III, was conducted simultaneously with the exploration phase and offered follow-up counseling services after each vocational experience.

Forsyth Program — The "Forsyth Program" was being conducted in Forsyth County, Georgia and slated to be initiated in ten more Georgia schools during the coming school year. It was designed to reconstruct the educational curriculum so that it would be more meaningful to the socio-economically disadvantaged students. Many of these youth were not benefiting from the abstract school curriculum and had a basic attitude of indifference toward work.

The "Forsyth Plan" used the concrete elements of industrial arts, home economics, or agriculture as the core around which the basic academic curriculum, such as mathematics, science, and communication, was centered. Students were placed in work stations either within the school or outside the school, and the experiences obtained by the student within the work setting and those encountered within the school were used as the basis for daily group counseling
sessions. An Educational and Work Experience Coordinator placed
and supervised the students in their work station as well as
coordinated the activities of those teachers assigned to work with
students enrolled in the project.37

Summary — The three career exploration models suggested
by Bottoms and Matheny placed a large responsibility upon the
school guidance counselor for implementing the program. The
"Program of Education and Career Exploration" (PECE) provided
students with an opportunity for simulated or direct work experience
in each of six occupational categories. After each experience,
group sessions were held to discuss the various aspects of the
work role.

The second model utilized the existing vocational curriculum
as a medium for providing students with exploratory experiences
prior to their entrance into a specific vocational area. This
program presupposed a very close working relationship between
the counselor and the vocational teachers.

The "Forsyth Plan" used industrial arts, home economics
or agriculture as a core around which the basic academic
curriculum, such as mathematics, science and English were centered.
It was designed to make the educational curriculum more meaningful
to the socio-economically disadvantaged.

37 Ibid., p. 9.
The "Elementary Agriculture" program of New Holland, Pennsylvania was an example of a single vocational service (agriculture) providing an occupational information program for grades six through eight.

This was the third year for a program carried out by the school district involving 350 sixth grade students called the "Elementary Agriculture Program". In addition, 160 seventh and eighth graders were participating in a "Junior Agriculture Program". The programs were offered on an elective basis and were an integral part of the total agriculture program including in-school Vocational Agriculture, Young Farmer, and Adult Farmer programs. The seventh and eighth grade agriculture programs were supported by the local school district, while the sixth grade experimental program was financed by Title I of the Elementary and Secondary Education Act.38

The program was originally developed because of the rural background of many of the students and the fact that many of them left school before they had an opportunity to learn much about agriculturally related subjects in the high school.

Robert D. Herr explained the program curriculum as follows:

Three basic areas of need were defined -- safety, sanitation, and conservation. The curriculum is built around these areas. In these grades boys are beginning to use power equipment and tools and can be more easily impressed with the need for safety and the correct use of

tools and equipment. Most children are interested in the out-of-doors and conservation has a great deal of appeal. Hunting safety was of interest to these students also.39

Tied in with all three areas was information on the various careers in agricultural business.

Each class had approximately twenty-five members and met for one hour each week. Only one instructor was involved, traveling to each of the nine participating schools. Typical class activities included demonstrations, resource persons, films, field trips and work sheets. Projects were encouraged, record books were provided for the projects, and a home visitation program was carried out on a regular schedule.

Summary -- The "Elementary Agriculture" program of New Holland, Pennsylvania demonstrated how an individual vocational education service, agriculture, provided a form of occupational information program in the junior high school.

The program was directed at students with rural backgrounds and provided an opportunity to explore several agriculturally related subjects in high school before they left school due to lack of interest. Students participated in the program for one hour per week, involving such class activities as demonstrations, resource persons, films, field trips, and work sheets.

The "Technology for Children Project", in its fourth year of innovation, was initiated in New Jersey by Dr. Robert M. Worthington, Assistant Commissioner, Division of Vocational Education, and implemented by the utilization of State and Federal funds in addition to an initial Ford Foundation grant of $166,000. Its primary purpose was to assist classroom teachers in developing an awareness of the importance of the technological world in which we live. These teachers (K - 6) were prepared in this new method of instruction through institutes and workshops. They were provided with a philosophical base and received basic instruction in several technologies, and in the use of tools, equipment and materials.

The ultimate goal of the program was to enhance the learning process at the elementary school level, to enlarge the child's understanding of vocational choice, and to develop his economic competence in a changing world of work, through a systematic program of occupational education throughout grades K - 12.  

To accomplish this goal, a variety of activities and experiences were developed for use in the elementary curriculum. Supplemental reading materials about the world of work were available for class use; curriculum episodes where mathematics,
science, social studies and language were related to the technological environment were developed; and field trips were taken to observe people working in various occupations. Also, an industrial arts teacher worked with the regular classroom teacher in providing experiences in shop skills.

When this information was secured, there were fifty-one teachers conducting classes in thirty-three schools. A concerted effort was being made to expand the program, especially into urban areas. Teachers were prepared either through a six weeks summer institute or a sixteen-week in-service education program.

The institutes were demonstration centers of "Technology for Children" activities during the summer. Four classrooms of children were used; two of which were made up of pre-school age children and first-, second-, and third-graders, while the other two were made up of children from the intermediate fourth, fifth, and sixth grades.

Each class had its own team of teachers -- an elementary teacher who was a veteran of "Technology for Children" project activities, in addition to an industrial arts specialist who assisted in designing activities and attended to their safe implementation in the classroom. The elementary teacher, as team leader, conducted the class a majority of the time and made a major effort to involve the children in subject-matter learning as they participated in the technological activities. The participating "teacher students" earned college credit,
Those teachers participating in the in-service education program also received college credit, but required a longer period of time to complete the program. In-service preparation consisted of one week of orientation followed by fifteen weeks of on-the-job learning and practice. State program staff members were responsible for supervision and meeting formally with the teachers for three hours in weekly group sessions.

Summary — The New Jersey, "Technology for Children" project was included as one of the case studies to demonstrate how occupational information could be provided in the elementary school, an important segment of the total kindergarten through grade twelve program. The primary objectives were to enhance the child's understanding of vocational choice, and to develop economic competence in the world of work.

The interdisciplinary program attempted to reach these goals through supplemental reading material, curriculum episodes, and field trips. At the time of this study, the program was experimental in thirty-three New Jersey schools, however, a concerted effort was being made to expand the program to all urban areas.

41Ibid., p. 2.
Introduction to Vocations -- Hawaii

Although the "Introduction to Vocations" education program in the Hawaiian school system does not apply to the junior high school, it was included in the literature to demonstrate another possible alternative for providing occupational information and exploration. This program was in the tenth, eleventh, and twelfth grades because in Hawaii the specialized occupational program was lodged in the post-secondary institutions.

The new "Preparatory Vocational - Technical Education" program was introduced into three of Hawaii's thirty-seven high schools during the 1969-70 school year. Seven schools would be involved annually for the next four years and the remaining six schools were to be included in 1975. This would allow the lead time necessary to prepare staff and perfect procedures before implementing this program in all schools.  

The preparatory program was broken into three sub-programs; the "Pre-Industrial Preparation" program, the "Introduction to Vocations" program, and the "Occupational Skills" program.

The Pre-Industrial Preparation Program is that part of the Preparatory Vocational - Technical Sub-Program through which the individual will improve his basic verbal, scientific and mathematical skills by correlating them with concrete occupational experiences. Entry-level job tasks and skills are part of this element. The Pre-Industrial Program will serve the academically deprived

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students such as the disadvantaged, the underachievers, and the culturally deprived. The services of the guidance and counseling personnel are an important part of this program.

The Introduction to Vocations Program is designed to assist the job-interested individuals to explore the total spectrum of career possibilities and new career demands of the present and future technological and industrial culture. Basically this includes: (1) knowledge about the occupations for the present sophisticated technology as well as for the emerging technology, (2) practical experiences in one or more families of occupations in the realm of industry and technology.

The Occupational Skills Program is that phase of the total secondary Vocational-Technical Education program designed to prepare individuals identified as learners with limited abilities, such as the mentally retarded educables, to perform tasks belonging to a job family under close supervision.\textsuperscript{43}

All students in grades ten through twelve were required to participate in one of these programs. It was projected that approximately eighty-six percent of the students will be in the "Introduction to Vocations" program, nine percent in the "Pre-Industrial" program, and five percent in the "Occupational Skills" phase.\textsuperscript{44}

The "Introduction to Vocations" program was designed for individuals in high school with different kinds of abilities, interests and aptitudes as opposed to the traditional different levels of abilities. It was a systematic and organized program for the exploration of career opportunities in the vocational-technical fields of the emerging technological and industrial world.

\textsuperscript{43}Ibid., p. 5.

\textsuperscript{44}Ibid., p. 87.
Students were allowed to select course offerings from one or more of eight large families of occupations which were identified through a study of Hawaii's community college and post-secondary courses of study. The basic job families were: Business Occupations, Personal/Public Service Occupations, Health Occupations, Food Service Occupations, Electrical/Electronics Occupations, Construction/Civil Technology Occupations, Mechanical Occupations, and Technical Graphic Occupations.  

This exploration included knowledge about and actual experience in one or more families of occupations. Courses were offered within these clusters which ranged in time from a semester to a two-year course at most. Students were free to move from one occupational cluster to another and from one course to another at any time. Teachers with occupational competencies and guidance services were the primary instructional resources utilizing instructional facilities, equipment and supplies similar to those of the occupations being explored. Approximately 180 hours of instructional time was scheduled during the tenth and eleventh grades; however, the cooperative work experience program during grade twelve increased the instructional time to 360 hours annually.

Program effectiveness was to be evaluated by the increase in the percentage of students who enter a selected post-secondary vocational-technical course of study.

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Summary — Hawaii's "Introduction to Vocations" program was offered in senior high school rather than junior high school and provided still another alternative for offering career orientation and exploration. It was one segment of the overall "Preparatory Vocational-Technical Education" program. A "Pre-Industrial Preparation" program served the disadvantaged, the underachieving, and the culturally deprived students. An "Occupational Skills" program was designed for those with limited abilities, and the "Introduction to Vocations" program assisted the remaining eighty-six percent of the tenth, eleventh and twelfth grade students.

The "Introduction to Vocations" program was developed for students with different kinds of abilities, interests and aptitudes rather than different levels of ability. It allowed students to explore several vocational-technical fields by enabling them to select one or more course offerings from eight large occupational families. The time spent in each course ranged from one semester to two years depending upon student interest. Grades ten and eleven required about 180 hours of class participation, while grade twelve required 360 hours, including cooperative work experience. Course effectiveness was evaluated by the change in the number of students entering post-secondary vocational-technical courses.
Summary of Chapter III

This chapter identified several of the general characteristics of prevocational education programs in the junior high school as they exist in the United States today.

Generally, the prevocational education programs were less than three years old, experimental in nature, and required about one-sixth of the students instructional time.

The primary objectives of the program were to acquaint the student with a wide array of job opportunities, to help him evaluate his abilities and aptitudes, and to encourage the student to continue his education. Films, filmstrips, resource people and field trips appeared to be the favorite activities and educational media of most programs.

School administrators seemed to be involved most often in directing the program, while the counselor was actively involved in the operation of all programs. Additional funds for program operation usually came from vocational education funds or the local school budget.

The junior high school prevocational education programs that were discussed in this chapter represented a cross section of the program designs that were studied. These varying approaches were valuable in providing alternatives and direction in developing guidelines for organizing, operating and administering these programs. The North Carolina and Ohio programs were discussed to demonstrate state level coordination of programs. Several individual local
programs were presented which acquainted students with all vocations and demonstrated the use of both the interdisciplinary and separate course program approaches. An agriculturally oriented project was explored to show contrast and show individual vocational service initiative which was occurring in several school systems.

"New Jersey's "Technology for Children" program and Hawaii's "Introduction to Vocations" program demonstrated how prevocational education may be applied to the elementary and senior high school curriculum.
CHAPTER IV

DEVELOPMENT OF TENTATIVE GUIDELINES FOR PREVOCATIONAL EDUCATION PROGRAMS IN THE JUNIOR HIGH SCHOOL

One of the major objectives of this study was the synthesis and evaluation of a tentative set of guidelines which could be used in establishing prevocational education programs in the junior high school. This chapter describes the process the investigator followed in attempting to develop those guidelines.

The process of guideline development, refinement, and evaluation is discussed. A rationale for the selection of the jury is presented and a list of the jury members and their educational positions are provided. The technique for securing jury response and opinions is also reviewed.

Evaluation of program area guidelines and guiding principles by the jury are described and presented in tables together with suggestions for additional guiding statements.

Identification of Major Program Areas

The first step in synthesizing this tentative list of guidelines was to identify the major areas which were ordinarily included in a prevocational education program. After examining the descriptions of a number of career orientation and exploration
programs in literature, reviewing the questionnaires received from the programs discussed in Chapter III, and personally visiting three on-going programs, the writer began to note some common program areas.

A list of sixteen program areas were identified through this process and became the subject of further refinement. This list of sixteen areas was presented to graduate students, faculty members in the Department of Agricultural Education and members of the Ohio staff of the State Department of Education for consolidation and refinement.

After this initial refinement, thirteen program areas remained that seemed worthy of consideration by a jury of experts in prevocational education. These areas were: instructional staff selection, program objectives, community involvement in program activities, program supervision, program design, staff training, evaluation, student selection, program financing, grade level of student involvement, curriculum and activities, facilities and equipment, and guidance and counseling services.

Selection of the Jury

A jury of experts was needed to assist in identifying major program areas in junior high school prevocational education programs and to express their degree of agreement with a tentative set of guidelines and guiding principles. The jury was composed of
individuals believed to be knowledgeable about prevocational education because of recent experience and background. The literature indicated that persons representing local and state levels of instruction and administration would be desirable jury members; therefore, the jury members were selected as representatives of many areas. Two state directors of vocational education, three state supervisory specialists, and two guidance directors were chosen. A college professor of educational administration was selected to represent the views of higher education. Representing the local educational system were three local directors of career orientation and exploration, two junior high school principals, two guidance counselors, and two teachers of career orientation. All of these individuals had been recommended by persons in education. These recommendations were based upon the jurors contributions to prevocational education and their knowledge and understanding of the programs.

The number of jury members in each category was dictated by the emphasis placed upon their position and the responsibility shouldered by these individuals as indicated in literature and perceived through personal contacts. The total number of jury members was set at seventeen.

Each prospective jury member was contacted by letter or personal interview and their willingness to participate in the study was confirmed. The overall response by the jury to the two questionnaires was excellent with a 100 percent response in each case.
Those jurors actively participating in the study included:

Dr. Byrl R. Shoemaker, Director of Vocational Education, State Department of Education, Columbus, Ohio. Years experience in educational positions -- 29.

Dr. Carl F. Lamar, Assistant Superintendent for Vocational Education, Department of Education, Bureau of Vocational Education, Frankfort, Kentucky. Years experience in educational positions -- 31.

Dr. Herbert D. Brum, Assistant Director of Vocational Education for Special Needs and Career Orientation, Ohio Department of Education, Columbus, Ohio. Years experience in educational positions -- 22.

Dr. Gene Bottoms, Associate State Director of Vocational Education, Leadership Services - Guidance, Georgia Department of Education, Atlanta, Georgia. Years experience in educational positions -- 7.

Dr. Joseph R. Clary, Executive Director, North Carolina State Advisory Council on Vocational Education, Raleigh, North Carolina. Years experience in educational positions -- 12.

Dr. Charles E. Weaver, State Guidance Supervisor, Ohio Department of Education, Columbus, Ohio. Years experience in educational positions -- 18.

Mr. Charles C. Foster, Director, Guidance Services, State Department of Education, Jefferson City, Missouri. Years experience in educational positions -- 16.

Dr. Roy A. Larmee, Chairman, Department of Educational Administration, The Ohio State University, Columbus, Ohio. Years experience in educational positions -- 22.

Mr. Eugene Woolery, Coordinator, Career Orientation Programs, Dayton Public Schools, Dayton, Ohio. Years experience in educational positions -- 21.

Mr. Robert W. Fricker, Director of Vocational and Industrial Education, Parma City Schools, Parma, Ohio. Years experience in educational positions -- 23.

Mr. Richard W. Beck, Supervisor, Vocational and Career Services, Columbus Public Schools, Columbus, Ohio. Years experience in educational positions -- 10.
Mr. John Parsons, Principal, McTigue Junior High School, Toledo, Ohio. Years experience in educational positions -- 32.

Mr. Ray M. Durham, Principal, Northwest Junior High School, Greensboro, North Carolina. Years experience in educational positions -- 30.

Mr. James E. Norton, Guidance Director, McTigue Junior High School, Toledo, Ohio. Years experience in educational positions -- 8.

Mr. Kyle Ramey, Guidance Counselor, Central Kentucky Area Vocational School, Lexington, Kentucky. Years experience in educational positions -- 4.

Mrs. Julia S. Rogers, "Introduction to Vocations" teacher, Reidsville Junior High School, Reidsville, North Carolina. Years experience in educational positions -- 11.

Mrs. Marjorie Gaynor, Occupational Counselor, Ballard Junior High School, Niles Public Schools, Niles, Michigan. Years experience in educational positions -- 2.

Refinement of Program Areas by the Jury

After the jury was selected and the list of program areas for prevocational education was refined by The Ohio State University graduate students and faculty, and members of the Ohio State Department of Education staff, the program areas were submitted to the jury. The jury members were asked to arrange the thirteen program areas into a sequence in which they should be considered when developing a new program of career orientation or exploration in the junior high school. Next they were asked to indicate the relative importance of each of the thirteen listed operations or procedures when organizing a new program, through the use of an appropriate four point scale. Finally, the jury was asked to
recommend and rate any additional program areas which were considered essential or delete any which were inappropriate.

Sequence of Program Activities

Table 4 indicates the response of the jurors to the sequence in which the program areas of prevocational education should be considered when developing new programs in junior high schools. This sequence places priorities on certain program areas and serves as a timetable for the program planner. The primary value of the suggested sequence in this study was to provide a meaningful and logical order for consideration of each program area. The program areas are listed in the ascending order of the mean rating scores of the responses.

The standard deviation indicates that with the exception of "program objectives", "instructional staff selection", and "evaluation", there was wide disagreement among the jurors concerning the most desirable sequence. The grade level of student involvement showed the greatest variation, with several jury members indicating that all junior high school students should participate.

It was somewhat surprising that community involvement was placed so far down in the sequence. Normally, community indoctrination and support are initial steps in the initiation of new educational programs. Evaluation, as one might expect, was considered last. This seemed to indicate that educators have not yet accepted the proposition that evaluation should be an integral part of an educational program.
TABLE 4
RESPONSES OF JURORS REGARDING THE SEQUENCE IN WHICH PROGRAM AREAS OF PREVOCATIONAL EDUCATION SHOULD BE CONSIDERED WHEN DEVELOPING NEW PROGRAMS IN JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Modal* Response(s)</th>
<th>Mean* Ranking of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Objectives</td>
<td>1</td>
<td>2.56</td>
<td>1.7560</td>
</tr>
<tr>
<td>2. Program Design</td>
<td>2</td>
<td>3.81</td>
<td>2.3510</td>
</tr>
<tr>
<td>3. Instructional Staff Selection</td>
<td>3</td>
<td>5.00</td>
<td>1.9685</td>
</tr>
<tr>
<td>4. Grade Level of Student Involvement</td>
<td>2,10</td>
<td>5.44</td>
<td>3.8886</td>
</tr>
<tr>
<td>5. Staff Training</td>
<td>9</td>
<td>6.13</td>
<td>2.5951</td>
</tr>
<tr>
<td>6. Program Financing</td>
<td>4</td>
<td>6.60</td>
<td>3.4020</td>
</tr>
<tr>
<td>7. Curriculum and Activities</td>
<td>8</td>
<td>7.06</td>
<td>2.3310</td>
</tr>
<tr>
<td>8. Community Involvement</td>
<td>11</td>
<td>7.88</td>
<td>3.0999</td>
</tr>
<tr>
<td>9. Student Selection</td>
<td>10</td>
<td>7.88</td>
<td>3.0388</td>
</tr>
<tr>
<td>10. Facilities and Equipment</td>
<td>5,9,11</td>
<td>8.00</td>
<td>3.1820</td>
</tr>
<tr>
<td>11. Guidance and Counseling</td>
<td>9</td>
<td>8.40</td>
<td>3.1581</td>
</tr>
<tr>
<td>12. Program Supervision</td>
<td>12</td>
<td>9.69</td>
<td>2.8222</td>
</tr>
<tr>
<td>13. Evaluation</td>
<td>13</td>
<td>11.87</td>
<td>1.9956</td>
</tr>
</tbody>
</table>

*Jurors were asked to rank the program areas from one to thirteen.
Only one juror suggested the deletion of a program area, that of guidance and counseling. Also one individual did not arrange the program areas into a sequence. Several jurors expressed the point of view that the program areas do not fall into an easily discernible sequence and that several areas should be considered simultaneously. Other comments and suggestions were incorporated as guiding principles within program areas in the second questionnaire.

Relative Importance of Program Activities

Table 5 indicates the degree of importance that the jurors placed on the various program areas based upon a four point importance scale. The program areas are arranged in descending order of mean importance ratings, indicating the program areas of greatest importance to least importance.

With the exception of grade level of student involvement, student selection, and evaluation, the descending order of mean rating of responses on the importance scale were quite closely related to the order in which the program areas should be considered as shown in Table 4.

Program objectives, program design, and evaluation were the most consistently rated by the jurors as evidenced by their low standard deviation scale. On the other hand, student selection received the lowest rating and greatest variability, closely followed by the grade level of student involvement area. These low ratings can probably be attributed to the belief that all
TABLE 5
RESPONSES OF JURORS TO THE IMPORTANCE OF PROGRAM AREAS
FOUND IN JUNIOR HIGH SCHOOL PROGRAMS
OF PREVOCATIONAL EDUCATION

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Objectives</td>
<td>4</td>
<td>3.94</td>
<td>.2353</td>
</tr>
<tr>
<td>2. Program Design</td>
<td>4</td>
<td>3.82</td>
<td>.3812</td>
</tr>
<tr>
<td>3. Instructional Staff Selection</td>
<td>4</td>
<td>3.82</td>
<td>.5128</td>
</tr>
<tr>
<td>4. Curriculum and Activities</td>
<td>4</td>
<td>3.76</td>
<td>.5455</td>
</tr>
<tr>
<td>5. Staff Training</td>
<td>4</td>
<td>3.65</td>
<td>.5882</td>
</tr>
<tr>
<td>6. Program Financing</td>
<td>4</td>
<td>3.53</td>
<td>.6056</td>
</tr>
<tr>
<td>7. Evaluation</td>
<td>3</td>
<td>3.47</td>
<td>.4991</td>
</tr>
<tr>
<td>8. Guidance and Counseling</td>
<td>4</td>
<td>3.44</td>
<td>.7043</td>
</tr>
<tr>
<td>9. Facilities and Equipment</td>
<td>3,4</td>
<td>3.41</td>
<td>.5999</td>
</tr>
<tr>
<td>10. Community Involvement</td>
<td>3</td>
<td>3.29</td>
<td>.5703</td>
</tr>
<tr>
<td>11. Program Supervision</td>
<td>3</td>
<td>3.29</td>
<td>.6169</td>
</tr>
<tr>
<td>12. Grade Level of Student Involvement</td>
<td>4</td>
<td>3.06</td>
<td>.8725</td>
</tr>
<tr>
<td>13. Student Selection</td>
<td>2,3</td>
<td>2.69</td>
<td>.9823</td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Importance Scale</th>
<th>Very Much</th>
<th>Much</th>
<th>Some</th>
<th>Little or None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
junior high school students should be included in the program. Once again evaluation and community involvement were quite far down the list, remaining consistent with their sequential position in Table 4.

Development of Tentative Guidelines and Guiding Principles

The program areas were arranged in the sequence recommended by the jury. Differences in opinion by the jury members were resolved wherever possible by the writer, resulting in several minor changes in wording.

To provide area distinction or boundaries, a guideline statement was written for each of the thirteen program areas. The guideline statements were specific enough to provide general program direction, but no so restrictive as to prevent differing approaches and opinions.

Selected guiding principles were developed for each of the major program areas of prevocational education. The guiding principles for the most part were positive in nature describing the area and expressing approaches for implementing the guideline statement. Ideas and background information for both the guidelines and the guiding principles came from the literature, personal contacts with persons associated with on-going programs, and visitations to the Columbus, Ohio; Dayton, Ohio; and Pomeroy, Ohio school systems during May of 1970.
Refinement of Tentative Guidelines and Guiding Principles by the Jury

The thirteen program areas and their accompanying eighty-five guiding principles or statements were submitted to the jury of experts for evaluation. Once again the jury members were asked to perform three steps on each program area. The jury was first asked to suggest changes or rewrite any portion of the guideline which was not clear or needed amplification. The jury was also asked to indicate their level of agreement or disagreement with each guiding principle concerning the effective organization, operation and administration of prevocational education programs in the junior high school. Evaluations were made on the basis of an agreement scale: strongly agree, agree, disagree, and strongly disagree. The jury also was asked to enter any additional principles or statements which they felt were necessary to fully describe the area.

All seventeen of the jury members responded, however, only sixteen of the returns were usable. The program areas were analyzed in the following tables based upon the data received from the sixteen usable responses. The level of jury agreement with each guiding statement was analyzed in terms of modal responses, mean responses and standard deviation.

The writer considered all the comments of the jurors concerning the guideline statement for each program area in making appropriate revisions in the final set of program guidelines.
A mean rating response of 2.50, the lower limit of the agree response and midway between the agree and disagree responses on the four point agreement scale, was used as a cut-off point for the acceptance of all guiding principles. In other words, any guiding principle receiving a mean rating of 2.50 or greater was accepted as a valid statement and was incorporated into the final set of program guidelines which are presented in Chapter V. Written comments by the jurors, which improved the clarity of the statements were also incorporated into the final set of guidelines. All statements are arranged within each program area in ascending order of their mean score rating and as each program area is discussed, the writer has identified those statements which were unacceptable. A compilation of all jury comments, by program area, are presented in Appendix C.

Program Objectives

Table 6 summarizes the responses of the jury regarding their degree of agreement with guiding principles concerning program objectives of prevocational education programs in junior high schools.

The program area guideline was accepted by all jurors, but in some cases with reservation, as shown in these selected comments:

"I wouldn't use the word 'vocational' in any descriptive phrase."

"Career information and career orientation are separate programs, and to get adequate responses, they must be separated."

"An orientation program is needed at grades seven and eight for all youth. An exploration program is needed at grades nine and ten for all youth. Each program is important, but they have different goals, purposes and programming."
TABLE 6
THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING PROGRAM OBJECTIVES FOR PREVOCATIONAL EDUCATION PROGRAMS IN THE JUNIOR HIGH SCHOOL

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: Junior high school prevocational education (career information and/or career exploration) program objectives should be directed toward student understanding of career opportunities and assessment of personal interests, abilities, and limitations.</td>
<td>4</td>
<td>3.88</td>
<td>.3307</td>
</tr>
<tr>
<td>1. Prevocational education should provide a realistic connection between subject matter studied in school and its use in the world of work.</td>
<td>4</td>
<td>3.88</td>
<td>.3307</td>
</tr>
<tr>
<td>2. Prevocational education should develop an appreciation of doing a job well, regardless of kind or degree, of recognizing that there is dignity in all kinds of work, and understanding how work can become a source of satisfaction as well as a source of income.</td>
<td>4</td>
<td>3.81</td>
<td>.3903</td>
</tr>
<tr>
<td>3. Prevocational education should acquaint the students with the largest possible number of job opportunity areas which may be available to them upon completion of their schooling.</td>
<td>4</td>
<td>3.81</td>
<td>.3903</td>
</tr>
<tr>
<td>4. Prevocational education should allow students to become acquainted with many representative areas of work, rather than just the ones found in the local community.</td>
<td>4</td>
<td>3.81</td>
<td>.3903</td>
</tr>
<tr>
<td>5. Prevocational education should be interdisciplinary in nature, exposing students to a wide variety of professional or occupational possibilities.</td>
<td>4</td>
<td>3.81</td>
<td>.3903</td>
</tr>
</tbody>
</table>
**TABLE 6 -- Continued**

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Prevocational education program objectives should be prepared in writing so that they are readily available for use.</td>
<td>4</td>
<td>3.75</td>
<td>.7500</td>
</tr>
<tr>
<td>7. Prevocational education should provide an opportunity for each student to evaluate his own interests and abilities.</td>
<td>4</td>
<td>3.75</td>
<td>.4330</td>
</tr>
<tr>
<td>8. Prevocational education should help students develop a positive self image, improve their social skills, and develop desirable attitudes toward work and fellow workers.</td>
<td>4</td>
<td>3.69</td>
<td>.4636</td>
</tr>
<tr>
<td>9. Prevocational education should help students gain first-hand knowledge, understanding and appreciation of the changing employment patterns and opportunities.</td>
<td>4</td>
<td>3.56</td>
<td>.6092</td>
</tr>
<tr>
<td>10. Prevocational education should be designed to encourage students to continue their education.</td>
<td>4</td>
<td>3.50</td>
<td>.6124</td>
</tr>
<tr>
<td>11. Prevocational education should provide a basis for selecting high school or post high school training.</td>
<td>4</td>
<td>3.44</td>
<td>.7881</td>
</tr>
<tr>
<td>12. Students and parents should be involved in developing objectives for prevocational education programs.</td>
<td>4</td>
<td>3.33</td>
<td>.8692</td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
"The term 'prevocational' bothers me greatly. The whole area speaks to occupational exploration which may or may not be 'prevocational'. They speak to an essential educational program or process available to all students."

Nearly all of the jurors agreed or strongly agreed with the guiding principles. The mean scores ranged from 3.33 to 3.88, well above the 2.50 point of unacceptance, indicating that the jurors as a whole were much in agreement with these statements. All of the statements were accepted, but with minor editorial changes and were incorporated into the final set of guidelines. Items six, nine, ten, eleven, and twelve each received one rating indicating disagreement, which is reflected in the larger standard deviation figure for these statements.

It was surprising to the writer that item twelve prompted as much disagreement as it did. The guiding principle stated that students and parents should be involved in developing objectives for the program. Comments from the jurors on this statement questioned the degree of student and parent involvement, suggested replacing the word "involved" with "reviewed", one juror seriously doubted the value of parents for this purpose, and one juror suggested including teachers as well as students and parents.

Program Design

The response of the jury to guiding principles regarding the program design of junior high school prevocational education is shown in Table 7.
TABLE 7
THE DEGREE OF AGREEMENT OF THE JURY WITH
GUIDING PRINCIPLES REGARDING THE DESIGN
OF PREVOCATIONAL EDUCATION PROGRAMS
IN THE JUNIOR HIGH SCHOOL

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: The design of prevocational education programs should be such that the most effective and efficient orientation to the world of work may be provided.</td>
<td>4</td>
<td>3.50</td>
<td>.7071</td>
</tr>
<tr>
<td>1. Occupational information should be incorporated into the regular classroom subject material on a day-to-day basis.</td>
<td>4</td>
<td>3.33</td>
<td>.8692</td>
</tr>
<tr>
<td>2. The prevocational education program in the junior high school should provide exploratory skills as well as orientation material.</td>
<td>3</td>
<td>3.13</td>
<td>.8570</td>
</tr>
<tr>
<td>3. A minimum of approximately one-sixth of the student's instructional time should be spent in prevocational education activities.</td>
<td>3</td>
<td>2.81</td>
<td>.8077</td>
</tr>
<tr>
<td>4. Each school should be allowed to develop their prevocational programs independently of other schools.</td>
<td>2</td>
<td>2.60</td>
<td>1.0198</td>
</tr>
<tr>
<td>5. The size of prevocational education classes should be smaller than regular school classes.</td>
<td>3</td>
<td>2.50</td>
<td>1.0000</td>
</tr>
<tr>
<td>6. Separate courses in orientation to the world of work should be developed and added to the existing school curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 7 -- Continued

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Responses</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The vocational teachers should have the primary responsibility of providing necessary occupational information.</td>
<td>3,1</td>
<td>2.25</td>
<td>1.0308</td>
</tr>
</tbody>
</table>

*Scales:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

No changes were suggested by the jurors for the program area guideline, other than minor editing to improve clarity, however, there was wide disagreement with the guiding principles in this program area. As a result of the analysis, item seven, stating that vocational teachers should have the primary responsibility for providing necessary occupational information, was rejected because its mean rating fell below the 2.50 acceptance level.

Item six and seven have bimodal responses, indicating some polarization in the thinking of the jury members concerning the use of separate career orientation courses and whether vocational teachers should have primary responsibility for providing occupational information. Items four, five, and six were accepted by the writer, but received mean ratings of agreement below 3.00 and standard deviations above .8000, which may be interpreted as
areas of uncertainty by the jurors and, therefore, probably of limited value as program guidelines.

The incorporation of occupational information into the regular classroom subject material on a day-to-day basis, as presented in item one, had the greatest degree of agreement or acceptance.

No doubt the heterogeneity of responses in this program area was due to the pioneer thinking in junior high school prevocational education and the numerous experimental education approaches which were being used. These programs generally had not been in existence long enough to establish any clear-cut advantages of one over another.

The wide disagreement among the jurors regarding the guiding principles of program design prompted numerous questions and comments. For the most part, these comments questioned program organization, operation and administrative approaches which were unlike those with which the jurors were associated.

**Instructional Staff Selection**

The response of the jurors to the degree of agreement with guiding principles regarding the selection of instructional staff for prevocational education programs in the junior high school is presented in Table 8.

Several jurors commented upon the guideline statement, expressing disagreement and suggesting further expansion of the program area. Two of the comments are as follows:
TABLE 8
THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING THE SELECTION OF A STAFF FOR PREVOCATIONAL EDUCATION PROGRAMS IN THE JUNIOR HIGH SCHOOL

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: The instructional staff in prevocational education should be familiar with the purpose of the program, well versed in the occupations relating to their instructional area, and proficient in the skills of teaching and incorporating occupational information into the subject material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. All teachers in the school should be familiar with the purposes and objectives of prevocational education.</td>
<td>4</td>
<td>3.88</td>
<td>.330</td>
</tr>
<tr>
<td>2. All teachers in the junior high school should be involved in the prevocational education program.</td>
<td>4</td>
<td>3.69</td>
<td>.583</td>
</tr>
<tr>
<td>3. New teachers should have a good understanding of the prevocational education program before they are hired.</td>
<td>4</td>
<td>3.31</td>
<td>.768</td>
</tr>
<tr>
<td>4. Vocational education teachers are the best qualified to present career orientation programs.</td>
<td>2</td>
<td>1.92</td>
<td>.798</td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
"The incorporation of learning experiences are more important."

"All staff members should know about and have been exposed to jobs and careers themselves."

Guiding principles one through three were accepted as written, but item four failed to receive the necessary mean rating score for acceptance. The rejection of item four would seem to indicate that vocational teachers were no better qualified to provide career orientation than other faculty members.

There was general agreement with the statement that all teachers in the junior high school should be familiar with and participate in the prevocational education program. Statement three indicated that there was some doubt whether teachers needed an understanding of prevocational education before they were hired.

Grade Level of Student Involvement

Table 9 indicates the juror's degree of agreement with guiding principles regarding the grade level of student involvement in prevocational education programs in junior high schools.

Not everyone was in total agreement with the program area guideline as evidenced by the following comments:

"Replace the word 'vocational' with 'occupational'. I think you are talking about occupational education as distinguished from vocational education."

"Is this in keeping with your emphasis on prevocational?"

"This makes a false assumption created by treating orientation and exploration as one program."
# TABLE 9
THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING THE GRADE LEVEL OF STUDENT INVOLVEMENT IN PREVOCATIONAL EDUCATION PROGRAMS IN JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: Effective vocational education can best be accomplished by providing some form of occupational acquaintance, exploration, or preparation in grades K through twelve.</td>
<td>4</td>
<td>3.75</td>
<td>.4330</td>
</tr>
<tr>
<td>1. Vocational education should be a continuous process from kindergarten through grade twelve.</td>
<td>4</td>
<td>3.38</td>
<td>.7806</td>
</tr>
<tr>
<td>2. Grades seven and eight appear to be the most effective place to offer structured programs of career orientation.</td>
<td>3</td>
<td>2.80</td>
<td>.9798</td>
</tr>
<tr>
<td>3. Vocational preparation for specific jobs should be postponed until grades eleven and twelve.</td>
<td>3</td>
<td>2.73</td>
<td>.7717</td>
</tr>
<tr>
<td>4. Prevocational education in grades seven and eight should be about equally divided between career orientation and involvement in career exploration skills.</td>
<td>3</td>
<td>2.53</td>
<td>.7180</td>
</tr>
<tr>
<td>5. Programs of career exploration such as industrial arts and general home economics are the most appropriate in grades nine and ten.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
All of the guiding principles were accepted after making minor editorial changes, however, the strength of items three, four, and five is questionable because their mean scores ranged from only 2.53 to 2.80. Item three advocates that vocational preparation for specific jobs should be postponed until grades eleven and twelve. Item four states that prevocational education in grades seven and eight should be about equally divided between career orientation and involvement in career exploration skills. Number five indicates that programs of career exploration such as industrial arts and general home economics are the most appropriate in grades nine and ten.

Item one, stating that vocational education should be a continuous process, was the only statement to receive a high level of agreement rating. The remainder of the items provided mixed feelings among the jury members as demonstrated by their low mean scores and large standard deviations. The most common comment related to item two, the grade levels for most effective career orientation, was the addition of grade nine to the statement. Several considered item three to be too restrictive; suggesting that grade ten also be included as a level where specific job preparation begins or that the beginning of specific vocational preparation should be determined individually for each student. For additional comments on each guiding principle, refer to the comment sheet in Appendix C.
Instructional Staff Training

The jury's response to guiding principles about instructional staff training is presented in Table 10.

All but one juror accepted the program area guideline statement as it was written. This individual suggested removing the portion of the statement saying "class preparation time commensurate with the objectives of the program."

The jury rejected statement five, proposing that in-service education be offered on an elective basis. One juror made the following comment about in-service education for prevocational programs: "In-service education should provide for differing levels of preparation depending upon involvement in the program. It should be dynamic and interesting enough that little urging or coercion is needed. It should be conducted on school time, utilizing post- and pre-school workshops during the year."

Item one had the highest level of agreement; however, as was pointed out by one juror, training programs for teachers during the summer months may better be termed pre-service rather than in-service education. One of the experts on the jury suggested that "Just the summer before is a poor minimum. In-service education should be carried on systematically for a full year, including the summer. The summer should provide extended contracts for specific, detailed preparation."

Generally, there was agreement with statements three and four, concerning extending teacher contract periods for program
<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: Prevocational education staff members should be provided in-service education and class preparation time commensurate with the objectives of the program.</td>
<td>4</td>
<td>3.69</td>
<td>.5830</td>
</tr>
<tr>
<td>1. In-service education programs should be provided for teachers during the summer prior to the initiation of a new program for the purpose of familiarizing the teacher with program goals and objectives, teaching techniques, and educational activities and media.</td>
<td>4</td>
<td>3.56</td>
<td>.4961</td>
</tr>
<tr>
<td>2. A course designed to show teachers how occupational information can be correlated with subject content should be included in the undergraduate educational curriculum.</td>
<td>4</td>
<td>3.31</td>
<td>.7680</td>
</tr>
<tr>
<td>3. The teacher contract period should be lengthened to insure teacher time for in-service education and program development.</td>
<td>2</td>
<td>2.81</td>
<td>.8817</td>
</tr>
<tr>
<td>4. Teachers engaged in teaching prevocational units should be allowed additional preparation periods for development and coordination of course work.</td>
<td>1</td>
<td>2.06</td>
<td>.9662</td>
</tr>
<tr>
<td>5. The prevocational teacher in-service education program should be on an elective basis for each teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
development and allowing additional preparation periods for coordination between teachers.

The second item, proposing that a course designed to show teachers how occupational information can be correlated with subject content be included in the undergraduate educational curriculum, was thought to be a good idea by most, but several were doubtful about its chances of being implemented.

**Program Financing**

The question of how to finance prevocational education programs in junior high schools caused some uncertainty among the jurors as demonstrated by their responses in Table 11.

There were no comments by the jury concerning the program area guideline statement, therefore, it was accepted as written for the final statement.

After considering the analysis of the guiding principles, the writer decided to accept all of the statements as they were presented to the jury. All, except the first item, received a modal response of three, indicating to the writer that prevocational education programs probably should take advantage of financing from all sources; however, no best source had yet been determined.

Item one received the highest mean score and lowest standard deviation, pointing out the importance of a program budget.

Guiding principle seven received the lowest mean rating score and the greatest deviation of responses. However, the lack of written comments pertaining to this item was construed, by the
TABLE 11
THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING FINANCING PREVOCATIONAL EDUCATION PROGRAMS IN JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: Prevocational education should be recognized as an important part of the educational program, justifying adequate funds to effectively operate the program.</td>
<td>4</td>
<td>3.63</td>
<td>.4842</td>
</tr>
<tr>
<td>1. An annual budget should be provided for materials and equipment used in the prevocational education program.</td>
<td>3</td>
<td>3.38</td>
<td>.5995</td>
</tr>
<tr>
<td>2. Vocational funds should be used to stimulate prevocational education program development.</td>
<td>3</td>
<td>3.31</td>
<td>.5830</td>
</tr>
<tr>
<td>3. Prevocational education should receive financial assistance on the same basis as other educational program areas.</td>
<td>3</td>
<td>3.25</td>
<td>.6614</td>
</tr>
<tr>
<td>4. Additional costs for prevocational education programs should be borne by local, state and federal sources.</td>
<td>3</td>
<td>3.25</td>
<td>.6614</td>
</tr>
<tr>
<td>5. Sufficient records should be kept of the prevocational education program so that costs can be compared with other educational programs.</td>
<td>3</td>
<td>3.25</td>
<td>.6614</td>
</tr>
<tr>
<td>6. Prevocational education programs should receive financial assistance through state and federal education funds.</td>
<td>3</td>
<td>3.25</td>
<td>.6614</td>
</tr>
</tbody>
</table>
TABLE 11 -- Continued

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Prevocational education should be considered a part of the local school program with most of the additional funds coming from the local budget.</td>
<td>2</td>
<td>2.60</td>
<td>.8000</td>
</tr>
</tbody>
</table>

*Scale:  

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

investigator, to mean that they did not have a more appropriate solution for securing funds.

Curriculum and Activities

The jurors degree of agreement with guiding principles regarding the curriculum and activities of prevocational education programs in junior high schools is shown in Table 12.

Three of the jurors commented upon the program area guideline, generally questioning the intent of the statement. The comments are as follows:

"The curriculum concept expressed missed the point of separate orientation and exploration thrusts and are bound entirely to existing curriculum other than curriculum revision."

"Are curriculum and activities separate? Or are the activities subsumed in the curriculum? Or are you talking about non-curricular activities only in the term 'activities'?"
**TABLE 12**

THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING THE CURRICULUM AND ACTIVITIES OF PREVOCATIONAL EDUCATION PROGRAMS IN THE JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: Curriculum and activities for prevocational education programs should be carefully structured to provide a comprehensive view of career opportunities and assessment of personal interests and abilities.</td>
<td>4</td>
<td>3.75</td>
<td>.4330</td>
</tr>
<tr>
<td>1. Program activities should be lifelike and realistic, involving field trips, visuals and other modern functional methods and materials.</td>
<td>4</td>
<td>3.69</td>
<td>.4635</td>
</tr>
<tr>
<td>2. All levels of employment, from the semi-skilled to the professional, should be covered in each occupational category.</td>
<td>4</td>
<td>3.69</td>
<td>.4635</td>
</tr>
<tr>
<td>3. The content of the prevocational education program must be such that it is interesting, stimulating, and easily understood by all participants.</td>
<td>4</td>
<td>3.69</td>
<td>.4635</td>
</tr>
<tr>
<td>4. The program should be flexible enough to be easily revised to improve effectiveness or take advantage of current learning opportunities.</td>
<td>4</td>
<td>3.69</td>
<td>.4635</td>
</tr>
<tr>
<td>5. Funds should be made available to purchase some commercially produced occupational information materials, on different reading and interest levels for use by students, teachers, and counselors and coordinators.</td>
<td>4</td>
<td>3.69</td>
<td>.4635</td>
</tr>
<tr>
<td>Guideline and Guiding Principles</td>
<td>Modal* Response(s)</td>
<td>Mean* Rating of Responses</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>6. The state department of education should assist local programs by making available educational materials, developing appropriate activities, and making available educational expertise.</td>
<td>4</td>
<td>3.67</td>
<td>.5963</td>
</tr>
<tr>
<td>7. The prevocational curriculum and activities should develop understandings of career opportunities as well as assist the student in determining where his interests and abilities lie.</td>
<td>4</td>
<td>3.63</td>
<td>.4841</td>
</tr>
<tr>
<td>8. The prevocational curriculum and activities should be planned with advice, counsel and support of the principal, all teachers, and guidance personnel.</td>
<td>4</td>
<td>3.56</td>
<td>.6092</td>
</tr>
<tr>
<td>9. The prevocational education program should stem from and complement the existing school curriculum.</td>
<td>4</td>
<td>3.33</td>
<td>.8692</td>
</tr>
<tr>
<td>10. The prevocational education curriculum should cover all the major groupings of the Standard Industrial Code.</td>
<td>3</td>
<td>3.19</td>
<td>.7262</td>
</tr>
<tr>
<td>11. At least one-third of the available time in career orientation programs should be spent in direct observation of occupations.</td>
<td>3</td>
<td>2.75</td>
<td>.7500</td>
</tr>
<tr>
<td>12. Career orientation and exploration might be best accomplished through the establishment of an occupational information center.</td>
<td>3</td>
<td>2.44</td>
<td>1.0588</td>
</tr>
<tr>
<td>Guideline and Guiding Principles</td>
<td>Modal* Response(s)</td>
<td>Mean* Rating of Responses</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------</td>
<td>--------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>13. The junior high school industrial arts and general home economics programs as they are presently conducted, are well suited for providing occupational exploration.</td>
<td>2</td>
<td>1.94</td>
<td>.6585</td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

"I question whether the word 'comprehensive' is exploratory or realistic."

The guideline will be accepted after minor modifications which will help clarify the questions that were raised.

Items twelve and thirteen were found to be unacceptable and will not be included in the final set of guidelines. It would seem to the writer that more planning needs to be done, to provide an effective occupational exploration program, than to use the existing industrial arts and home economics programs or to send the students to an occupational information center.

Items eight, nine, ten and eleven showed considerable variation in response as evidenced by their high standard deviation scores. Statement eleven, advocating that at least one-third of the available time in career orientation should be spent in direct observation of occupations, received the lowest mean score of these four principles. Jury comments ranged from doubting the
value of the practice entirely to increasing the period of observation to one-half of the instructional time allotment. These guiding principles were accepted with minor editorial changes.

Community Involvement

Table 13 shows the degree of agreement by the jurors with the guiding principles regarding community involvement in pre-vocational education programs in junior high schools.

The major program area guideline statement was generally accepted and was not changed in the final set of guidelines. One juror, however, did have the following comment concerning the statement:

"Community involvement in prevocational education is not necessary essential in maintaining parental and public interest."

After considering the analysis of the guiding principles, the writer judged all of the statements to be acceptable after making minor editorial changes. Exceptionally strong agreement was found in items one, two and three. Regarding the use of the mass media as a learning tool and as a vehicle for public information; the use of local businesses and industries as hosts for field trips; and the encouragement of potential employers to provide materials, facilities and expertise for the prevocational education program.

Item number six received the lowest mean score and the largest standard deviation of any statement in this program area, however, it was still well above the point of disagreement. It
TABLE 13
THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING COMMUNITY INVOLVEMENT IN PREVOCATIONAL EDUCATION PROGRAMS IN JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: Community involvement in prevocational education is essential in maintaining parental and public interest in the program, as well as providing students with a realistic view of the world of work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The mass media such as newspapers, radio, and television should be used as a part of the program and materials as well as vehicles of public information.</td>
<td>4</td>
<td>3.75</td>
<td>.4330</td>
</tr>
<tr>
<td>2. Local businesses and industries should be encouraged to serve as hosts for field trips.</td>
<td>4</td>
<td>3.69</td>
<td>.4635</td>
</tr>
<tr>
<td>3. Business, government agencies, and other potential employers should be encouraged to provide materials, facilities and expertise for prevocational education programs.</td>
<td>4</td>
<td>3.63</td>
<td>.5995</td>
</tr>
<tr>
<td>4. Representatives of various occupations in the community should serve as resource persons in the school.</td>
<td>4</td>
<td>3.56</td>
<td>.6091</td>
</tr>
<tr>
<td>5. Community representatives on advisory committees should be from various employment levels, including parents, employers, and employees.</td>
<td>3</td>
<td>3.44</td>
<td>.4961</td>
</tr>
</tbody>
</table>
TABLE 13 -- Continued

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Lay advisory committees should be utilized in planning, organizing, and evaluating programs of prevocational education in the junior high school.</td>
<td>3</td>
<td>3.19</td>
<td>.8077</td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

stated that lay advisory committees should be utilized in planning, organizing and evaluating programs of junior high school prevocational education. Two jurors offered these comments about this guiding principle:

"Listening, yes, but not providing the leadership."

"They should be utilized in an advisory role."

**Student Selection**

The selection of student participants for junior high school prevocational education programs appeared to be of little importance as evidenced by the juror's responses in Table 14. The consensus of opinion of most of the experts seemed to be that all students should participate in the program, rather than being selectively enrolled.

There were no comments directed specifically at the program area guideline statement, but one juror did criticize the organization of guiding principles one and two for separating career orientation...
TABLE 14
THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING STUDENT SELECTION FOR PREVOCATIONAL EDUCATION PROGRAMS IN JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GUIDELINE:</strong> Public schools should provide prevocational education as an integral part of the educational experience of junior high school students.</td>
<td>4</td>
<td>3.75</td>
<td>.4330</td>
</tr>
<tr>
<td>1. Career orientation programs in the seventh or eighth grade should have required participation.</td>
<td>3</td>
<td>2.75</td>
<td>.7500</td>
</tr>
<tr>
<td>2. More advanced career exploration programs in the ninth and tenth grades should be offered on an elective basis.</td>
<td>2</td>
<td>2.31</td>
<td>.9823</td>
</tr>
<tr>
<td>3. Prevocational education offers greatest benefit to the disadvantaged student.</td>
<td>2</td>
<td>2.13</td>
<td>.7806</td>
</tr>
<tr>
<td>4. Prevocational education offers greatest benefit to the non-college bound students.</td>
<td>2</td>
<td>1.88</td>
<td>.6960</td>
</tr>
<tr>
<td>5. Prevocational education instruction is of the most value to boys.</td>
<td>2</td>
<td>1.88</td>
<td>.6960</td>
</tr>
</tbody>
</table>

*Scale: Strongly Agree | Agree | Disagree | Strongly Disagree
4 | 3 | 2 | 1
and career exploration programs, while they had been considered collectively in previous areas.

Guiding principles three, four and five did not meet the criteria for acceptance, therefore, they do not appear in the final set of guidelines. These were principles stating that prevocational education had the greatest value to the disadvantaged students, the non-college bound students, and to boys. Several jurors commented that prevocational education should be for all students.

Item one concerning required participation by all seventh and eighth grade students in career orientation programs, was very acceptable to the jury. On the other hand, item two had a mean score of only 2.75 and a high standard deviation. Two of the jurors who disagreed with the second statement said that career exploration should be required on the same basis as career orientation. The writer assumed this to be the major reason for the lower rating, rather than the fact that it was offered in the ninth and tenth grades.

Facilities and Equipment

The response of the jurors to the degree of agreement with guiding principles regarding facilities and equipment for prevocational education programs in junior high schools is summarized in Table 15.

The program area guideline statement was accepted after consolidating the phrase "career information and career exploration" into "prevocational education". This inconsistency with the other program areas was of major concern to one juror.
TABLE 15

THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING FACILITIES AND EQUIPMENT FOR PREVOCATIONAL EDUCATION PROGRAMS IN JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
</table>

GUIDELINE: Appropriate and adequate facilities and equipment should be made available for programs of career information and career exploration to provide students with the opportunity to participate in relevant and realistic experiences.

1. The development of any special facilities will depend upon the objectives of the program. 3 3.19 .3903

2. A wide variety of equipment, related to a broad range of occupations, should be made available to give students simulated manipulative experiences. 3 3.13 .3399

3. Equipment lists should be derived from the content of the courses of study which make up the curriculum. 3 2.94 .5555

4. The equipment should be simple, inexpensive, multi-purpose, and not intended to be used to develop salable skills. 3 2.81 .5266

5. Existing classroom and laboratories usually provide adequate facilities for offering prevocational education programs. 3 2.75 .5590

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
After reviewing the comments of the jury and considering the analysis of the statements, all the guiding principles were accepted with minor changes to improve clarity. Item number four was a double statement requiring rewording, which makes its rating of limited value, but it was included in the final guidelines.

Generally, there was mild agreement with all the statements and the jurors were very consistent in their appraisal as reflected in the low standard deviation scores. Several of the jurors' comments seemed to indicate that the wording of the statements may have been vague or ambiguous.

Item two stated that a wide variety of equipment should be made available to give students simulated manipulative experiences, and was well accepted by the jury. However, one juror made the following comment:

"It is impossible to provide all the equipment necessary to explore adequately; supervised field experiences are the only answer."

Guidance and Counseling Services

The degree of agreement that the jury had with the guiding principles regarding guidance and counseling services for junior high school prevocational education programs is shown in Table 16.

Only one comment was made concerning the program area guideline statement. It suggested replacing the phrase "guidance specialist" with "occupational coordinator or counselor". In the opinion of the writer, this seemed to add clarity to the statement and it was incorporated into the final set of program guidelines.
<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Rate of Responses</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: Guidance specialists should be available to help students assess their interests, abilities, needs, and desires as they plan for the future through the prevocational education program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guidance personnel should take the initiative in encouraging parents to discuss the interests, abilities, and limitations of their children.</td>
<td>3</td>
<td>3.44</td>
<td>0.4961</td>
</tr>
<tr>
<td>2. The primary responsibility of the guidance department in prevocational education programs is to assist the student in relating his abilities and aptitude to realistic career goals.</td>
<td>4</td>
<td>3.38</td>
<td>0.6960</td>
</tr>
<tr>
<td>3. The guidance department should be responsible for the overall coordination of the prevocational education program.</td>
<td>3,2</td>
<td>2.69</td>
<td>0.9823</td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
All of the guiding principles received acceptable mean ratings from the jurors. Two jury members commented on item two, indicating that the primary responsibility of the guidance personnel is to assist the teacher in helping the student, rather than assisting the student directly.

Item three was bimodal; mildly agree and mildly disagree. An analysis of the respondents showed that guidance personnel tended to agree that the guidance department should be responsible for overall program coordination, while non-guidance personnel disagreed. Although this guideline was rated as acceptable by the jury, it was found to contradict item seven of Table 17; therefore, the writer decided to eliminate both items from the final set of guidelines.

The following two guiding principles were suggested by members of the jury, but were not added to the final guidelines:

"In order to provide continuing leadership, counselors should be permitted, encouraged, and reimbursed to attend appropriate workshops and exemplary prevocational education programs."

"This program is so comprehensive that an additional staff member -- preferably a guidance person is needed."

Administration and Supervision

The statement guiding the administration and supervision of prevocational education in junior high schools received a mixed reaction by the jurors. The jury's responses to these guiding principles is revealed in Table 17.

There were no written comments made about the program area guideline statement, therefore, it was accepted as written.
TABLE 17
THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING PRINCIPLES REGARDING THE ADMINISTRATION AND SUPERVISION OF PREVOCATIONAL EDUCATION PROGRAMS IN JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: The administration and supervision of prevocational education programs should have as their goal the most efficient and meaningful educational experience possible for the student.</td>
<td>4</td>
<td>3.63</td>
<td>.4841</td>
</tr>
<tr>
<td>1. The forces of vocational education, general education, and guidance and counseling must be brought to bear on prevocational education.</td>
<td>4</td>
<td>3.60</td>
<td>.4899</td>
</tr>
<tr>
<td>2. The supervisor and/or coordinator should be familiar with the objectives and operation of both vocational and general education programs.</td>
<td>4</td>
<td>3.44</td>
<td>.7043</td>
</tr>
<tr>
<td>3. State level educational leadership should assist institutions of higher learning in initiating pre-service programs to orient prospective teachers to their roles in prevocational education.</td>
<td>4</td>
<td>3.38</td>
<td>.5995</td>
</tr>
<tr>
<td>4. Prevocational education programs should receive state leadership and supervision in much the same manner as vocational education programs.</td>
<td>3</td>
<td>3.25</td>
<td>.7500</td>
</tr>
<tr>
<td>5. State level educational leadership and coordination is desirable for developing materials, activities, and in-service opportunities for prevocational education programs.</td>
<td>4</td>
<td>3.25</td>
<td>.7500</td>
</tr>
<tr>
<td>Guideline and Guiding Principles</td>
<td>Modal* Response(s)</td>
<td>Mean* Rating of Responses</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>6. The organization of prevocational education programs should include intensive direction by the school principal.</td>
<td>3</td>
<td>3.13</td>
<td>.6960</td>
</tr>
<tr>
<td>7. The local director of vocational education is the appropriate person to coordinate and supervise prevocational education programs.</td>
<td>3</td>
<td>2.56</td>
<td>.8638</td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The guiding principles all received acceptable ratings by the jury and all except item seven were accepted by the writer following minor editorial changes. Numerous suggestions and comments were made by the jury members, but they could not all be included in this discussion. A complete compilation of all of the comments is presented in Appendix C.

Item one, concerning the combined forces of vocational education, general education and guidance services being brought to bear upon prevocational education, received the highest mean score and the lowest standard deviation; however, it was criticized by one jury member on the grounds that it had nothing to do with the guideline statement.

In item six, which states that the organization of prevocational education programs should include intensive direction by
the local school principal, the word "organization" was changed to
"operation".

A problem developed concerning guiding principle seven. The
principle states that the local director of vocational education should
coordinate and supervise the prevocational education program. It
contradicts item three in Table 16, which delegates this responsibility
to the guidance department. Both items received approximately the
same rating, mildly agree, therefore, it was difficult to determine
who should be responsible for junior high school prevocational
education coordination and supervision. One juror suggested that it
be a committee representing different educational fields, rather than
one individual. Although both items received the necessary acceptance
rating, their contradictory nature offered no directive value, therefore,
the writer elected to eliminate both statements from the final set
of guidelines.

Evaluation

Table 18 shows the response of jurors to the degree of
agreement with guiding principles regarding evaluation of pre-
vocational education programs in junior high schools.

The program area guideline statement was accepted by the
jury without comment.

All of the guiding principles except number six were
accepted without modification. Item six was rejected because its
mean score fell below 2.50. This guiding principle stated that
prevocational education effectiveness can be evaluated by observing
TABLE 18
THE DEGREE OF AGREEMENT OF THE JURY WITH GUIDING
PRINCIPLES REGARDING EVALUATION OF
PREVOCATIONAL EDUCATION PROGRAMS
IN JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Guideline and Guiding Principles</th>
<th>Modal* Response(s)</th>
<th>Mean* Rating of Responses</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINE: Continuous and planned programs of evaluation should be an integral part of all prevocational education programs.</td>
<td>4</td>
<td>3.63</td>
<td>.5995</td>
</tr>
<tr>
<td>1. Students of the prevocational education program should be actively involved in the evaluation of the program.</td>
<td>4</td>
<td>3.56</td>
<td>.4961</td>
</tr>
<tr>
<td>2. Adequate planning for continuous and comprehensive evaluation should be an integral part of the program.</td>
<td>4,3</td>
<td>3.50</td>
<td>.5000</td>
</tr>
<tr>
<td>3. Program evaluation must be based upon the objectives of the program.</td>
<td>3</td>
<td>3.31</td>
<td>.4635</td>
</tr>
<tr>
<td>4. Follow-up studies should be continued through high school, so that the effectiveness of the prevocational education program may be determined.</td>
<td>3</td>
<td>2.80</td>
<td>.5416</td>
</tr>
<tr>
<td>5. The lay advisory committee should be involved in prevocational education program evaluation primarily as an agent to assess the results of the evaluation.</td>
<td>3</td>
<td>2.38</td>
<td>.6960</td>
</tr>
<tr>
<td>6. Prevocational education effectiveness can be evaluated by observing reduced dropout rates.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
reduced dropout rates. Jury responses seemed to indicate that observing dropout rates was only one of several factors to be considered when determining program effectiveness, therefore, when it was considered individually it was not an accurate predictor.

Statement five received a fairly low rating with a large standard deviation, which seems to indicate considerable disagreement among the jurors. One juror's comment was that the lay advisory committee should be concerned with the process as well as the product.

Item one, concerning student involvement in the evaluation process, received the highest rating; but the standard deviation score of .5995 may indicate that several of the jurors had some apprehension.

Summary of Chapter IV

Chapter IV dealt with the process of developing, refining and evaluating guidelines which could be used in establishing prevocational education programs in the junior high school.

Several major program areas were identified through a review of literature, the analysis of questionnaires received from schools with programs in operation, and personal visitations to three on-going junior high school prevocational education programs.

A jury of experts was selected to assist in refining the major program areas and they later helped in refining a tentative set of guidelines and guiding principles for organizing, operating and
administering junior high school prevocational education programs.
These individuals represented various aspects and levels of education
and were recommended by persons in education, based upon their
contributions to prevocational education and their knowledge and
understanding of the program as a result of recent experiences.

The jury arranged the program areas into a sequence in
which they felt the areas should be considered when developing a
new program of prevocational education in a junior high school. They
also indicated the relative importance of each program area by
using a four point importance scale.

A guideline statement was written for each of the thirteen
identified program areas. Guiding principles were then developed
to assist in implementing each program area. These statements and
principles were submitted to the jury with the request that the
jurors change or rewrite any portion of the guideline which was
not clear or needed amplification, to indicate their level of
agreement or disagreement with each guiding principle, and to
add any other principles which may help describe the program area.

The jury's responses to the guiding principles were analyzed
in terms of modal responses, mean responses, and standard deviation.
Thirty-five of the eighty-five items received a mean score rating
of 3.50 or higher on the four point, strongly agree, agree, disagree,
and strongly disagree scale. Twenty-five guiding principles fell
between 3.00 and 3.49 on the scale and sixteen items had mean scores
between 2.50 and 2.99. Any guiding principle receiving a mean score
rating of less than 2.50 was rejected and was not included in the final set of guidelines. Nine guiding principles fell into this category and two others with acceptable ratings were rejected because they contradicted each other. All guideline statements were accepted by the investigator after minor editorial changes and all but the eleven previously referred to guiding principles were incorporated into the final set of guidelines. The following guiding principles were rejected by the writer:

1. The vocational teachers should have the primary responsibility of providing necessary occupational information.

2. Vocational education teachers are the best qualified to present career orientation programs.

3. The prevocational teacher in-service education program should be on an elective basis for each teacher.

4. The junior high school industrial arts and general home economics programs as they are presently conducted, are suitable for providing occupational exploration.

5. Career orientation and exploration might be best accomplished through the establishment of an occupational information center.

6. Prevocational education offers greatest benefit to the non-college bound student.

7. Prevocational education offers greatest benefit to the disadvantaged student.

8. Prevocational education instruction is of the most value to boys.

9. The guidance department should be responsible for the overall coordination of the prevocational education program.

10. The local director of vocational education is the appropriate person to coordinate and supervise prevocational education programs.
11. Prevocational education effectiveness can be evaluated by observing reduced dropout rates.

The jury of experts tended to strongly agree with the guiding statements concerning program objectives, curriculum and activities, community involvement, and staff selection. Mild agreement was shown for most statements in the areas of program design, grade level of student involvement, financing, facilities and equipment, supervision and administration, and guidance and counseling services. Statements relating to student selection generally brought on responses of mild to strong disagreement. Two program areas, staff training and program evaluation, were composed of guiding statements which were evaluated along the entire rating continuum.

The responses of the jurors were displayed in tables by program area and discussed in this chapter. The writer used the suggestions and comments by the jury in redrafting the final statements for incorporation into the final set of guidelines.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to review the rationale, methodology, and the major findings of this study conducted to identify important characteristics of currently existing programs and to develop guidelines for organizing, operating and administering junior high school prevocational education programs. The conclusions which are drawn are based upon the findings and a review of the literature. Recommendations for action and additional study are presented as a guide to future development and research in this area.

Summary of the Study

Statement of the Purpose

The major purpose of this study was to develop guidelines for use in organizing, operating and administering prevocational education programs at the junior high school level.

Specific Objectives of the Study

The following are specific objectives for guiding the direction of the study:
1. To identify important characteristics of existing prevocational education programs.

2. To identify unique and different approaches for initiating and conducting prevocational education programs.

3. To synthesize tentative guidelines which merit wide application for junior high school prevocational education.

4. To select, refine and finalize the tentative guidelines with the assistance of a jury of experts.

Need for the Study

The need for the study is based on the following premises:

1. There is a growing acceptance of the need for continuous vocational education from early childhood throughout life.

2. Vocational education in the secondary schools is on the rise.

3. As the complexity of society increases, so does the difficulty in making a rational career choice.

4. The value of prevocational education has been recognized by federal legislation.

5. The passage of federal legislation and the subsequent appropriation of funds for new occupational exploration programs will require immediate action on the part of schools in developing these programs.
6. Many of the present methods of offering prevocational education appear to be unsatisfactory, providing no clear pattern to follow.

7. Some promising pilot and demonstration programs have been established in prevocational education.

Scope of the Study

The study was national in scope, with all fifty states contacted, seeking information concerning on-going prevocational education programs. Approximately twenty of the states identified local programs. The organizational, operational and administrative structures were studied in some depth by the investigator.

Methodology

Planning for this study was initiated in the winter of 1969 while enrolled in a research methods course in Agricultural Education at The Ohio State University. The initial step in carrying out the research was to make an in-depth study of literature identifying a theoretical basis for offering prevocational education programs in the junior high schools. Most of these programs had been in existence less than two years, therefore, little could be found in literature relative to their organization, operation and administration.

To fill this void, it was decided that as many programs of occupational orientation and exploration as possible should be identified and studied throughout the United States. Through the assistance of the various State Departments of Education, twenty-nine
local programs were identified for study. A questionnaire was developed and sent to the local directors of these programs asking for information relative to the organization, operation and administration of their programs. Twenty schools returned usable data.

After reviewing the literature, analyzing the questionnaires, and personally visiting three programs, the writer inventoried certain common program areas. A jury of experts was asked to review these program areas, arranging them in the sequence in which they should be considered when developing a new program of prevocational education in a junior high school; to indicate the relative importance of each, using a four point scale; and to recommend additional areas or delete those felt to be inappropriate.

The jury was composed of individuals believed to be knowledgeable about prevocational education. Seventeen jury members were selected, occupying such positions as state director of vocational education, local director of vocational education, professor of educational administration, state guidance director, local counselor, principal and teacher.

The writer made appropriate changes and refinements in the program areas recommended by the jury members. A guideline statement was formulated for each program area and guiding principles providing direction to the area were added. These tentative guidelines and guiding principles were then submitted to the jury to determine their level of agreement. Juror reactions were recorded using a four point agreement scale and by written comments.
The level of jury agreement with each guiding statement was analyzed in terms of modal responses, mean response and standard deviation. Any guiding principle receiving a mean rating of 2.50 or greater was accepted as a valid statement and was incorporated into the final set of program guidelines. All comments of the jurors concerning the guideline statement for each program area were considered in making appropriate revisions in the final set of program guidelines.

Major Findings

The findings of this study are summarized in terms of the theory of vocational choice and development upon which most junior high school prevocational education programs have been based, the general characteristics of junior high school prevocational education programs existing at the time of this study, and guidelines for the organization, operation and administration of prevocational education programs in the junior high school.

Theories of Vocational Choice

The theories of vocational choice and development were found to generally fall into one of the four major categories; trait-factor theories, personality theories, developmental theories and sociological theories. The trait-factor approach is viewed as a point-in-time occurrence consisting of matching occupational opportunities with the characteristics of an individual. The personality theories see the needs of the individual, represented by the personality, being
satisfied through the satisfying aspects of an occupation. Developmental approaches see vocational choice as the process of self-concept development through compromise choices and adjustments. The sociological theories view vocational choice as the process of the individual developing techniques to cope with his environment.

Educators have usually employed the trait-factor and sociological approaches to vocational choice and development in the past, with vocational education relying heavily upon the trait-factor approach. Students were allowed to pass through the elementary and junior high school educational program with little mention of occupations and the world of work. Then, at some point-in-time during high school, usually in the ninth or tenth grade, the student was expected to make an occupational choice so that he may begin specific vocational preparation. This occupational decision generally was a matching of the student's traits with occupational opportunities.

As a result, vocational education tended to shy away from the occupational exploration phase of education and operated under the assumption that the students' vocational choice was well grounded and definite in nature. It would seem that occupational education must begin in kindergarten and be incorporated into the entire school curriculum at all grade levels. To accomplish this goal, the developmental theory to vocational choice and development appears to be the most appropriate basis for designing prevocational education programs in the elementary and junior high schools.
A developmental theory of vocational choice and development as Ginzberg, Super and others have advanced, depict the young person passing through several stages in the process of occupational decision-making. These stages include fantasy choices, tentative choices and realistic choices.

Although these stages do not occur at the same age in all individuals, the junior high school student will be in one or more of the four stages in the tentative choice period. In general, individuals at this point in vocational development are becoming acquainted with various occupations, considering their own abilities and limitations in performing a job, and making some value judgments concerning the rewards which may be received from performing the task.

The junior high school prevocational education programs which were studied appeared to be organized with the developmental approach in mind. Basically, these programs provided the student with an opportunity to explore a wide range of occupational opportunities and to compare the job requirements with his interests, abilities and limitations without making any definite vocational commitment.

General Characteristics of Junior High School Prevocational Education Programs

The individual characteristics of the surveyed junior high school prevocational education programs varied from school to school and from state to state, however, there were some common elements
and trends established from the analysis of the descriptive program data.

The writer's survey found that the average prevocational education program was less than three years old, was experimental in nature, and had a primary program objective of acquainting the students with the largest possible number of job opportunity areas which may be available to them upon completion of their schooling. The program was most often found in the eighth grade, it was commonly required of all students in the grade, and enrolled approximately twenty-five students per class. Career orientation or exploration required about one-sixth of the student's class time, orientation to all areas and levels of vocations was provided through the use of films, filmstrips, resource persons and field trips. The curriculum emphasized both career orientation and career exploration, utilizing about one-fourth of its allotted time for films and resource people at work in their occupations. Guidance personnel in the school were responsible for assisting teachers in helping students determine their interests and abilities.

**Junior High School Prevocational Education Program Areas**

The first step in the development of a set of guidelines for organizing, operating and administering prevocational education in the junior high school was to identify the major areas which are ordinarily included in a program.
Program Area Identification and Sequence -- Thirteen program areas were identified through a review of literature, an analysis of questionnaires from on-going programs, personal visitations and contacts by the writer, and refinement by a jury of experts. The identified program areas and the sequence in which they should be considered when organizing a program of prevocational education are as follows: program objectives, program design, instructional staff selection, grade level of student involvement, staff training, program financing, curriculum and activities, community involvement, student selection, facilities and equipment, guidance and counseling, program supervision, and program evaluation.

Program objectives, program design, and instructional staff selection were the first three areas in the sequence and the only ones to show much agreement among the jurors. The only exception was the evaluation area, which was placed last in the sequence, but had a high level of agreement. Several of the jurors stated that the program areas did not fall into a sequence because several should be considered simultaneously.

Program Area Importance -- The degree of importance assigned to the various program areas by the jury coincided very closely with the assigned sequence. Program objectives, program design and instructional staff selection were considered the three most important program areas. The only major change in the importance rating from the sequence of consideration was the upward movement of program evaluation to a position of greater relative importance.
Final Guidelines and Guiding Principles

The following thirteen guidelines and their accompanying guiding principles were rated by the jury and received a 2.50 or above mean score of agreement, based upon a four point scale, (4 - 3 - 2 - 1); strongly agree, agree, disagree, and strongly disagree. The guidelines were edited by the writer to incorporate suggestions of the jurors and to improve clarity and understanding. Of the guiding principles, nine did not receive the necessary 2.50 mean score agreement rating and were not included in this final set of guidelines. In addition, two other statements were contradictory and were not included, even though they received the necessary mean score for acceptance. Minor changes were made in the wording of several of the guiding principles to improve clarity without altering the original meaning of the statement.

GUIDELINES FOR THE DEVELOPMENT OF PREVOCATIONAL EDUCATION PROGRAMS IN THE JUNIOR HIGH SCHOOL

Program Objectives

GUIDELINE: Junior high school prevocational education program objectives should be directed toward student understanding of career opportunities and assessment of personal interests, abilities, and limitations.

1. Prevocational education program objectives should be prepared in writing so that they are readily available for use.

2. Teachers, students and parents should be involved in reviewing objectives for prevocational education programs.
3. Prevocational education should acquaint the students with the largest possible number of job opportunity clusters which may be available to them upon completion of their schooling.

4. Prevocational education should help students gain first-hand knowledge, understanding and appreciation of the changing employment patterns and opportunities.

5. Prevocational education should allow students to become acquainted with many representative areas of work, rather than just the ones found in the local community.

6. Prevocational education should be interdisciplinary in nature, exposing students to a wide variety of occupational possibilities.

7. Prevocational education should provide an opportunity for each student to evaluate his own interests and abilities.

8. Prevocational education should help students develop a sound basis for selecting high school or post high school training.

9. Prevocational education should help students develop a positive self image, improve their social skills, and develop desirable attitudes toward work and fellow workers.

10. Prevocational education should help students develop an appreciation of doing a job well, regardless of kind or degree, of recognizing that there is dignity in all kinds of work, and understanding how work can become a source of satisfaction as well as a source of income.
11. Prevocational education should provide a realistic connection between subject matter studied in school and its use in the world of work.

12. Prevocational education should be designed to encourage students to continue their education.

Program Design

GUIDELINE: The design of prevocational education programs should be such that the most effective orientation to the world of work may be provided.

1. The prevocational education program in the junior high school should provide exploratory experiences as well as orientation material.

2. Occupational information should be incorporated into the regular classroom subject material on a day-to-day basis, utilizing separate courses in orientation to the world of work only when necessary.

3. A minimum of approximately one-sixth of the student's instructional time should be spent in prevocational education activities.

4. The size of prevocational education classes should be smaller than regular school classes.

5. Each school should be allowed to develop their prevocational programs independently of other schools.
Instructional Staff Selection

GUIDELINE: The instructional staff in prevocational education should be familiar with the program goals and objectives, well versed in the occupations relating to their instructional area, and proficient in the skills of teaching and incorporating occupational information into the subject material.

1. All teachers in the school should be familiar with the purposes and objectives of prevocational education.
2. All teachers in the junior high school should be involved in the prevocational education program.
3. New teachers should have a clear understanding of the prevocational education program before they are hired, with some past experience in related jobs and careers.

Grade Level of Student Involvement

GUIDELINE: Effective occupational education can best be accomplished by providing some form of occupational acquaintance, orientation, exploration and preparation in grades K through twelve.

1. Occupational education should be a continuous process from kindergarten through grade twelve.
2. Grades seven and eight appear to be the most effective place to offer structured programs of career orientation.
3. Prevocational education in grades seven and eight should be equally divided between career orientation and involvement in career exploration activities.
4. Program of career exploration such as industrial arts and general home economics are the most appropriate in grades nine and ten.

5. Vocational preparation for specific jobs should be postponed until grades eleven and twelve.

Staff Training

GUIDELINE: Prevocational education staff members should be provided with in-service education and class preparation time commensurate with the objectives of the program.

1. In-service education programs should be provided for teachers during the summer prior to the initiation of a new program for the purpose of familiarizing the teacher with program goals and objectives, teaching techniques, and educational activities and media.

2. The prevocational teacher in-service education program should be required for all teachers participating in the program.

3. A course designed to show teachers how occupational information can be correlated with subject content should be included in the undergraduate educational curriculum.

4. The teacher contract period should be lengthened to insure teacher time for in-service education and program development.

5. Teachers engaged in teaching prevocational units should be allowed additional preparation periods for program development and coordination of course work.
Program Financing

GUIDELINE: Prevocational education should be recognized as an important part of the educational program, justifying adequate funds to effectively operate the program.

1. Additional costs for prevocational education programs should be borne by local, state and federal sources.

2. Vocational funds should be used to stimulate prevocational education program development.

3. Prevocational education should be considered a part of the local school program with most of the additional funds coming from the local budget.

4. Prevocational education should receive financial assistance on the same basis as other educational program areas.

5. An annual budget should be provided for materials and equipment used in the prevocational education program.

6. Sufficient records should be kept of the prevocational education program so that costs can be compared with other educational programs.

Curriculum and Activities

GUIDELINE: Curriculum and activities for prevocational education programs should be carefully structured to provide an exploratory view of career opportunities and assessment of personal interests and abilities.
1. The prevocational curriculum and activities should develop understandings of career opportunities as well as assist the student in determining where his interests and abilities lie.

2. Program activities should be lifelike and realistic, involving field trips, visuals and other modern functional methods and materials.

3. The prevocational education program should stem from and complement the existing school curriculum.

4. The prevocational education curriculum should cover all the major groupings of the Standard Industrial Code.

5. All levels of employment, from the semi-skilled to the professional, should be covered in each occupational category.

6. At least one-third of the available time in career orientation programs should be spent in direct observation of occupations.

7. The prevocational curriculum and activities should be planned with the advice, counsel and support of the principal, all teachers, and guidance personnel.

8. The content of the prevocational education program must be such that it is interesting, stimulating, and easily understood by all participants.

9. The program should be flexible enough to be easily revised to improve effectiveness or take advantage of current learning opportunities.
10. The state department of education should assist local programs by making available educational materials, developing appropriate activities, making available educational expertise, and making arrangements for teacher education.

11. Funds should be made available to purchase some commercially produced occupational information materials, on different reading and interest levels for use by students, teachers, counselors and coordinators.

Community Involvement

GUIDELINE: Community involvement in prevocational education is essential in maintaining parental and public interest in the program, as well as providing students with an opportunity for a realistic view of the world of work.

1. Lay advisory committees should be utilized in planning, organizing, and evaluating programs of prevocational education in the junior high school.

2. Community representatives on advisory committees should be from various employment levels, and include parents, employers, and employees.

3. Representatives of various occupations in the community should serve as resource persons in the school.

4. Local businesses and industries should be encouraged to serve as hosts for field trips.
5. Business, government agencies, and other potential employers should be encouraged to provide materials, facilities and expertise for prevocational education programs.

6. The mass media such as newspapers, radio, and television should be used as a part of the program and materials as well as vehicles of public information.

Student Selection

GUIDELINE: Public schools should provide prevocational education as an integral part of the educational experience of junior high school students.

1. Career orientation programs in the seventh or eighth grade should have required participation.

2. More advanced career exploration programs in the ninth and tenth grades should be offered on an elective basis.

3. Prevocational education should be offered to college bound students as well as non-college bound students.

4. Prevocational education instruction is valuable to both boys and girls.

*The original guiding principle stated that prevocational education was of greater value to non-college bound students than to college bound students and of greater value to boys than to girls; however, the jury disagreed with these statements. In the writer's opinion these revised guiding principles more accurately express the beliefs of the members of the jury and other persons actively involved in prevocational education.
Facilities and Equipment

GUIDELINE: Appropriate and adequate facilities and equipment should be made available for programs of prevocational education to provide students with the opportunity to participate in relevant and realistic experiences.

1. Existing classroom and laboratories usually provide adequate facilities for offering prevocational education programs.

2. The development of any special facilities should depend upon the objectives of the program.

3. Equipment should be simple, inexpensive, and multi-purpose.

4. Equipment lists should be derived from the content of the courses of study which make up the curriculum.

5. A wide variety of equipment, related to a broad range of occupations, should be made available to give students simulated manipulative experiences.

Guidance and Counseling Services

GUIDELINE: Occupational counselors should be available to help students assess their interests, abilities, needs, and desires as they plan for the future through the prevocational education program.

1. The primary responsibility of the guidance department in prevocational education programs is to assist the teachers in helping students relate their abilities and aptitudes to realistic career goals.
2. Guidance personnel should take the initiative in encouraging parents to discuss the interests, abilities, and limitations of their children.

Administration and Supervision

GUIDELINE: The administration and supervision of prevocational education programs should have as their goals the most efficient and meaningful educational experience possible for the student.

1. The forces of vocational education, general education, and guidance and counseling must be brought to bear on prevocational education.

2. The supervisor and/or coordinator should be familiar with the objectives and operation of both vocational and general education programs.

3. The organization of prevocational education programs should include intensive direction by the school principal.

4. State level educational leadership and coordination is desirable for developing materials, activities, and in-service opportunities for prevocational education programs.

5. Prevocational education programs should receive state leadership and supervision in much the same manner as vocational education programs.

6. State level educational leadership should assist institutions of higher learning in initiating pre-service programs to orient prospective teachers to their roles in prevocational education.
Program Evaluation

GUIDELINE: Continuous and planned programs of evaluation should be an integral part of all prevocational education programs.

1. Program evaluation must be based upon the objectives of the program.

2. Adequate planning for continuous and comprehensive evaluation should be an integral part of the program.

3. Students of the prevocational education program should be actively involved in the evaluation of the program.

4. The lay advisory committee should be involved in prevocational education program evaluation primarily as an agent to assess the results of the evaluation.

5. Follow-up studies should be continued through high school, so that the effectiveness of the prevocational education program may be determined.

Conclusions

The following conclusions are based upon an interpretation of the data presented in this study:

1. Programs of junior high school prevocational education were relatively new and exhibited many different characteristics and forms, however, several common characteristics were identified. Most programs utilized about one-sixth of the total student class time with occupational orientation, they provided information concerning all levels of occupations, they used something other
than verbal discussions such as field trips and resource people to provide this information, and they emphasized both career orientation and exploration.

2. Most of the junior high school prevocational education programs appeared to be based upon the developmental theory of vocational choice and development,

3. Two basic approaches seemed to be used to provide prevocational education in the junior high school; the interdisciplinary approach and the separate course approach. The trend seemed to be toward using the interdisciplinary method.

4. Thirteen program areas were identified as being important to the development of junior high school prevocational education programs. The identified program areas and the order in which the jury specified they should be considered when organizing a new program are as follows: program objectives, program design, instructional staff selection, grade level of student involvement, staff training, program financing, curriculum and activities, community involvement, student selection, facilities and equipment, guidance and counseling, program supervision, and program evaluation. The areas which were identified as the most important in consideration were program objectives, program design, and instructional staff selection.

5. The program areas and their guidelines developed in this study are usable and have been rated as important considerations in the successful development of junior high school prevocational education programs.
Recommendations

The following recommendations are made by the investigator as a result of having made this study:

It is recommended:

1. That these guidelines be disseminated and used by educators in developing prevocational education programs in junior high schools.

2. That continued effort be made to develop guidelines for emerging programs of prevocational education through the promotion of research, seminars and publications.

3. That there be some effort made at the national level to standardize the terminology used in prevocational education programs, so that lines of communication can be opened to the exchange of ideas concerning the various aspects of the program.

4. That those concerned with curriculum development at the state level begin placing greater emphasis upon occupational orientation and exploration in the elementary and junior high school curriculums.

5. That continued effort be directed toward identifying and developing curriculum materials in areas such as industrial arts, home economics and business education which might serve as core materials for newly developed junior high school prevocational education programs.

6. That the state departments of education provide workshops for teachers and administrators concerning the organization
Recommendations for Further Study

Recommendations for additional study are an outgrowth of this study and are offered as guides to future researchers. The following aspects of junior high school prevocational education programs require additional research:

1. To test the guidelines for validity and reliability by implementing them in developing junior high school prevocational education programs.

2. To make an in-depth study of each of the thirteen program areas identified in this study to further refine the guideline statements and lead to the establishment of program criteria.

3. To develop program criteria that can be used to evaluate programs of prevocational education.

4. To design and develop in-service education programs for teachers of prevocational education.

5. To explore the educational effectiveness of the various educational approaches to providing occupational orientation and exploration so that unique and valuable programs can be identified as soon as possible.

6. To focus attention toward the European school system for possible direction in developing junior high school prevocational education.
APPENDIX A

Correspondence and Instruments
To: Superintendents of Public Instruction in the United States.

Dear Sirs:

Many people in vocational education have become interested in prevocational education since funds for its establishment were included in the 1968 Vocational Education Amendment. I am making a study concerning the development of guidelines for nationwide use in planning and conducting prevocational education in junior high schools. The study is under the direction of Dr. Ralph J. Woodin, Professor, Department of Agricultural Education, The Ohio State University.

In order to make an accurate appraisal of existing prevocational education, as many programs as possible must be identified and their operational procedure and organizational structure studied. I am requesting your assistance for this purpose.

For purposes of this study, I am defining prevocational education programs as those established for the expressed purpose of providing occupational orientation and information to students at the junior high school level.

On the enclosed self addressed card, would you please provide me with the name and address of the individual on your state staff who is responsible for the direction of prevocational education programs in your state. I will then contact this individual, seeking assistance in identifying specific prevocational programs and in securing the operational and organizational characteristics of such programs.

If no programs of this nature presently exist in your state, please indicate this on the card and return.

May I thank you in advance for your generous assistance.

Sincerely yours,

Wesley E. Budke

Enclosure
State

Please indicate the name and address of the individual responsible for directing prevocational education programs in your state.

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*Please check if no programs currently exists in your state. _________
September 8, 1969

To: Persons in Charge of State Programs of Prevocational Education.

Dear Sirs:

Many people in vocational education have become interested in prevocational education since funds for its establishment were included in the 1968 Vocational Education Amendments. I am making a study concerning the development of guidelines for nationwide use in planning and conducting prevocational education in junior high schools. The study is under the direction of Dr. Ralph J. Woodin of the Department of Agricultural Education.

In order to make an accurate appraisal of existing prevocational education, as many programs as possible must be identified. We also hope to determine their operational procedures and organizational structures. I am requesting your assistance for this purpose.

For purposes of this study, I am defining prevocational education programs as those established for the expressed purpose of providing occupational orientation and information to students at the junior high school level.

On the enclosed self addressed card, would you please provide me with the information requested. I will make a later contact seeking information on program objectives, program content and activities, grade level of involvement, elective vs. required participation, instructional staff selection and training, facilities and equipment, and program evaluation.

May I thank you in advance for your generous assistance.

Sincerely yours,

Wesley E. Budke
Are there programs of prevocational education currently in operation in your state? __________

If so, how long have they been in operation? _______________

Are there written state operational and organizational plans for prevocational education programs? _______________

If such plans are available, would you please send me a copy of them?

Who may be contacted for specific information concerning existing local prevocational programs organizations and operation?

__________________________  ____________________________  ____________________________
Dear Sir:

I am making a study concerning the development of guidelines for nationwide use in planning and conducting prevocational education (career orientation and/or occupational exploration) in junior high schools. The study is under the direction of Dr. Ralph J. Woodin, Professor, Department of Agricultural Education, The Ohio State University.

In order to make an accurate appraisal of existing prevocational education, as many unique programs as possible must be identified and their operational procedure and organizational structure studied. Your program is unique in its approach to prevocational education and one of the 20 cases selected for study.

Would you please take several minutes of your time to complete the enclosed questionnaire concerning the prevocational education program(s) for which you are responsible. I would like to refer to your school by name, however I will not use direct quotations or figures without your permission. So that I may receive a comprehensive picture of the scope, organization, and administration of the program, the questionnaire is arranged as a series of check lists, objective questions, and free response items. Of particular interest are any new and innovative ideas and procedures employed by your program. If prepared documents of program philosophy, objectives, and operation are in use, I would appreciate receiving copies.

Because your program represents a unique approach to the problem, it is very important that I receive your information. Please return the questionnaire in the self addressed envelope as soon as possible.

Thank you very much for your generous assistance.

Sincerely yours,

Wesley E. Budke
PREVOCATIONAL EDUCATION QUESTIONNAIRE

Would you please react to the following questions concerning your prevocational (career orientation and/or occupational exploration) program. Feel free to provide additional information or exploration in any area you deem necessary.

Name ____________________________
Position ____________________________
Address ____________________________
Number of school programs under your direction: ____

Section 1 — ORGANIZATION

1. Please place a check mark (✓) in the appropriate blanks which describes your program. In the column headed "clock hours of instruction", enter the total number of hours of instruction at each grade level. If the question does not apply at a particular grade level, leave it blank.

<table>
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<tr>
<th>Grade Level</th>
<th>Career orientation and/or occupational exploration incorporated into academic courses.</th>
<th>Special units for career orientation and exploration</th>
<th>Place a check mark if prevocational education is offered in that grade.</th>
<th>Required Participation.</th>
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2. Are there written course objectives and program philosophy?
   Yes __________ No ___________ (Please send a copy if available).

3. Which of the following best describes your program? (Please check the appropriate response)
   ( ) career orientation, ( ) occupational exploration, ( ) about equal emphasis on both of above, ( ) other, please describe ____________________________

4. Which of the following vocational programs are offered in the local high school(s)? (Please check the appropriate services)

5. What are the major objectives of your program?

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<th>Grade Level</th>
<th>Career orientation or occupational exploration or academic courses</th>
<th>Special units for career orientation and exploration</th>
<th>Form or prevocational education if no required participation</th>
<th>Required participation</th>
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</table>
Section 2 -- OPERATION

If more than one type of program is under your direction, please indicate which type is being described in the following section.

1. Does the prevocational education program acquaint the student with all vocational areas offered in the school or only specific areas, i.e., agriculture, business, etc. All Specific (specify area)________________

2. Percent of instructional time spent on direct observation of occupations. __________
   Percent of instructional time spent with films, resource people, and discussion about careers. __________

3. Do students assess their own aptitude and abilities as part of the program? Yes______ No________

4. Approximately how large is the typical prevocational education class? ____________ students

5. How long has the program been in existence? ____________ years

6. How many teachers are involved full time with career orientation and/or occupational exploration programs? ____________
   How many are involved part-time? ____________ Approximate percentage of their time? ____________

7. Are all teachers in the junior high school familiar with the prevocational education program? Are they all participating in the program?

8. What kinds of activities and educational media are used to provide occupational information (films, tours, resource people, etc.)? Are there special community involvement programs?

9. What special equipment and facilities do you have or desire to have if funds were available?
Section 3 -- ADMINISTRATION

1. Who is primarily responsible for the direction of the prevocational education program in the school or schools? (Guidance department, the Administration, Industrial Arts, Home Economics, Agriculture, Business Education, etc.)

2. Are the specialized knowledge and skill of guidance personnel and vocational educators used in your program? If so, how?

3. How much additional cost is incurred above the regular academic program? How is the program financed? Does it come from the local school budget or does it receive assistance from other sources?

4. What means are being used to evaluate the program?

IF PREPARED DOCUMENTS OF PROGRAM PHILOSOPHY, OBJECTIVES, AND OPERATION ARE IN USE, WOULD YOU PLEASE SEND ME COPIES.
February 17, 1970

Dear Sir:

I would like to take this opportunity to thank you for your prompt response to my recent questionnaire on prevocational education (career orientation and/or occupational exploration) in your school. The information provided by you has aided in identifying a pattern of operation and organization.

Because such programs as yours are difficult to discover in literature, I would be interested in hearing of any career orientation or occupational exploration programs that you may know of which perhaps assisted you in designing your program.

I am enclosing a postcard in the event that you may know of such a local program. If so, would you please place the name of the director or school and the address on the card and return it to me?

Thank you again for your generous assistance and if I can be of any help please let me know.

Sincerely yours,

Wesley E. Budke

Enclosure
Would you please place the name and address of the
director(s) or school(s) other than your own which
has some form of prevocational education program.

Name ____________________________________
Address ___________________________________

Name ____________________________________
Address ___________________________________

Signed _________________________________
April 6, 1970

Dear Sir:

Thank you for your willingness to assist in developing guidelines for organizing, operating, and administering programs of prevocational education in the junior high school.

Enclosed is the first of three instruments submitted for your reaction. Please complete the personal data and carefully read the instructions for your reaction. If there was some question concerning the interpretation of instructions, please indicate this on the instrument.

When you have finished, place the questionnaire in the enclosed self-addressed, stamped envelope for return.

The modifications and suggestions by the jury members will be considered and incorporated in a new instrument which will contain several guiding statements under each of the accompanying statements for completeness and clarity.

Thank you for your cooperation -- the second instrument will arrive in approximately two weeks.

Sincerely,

Wesley E. Budke

Enclosure
AN INSTRUMENT TO ASSIST IN THE IDENTIFICATION OF MAJOR AREAS IN PREVOCATIONAL EDUCATION PROGRAMS

PERSONAL DATA

Name of Respondent __________________________________________

Present Position (Title) _________________________________________
(Institution) _____________________________________
(Address) _____________________________________

Please (circle) highest earned degree: Bachelors' Masters' Doctors'

Total number of years experience in various educational positions: ___
Please list major positions held (last position first):

Position ____________________________ No. Years ________________
Position ____________________________ No. Years ________________
Position ____________________________ No. Years ________________
Position ____________________________ No. Years ________________

DEFINITIONS

Semantics seems to present the greatest barrier to complete understanding relative to prevocational education, therefore, I would like to offer the following three definitions as a basis for our communication:

Prevocational Education -- A broad term used to describe organized efforts providing students with career or occupational acquaintance, orientation, or exploration in grades K through ten, prior to specialized preparation for a specific job or job cluster.

Career Orientation (Occupational Information) -- Organized career information efforts in the junior high school directed at exposing students to a wide spectrum of occupations through discussions,
films, resource persons, and field trips, as a basis for future educational planning.

Career Exploration (Occupational Exploration) -- Student exploration of his interests and abilities through participation in manipulative skills and simulations in a laboratory setting, normally occurring during the junior high school year. Examples of courses include industrial arts, home economics, business education, and general agriculture.

INSTRUCTIONS

The general purpose of this instrument is to assist in the development of a sequence of the major areas in career orientation and exploration programs.

STEP I. Arrange the following program areas into a sequence in which you feel they should be considered when developing a new program of career orientation and exploration in the junior high school. In the blanks to the left of the list of areas, number from 1 to 13 indicating your suggested sequence. Do not use any number more than once.

STEP II. On the right side of the list indicate the relative importance of each operation when organizing a new program of career orientation and exploration. Use the scale found at the top of the column, circling the response you feel is most appropriate.

STEP III. Please recommend and rate any additional program areas which you feel are essential or delete those which are inappropriate.

(Step I) 

<table>
<thead>
<tr>
<th>Sequence of Consideration</th>
<th>(Step II)</th>
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<tbody>
<tr>
<td>INSTRUCTIONAL STAFF SELECTION</td>
<td>Importance To Program Success</td>
</tr>
<tr>
<td>PROGRAM OBJECTIVES</td>
<td>Very</td>
</tr>
<tr>
<td>COMMUNITY INVOLVEMENT IN PROGRAM ACTIVITIES</td>
<td>Much</td>
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</table>
PROGRAM SUPERVISION
PROGRAM DESIGN
STAFF TRAINING
EVALUATION
STUDENT SELECTION
PROGRAM FINANCING
GRADE LEVEL OF STUDENT INVOLVEMENT
CURRICULUM AND ACTIVITIES
FACILITIES AND EQUIPMENT
GUIDANCE AND COUNSELING SERVICES

4 3 2 1
April 27, 1970

Dear Sir:

Some time ago, a form was mailed to you requesting your assistance in identifying the major areas in career orientation and exploration programs in the junior high school. Presumably, for some reason it has not reached your desk.

While the response thus far has been excellent, the study would be more valuable if the reactions of all jury members were included. In the event that the previous form has not reached you, another questionnaire and self-addressed envelope is enclosed.

If you have responded by the time this material reaches you please disregard it. Thank you for your cooperation.

Sincerely yours,

Wesley E. Budke
May 1, 1970

Dear Sir:

I am pleased that there was an excellent response to my recent request to seventeen educators to assist in the identification of major areas of prevocational education in junior high schools. Using this response, the program areas have been further defined by adding a general guideline statement and a number of more specific principles for each area.

Your assistance is now being requested in evaluating the guidelines and guiding statements. Attached is an instrument which has been designed for this purpose. Would you please complete this instrument by May 15, 1970, if possible, and return it in the enclosed envelope.

Thank you for the fine support you have given this project.

Sincerely yours,

Wesley E. Budke

Enclosure
The purpose of this instrument is to evaluate a tentative set of guiding principles for the organization, operation and administration of career orientation and exploration programs to be offered primarily in junior high schools.

These programs expose students to all levels of employment, from semi-skilled to the professional, in all occupational categories by providing an environment for student discovery of the world of work, as well as providing them with an opportunity to assess their own interests and abilities.

Selected guiding principles are presented for each of several major program areas of prevocational education. These guiding principles are positive in nature and were developed by the researcher through a review of literature and study of on-going programs.

INSTRUCTIONS

Please complete the following three (3) steps for each of the thirteen program areas selected for study:

Step I: Immediately following the name of each program area, is a guideline which generally describes the purpose of the program area. Please read the guideline carefully and suggest changes or rewrite any portion which is not clear or needs amplification. The margins may be used for this purpose.

Step II: To the right of each guiding principle is a set of numerical values (4 - 3 - 2 - 1). The values correspond to the alternatives shown in the scale below:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>4</td>
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</table>

Please circle the number which most nearly indicates your level of agreement or disagreement with each
guiding principle concerning the effective organization, operation, and administration of career orientation and exploration programs in the junior high school.

EVALUATE EACH ITEM BASED ON WHAT YOU FEEL SHOULD BE.

Step III: At the end of each section enter any additional principles or statements which you feel are necessary to fully describe the area.

TENTATIVE GUIDELINES

Program Area I. PROGRAM OBJECTIVES

GUIDELINE: Junior high school prevocational education (career information and/or career exploration) program objectives should be directed toward student understanding of career opportunities and assessment of personal interests, abilities, and limitations.

THEREFORE:

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</table>

1. Prevocational education program objectives should be prepared in writing so that they are readily available for use.

2. Students and parents should be involved in developing objectives for prevocational education programs.

3. Prevocational education should acquaint the students with the largest possible number of job opportunity areas which may be available to them upon completion of their schooling.

4. Prevocational education should provide an opportunity for each student to evaluate his own interests and abilities.
5. Prevocational education should provide a basis for selecting high school or post high school training.

6. Prevocational education should allow students to become acquainted with many representative areas of work, rather than just the ones found in the local community.

7. Prevocational education should be designed to encourage students to continue their education.

8. Prevocational education should be interdisciplinary in nature, exposing students to a wide variety of professional or occupational possibilities.

9. Prevocational education should provide a realistic connection between subject matter studied in school and its use in the world of work.

10. Prevocational education should help students gain first-hand knowledge, understanding and appreciation of the changing employment patterns and opportunities.

11. Prevocational education should help students develop a positive self image, improve their social skills, and develop desirable attitudes toward work and fellow workers.
12. Prevocational education should develop an appreciation of doing a job well, regardless of kind or degree, of recognizing that there is dignity in all kinds of work, and understanding how work can become a source of satisfaction as well as a source of income.

13. _____________________________

Program Area II. PROGRAM DESIGN

GUIDELINE: The design of prevocational education programs should be such that the most effective and efficient orientation to the world of work may be provided.

THEREFORE:

1. The prevocational education program in the junior high school should provide exploratory skills as well as orientation material.

2. Separate courses in orientation to the world of work should be developed and added to the existing school curriculum.

3. The vocational teacher should have the primary responsibility of providing necessary occupational information.

4. Occupational information should be incorporated into the regular classroom subject material on a day-to-day basis.
5. A minimum of approximately one-sixth of the student's instructional time should be spent in prevocational education activities.

6. The size of prevocational education classes should be smaller than regular school classes.

7. Each school should be allowed to develop their prevocational programs independently of other schools.

8. 

Program Area III. GRADE LEVEL OF STUDENT INVOLVEMENT

GUIDELINE: Effective vocational education can best be accomplished by providing some form of occupational acquaintance, exploration, or preparation in grades K through twelve.

THEREFORE:

1. Vocational education should be a continuous process from kindergarten through grade twelve.

2. Grades seven and eight appear to be the most effective place to offer structured programs of career orientation.

3. Prevocational education in grades seven and eight should be about equally divided between career orientation and involvement in career exploration skills.
4. Programs of career exploration as industrial arts and general home economics are the most appropriate in grades nine and ten.

5. Vocational preparation for specific jobs should be postponed until grades eleven and twelve.

6. 

Program Area IV. INSTRUCTIONAL STAFF SELECTION

GUIDELINE: The instructional staff in prevocational education should be familiar with the purpose of the program, well versed in the occupations relating to their instructional area, and proficient in the skills of teaching and incorporating occupational information into the subject material.

THERFORE:

1. All teachers in the school should be familiar with the purposes and objectives of prevocational education.

2. All teachers in the junior high school should be involved in the prevocational education program.

3. New teachers should have a good understanding of the prevocational education program before they are hired.
4. Vocational education teachers are the best qualified to present career orientation programs.

5. Program Area V. STAFF TRAINING

GUIDELINE: Prevocational education staff members should be provided in-service education and class preparation time commensurate with the objectives of the program.

THEREFORE:

1. In-service education programs should be provided for teachers during the summer prior to the initiation of a new program for the purpose of familiarizing the teacher with program goals and objectives, teaching techniques, and educational activities and media.

2. The prevocational teacher in-service education program should be on an elective basis for each teacher.

3. The teacher contract period should be lengthened to insure teacher time for in-service education and program development.

4. Teachers engaged in teaching prevocational units should be allowed additional preparation periods for development and coordination of course work.
5. A course designed to show teachers how occupational information can be correlated with subject content should be included in the undergraduate educational curriculum.

6. ________________

Program Area VI. CURRICULUM AND ACTIVITIES

GUIDELINE: Curriculum and activities for prevocational education programs should be carefully structured to provide a comprehensive view of career opportunities and assessment of personal interests and abilities.

THEREFORE:

1. The prevocational curriculum and activities should develop understandings of career opportunities as well as assist the student in determining where his interests and abilities lie.

2. Program activities should be lifelike and realistic, involving field trips, visuals and other modern functional methods and materials.

3. The prevocational education program should stem from and complement the existing school curriculum.
4. The prevocational education curriculum should cover all major groupings of the standard industrial code.

5. All levels of employment, from the semiskilled to the professional, should be covered in each occupational category.

6. The junior high school industrial arts and general home economics programs as they are presently conducted, are well suited for providing occupational exploration.

7. At least one-third of the available time in career orientation program should be spent in direct observation of occupations.

8. The prevocational curriculum and activities should be planned with advise, counsel and support of the principal, all teachers, and guidance personnel.

9. Career orientation and exploration might be best accomplished through the establishment of an occupational information center.

10. The content of the prevocational education program must be such that it is interesting, stimulating, and easily understood by all participants.
11. The program should be flexible enough to be easily revised to improve effectiveness or take advantage of current learning opportunities.

12. The state department of education should assist local programs by making available educational materials, developing appropriate activities, and making available educational expertise.

13. Funds should be made available to purchase some commercially produced occupational information materials, on different reading and interest levels for use by students, teachers, and counselors and coordinators.

14. Additional costs for prevocational education programs should be borne by local, state, and federal sources.

Program Area VII. PROGRAM FINANCING

GUIDELINE: Prevocational education should be recognized as an important part of the educational program, justifying adequate funds to effectively operate the program.

THEREFORE:

1. Additional costs for prevocational education programs should be borne by local, state, and federal sources.
2. Prevocational education should be considered a part of the local school program with most of the additional funds coming from the local budget.

3. Prevocational education programs should receive financial assistance through state and federal education funds.

4. Vocational funds should be used to stimulate prevocational education program development.

5. Prevocational education should receive financial assistance on the same basis as other educational program areas.

6. Sufficient records should be kept of the prevocational education program so that costs can be compared with other educational programs.

7. An annual budget should be provided for materials and equipment used in the prevocational education program.

8. ________________

Program Area VIII. STUDENT SELECTION

GUIDELINE: Public schools should provide prevocational education as an integral part of the educational experience of junior high school students.
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<th>Strongly Disagree</th>
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1. Career orientation programs in the seventh or eighth grade should have required participation.

2. More advanced career exploration programs in the ninth and tenth grades should be offered on an elective basis.

3. Prevocational education offers greatest benefit to the non-college bound students.

4. Prevocational education offers greatest benefit to the disadvantaged student.

5. Prevocational education instruction is of the most value to boys.

6. ___________________________

Program Area IX. FACILITIES AND EQUIPMENT

GUIDELINE: Appropriate and adequate facilities and equipment should be made available for programs of career information and career exploration to provide students with the opportunity to participate in relevant and realistic experiences.

THEREFORE:

1. Existing classroom and laboratories usually provide adequate facilities for offering prevocational education programs.
2. The development of any special facilities will depend upon the objectives of the program.

3. The equipment should be simple, inexpensive, multi-purpose, and not intended to be used to develop salable skills.

4. Equipment lists should be derived from the content of the courses of study which make up the curriculum.

5. A wide variety of equipment, related to a broad range of occupations, should be made available to give students simulated manipulative experiences.

6. ___________________________

Program Area X. GUIDANCE AND COUNSELING SERVICES

GUIDELINE: Guidance specialists should be available to help students assess their interests, abilities, needs, and desires as they plan for the future through the prevocational education program.

THEREFORE:

1. The primary responsibility of the guidance department in prevocational education programs is to assist the student in relating his abilities and aptitude to realistic career goals.
2. Guidance personnel should take the initiative in encouraging parents to discuss the interests, abilities, and limitations of their children.

3. The guidance department should be responsible for the overall coordination of the pre-vocational education program.

4. ____________________________________________

Program Area XI. COMMUNITY INVOLVEMENT IN PROGRAM ACTIVITIES

GUIDELINE: Community involvement in prevocational education is essential in maintaining parental and public interest in the program, as well as providing students with a realistic view of the world of work.

THEREFORE:

1. Lay advisory committees should be utilized in planning, organizing, and evaluating programs of prevocational education in the junior high school.

2. Community representatives on advisory committees should be from various employment levels, including parents, employers, and employees.

3. Representatives of various occupations in the community should serve as resource persons in the school.
4. Local businesses and industries should be encouraged to serve as hosts for field trips.

5. Business, government agencies, and other potential employers should be encouraged to provide materials, facilities and expertise for prevocational education programs.

6. The mass media such as newspapers, radio, and television should be used as a part of the program and materials as well as vehicles of public information.

7. Program Area XII. PROGRAM ADMINISTRATION AND SUPERVISION

GUIDELINE: The administration and supervision of prevocational education programs should have as their goal the most efficient and meaningful educational experience possible for the student.

THEREFORE:

1. The forces of vocational education, general education, and guidance and counseling must be brought to bear on prevocational education.

2. The supervisor and/or coordinator should be familiar with the objectives and operation of both vocational and general education programs.
3. The organization of prevocational education programs should include intensive direction by the school principal.

4. The local director of vocational education is the appropriate person to coordinate and supervise prevocational education programs.

5. State level educational leadership and coordination is desirable for developing materials, activities, and in-service opportunities for prevocational education programs.

6. Prevocational education programs should receive state leadership and supervision in much the same manner as vocational education programs.

7. State level educational leadership should assist institution of higher learning in initiating pre-service programs to orient prospective teachers to their roles in prevocational education.

8. 

Program Area XIII. PROGRAM EVALUATION

GUIDELINE: Continuous and planned programs of evaluation should be an integral part of all prevocational education programs.
THEREFORE:

1. Program evaluation must be based upon the objectives of the program.

2. Adequate planning for continuous and comprehensive evaluation should be an integral part of the program.

3. Students of the prevocational education program should be actively involved in the evaluation of the program.

4. Prevoeational education effectiveness can be evaluated by observing reduced dropout rates.

5. The lay advisory committee should be involved in prevocational education program evaluation primarily as an agent to assess the results of the evaluation.

6. Follow-up studies should be continued through high school, so that the effectiveness of the prevocational education program may be determined.

7. ___________________________
Dear Sir:

I would like to take this opportunity to thank you for your assistance in helping me formulate guidelines for prevocational education programs in junior high schools. The information and responses provided by you have pointed out additional aspects and approaches to implement the program.

The responses are in the process of being tabulated and will be used to revise and refine the tentative guidelines which were submitted to the jury.

Thank you again for your time and effort in this project.

Sincerely yours,

Wesley E. Budke
APPENDIX B

Study Participants
RESPONDENTS TO PREVOCATIONAL
EDUCATION QUESTIONNAIRE

OUT OF STATE

Mrs. Betty Benjamin, Counselor
Guidance and Counseling Department
Jefferson County School District R-1
1385 Independence Street
Lakewood, Colorado 80215

Mrs. Blanche M. Fleming
Bancroft Junior High School
Eighth and Lombard Streets
Wilmington, Delaware 19801

Troy T. McRae
Vocational Agriculture Instructor
Clearwater Comprehensive Junior High School
1220 East Palmetto
Clearwater, Florida 33500

Mrs. Emiko I. Kudo
Director of Practical Arts and Vocational Programs
P. O. Box 2360
Department of Education
Honolulu, Hawaii 96804

Curtis Phipps
Department of Vocational Education
University of Kentucky
Lexington, Kentucky 40506

Robert D. Herr
Chairman, Agriculture Department
Eastern Lancaster County School District
Route 23 and Tower Road
New Holland, Pennsylvania 17557

Ron Dumdie
Industrial Arts and Vocational Education Instructor
McLaughlin Public Schools
McLaughlin, South Dakota 57642
I. B. Pittman  
Director of Vocational and Adult Education  
35 Pine Street  
Petersburg, Virginia 23803

Norm Opp, Principal  
Lovell Junior High School  
Lovell, Wyoming 82431

Eldon Heskett  
Director of Student Services  
720 South 22nd  
Lincoln, Nebraska 68506

R. E. Hlavac  
Director of Guidance Omaha Public Schools  
3819 Jones Street  
Omaha, Nebraska 68105

Jack L. Bold  
Director of Vocational Education  
Arrowhead High School  
Hartland, Wisconsin 53029

Ben F. Winslow  
Director of Occupational Education  
Niles Community Schools  
720 East Main Street  
Niles, Michigan 49120

Mr. A. J. Limb, Principal  
Southeast Junior High School  
1738 East 2700 South  
Salt Lake City, Utah 84106

OHIO SCHOOLS

Willis Holloway, Superintendent  
Lincoln Heights Schools  
Lindy and Magee Streets  
Cincinnati, Ohio 45215

Russell Moore, Principal  
East Main Street  
Pomeroy, Ohio 45769
Robert Fricker  
Director of Vocational Education  
6726 Ridge Road  
Parma, Ohio 44129

R. T. Scherer, Executive Director  
Vocational, Industrial, and Adult Education  
Toledo Public Schools  
Manhattan and Elm  
Toledo, Ohio 43608

Eugene Woolery, Coordinator  
Career Orientation Program  
348 West 1st Street  
Dayton, Ohio 45402

Jack D. Ford  
Supervisor of Industrial Arts  
230 East 9th Street  
Cincinnati, Ohio 45202
JURORS PARTICIPATING IN THE STUDY

Dr. Byrl R. Shoemaker, Director of Vocational Education, State Department of Education, Columbus, Ohio. Years experience in educational positions -- 29.

Dr. Carl F. Lamar, Assistant Superintendent for Vocational Education, Department of Education, Bureau of Vocational Education, Frankfort, Kentucky. Years experience in educational positions -- 31.

Dr. Herbert D. Brum, Assistant Director of Vocational Education for Special Needs and Career Orientation, Ohio Department of Education, Columbus, Ohio. Years experience in educational positions -- 22.

Dr. Gene Bottoms, Associate State Director of Vocational Education, Leadership Services - Guidance, Georgia Department of Education, Atlanta, Georgia. Years experience in educational positions -- 7.

Dr. Joseph R. Clary, Executive Director, North Carolina State Advisory Council on Vocational Education, Raleigh, North Carolina. Years experience in educational positions -- 12.

Dr. Charles E. Weaver, State Guidance Supervisor, Ohio Department of Education, Columbus, Ohio. Years experience in educational positions -- 18.

Mr. Charles C. Foster, Director, Guidance Services, State Department of Education, Jefferson City, Missouri. Years experience in educational positions -- 16.

Dr. Roy A. Larmee, Chairman, Department of Educational Administration, The Ohio State University, Columbus, Ohio. Years experience in educational positions -- 22.

Mr. Eugene Woolery, Coordinator, Career Orientation Programs, Dayton Public Schools, Dayton, Ohio. Years experience in educational positions -- 21.

Mr. Robert W. Fricker, Director of Vocational and Industrial Education, Parma City Schools, Parma, Ohio. Years experience in educational positions -- 23.
Mr. Richard W. Beck, Supervisor, Vocational and Career Services, Columbus Public Schools, Columbus, Ohio. Years experience in educational positions — 10.

Mr. John Parsons, Principal, McTigue Junior High School, Toledo, Ohio. Years experience in educational positions — 32.

Mr. Ray M. Durham, Principal, Northwest Junior High School, Greensboro, North Carolina. Years experience in educational positions — 30.

Mr. James E. Norton, Guidance Director, McTigue Junior High School, Toledo, Ohio. Years experience in educational positions — 8.

Mr. Kyle Ramey, Guidance Counselor, Central Kentucky Area Vocational School, Lexington, Kentucky. Years experience in educational positions — 4.


Mrs. Marjorie Gaynor, Occupational Counselor, Ballard Junior High School, Niles Public Schools, Niles, Michigan. Years experience in educational positions — 2.
APPENDIX C

Jury Comments on the
Tentative Guidelines
TABLE 6 -- PROGRAM OBJECTIVES

Guideline Statement --

COMMENT -- Also should be aimed at defining or briefly describing occupations. Surprising how foreign some occupational titles are to students.

COMMENT -- I wouldn't use the term "vocational" in any descriptive phrase.

COMMENT -- Career information and career exploration are separate programs, to get adequate responses they must be separated.

An orientation program is needed at grades seven and eight for all youth. An exploration program is needed at grades nine and ten for all youth. Each program is important, but they have different goals, purposes and programming.

COMMENT -- The term "prevocational" bothers me greatly. The whole area speaks to occupational exploration which may or may not be "prevocational". They speak to an essential educational program or process available to all students. I would fuss with the term but accept it if the others on the jury do.

COMMENT -- Career opportunities and assessment of personal interests represent only two dimensions of career development. The attached publication identifies six.

COMMENT -- In grades seven and eight it should be orientation and exposure, not exploration.

Guiding Principles --

1. I doubt if you can do this at the junior high school level. Should interrelate that which is studied so as to provide appropriate reinforcement.

2. Insert "help students" after "should".

What is the meaning of the phrase "regardless of kind or degree"?

Insert the word "help" after "should".
3. The word "clusters" should be substituted for "areas".

Ahead of seeing job opportunities, they should gain an understanding of the economic system its importance to society, to the family, as the place where pop and mom are employed. Value of their pay check and family welfare, understanding that someday the student will be expected to find employment there, then move into what employment is all about and preparation needed.

4. No comments

5. This does not reflect my notion of interdisciplinary -- they should be interdisciplinary, but for other reasons. Number 1 may be a better reason.

Very important.

Remove the word "professional".

6. Suggest that rather than saying they are readily available, say that they are sound educationally.

7. This statement is true only if the program includes guidance workers.

Self - analysis.

8. It sounds like we are expecting a lot.

9. I am not sure of the term "first-hand" although I have used it many times.

10. No comments

11. Add the word "help" after "should" and insert "students with sound basis" in place of "a basis".

Career preparation program.

Replace the words "a basis" with "assistance".

12. To what degree and how should students and parents be involved in developing objectives?

Insert "and teachers" after students and parents.

"Reviewing" should be substituted for "developing" or there will be difficulties.

I question the use of parents in this situation.
TABLE 7 -- PROGRAM DESIGN

Guideline Statement --

COMMENT -- Only half of a total prevocational program.

COMMENT -- Eliminate the words "and efficient".

COMMENT -- Substitute "practical" for "efficient".

Guiding Principles --

1. I question if this can be done effectively and with enthusiasm.

Subject centered? Hour to hour?

2. What do you mean by exploratory skills?

Are you really talking about skills or experiences or activities? I think there are exploratory skills which can be learned. I am not sure they are provided. Activities may be provided.

Replace the word "junior" with "middle school".

Remove "exploratory skills".

3. But not as separate courses. The exploratory activities and orientation materials and integration of occupational information into the curriculum should even out to about this.

I am about to believe 100% depends on how things are assimilated and articulated. Career orientation and preparation should be the major focus of the whole works.

I still have questions on this -- it may be too strong a time demand.

What is your rationale for one-sixth?

Average 1 hour a day minimum.

4. There should also be cooperative efforts.

These are feeder schools. They should be correlated.
Each should evolve from within the staff -- to conduct a program requiring up to one-fifth of a student's time, teachers must be sold on this and feel a part of the making of the program. The geographic setting is most important -- contrast field trips -- urban - rural.

Cooperation, sharing resources, ideas, etc. should be encouraged. Communities, resources, needs vary too widely to have a "required" or rigid curriculum.

5. Not necessarily. Some activities yes others no.

Why?

How without changing existing structure? Add teachers? By some internal changes -- size may be adjusted up or down depending on the situation -- small field trips -- panel of speakers.

What would be regular classes? Classes should be more personalized.

6. Suggest wording "may" not "should".

Why separate courses?

Why courses? "Separate" has a chilly ring to it.

7. This isn't clear, coordination is a guidance function, but each teacher has responsibilities.

Guidance counselor should be tied in closely.

Skill, orientation and information, but not primary responsibility.

Too limited a range, guidance counselors should have primary responsibility strongly supported by all vocational teachers and others.

ADD -- The design should include planned evaluation by students, teachers, parents, administrators, and business and industry people involved in the program.

ADD -- The prevocational program should include a wide variety of activities to progressively develop the interests of students in learning about a broad spectrum of vocations and their opportunities and requirements (i.e., not just a "catch-all", academic type courses purporting to meet the needs of all with the "brush" treatment.)
ADD — Community resources should be utilized which would include demonstrations, tours, and field trips.

ADD — Teachers in other subject areas should be able to include occupational information that relates to the subject matter. Giving possibly a better understanding as to why the course needs to be taken.

TABLE 8 — INSTRUCTIONAL STAFF SELECTION

Guideline Statement --

COMMENT -- The incorporation of learning experiences are more important.

COMMENT -- Insert "objectives and goals" after the word "program".

COMMENT -- First, the staff should know about and have been exposed to jobs and careers themselves.

Guiding Principles --

1. No comments

2. Good idea, but difficult to accomplish in practice.

3. Not a prerequisite, in-service can upgrade competency in this area.

   Or willingness to learn.

   Not necessarily, though, with a good orientation program.

   Replace the word "good" with "clear".

4. I question this statement -- no response.

   In fact they may be the least qualified.

   Now -- yes.

   I have seen examples at both extremes -- good and bad, from these teachers as well as other subject areas. I have seen math, music, arts, etc. do just as good a job.
It is amazing how well classroom teachers can do on career orientation programs.

**ADD** -- All teachers could include some occupational information that relates to the subject they teach. Example -- Math - how and where they apply this subject matter.

**ADD** -- In-service education must be carefully planned and executed (by the most dynamic, resourceful people possible) to develop an enthusiastic, well-informed, vocationally oriented total staff -- more than just the counselors, administrators and vocational teachers.

**TABLE 9 -- GRADE LEVEL OF STUDENT INVOLVEMENT**

**Guideline Statement --**

**COMMENT** -- Replace the word "vocational" with "occupational". I think you are talking about occupational education as distinguished from vocational education.

**COMMENT** -- Is this in keeping with your emphasis on pre-vocational?

**COMMENT** -- Insert "economic structure orientation" after the word "of".

**COMMENT** -- Refer to my notion of the continuous process on the back of the page.

**COMMENT** -- This makes a false assumption created by treating orientation and exploration as one program.

**COMMENT** -- Remove the word "acquaintance" and insert "motivation, orientation and exploration", then preparation.

**Guiding Principles --**

1. Substitute "career" for the word "vocational".

   The definition of the words "vocational education" may carry different meanings to different people.

   Plus through grade sixteen.
Substitute "occupational" for the word "vocational".

2. Add grade nine also.

Add "emphasizing the economic system and its importance to the individual, the family and society."

3. I would prefer this not be too rigid -- I am thinking of the low-academic ability student -- potential drop-out -- who needs earlier vocational training -- specific job training -- admittedly the exception, but possible.

Sometimes - Yes, sometimes - No, setting and situation need to be considered.

Insert after the word "twelve", "or age sixteen and over".

For most students -- may not be so for students over-aged for the grade.

Include grade ten.

In most cases, but not always.

4. In courses only, or a variety of activities? (clubs, etc.)

I question the word "about".

I have a hang-up on Career Orientation. I hope you are including in that the idea that the initial exposure must be a realization that there is an economic system and here pop and mom are now at work.

I am not sure what you mean by exploration skills, these are different from exploratory activities.

Career orientation and career exploration terms bother me -- it is probably because in the attached paper I used them to refer to programs of a certain type.

5. Remove the words "the most".

Add grade eight.

Spell out Practical Arts in its broadest sense. There is an aspect that relates to all occupational fields:

Industrial Arts -- Trade and Industry
General Business -- Business and Office Education
General Home Economics -- Home Economics
General Agriculture -- Vocational Agriculture
(They need to be interrelated.)
What is wrong with grades seven and eight?

Add grades seven and eight.

**ADD** — Vocationally oriented clubs and other semi-or non-structured activities should be included in the prevocational program.

**TABLE 10 — STAFF TRAINING**

**Guideline Statement —**

**COMMENT** — Remove "and class preparation time commensurate with the objectives of the program."

**Guiding Principles —**

1. **Is this pre-service or in-service?**

   "Plus preparing their program of instruction".

   Most teachers have other plans during the summer -- why not do it during the school year prior to implementation?

   Just the summer before is a poor minimum. In-service education should be carried on systematically for a full year, including the last summer. The last summer should provide extended contracts for specific, detailed preparation.

2. **Strongly agree with the idea. It may not need, however, to be a separate course.**

   Can't expect it to be "required". College profs need in-service education in the vocational aspects of their subject areas -- but how do we accomplish that?

   Also ought to have a course in career orientation for prospective teachers.

3. **What about costs here?**

   Add, "or pay them by the hour".

4. **Not if ample time has been allowed in numbers one, three and five.**
Statement is not clear, additional preparation periods to what?

5. In-service education should provide for differing levels of preparation depending upon involvement, i.e., leadership, supporting, supported. It should be dynamic and interesting enough little urging or coercion is needed! It should be conducted on SCHOOL TIME: post and pre-school workshops and during the year.

Strongly suggested by the administrator.

If all should be on the team -- elective basis won't get it.

ADD -- Administrators should fully utilize guidance personnel to assist them in planning, organizing, executing and evaluating the in-service prevocational education program.

**TABLE 11 -- PROGRAM FINANCING**

**Guideline Statement --**

**COMMENT --** Should include concepts of conversion of resources for new funds.

**Guiding Principles --**

1. No comments

2. Not necessarily, other federal monies for education run about fourteen to one.

3. Only if everything has equal priority.

   must be categorical aid.

4. There are really no other places to go. Are you saying that all three should participate?

5. No comments

6. I can't see any difference between statements six and seven.

7. No comments
TABLE 12 -- CURRICULUM AND ACTIVITIES

Guideline Statement --

COMMENT -- The curriculum concepts expressed miss the point of separate orientation and exploration thrusts and are bound entirely to existing curriculum other than curriculum revision.

COMMENT -- Are curriculum and activities separate? Or are the activities subsumed in the curriculum? Or are you talking about non-curricular activities only in the term "activities"?

COMMENT -- I question whether the word "comprehensive" is exploratory or realistic.

Guiding Principles --

1. Providing life-like activities is a must.
   
   Are program activities the same as curriculum?
   
   Bring resource people to school.
   
   They should include hands-on experience in either simulated or direct work settings.

2. No comments

3. No comments

4. No comments

5. No comments

6. Should go beyond this, it must include arrangements for teacher education.

7. Once again, maybe we are expecting too much. I question the determining of abilities aspect.

8. Actually "should be jointly planned by ---".
   
   Misspelling of "advice".
   
   Plus consultants from the business community.
9. It may well run ahead of needed curricular changes, so should not be limited to direct ties to the present curricula.

Maybe reorient it.

10. I question the word "all" the major groupings. Area - job opportunities available should be considered.

Capitalize Standard Industrial Code.

Should be PREPARED to cover ANY in which interest of a particular group may develop from an orientation or overview.

11. I doubt if this much time is practical -- especially if the earlier "one-sixth of total school time" is prevocational.

One-fourth may be more realistic.

Not sure, pupil needs will determine this.

Add "or involvement" after the words "direct observation".

12. Remove the word "best".

Provides only one phase of orientation and orientation is only one facet of exploration.

Insert "assistance to students and teachers" after the word "exploration".

Cannot be a reading verbal skill program.

The wording intimates this would be the primary effort -- passive in nature. If the center of activities, fine.

Broader than just an occupational information center.

13. As presently conducted, generally no.

Yes, but only a part of it.

Basically I think this is true except for the "as --- presently conducted".

ADD -- Personnel, organizational, and physical resources of both the community and area should be thoroughly studied, documented, and fully utilized.
TABLE 13 — COMMUNITY INVOLVEMENT IN PROGRAM ACTIVITIES

Guideline Statement --

COMMENT -- Community involvement in prevocational education is not necessarily essential in maintaining parental and public interest.

COMMENT -- After the word "providing" add "opportunities for".

Guiding Principles --

1. Program? Materials? Vehicles? This statement confuses me greatly when you carefully analyze what is said.

2. No comments

3. They should not provide materials or facilities and perhaps expertise.

4. No comments

5. Which employment level are parents from?

6. Listening, yes, but not providing the leadership.

Utilized in an advisory role.

TABLE 14 — STUDENT SELECTION

Guideline Statement --

COMMENT -- You separate concepts of orientation and exploration here, why not in the rest of the study?

COMMENT -- Add the word "all" public schools . . . .

Guiding Principles --

1. Parts of it, not necessarily ALL.

    Seventh and eighth grade.

2. Should be required.

    Should be an integral part of the curriculum for 100 percent of the students.
3. At this point in time, yes.
All students need it.

At this point in time, yes.
All students need it.

5. You have to be kidding!
More boys (in number) yes. More imperative for ALL boys, yes.
All students need it.

ADD -- Prevocational education should be well rounded in that all categories are touched; professional; skilled, service, sales, unskilled, etc.

TABLE 15 -- FACILITIES AND EQUIPMENT

Guideline Statement --

COMMENT -- Audio visual aids, especially films, are difficult to obtain when they are specifically needed.

COMMENT -- Why jump back and forth in terminology in your guidelines? Why use these here and "prevocational education" in the others?

COMMENT -- Replace "prevocational education" with "career orientation".

Guiding Principles --

1. Replace the word "will" with "should".

2. It is impossible to provide all the equipment necessary to explore adequately, supervised field experiences are the only answer.

3. And other areas.
If the curriculum is o.k.
4. Generally, yes, not sure all necessarily tie together. Some of it may not be multi-purpose.
   
   This is a double statement.
   
   Can be, not should be.
   
   Multi-use of vocational facilities may be a possibility.
   
5. Can't really tell. I don't know what is "existing". Traditional? Then, no they don't.

TABLE 16 — GUIDANCE AND COUNSELING SERVICES

Guideline Statement --

COMMENT -- Replace "guidance specialist" with "occupational coordinator or counselors".

Guiding Principles --

1. Replace the words "guidance personnel" with "all personnel involved in the program".
   
   Is initiative the right word?
   
   Don't we always encourage parents to do so?

2. The primary responsibility of guidance is to assist the teacher in helping the student in this area.
   
   At the seventh grade, I am not sure this is true.
   
   Assist the teacher.

3. No comments

ADD -- In order to provide continuing leadership (selected?) counselors should be permitted, encouraged, and reimbursed to attend appropriate workshops and exemplary prevocational education programs.

ADD -- This program is so comprehensive that an additional staff member -- preferably a guidance person is needed.

TABLE 17 — PROGRAM ADMINISTRATION AND SUPERVISION

Guideline Statement --
Guiding Principles --

1. What does this have to do with the guideline.
   Insert "practical arts". I put it in a broader context than general education.

2. Yes, but "moreso" with "prevocational education programs".

3. No comments

4. If I can assume that what vocational education state leadership is doing is correct.

5. Local leadership and teacher developed materials and activities.
   Coordinated by Guidance Services.

6. But I doubt if this will happen.
   Can organization include direction?

   If the inference here is knowledgeable, forceful leadership supporting the prevocational coordinator, yes.

7. Guidance person coordinator; the director of vocational assistant coordinator.
   Specially appointed person.
   One of the appropriate persons.
   Similar to question number 3 in Table 16.

TABLE 18 — PROGRAM EVALUATION

Guideline Statement --

COMMENT -- None

Guiding Principles --

1. No comments

2. No comments
3. No comments

4. But, enrollment in vocational education may not be good criterion measure.

5. The process needs evaluation as well as the product.

6. Insert "in part" after the word "evaluated".

    Must know the reason for dropping out of school.

    Not necessarily.

    Partially.

    Not wholly.

    This is only one.
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