The status of career development in the elementary school as viewed by elementary school counselors of Virginia

Regina N. Smith

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THE STATUS OF CAREER DEVELOPMENT
IN THE ELEMENTARY SCHOOL AS VIEWED
BY ELEMENTARY SCHOOL COUNSELORS
OF VIRGINIA

A Thesis
Presented to
the Graduate Faculty of the
University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Regina Norrell Smith
August 1970
APPROVAL SHEET

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CHAPTER I

INTRODUCTION

Although 1970 has been proclaimed the centennial year of the founding of the public school system in Virginia, organized guidance in the elementary schools had its beginning only five years ago. During the ensuing years, there has been increased interest in offering more and improved guidance services in the elementary schools of the state. As additional emphasis has been placed on the developmental aspect of guidance, specially trained persons have been employed in some of the elementary schools in Virginia.

One area of this developmental aspect of guidance in which there is great concern is career development. Because of the rapidly changing conditions that characterize the world of work, many educators are seeking ways to provide the young child with a vocational awareness which is both relevant and up to date. The basic idea behind the vocational awareness concept is that boys and girls of elementary school age will receive adequate training and experiences to help foster self-knowledge in relation to the world of work. Such experiences should provide these youngsters with an occupational readiness which will enable them to make


meaningful occupational choices later in life. Thus, the guidance move-
ment is directing its attention to ways in which the experiences of the
elementary school child will affect his ultimate decisions and ability to
cope with current and future problems.3

I. STATEMENT OF THE PROBLEM

The problem of this investigation was to determine the status of
career development in the elementary schools of Virginia by seeking
answers to the following questions:

1. To what extent is career development included in the curricu-
   luum of kindergarten through grade six in the public schools of Virginia?

2. To what extent are various school personnel actively involved
   in implementing the career development program in these schools?

3. Have counselors had, or do they feel the need for, special
   training for fostering career development in these schools?

4. What sources of occupational information are used by students
   in these elementary schools?

5. To what extent are certain practices utilized in fostering
   career development in the schools?

6. What do the elementary school counselors consider as the main
   objectives in providing occupational information to pupils in the schools?

In addition to the specific items on the questionnaire, respond-
ents were invited to make comments concerning any aspects of the problem.

3 Walter H. Liston in the Foreword of Occupational Information in
   the Elementary School, by Villa Norris (Chicago: Science Research
II. DEFINITION OF THE PROBLEM

Definitions of terms used.

The definitions of terms used in the study were as follows:

The term "career development" refers to the individual's "constant [lifetime] process of experiencing new ideas, new events, and new processes."^4

"Every experience that he has and every decision that he makes affect changes in his self-concept and in the vocational goals... Self-concepts evolve gradually; therefore, a vocational decision results from an accumulation of experiences."^5

The term "elementary school" was used to refer to a school which included kindergarten through grade six or grade eight. Some schools in Virginia that are designated as elementary schools omit the kindergarten. Others may have any combination of grades mentioned above.

The term "elementary school counselor" which has been adopted as the official title of the guidance specialist in the elementary school^7 "is a member of the professional staff of an individual school who provides additional knowledge, understanding and skill in the area of child growth and development and the behavioral sciences so that (1) individual pupil needs may be recognized and met more effectively, (2) experiences in the school

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may be made more meaningful to all pupils, and (3) change in the school experiences may be more readily initiated when needed in terms of the developmental needs of pupils."^8

The term occupational information refers to "systematically organized data about the abilities required and the training, duties, and compensations involved in a particular type of work or in a broad grouping of related vocations."

Good defined the term vocational guidance as "that phase of guidance, both group and individual, which provides information about and experience in occupations, job selection, placement, and follow-up."

The term guidance refers to "that part of the total educational program which assists the individual student in developing a realistic concept of himself and society and in setting and achieving goals consistent with his potential."

The expression vocational awareness signifies "(1) an understanding of the significance of man's ability to express himself through a wide range of work, and (2) an appreciation of the contribution of work in contemporary society."^12

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^8 Ibid.


^10 Ibid., p. 373.


Delimitations of the study.

This study was concerned with the status of career development in public schools of Virginia which had (1) any or all the grades from kindergarten through grade six (or their equivalents), and (2) a counselor assigned either full time or part time for the 1969-1970 school year to serve any or all these grades or their equivalents. The majority of the schools included in the study had the term "elementary" as a part of the school’s name. Other such terms used in two instances each were "middle" and "junior high"; nevertheless, schools that were designated by these terms were included because they met the two criteria listed above. The two schools that used the term "junior high" in their names have elementary departments. An exception was made if the school met the criteria, but offered only special education. If such were the case, the school was excluded from the study.

The assumptions inherent in the study.

1. The counselors to whom the questionnaire was sent were in a position by virtue of experience and/or training to supply information on the problem. In the state of Virginia, because of a requirement that all persons endorsed to be counselors must have had at least one year of successful teaching experience, the respondents to the questionnaire have had the opportunity to serve as both teachers and counselors. A survey in January, 1970, on the functions being performed by Virginia counselors of public elementary schools revealed that over 50% of the 73% of the counselors who responded have had up to ten years of elementary teaching experience; 75% have had from one to five years of elementary school counseling experience.13

2. The investigator believes that data from the survey is representative of the elementary schools of Virginia regarding (a) enrollment, (b) diversity of staff members, and (c) economic level of families served.

3. Vocational development of the child is an integral part of his development. It is interrelated with, and just as important as, other aspects of his development.

4. The investigator believes that this study will make a contribution to the information already available on the subject of career development in the elementary school. However, the study should be of special value to Virginia educators since it deals mainly with the status of career development in the public elementary schools of Virginia.

III. IMPORTANCE OF THE STUDY

"As Virginians commemorate the one hundredth year of public education, it is appropriate to recall the beginning and growth of ... guidance services in the public school program."14

The teachers' concern for their students led indirectly to (1) the concept that guidance should be available to all students, and (2) a recognition of the need for vocational and educational guidance.15

Forty-four years ago, the first secondary school guidance counselors were employed in Virginia.16 For the most part, vocational guidance was stressed; it later was broadened to include the understanding of one's self in relation to the world of work.

15Ibid., p. 1.
16Ibid., p. 2.
Organized guidance in the elementary school, however, had its beginning in Virginia during the 1965-1966 school year with the initiation of three-year pilot guidance programs in five school divisions. Each succeeding year, additional elementary school counselors have been employed to serve elementary school students. "Today, there are fifty-seven elementary school counselors in twenty-two school divisions."

Two of these counselors serve children who are enrolled in schools for special education.

The fact that organized guidance in the elementary school in Virginia is still in its infancy partially accounts for the limited material that is available on this facet of the elementary school in the state. Although there has been a recent statewide study on guidance functions of the elementary school counselor, there has been no survey devoted specifically to the status of career development in the elementary public schools of Virginia as viewed by its elementary school counselors.

A study of various theories concerning vocational choice has indicated that there is an agreement that this choice does not take place at any one specific time; rather, it may be considered as a process that develops over a period of several years. Another point of general agreement is that the process begins when the child is young. Therefore, this investigation as to the status of career development in the elementary schools of Virginia seems significant and vital.

The main objective of the study was to find what is being done in the area of career development in the elementary schools of Virginia in

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17 Ibid., p. 2.
an attempt to make suggestions as to what should or may be done in the future by school personnel in facilitating the vocational maturation of each child.
CHAPTER II

REVIEW OF RELATED RESEARCH

In an effort to gain background information for the proposed study for this thesis, the writer reviewed research which was divided into the following groups: (1) vocational development theories and their implications for elementary schools; (2) the guidance movement in the public schools of Virginia; (3) studies on career development and occupational information in the elementary school; (4) purposes of occupational information for elementary school children; and (5) typical programs and techniques for implementing career development at the elementary school level.

I. RESEARCH ON VOCATIONAL DEVELOPMENT THEORIES AND THEIR IMPLICATIONS FOR ELEMENTARY SCHOOLS

Early Theories

"The work of Frank Parsons and others in the field of vocational guidance around 1906 marks the beginning of guidance in the American high school."18 During this time, career planning was considered a threefold process: a study of oneself, a study of the world of work, and the matching of one’s strengths and abilities with existing opportunities.19 In years following the beginning of vocational guidance in the United States,

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19 Morris, op. cit., pp. 18, 19.
the process of choosing an occupation has been found to be more than a purely intellectual process. This fact is borne out by several of the accepted theories of vocational development and vocational choice.

Sociologists and Vocational Choice

Sociologists such as Caplow, Miller, and Farm feel that sociological and economic factors affect occupational choice. Thus, factors such as race, nationality, social class, educational opportunities, expectations of relatives and friends, and cultural opportunities influence the individual's occupational choice. Implications for practice of these views at the elementary school level include the importance of the following: (1) providing information concerning the world of work at all levels; (2) the classroom teacher's awareness of the sociological and economic factors on children's career plans; and (3) the realization that lack of educational opportunities may be the cause of a child's terminating his formal education, thereby limiting his vocational opportunities. 20

Psychologists and Vocational Choice

"In contrast with the sociologists, who stress outside factors as the main determinants in vocational choice, the psychoanalysts stress unconscious or internal factors." 21

Another characteristic of the psychoanalysts' theory is expressed by A. A. Brill who emphasized in Fundamental Conceptions of Psychoanalysis, that the normal individual needs no assistance in selecting a career because he can sense the right activity to follow. This particular theory is not very popular. Educators who would adhere to the concepts of this

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21. Ibid., p. 20.
theory would have no need to provide vocational guidance; therefore, the main implication for practice at the elementary school level is that no consideration would be given to the vocational development of children.\textsuperscript{22}

\textbf{Career Pattern Theory}

The career pattern theory of two Austrian studies by Charlotte Buehler and P. Lazarsfeld stressed the importance of understanding vocational development throughout one's life span. In order to gain such information, the technique used was that of asking old people how they had arrived at their vocational choices. Buehler thus developed a theory based on these life stages: growth, exploratory establishment, maintenance, and decline.\textsuperscript{23}

"Since about 1950 an awareness of changing conditions of work and of society as a whole has led to a reexamination of old theories and consideration of several new ones, such as those proposed by Ginsberg, Super, . . . and others."\textsuperscript{24}

Most of these theories are based on the concept that occupational choice is a developmental process rather than a static vocational choice.

\textbf{Ginsberg's Theory of Vocational Choice}

Inspired partly by the Buehler-Lazarsfeld theory of stressing the importance of understanding the entire life span, Ginsberg and his associates in the 1950's formulated a theory of vocational choice.\textsuperscript{25}

\begin{itemize}
  \item \textsuperscript{22} \textit{Ibid.}, pp. 21, 22.
  \item \textsuperscript{25} Super, \textit{loc. cit.}
\end{itemize}
They believed that occupational choice was a developmental process extending over a period of approximately ten years, and involving an individual's values and goals. Another concept of this theory is that the individual's final decision in making an occupational choice must represent a compromise of interests, ability, values, and existing opportunities. Ginsberg, in explaining further this decision-making process, divided the process into three periods of choice determination: the fantasy period, the tentative period, and the realistic period.  

Implications for elementary school personnel indicate that the child be encouraged during the fantasy period, at which time he believes that "he can become whatever he wants." At the upper elementary school level, which coincides with Ginsberg's period of tentative choice, the child can be helped towards the realization that there is a difference between the fantasy choice and reality.

Hoppock's Composite Theory of Vocational Choice

Another widely acclaimed theory is that developed by Hoppock, who has formulated a composite theory embracing concepts of several other theories of vocational choice. The ten postulates of this theory are all based on the concept that occupations are chosen to meet needs.


Therefore, since the individual's needs change, if occupations are chosen to satisfy these needs, then a logical assumption is that occupational choices may change also.

Elementary school teachers and counselors who adhere to Hoppock's theory would help children to develop self-concepts in an attempt to understand themselves, their interests, their abilities, and the fulfilling of personal needs through their vocational decisions.29

Super's Theory of Vocational Development

Super based his theory on the concept that choosing a vocation is a life-time process proceeding by stages:

1. Growth stage: birth to age 14
2. Exploration stage: ages 15-24
3. Establishment stage: ages 25-44
4. Maintenance stage: ages 45-64
5. Decline stage: age 65 on

The first stage is of particular importance at the elementary school level and has been subdivided into three stages:

1. Fantasy: ages 4-10
2. Interest: ages 11-12
3. Capacity: ages 13-14 30

Whereas Super's five stages of growth approximate Echler's psychological life stages and Ginsberg's decision-making process, Super not only has subdivided the stages, but he has suggested vocational developmental tasks that relate to the world of work.

According to Super's theory, opportunities should be provided at each grade level for children to have new experiences and new roles.

30Ibid., pp. 25, 26.
Such opportunities will help enhance self-concepts which would in turn raise the aspirational level of the children.

Roe's Theory of Vocational Choice

"Motivational theories, or 'why do men work?' theories are more recent theories concerning vocational development." 31 One of the most well-known of these theories is the one advanced by Anne Roe, who based her theory on needs as listed by Maslow. "This hierarchical concept is useful in explaining many aspects of normal and neurotic behavior. These basic needs are

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." 32

"As Roe points out, no other factor in a person's life can satisfy as many of these needs as an occupation does." 33 Playing an important part in Roe's theory are parents who have shared the child's early experiences. Such experiences influence the child's basic attitudes, interests, and capacities and thus are reflected in his occupational choice. 34


33 Norris, op. cit., p. 29.

34 Ibid., p. 31.
A program in the elementary school based on Roe's theory would be designed so as to provide many experiences in which the child can relate occupational information to an understanding of himself and how he can satisfy his needs. Teachers and counselors should use the child's interests and needs as a yardstick for guiding his vocational development.

Havighurst's Theory of Vocational Development

This theory is based on the concept that vocational development is a life-long process which is divided into six stages, the first two being pertinent to the elementary school. Stage one is called the identification stage in which the child between the ages of five and ten identifies with a worker, usually a parent. From age ten to the age of fifteen, the child begins to learn work habits and to develop an awareness for accepting responsibilities of work later on.35

Implications of Havighurst's theory at the elementary school level would stress the importance of having each child identify with an adult worker. Good work habits, perseverance, and learning about various occupations would also be the concern of educators who are responsible for facilitating the development of children.

Summary of Theory

Elements of the vocational theories discussed on which there seems to be general agreement are as follows:

1. Vocational choice is a process taking place over a period of years.

2. This process may be thought of as a series of life stages, each with its unique characteristics.

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3. Many factors including psychological, sociological, and economical, influence the career pattern.

4. Vocational choice usually begins with a self-concept which is the result of the knowledge of one's own abilities, attitudes, interests, and achievements.

5. Persons have general needs, but they differ in their interests, abilities, and attitudes.

6. To satisfy general needs as well as specific needs, persons differ in the occupational choices that they make. These choices may vary with the same individual as his needs change.

"In assisting vocational development in the elementary school, counselors and teachers will benefit from having a knowledge of some of the basic principles underlying the process of vocational choice. Such insight into the various aspects of career development will enable school personnel to guide the child in developing an occupational readiness." 36

II. RESEARCH ON THE GUIDANCE MOVEMENT IN THE PUBLIC SCHOOLS OF VIRGINIA

Guidance in the public schools of Virginia began in the high school as "informal and incidental assistance rendered by teachers and administrators who took a personal interest in their students." 37 In the 1929-1930 school year, twenty high schools in Virginia had incorporated in their curriculum occupational information courses from one to five times a week; forty-three correlated occupational information with area subjects. A course in vocational civics became a required course in Virginia high schools during the early 1930's. 38

36 Ibid., p. 34.


By 1965, in nearly all of the high schools of Virginia, organized guidance programs had developed. These programs offered services provided by professionally educated counselors in cooperation with other school personnel. The number of full-time guidance counselors increased from 46 in 1954 to 519 in 1965.  

Guidance in the elementary schools of Virginia is not entirely new.

"For decades classroom teachers have been performing guidance activities along with their instructional duties. Since the early 1950's teachers have been aided with a bulletin, Guidance in the Elementary School, and the Guidance Handbook. Both state publications emphasized guidance as a continuous process beginning with elementary pupils."  

Although the year of 1965 has been given as the first year of organized guidance in the elementary schools of Virginia, two persons in the Richmond Public School system were employed in 1963 as elementary school counselors. Their guidance programs at this time were funded by the Ford Foundation. Guidance counselors still serve both these schools; in addition, there are 15 other elementary school counselors in the capital city, which has "the largest number of individually employed counselors" in the state.

In 1965, the Guidance and Testing Services and the Division of Elementary Education cooperated in establishing three-year pilot projects

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41 Guidance News and Views in Virginia, loc. cit.
42 From a statement by Dulalina Turner (one of the counselors involved), personal interview, June 19, 1970.
43 Fay J. Reubush, loc. cit.
in elementary school guidance in five school divisions. "School officials were so favorably impressed with the projects that they are being continued. Two of the five divisions have expanded the guidance services to other elementary schools." 44

The growing interest in elementary school guidance has led the State Board of Education to ask for funds to help pay the salaries of 100 elementary school guidance counselors in 1970-1971 and 150 in the 1971-1972 school year. 45 However, this budget request was not approved.

III. RESEARCH OF STUDIES ON CAREER DEVELOPMENT
AND OCCUPATIONAL INFORMATION IN ELEMENTARY SCHOOLS

Duffey's Study

Robert Duffey reported on a study which was designed to find out how accurately boys and girls in the middle grades know the income level of occupational groups. In this survey, the occupations were to be rated by students according to whether they thought the income for these jobs would be considered as high, middle, or low.

The results revealed the following facts:

1. Most was known about higher income brackets and least about the low ones.

2. Boys knew more generally about occupational incomes than did girls.

3. Sixth grade pupils were more knowledgeable than the fifth graders, who in turn were more knowledgeable than the fourth grade pupils.

44 "Guidance, a Growing Trend in Elementary Schools," op. cit., p. 5.

Analyzing results of the survey led the investigator to summarize weaknesses in (1) vocabulary or concepts and (2) in the curriculum.

Recommendations included the following:

1. Teachers should encourage the use of glossaries and dictionaries. They should foster the keeping of personal glossaries, should conduct frequent drills and reviews, and they should periodically test pupils' knowledge of essential vocabulary.

2. Whereas emphasis in school on occupations is placed on the contributions of the worker to community life, dignity of honest work, and the interdependence of occupations, more attention should be paid to a worker's involvement in his occupations and to his tangible rewards. A suggestion was made stating that teachers might prepare a file of occupations by mounting and titling pictures and then giving pertinent information concerning the particular occupation.

Exploratory Study by Lifton

An exploratory study by Lifton was concerned mainly with the implication that there may be an unawareness on the part of teachers as to how early in a child's life his attitudes and values about the world of work begin to form. The study was concerned too with the emphasis that was being placed on vocations as an aid to career planning rather than satisfying the child's curiosity about the world of work by merely broadening his perspective.

Teachers who participated in the study were also members of two beginning classes in guidance. They were asked to consider which occupations they know enough about, such as training requirements, salary level, and job opportunities, that could be used as illustrations of

classroom concepts. A tabulation of their responses showed that
(1) professions far outnumbered other occupations, (2) sales and clerical
tasks followed, and (3) the skilled trades barely made a showing. These
results were significant in that the job distribution according to the
results of the study was practically the reverse of the job distribution
as concluded from the results of census data.

The second facet of the study concerned a review of children's
books. The participating teachers were asked to look through all the
books that were used in their classrooms and list the occupations that
were used as illustrations. The results indicated that (1) illustrations
on service occupations were very prevalent in the primary grades, and
(2) illustrations of the professions characterized the majority of occup-
opations in books for upper grades. There was a small percentage of
illustrations of the skilled trades in the books for upper grades.

As a result of these two studies, the conclusion was drawn that
the children were not receiving a true picture of the importance and types
of available jobs from either their teachers or from their textbooks.

Lifton then began a survey of books on careers with the purpose
of compiling a list which could be used by teachers to supplement their
background. He found that there seemed to be almost no books designed
for grades 3-6 which described the world of work. A survey of several
major book publishers to ascertain their interest in books for the middle
grades revealed that they had not published, nor did they plan to pub-
lish books of that type because they felt the children lacked interest
in vocations. Since Lifton's study, several series of occupational

47 Walter H. Lifton, "Vocational Guidance in the Elementary School,”
Guidance in the Elementary School: A Book of Readings, ed. Herman Petera
information books which are geared to the upper elementary school level have been published.

Study of When to Provide Occupational Information by Higgins

The purpose of this study was to find out at what grade level occupational information can be incorporated into the curriculum. The author used the criteria of student interest for trying to determine the most effective grade level at which to introduce occupational information.

A questionnaire was administered to a group of fourth, fifth, and sixth graders at a selected elementary school in Mattoon, Illinois; and to a group of seventh and eighth graders at a selected junior high school in Mattoon. The purpose of the questionnaire was to determine the students' attitudes toward furthering their interest in occupational and educational information.

Experimental groups were made up for the purpose of conducting an occupational-educational information class according to grade level. The remainder of the students who were given the questionnaire served as control groups.

Conclusions of the experimenter included the following:

1. Interest for furthering information in the fourth, sixth, seventh, and eighth grades was not significantly greater in the experimental group than in the control group.

2. Interest was significantly greater with the experimental group of fifth graders.

3. The high level of interest in all topics suggested on the questionnaire indicated that all the pupils from the fourth through the eighth grade who participated in the study would like to know more about the world of work.48

48 Janene Horca Higgins, _op. cit._, pp. 2, 3, 41-43.
Commission on Elementary Guidance Study

The Virginia Personnel and Guidance Association commissioned a study of functions of the elementary school counselors in the Virginia Public Schools. The survey which was conducted in January, 1970, had a 73 percent return of questionnaires which showed the following results on the function of coordinating the career development program:

An average of three counselors checked that they performed this function daily; an average of 15.2 checked the column frequently; 48.5 said that they performed this function sometimes; 27.3 indicated that they never performed the function. Three counselors abstained and three checked the column labeled others, but they did not specify.

The committee recommended that counselors should continue to stress their role as a specialist in career development as well as in other aspects of developmental guidance.49

Study on the Use of Occupational Information in Elementary Education

The problem was (1) to assess what is being done in schools in New York City in relation to occupational and educational information, and (2) to indicate the kind of school guidance program that counselors would develop if time and sufficient staff were available.

A questionnaire was distributed to 538 elementary schools in the greater New York metropolitan area. Counselors were asked to describe the occupational and educational activities of their guidance programs. Data from 180 completed questionnaires were summarized in the Table.

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accompanying the report of the research. Included in the report are
comments from some of the counselors who elaborated on their responses.

The results of the survey showed that the published materials
are used more widely than any of the other activities listed. The use
of occupational material in the curriculum, assembly programs, and group
guidance were used frequently also. A very interesting observation was
that none of the counselors reported having developmental programs of
occupational information; however, 26 of them expressed the desire to
have such a sequential occupational developmental program.

Approximately one-third of the responses referred to social
studies as the area in which teachers and counselors are presently intro-
ducing the concept of work and occupational information.

The results of this survey indicated that elementary school coun-
selors have realized that the occupational and educational information
services are very important aspects of the total guidance program at the
elementary school level.50

Parker's Study on the Teaching of Occupations

Parker selected randomly 130 children in grades two, four, and
six of seven elementary schools in northern Illinois. Individual inter-
views were held with the children to determine the conceptual level of
understanding regarding seven major occupational areas as represented by
14 occupations. In each of the seven occupational areas, the concep-
tual level scores for fourth and sixth graders were significantly higher
than for second graders.

50Goldie Ruth Haisuck, "Occupational Information in Elementary
Education: What Counselors Do—What Counselors Would Like to Do,"
Parker concluded in his doctoral dissertation that:

"It would appear that greater development of occupational concepts might be expected during the fifth and sixth grades. Therefore, consideration should be given to the provision of more significant explorations of occupational activity as part of the social studies curriculum for fifth and sixth grade. The investigator also recommended that a guidance unit on occupations be included in the instructional program during the period." 51

**Nelson's Study on Occupational Knowledge and Interests of Children**

This study included 395 Ohio students in grades 3, 5, 7, 9, and 11. Colored slides of workers representing 16 different occupations were shown to the students. They were asked to name and describe each job. They were asked also relevant questions concerning the jobs, their personal likes and dislikes.

Significant differences were found in regard to grade level, intelligence, and socio-economic level. As a result of the study, Nelson recommended early teaching of occupations at elementary school level. Such information will help to (1) expand the knowledge and interests of all students, (2) reach those who may leave school early, and (3) reduce unrealistic occupational identifications and rejections made for unsound reasons. 52

**IV. PURPOSES OF OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOL**

In providing occupational information in the elementary schools, the basic objective is probably to guide the child towards an understanding of himself in relation to the world of work.

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52 Ibid., p. 572.
Among the authorities who have prepared lists of purposes in presenting occupational information to children at the elementary school level are Hoppock, Arbucklo, and Morris. The following list of purposes represents some of their views on the subject as well as those expressed in the 1965 edition of the Guidance Handbook for Virginia Schools. They are:

1. To increase the child's feeling of security.
2. To answer questions that children may have in order to satisfy their natural curiosity about occupations.
3. To emphasize the dignity of all honest work done well.
4. To acquaint pupils with changes that are taking place in the world of work.
5. To help provide vocational guidance for the benefit of those who drop out of school and enter the world of work.
6. To help pupils gain an understanding of the contribution of various workers.
7. To bring the home, school, and the community closer together.
8. To show the interdependence of workers.
9. To provide background information that will help the child to choose intelligently a course of study for his secondary school education.
10. To help the child develop positive attitudes toward himself.
11. To assist the pupil in developing those characteristics which are important to success in work.
12. To show children who need money how they can earn it.

V. TYPICAL PROGRAMS AND ACTIVITIES FOR IMPLEMENTING CARRIER DEVELOPMENT AT THE ELEMENTARY SCHOOL LEVEL

Organizing the Program

Organizing an occupational information program in the elementary school is not a difficult task. It can usually be set up within the framework of the regular curriculum. Such a program can be incorporated
in the subject areas of language arts, arithmetic, health, music, or arts and crafts. Perhaps the subject area that is best suited to a program of occupational information is social studies.53

One sequential pattern of social studies education for the elementary school has been outlined by Hill:

Kindergarten - Living in the immediate environment
Grade 1 - Living in the home and school
Grade 2 - Living in the neighborhood and community
Grade 3 - Living in the community or expanding community life
Grade 4 - Life in other communities and/or life in our state
Grade 5 - Living in the United States or living in the Americas
Grade 6 - Our American neighbors or life on other continents54

A similar outline has been used by Norris in which the program is divided into two classifications: "the early elementary (kindergarten through grade 3), in which the child is concerned with work in the familiar setting of home and community; and later elementary (grade 4 through grade 6), in which the child's concept of work expands to include large geographical areas and abstract ideas."55

Elementary school pupils need vocational guidance as much as do children at the secondary level of education. The elementary school

53 Norris, op. cit., p. 40.
55 Norris, op. cit., p. 56.
counselor can be of special help in this aspect of guidance. His ability "to identify the characteristics of growth at successive stages of development, make him especially qualified to help pupils develop vocationally."\(^56\)

Although the counselor, other school personnel, and parents help the child to build a foundation for vocational development, the teacher is the key figure in the guidance of the child. Because of her close contact with the pupils in her classroom, the teacher is in a position to exert great influence on them. Therefore, the teacher should work cooperatively with other members of the staff and with the parents to assist children in all aspects of their development.

"The elementary school must—if it is to fulfill its proper developmental functions—... help children learn the relationship between education and work, [and] help children develop the skills and attitudes of the planful person.

A systematic program of instruction is needed if children are to grow up knowing the world of work and of education as they should."\(^57\)

**Techniques of Providing Occupational Information**

Following are suggestions for presenting occupational information to elementary school pupils. In some instances, specific activities are listed and/or described briefly. A number of the techniques and activities are suitable for all elementary grade levels; others are more suitable for specific grades.

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A. Special Units

1. A variety of subject areas and activities may be combined by using the unit method.

2. This method is of special value in the elementary school because it can be adapted to any grade level.

3. McCracken and Lamb suggested that units organized around topics such as housing, food, and clothing be included in the elementary school curriculum. Such units would provide a means for introducing functional learnings into regular content areas.\(^{58}\)

B. Audio-Visual Devices

1. Bulletin boards and displays are effective means of illustrating occupations.

2. Films and filmstrips suitable for showing in the elementary school are worthwhile practices, especially if meaningful follow-up activities are conducted.

3. Charts and posters used wisely are very effective.

4. The tape recorder provides opportunities for recording pupil reports, interviews, and classroom discussions.

5. Teachers can recommend to pupils commercial television programs which feature persons in various occupational roles.

6. Free pamphlets, booklets, and other printed matter offered by a number of businesses are useful at various levels.

C. Role Playing

1. This activity is more natural at the kindergarten and first grade level.

2. Role playing gives children an opportunity to learn to work together.

3. An activity suited to the upper elementary level may have pupils playing roles of persons in specific

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occupations. After the activity, the pupils in the class can make comparisons between the way their classmates portrayed the role and the facts as they know them.

D. Reading about the World of Work

1. Books written especially for elementary school children offer additional information about occupations.

2. Children's magazines and newspapers often include stories with occupational implications.

3. Biographies which may help make children aware of character traits desirable for success are especially valuable in the upper elementary school grades.

4. Novels concerning careers may increase interest in certain careers; however, these novels do not necessarily contain accurate information.

E. Field Trips

1. Field trips help to create interest in work and workers.

2. They offer the child first hand information.

3. Field trips which aim to acquaint pupils with workers on the job rather than to focus on the product which the workers produce, will help pupils to develop more meaningful work concepts.

4. Field trips are suitable activities at all grade levels.

F. Creative Writing, Reports, and Discussions

1. Suggested activities involving creative writing include poems, plays, autobiographies, and songs.

2. Written reports on "What I Want to Be" may be adapted to all grades.

3. Especially effective are class discussions and panel discussions on the importance of all kinds of occupations and how they relate to society.

G. Guest Speakers and Visitation by Workers

1. Children should have the opportunity to talk with and listen to persons representing various occupations.
2. Round table discussions involving pupils, parents and persons in various occupations are valuable experiences.

3. Informal visits in the classroom of workers are suitable for small group discussions and discussions with the entire class. Workers in the school, such as the nurse, custodian, and the secretary should not be overlooked.

Reports of Two Successful Activities with Children

A. Meaningful Work for Young Children

This activity is described in an article which discusses how the young child, even of nursery school age can be helped towards developing a positive concept of himself and of work in general by being allowed to perform meaningful jobs.

According to Mrs. Hendrick, director of a nursery school, pleasure in work should begin at an early age and nurtured as the child matures. Children as a rule receive pleasure from the process of work as well as from satisfaction with the finished job.

The author listed, among others, the following examples of work that young children are able to do under the supervision of the teacher:

- Washing dishes
- Planting and weeding the garden
- Mixing paint
- Oiling tricycles when they begin to squeak
- Washing easel brushes
- Cutting up fruits and vegetables for snack

Such activities may be adapted easily to the kindergarten program.

Two criteria for work for young children are (1) to have the task short or capable of being divided into short portions and (2) to let pleasure in accomplishment be the goal, not perfection in performance.59

B. Employment Service in the Elementary School

An Elementary School Employment Service has been organized by The Developmental Career Guidance Project in Detroit. In this particular program fifth and sixth graders were encouraged to apply for available jobs. After the operation of the program had proved successful, fourth graders were invited to participate also. Jobs offered were those that are available in practically any elementary school: audio-visual aids, library helpers, office helpers, auditorium assistants, and so forth.

Applicants for jobs actually filled out application forms which required the child to write a short paragraph stating his reason for wanting the job. Each form had to be signed by the student and his parent or his guardian.

The counselors in the schools involved initially discussed the project in all classrooms. Following this, a list of available jobs with their qualifications was posted in the classrooms. Students interested in a particular job were interviewed by the Elementary School Employment Service interviewers.

At the end of a year of operation of this service, an evaluation was made by the students and the faculty. In evaluating the program, 27 out of 30 faculty members felt the service was worthwhile. Of the 278 students who were questioned, 258 of them felt that the service was a great help to them.

The main problem of the project was that of rewarding workers for their experiences and contributions. Two practices experimented with were a report card grade and giving out badges.60

VI. SUMMARY OF RELATED LITERATURE

The study of the related literature revealed that vocational choice is a process which takes place over a period of years. No one theory is basic to vocational guidance or vocational choice. However, an awareness of the various theories and their implications for practice at the elementary school level will give counselors and teachers some knowledge of the underlying principles of vocational development.

Recent research studies on career development in the elementary school indicate that children on this level are interested in occupations and are very receptive to occupational information. Outstanding among the recommendations as a result of these studies is one which states that occupational information should be taught early at the elementary school level.

In providing this information in the elementary school, the basic objective is to assist the child to understand himself in relation to the world of work. There are various techniques and activities that can be used in the career development program of the elementary school. The responsibility for fostering this development should be shared cooperatively by the parents and the school personnel. Through this cooperative effort, the elementary school child should be aided towards an "occupational readiness."
CHAPTER III

THE DESIGN OF THE STUDY

School personnel who provide for the various educational needs of our society should be knowledgeable about the status of various aspects of education. With this thought in mind, the investigator decided to survey the aspect of career development in Virginia's elementary schools. The original plan was to formulate a questionnaire and send it to all Virginia elementary school counselors who had been assigned for the 1969-1970 school year.

I. SOURCES OF DATA USED IN PREPARING QUESTIONNAIRE ITEMS

To obtain some idea as to whether the questionnaire should be sent to counselors or to other staff members, the investigator talked with several educators including counselors, asking their opinions. As a result of these interviews, the investigator decided to follow through with the original plan to send the questionnaire to elementary school counselors.

The devised instrument was based largely on a survey of literature dealing with guidance and career development in the elementary school. This literature included (1) selected vocational development theories and their implications for practice at the elementary school level; (2) articles in professional journals and publications;
(3) selected Master's theses and research studies; (4) selected publications of the Virginia State Department of Education; and (5) guidance handbooks of several public school systems.

II. METHODS OF PROCEDURE

After items selected to be used for the questionnaire were organized, valuable assistance was given by Mrs. Patricia Coukos, Coordinator of Developmental Guidance in the Richmond Public Schools and Dr. Edward F. Overton, Chairman of the Department of Education, University of Richmond. Helpful suggestions were made also by Dr. Edward Cook, Assistant Superintendent of Vocational and Continuing Education, Richmond Public Schools. The next step was to revise the questionnaire, giving consideration to the suggestions that had been made; then, it was submitted to several teachers, counselors, and college seniors to test for the clarity of the items.

On May 12, 1970, the final version of the questionnaire was sent with an explanatory letter to the superintendents of the twenty-two Virginia school divisions which employed elementary school counselors. The letter requested their cooperation and informed them of the plan to send the questionnaire to the counselors. A few superintendents referred the letter to their division supervisors of guidance. No superintendent refused the request; several of them and a few guidance supervisors expressed an interest in the study and requested results of the survey. A copy of the questionnaire, along with the

61 See Appendix C.
62 See Appendix A.
explanatory letter and a stamped, self-addressed envelope, was sent to the Virginia elementary school counselors, who were requested to return the forms by May 25, 1970. The list of counselors including the schools they served was furnished by the Guidance and Testing Services, State Department of Education.

Although the original list included the names of fifty-seven counselors, the questionnaire was sent to only fifty-six of them, as a result of a call from a guidance supervisor who informed the investigator that there was no elementary school counselor in her school division. The following day, a letter from this supervisor confirming the telephone conversation was received. It pointed out that the State information which may have been misleading, stemmed from the assignment of one counselor in a school for both elementary and secondary students with special problems; therefore, no questionnaire was sent to that school. As a result, the number of anticipated respondents was reduced to fifty-six.

On May 27, 1970, a reminder letter was sent along with another copy of the questionnaire to the counselors who had not responded, again requesting their assistance in the survey.

III. COLLECTION OF DATA AND TREATMENT OF FINDINGS

By May 28, 1970, questionnaires had been returned by forty-six counselors representing a total of fifty-three schools. One of these

63 See Appendix B.
64 See Appendix B.
counselors served three elementary schools, and she filled out a question- 
naire for each school. Of the five counselors who served two 
schools each, three of them completed a questionnaire for each school; 
the other two combined their information on a single form. A follow-up 
letter brought responses from five additional counselors. The final 
count showed that fifty-one counselors who represented fifty-eight schools 
had responded.

One respondent indicated that she served a special education 
school whose pupils were of junior and senior high school age; conse- 
quently, this school was omitted from the study, since it did not meet 
the criteria which had been established previously. The final number of 
responding counselors included in the study was thus lowered to fifty; 
the number of responding schools, to fifty-seven. The findings of the 
study were based on a return of ninety-two percent of the survey ques- 
tionnaires, representing a ninety-one percent of counselors who responded.

After the data were collected, they were transferred to a master 
tabulation worksheet. The tabulation and analysis of these data are 
reported in the tables and interpretations in Chapter IV of this study.

In analyzing the findings, the responding schools were grouped 
by grades as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>K - 3</td>
</tr>
<tr>
<td>II</td>
<td>K - 6</td>
</tr>
<tr>
<td>III</td>
<td>1 - 6</td>
</tr>
<tr>
<td>IV</td>
<td>4 - 6</td>
</tr>
<tr>
<td>V</td>
<td>Grade 6</td>
</tr>
</tbody>
</table>

Some of the counselors who served grades included in the study served 
also as counselors in grade seven or in grades seven and eight in their 
respective schools. Such schools were included because they met the
criteria that had been established for the study; however, the data in this report were concerned only with grades kindergarten through grade six of these schools.

In tabulating the responses to the questionnaire items, analysis was accomplished in most instances by converting the tabulated responses to percentages. Throughout Chapter IV, the tables were constructed according to grade level, size of enrollment, economic level, or a combination of any two of these factors. Most of the tables include numbers and percentages to help show relationships more effectively.
CHAPTER IV

THE FINDINGS

The survey questionnaire yielded information concerning the status of career development in Virginia's public elementary schools to which a counselor was assigned for the school year 1969-1970. The findings of this survey were organized in terms of (a) the grade levels and size of the responding schools, (b) the extent of career development and personnel involved in the career development program according to enrollment and grade levels, (c) the extent of career development and personnel involved in fostering the program according to economic level, (d) the practices followed in school and sources of occupational information used by the pupils, (e) the objectives that counselors consider important in providing occupational information to the students, and (f) counselors' views on the training of elementary school counselors for fostering career development.

I. GRADE LEVELS AND SIZES OF RESPONDING SCHOOLS

The number of responses included in the survey totaled fifty-seven, which represented a return of 92 percent of the questionnaires. The distribution of the responding schools according to grade levels and enrollment is shown in Table I.

Of the twenty-five schools with enrollment of between 200 and 599 students, sixteen counselors indicated that they served grades
K - 6; four served grades 1 - 6; two served grades 4 - 6; and three served only grade six on the elementary level. This group of schools represented approximately 44 percent of the responding schools. There was almost an equal number of schools having an enrollment of between 600 and 999 students. This group comprised nearly 46 percent of the responding schools. The grades from 1 - 6 accounted for fifteen schools in this group of twenty-six schools. The other schools in this group were distributed by grade levels as follows: nine with grades K - 6 and one each with grades K - 5 and 4 - 6. Only six schools included in the study had over 1,000 students; five of them indicated grades K - 6 and one, grades 1 - 6. This group represented approximately 10.5 percent of the responding schools.

Periodical references to Table I may be very helpful in interpreting other data presented in this chapter.

II. CAREER DEVELOPMENT IN THE CURRICULUM

Career development as a part of the curriculum of the elementary school was reported as being prevalent in a little more than half the schools included in the survey. The largest percent of schools that indicated yes to the question, "Is career development included in the curriculum of your school?" was the group of schools with grade levels K - 6. A total of twenty-eight schools representing the following groups accounted for fifty percent of the total number of schools included in the study: schools having grades K - 6 and those having only grades 1 - 6. The only school surveyed in the K - 5 group does not include career development in its curriculum. Of the six schools surveyed, according to Table II, that had grades four, five, and six
### TABLE I
NUMBER AND PERCENTAGE OF RESPONDING SCHOOLS ACCORDING TO ENROLLMENT AND GRADE LEVELS K-6

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>K - 5</th>
<th>1 - 6</th>
<th>4 - 6</th>
<th>6*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>PERCENT</td>
<td>No.</td>
<td>PERCENT</td>
</tr>
<tr>
<td></td>
<td>Sub Total</td>
<td>Group</td>
<td>Sub Total</td>
<td>Group</td>
</tr>
<tr>
<td>200 - 599</td>
<td>0</td>
<td>0.0</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>600 - 999</td>
<td>1</td>
<td>100.0</td>
<td>1.8</td>
<td>9</td>
</tr>
<tr>
<td>1000 - 1499</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>100.0</td>
<td>1.8</td>
<td>30</td>
</tr>
</tbody>
</table>

Note: Sub group refers to the number of responding schools in each grade level category. Total group refers to the total number of responding schools.

*This group of schools included one with counselor serving only grade six and two with counselors serving grades six and seven.
TABLE II

NUMBERS AND PERCENTAGE OF SCHOOLS WHICH INCLUDE CAREER DEVELOPMENT IN THE CURRICULUM ACCORDING TO ENROLLMENT AND GRADES K-6

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>K-5</th>
<th>K-6</th>
<th>1-6</th>
<th>4-6</th>
<th>6*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Group</td>
<td>No.</td>
<td>PERCENT</td>
<td>No.</td>
<td>PERCENT</td>
<td>No.</td>
</tr>
<tr>
<td>250 - 500</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>30.0</td>
<td>15.3</td>
</tr>
<tr>
<td>500 - 750</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>10.0</td>
<td>5.3</td>
</tr>
<tr>
<td>1000 - 1499</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>10.0</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>0.0</td>
<td>0.0</td>
<td>15</td>
<td>50.0</td>
<td>26.4</td>
</tr>
</tbody>
</table>

Note: Sub group refers to the number of responding schools in each grade level category. Total group refers to the total number of responding schools.

*This group of schools included one with counselor serving only grade six and two with counselors serving grades six and seven.
in the two remaining groups, counselors in three of them responded that career development is included in their curriculum. The total percent of schools responding "yes" to this questionnaire item was 54.6—representing a little more than half the responding schools.

Representative remarks from the counselors who elaborated on career development as a part of the curriculum are as follows: One counselor wrote:

Career development in our school is fostered mostly through the use of units. In the kindergarten, first, and second grades, it is done mainly through social studies and economic units centered around family and home life, school life, and community helpers. In the third grade pupils learn more about other workers and industries in the city. The fourth, fifth, and sixth grades are introduced to a variety of occupations in their study of the state, our country, and other countries of the world. Pupils are encouraged in the upper grades to seek additional information about occupations of special interest to them.

Comments from another counselor include:

Many of the ideas you [the investigator] mentioned will hopefully be incorporated into a program next year.

Another counselor stated:

In that we are in the early developmental stages of elementary guidance, much has yet to be done along the lines of career development as an integral part of the school curriculum.

Other comments included:

Careers are mainly covered in the lower grades through community helpers. I am not certain whether the work aspect of the career is emphasized. To my knowledge, only the sixth grade received any information on careers via Career Week.

Two counselors stated that a conflict of duties inhibited their work with career development. One counselor served two roles—assistant principal and guidance counselor—on a temporary basis for
the 1969-1970 school year. The other one had to rotate between being counselor and acting principal.

Several counselors who commented on career development in their schools have programs similar to those as suggested by Bella Norris in her book *Occupational Information in the Elementary School*. Although only 54.6 percent of the respondents indicated that career development was included in the curriculum of their schools, forty-two indicated the level in which career development begins, as shown in Table III.

In reading comments from the respondents, the investigator was able to account in part for the apparent discrepancies in responses to items one and eleven. Several counselors indicated that career development existed in their schools, but to a very small degree. Therefore, they did not feel justified in stating that they had a career development program; nevertheless, Table III shows that some form of career development existed in the majority of the schools. In most cases, the level at which career development began was the lowest grade level served by the counselor.

Table III indicates that nearly seventy-five percent of the responding schools showed that career development began as follows: one school at the kindergarten level in grades K - 5; sixteen in the kindergarten, two in grade one and four in the upper elementary grades for the schools with K - 6. In the schools with grades 1 - 6, eleven began career development in the first grade, one in the second grade and four in the upper grades. Two of the three schools with counselors serving grades 4 - 6 began their program in the fourth grade; one of the three with only the sixth grade of the elementary grades began career
### TABLE III
GRADE LEVEL IN WHICH CAREER DEVELOPMENT BEGINS
ACCORDING TO THE GRADES (. - 6) SERVED
BY RESPONDING COUNSELORS

<table>
<thead>
<tr>
<th>Beginning Level of Career Development</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K - 5</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>No. of Schools indicating no Career Development Program in answer to question 11</td>
<td>0</td>
</tr>
<tr>
<td>No. of Schools not replying to this question</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
</tr>
</tbody>
</table>
development at that grade level. Therefore, 73 percent of the fifty-seven responding schools indicated some type of career development, whether it was incidental or specifically planned.

Systematic Career Development Programs

Only a few of the responding schools reported having a planned systematic program for career development. These schools totaled only twelve which were distributed according to enrollment as follows: six out of twenty-five schools with an enrollment of 200 - 599; five out of the twenty-six schools having an enrollment of 600 - 999; and one of the six schools with an enrollment of 1,000 - 1,499. Table IV shows that the largest percentage of schools with such a program according to grade levels occurs with the schools having grades 1 - 6.

Although the returns showed a relatively small percent of schools which have a systematic career development program, several counselors indicated that there are plans to systematize their programs.

One counselor commented:

Although it is not in written form, I am currently working with teachers on establishing a systematic program of career development throughout the elementary grades, and I hope it will be in usable form by the fall of 1970. I feel this is a very necessary procedure, and I have been gathering information and doing some research in this area all year in preparation for getting a program in writing.

Another counselor stated her belief that a career development program is a useful way to reach the pupils and she hopes to extend and systematize the program at her school next year with the help of her colleagues. Other comments included the following:
### TABLE IV

**NUMBER AND PERCENTAGE OF RESPONDING SCHOOLS WHICH HAVE A SYSTEMATIC PROGRAM FOR CAREER DEVELOPMENT ACCORDING TO ENROLLMENT AND GRADE LEVELS**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>K - 5</th>
<th>K - 6</th>
<th>1 - 6</th>
<th>4 - 6</th>
<th>6*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sub</td>
<td>Total</td>
<td>Sub</td>
<td>Total</td>
<td>Sub</td>
</tr>
<tr>
<td>200 - 599</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>10.0</td>
<td>5.3</td>
</tr>
<tr>
<td>600 - 999</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>1000 - 1499</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>3.3</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
</tr>
</tbody>
</table>

**Note:** Sub group refers to the number of responding schools in each grade level category. Total group refers to the total number of responding schools.

*This group of schools included one with counselor serving only grade six and two with counselors serving grades six and seven.*
I hope next year, assuming my program is continued, to strive to develop a systematic program for providing the elementary children with a useful occupational information presentation.

[A systematic program is] being developed. All grades K - 6 are exposed to career development.

Although the percentage of schools that reported having a systematic program for career development is small, only a few respondents indicated a desire for, or an intention of having such a program in the future; therefore, the opinions of the counselors who made no comments on this item are not known.

Dr. George E. Hill, distinguished Professor of Education at Ohio University stated that:

"The child in the elementary school needs, and should be provided, experiences systematically planned to help him develop meaningful concepts of work, concepts which he has the opportunity to achieve from experiences on his own."

Inasmuch as organized elementary school guidance is still in its infancy in Virginia, the first year or two according to some respondents are usually ones of exploration and experimentation; however, judging from the aforementioned comments, some schools are making plans to implement a systematized program for career development.

Personnel Who Assume Responsibility for Providing Occupational Information

Table V shows that the group of schools with the smallest enrollment had the largest percent of personnel who assumed the main responsibility for providing occupational information. Less than half the

TABLE V

NUMBER AND PERCENTAGE OF RESPONDING SCHOOLS HAVING PERSONNEL WHO ASSUME THE MAIN RESPONSIBILITY FOR PROVIDING OCCUPATIONAL INFORMATION ACCORDING TO ENROLLMENT

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Teacher</th>
<th>Counselor</th>
<th>Teacher and Counselor</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of schools</td>
<td>Percent of schools</td>
<td>No. of schools</td>
<td>Percent of schools</td>
</tr>
<tr>
<td>200 - 599</td>
<td>5</td>
<td>8.8</td>
<td>8</td>
<td>14.0</td>
</tr>
<tr>
<td>600 - 999</td>
<td>3</td>
<td>5.3</td>
<td>4</td>
<td>7.0</td>
</tr>
<tr>
<td>1,000 - 1,499</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>14.1</td>
<td>12</td>
<td>21.0</td>
</tr>
</tbody>
</table>
responding schools had a designated person or designated persons with
this responsibility. Counselors numbered twelve, teachers numbered
eight, and teachers and counselors who shared this duty numbered five;
they accounted for the total school personnel from twenty-five schools
who were performing this function.

Reasons for the lack of an assigned person in the remainder of
the responding schools are not known. One counselor commented that
policies at her school are not established to the point that teachers
actually see career development as a part of the total school curricu-


lem and are becoming actively involved.

An interesting observation was that five schools or one-fifth
of the schools that responded positively to this questionnaire item
indicated a sharing of the duty by the counselor and the teachers. The
idea of the counselor and teachers working cooperatively has received
the sanction of many of the experts in the field of guidance.

School Personnel Activity Involved in Implementing the Career Development Program

According to Table VI counselors and teachers led the list of
personnel in this category. Sixty-six percent of the schools reported
the active involvement of counselors and sixty-three percent, the
involvement of classroom teachers in implementing the career development
program. In addition to the counselors and teachers, other personnel
listed in the order of frequency are as follows: librarians, principals,
assistant principals, school nurses and instructional coordinators, and
school social workers. Three respondents indicated that they had no
career development program and ten gave no reply to this item.
### TABLE VI

**NUMBER AND PERCENTAGE OF SCHOOLS WITH PERSONNEL ACTIVELY INVOLVED IN IMPLEMENTING THE CAREER DEVELOPMENT PROGRAM ACCORDING TO GRADE LEVELS**

| Personnel Involved in Career Development Program | K - 5 | | | | | Totals |
|--------------------------------------------------|------| | | | |        |
|                                                  | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent |
| Classroom teachers                               | 1    | 1.8      | 18   | 31.5     | 13   | 22.7     | 3    | 5.3      | 1    | 1.8      | 36   | 63.1     |
| Counselors                                       | 1    | 1.8      | 21   | 36.8     | 13   | 22.7     | 2    | 3.5      | 1    | 1.8      | 38   | 66.6     |
| Principals                                       | 1    | 1.8      | 5    | 8.8      | 1    | 1.8      | 0    | 0.0      | 0    | 0.0      | 7    | 12.4     |
| Assistant principals                             | 0    | 0.0      | 4    | 7.0      | 0    | 0.0      | 0    | 0.0      | 0    | 0.0      | 4    | 7.0      |
| Librarians                                       | 1    | 1.8      | 9    | 15.8     | 6    | 10.5     | 0    | 0.0      | 0    | 0.0      | 16   | 28.1     |
| School nurses                                    | 0    | 0.0      | 2    | 3.5      | 0    | 0.0      | 0    | 0.0      | 0    | 0.0      | 2    | 3.5      |
| School social workers                            | 0    | 0.0      | 1    | 1.8      | 0    | 0.0      | 0    | 0.0      | 0    | 0.0      | 1    | 1.8      |
| Instructional coordinators                       | 1    | 1.8      | 1    | 1.8      | 0    | 0.0      | 0    | 0.0      | 0    | 0.0      | 2    | 3.5      |
| Schools indicating absence of career development program | 0    | 0.0      | 1    | 1.8      | 1    | 1.8      | 1    | 1.8      | 0    | 0.0      | 3    | 5.4      |
| Schools not replying to this item                | 0    | 0.0      | 5    | 8.8      | 3    | 5.3      | 0    | 0.0      | 2    | 3.5      | 10   | 17.6     |

**Note:** Most schools which answered this item checked more than one class of personnel as being actively involved in the career development program.
Although in most instances there are various personnel involved in this program, a number of the counselors indicated only one or two performed this function. There seems to be a significant pattern as to the involvement of school personnel according to grade levels—teachers, and counselors received the highest percentage in each grade level category with one exception. In the K - 5 group there is only one school in which the teachers, the counselor, the principal, the librarian, and the instructional coordinator were all indicated as being participants in the career development program.

One counselor who served as assistant principal and guidance counselor on a temporary basis for the 1969-1970 school year indicated that she was not actively involved in the program because of the limited time she had to devote to both positions. Similarly, several other counselors made comments stating that there are so many aspects of the guidance program that they are unable to devote much time to career development. Two counselors indicated that the children have many basic needs that must be met—needs that should receive priority over career development.

Another way of viewing the personnel actively involved in implementing the career development program is circumstantiated by Table VII. Certain personnel, namely; classroom teachers, counselors, and principals were selected to use in noting their involvement with career development. These persons were chosen because they were the only personnel listed on the questionnaire employed by all the schools. This table compares the extent of involvement of teachers, counselors, and principals to the number of classroom teachers in responding schools.
TABLE VII
NUMBER AND PERCENTAGE OF SCHOOLS WITH CERTAIN PERSONNEL* WHO ARE ACTIVELY INVOLVED IN CAREER DEVELOPMENT PROGRAMS, ACCORDING TO THE NUMBER OF CLASSROOM TEACHERS IN RESPONDING SCHOOLS

| Certain Personnel Actively Involved in Career Development Program | Number of classroom teachers in responding schools** |  |
|---|---|---|---|---|---|
| | Group A (16 - 19) | Group B (20 - 34) | Group C (35 - 49) | Totals |
| | No. of schools | Percent | No. of schools | Percent | No. of schools | Percent | No. of schools | Percent |
| Classroom teachers | 10 | 17.5 | 20 | 35.1 | 6 | 10.5 | 36 | 63.1 |
| Counselors | 7 | 12.3 | 23 | 40.3 | 8 | 14.0 | 38 | 66.6 |
| Principals | 1 | 1.8 | 4 | 7.0 | 2 | 3.5 | 7 | 12.3 |
| Did not specify personnel | 2 | 3.5 | 5 | 8.8 | 2 | 3.5 | 9 | 15.8 |

*The classroom teachers, counselors, and principals were selected for this comparison because they were the only personnel active in the career development program who were common to all responding schools.

**The number of schools who responded to this item according to number of classroom teachers: Group A - 14; Group B - 30; Group C - 12. One school did not specify the number of classroom teachers or personnel involved. This school is not included in the data of this table.

Note: One school did not specify the number of classroom teachers or the personnel involved in the career development program.
The findings revealed that in the schools in Group A with the smallest number of classroom teachers, the teachers were mentioned more as having an active part in the program. A different situation existed for the schools in Groups B and C; the counselors were checked more often. Approximately four-fifths of the responding schools in Group B checked counselors in response to this question. Group C, which had fourteen respondents showed the active participation status of the three selected personnel, with counselors, classroom teachers, and principals in this order of frequency.

Results showed that regardless of the number of classroom teachers in a school, the principals were the least involved of the three school personnel listed in this table in implementing the career development program. Also, shown in Table VII are the exact figures for schools responding to this questionnaire item.

An analysis of data in Table VII revealed that teachers and counselors were checked in fifty percent or more of the schools that responded to this questionnaire item. They shared relatively similar amounts of involvement in the fostering of career development. There were no significant differences in percentage of involved classroom teachers, counselors, and principals in relation to the number of classroom teachers in corresponding schools.

III. GRADE LEVELS AND ECONOMIC LEVEL OF THE STUDENTS

Shown in Table VIII are the number and percentage of responding schools according to economic level and grade levels K - 6. This table reveals that approximately forty-six percent of the responding schools
TABLE VIII

NUMBER AND PERCENTAGE OF RESPONDING SCHOOLS ACCORDING TO ECONOMIC LEVEL AND GRADE LEVELS K - 6

<table>
<thead>
<tr>
<th>Economic Level</th>
<th>Number</th>
<th>K - 5</th>
<th>Percent</th>
<th>K - 6</th>
<th>Percent</th>
<th>1 - 6</th>
<th>Percent</th>
<th>4 - 6</th>
<th>Percent</th>
<th>6</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Sub Group</td>
<td>Total Group</td>
<td>No.</td>
<td>Sub Group</td>
<td>Total Group</td>
<td>No.</td>
<td>Sub Group</td>
<td>Total Group</td>
<td>No.</td>
<td>Sub Group</td>
</tr>
<tr>
<td>$1,000 - $3,999</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>16</td>
<td>53.3</td>
<td>28.0</td>
<td>6</td>
<td>30.0</td>
<td>10.5</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>4,000 - 11,999</td>
<td>1</td>
<td>100.0</td>
<td>1.8</td>
<td>10</td>
<td>33.3</td>
<td>17.5</td>
<td>12</td>
<td>60.0</td>
<td>21.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>12,000 or more</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>2</td>
<td>6.7</td>
<td>3.3</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Did not indicate</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>2</td>
<td>6.7</td>
<td>3.3</td>
<td>2</td>
<td>10.0</td>
<td>3.5</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>100.0</td>
<td>1.8</td>
<td>30</td>
<td>100.0</td>
<td>52.5</td>
<td>20</td>
<td>100.0</td>
<td>34.0</td>
<td>3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: Sub group refers to the number of responding schools in each grade level category. Total group refers to the total number of responding schools.
indicated that the majority of their students are in the middle income bracket; a little less, forty-two percent, in the lower income bracket; and only three and one-half percent in the high income bracket. Five schools did not indicate the income level.

The schools in Group II (K - 6) serve more students from the lower income bracket; this bracket accounts for fifty-three percent of the overall economic level of this group of schools. Twenty-one percent of schools with grades 1-6 are characterized by the middle income levels, the highest percent for this group of schools. The three schools with only one elementary grade (grade six) and the one school with grades K - 5 represent the middle income bracket.

Career Development in the Curriculum

The respondents indicated the extent to which career development was incorporated into the curriculum according to the economic level of their students. According to Table IX, less than one-half the schools in the lower economic level responded "yes" to the questionnaire item dealing with the inclusion of career development in the curriculum; a little more than one-half were in the middle income bracket. There were only two schools which reported the majority of their pupils as being from families with high income; only one of these schools included career development in its curriculum.

One counselor commented that many of the families of pupils at her school had a low income. In most cases they were also on a low socioeconomic level and the children could not depend on their parents for much help in career development or in setting realistic goals.
## TABLE IX

NUMBER AND PERCENTAGE OF SCHOOLS WHICH INCLUDE CAREER DEVELOPMENT IN THE CURRICULUM ACCORDING TO ECONOMIC LEVEL OF STUDENTS IN GRADES K - 6

<table>
<thead>
<tr>
<th></th>
<th>K - 5</th>
<th>K - 6</th>
<th>1 - 6</th>
<th>4 - 6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Sub Group</td>
<td>Total Group</td>
<td>Sub Group</td>
<td>Total Group</td>
<td>Sub Group</td>
</tr>
<tr>
<td>$1,000 - $3,999</td>
<td>0</td>
<td>0.0</td>
<td>7</td>
<td>23.3</td>
<td>12.3</td>
</tr>
<tr>
<td>4,000 - 11,999</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>13.3</td>
<td>7.0</td>
</tr>
<tr>
<td>12,000 or more</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>3.3</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Total          | 0     | 0.0   | 12    | 39.9  | 21.1 | 12    | 60.0  | 21.0  | 2   | 66.6  | 0.3 | 1     | 33.3  | 1.8   |

Note: Sub group refers to the number of responding schools in each grade level category. Total group refers to the total number of responding schools.

*Five schools did not indicate the economic level.
Thus, much of the responsibility rested on school personnel in providing and implementing a career development program for these youth.

In a study on exploring the world of work with elementary school pupils, one counselor wrote that she would like to develop a program which builds respect for the people who work at blue collar jobs and the kind of training that is required for these jobs. Her main reason for this comment was that the economic value of work was not sufficiently emphasized for many children whose families received public financial assistance.

**Systematic Career Development Programs**

Only twelve of the responding schools reported having a systematic program for career development. According to Table X, five schools with pupils in the low income range had such a program; all five of these schools had grades one through six. In the middle income bracket there were five also which were distributed as follows: three in schools with grades K-6; one in a school with grades 1-6; and one in a school having only the sixth grade at the elementary school level. Two counselors indicated that they had a systematic program, but they did not indicate the economic level.

**Personnel Who Assume Responsibility for Providing Occupational Information**

As shown in Table XI, responding schools representing the middle economic level accounted for twelve of the twenty-five schools which indicated having personnel who assumed the responsibility for providing occupational information. Seven of these schools reported

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66 Kaback, *loc. cit.*
**TABLE X**

**NUMBER AND PERCENTAGE OF SCHOOLS HAVING A SYSTEMATIC PROGRAM FOR CAREER DEVELOPMENT ACCORDING TO ECONOMIC LEVEL AND GRADES K - 6**

<table>
<thead>
<tr>
<th>Economic level</th>
<th>K - 5</th>
<th>K - 6</th>
<th>1 - 6</th>
<th>4 - 6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>$1,000 - $3,999</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
</tr>
<tr>
<td>4,000 - 11,999</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>5.3</td>
<td>1</td>
</tr>
<tr>
<td>12,000 or more</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.8</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>7.1</td>
<td>7</td>
</tr>
</tbody>
</table>
TABLE XI

NUMBER AND PERCENTAGE OF RESPONDING SCHOOLS HAVING PERSONNEL WHO ASSUME THE MAIN RESPONSIBILITY FOR PROVIDING OCCUPATIONAL INFORMATION, ACCORDING TO ECONOMIC LEVEL

<table>
<thead>
<tr>
<th>Economic Level</th>
<th>Teacher</th>
<th>Counselor</th>
<th>Teacher and Counselor Sharing Duty</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Schools</td>
<td>Percent</td>
<td>No. of Schools</td>
<td>Percent</td>
</tr>
<tr>
<td>$1,000 - $3,999</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>8.8</td>
</tr>
<tr>
<td>4,000 - 11,000</td>
<td>7</td>
<td>12.3</td>
<td>4</td>
<td>7.0</td>
</tr>
<tr>
<td>12,000 or more</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Did not indicate income level</td>
<td>1</td>
<td>1.8</td>
<td>3</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>14.1</td>
<td>12</td>
<td>21.1</td>
</tr>
</tbody>
</table>
that teachers assumed this responsibility; four that the counselors did so; and one, that the teachers and counselors shared this function. At the lower economic level, four schools reported that teachers and counselors shared this function, while five reported that the counselors assumed this responsibility. An outstanding observation was that the teachers in responding schools serving low-income pupils did not have the main responsibility for providing occupational information to their pupils. Of the two schools which indicated a high economic level, neither reported that the school personnel had any responsibility for this aspect of the career development program.

IV. PRACTICES USED AND SOURCES OF INFORMATION

Practices Used in Career Development

In this study, the practices were listed and counselors were asked to indicate by grade level the practices that were used in fostering career development in their schools. Two categories of grade levels were devised as follows: K - 3 and 4-6. In grades K - 3, the frequency of each practice ranked them in the following order from the most frequently checked practice to the least frequently checked: films and filmstrips; pictures and posters; exhibits and displays; tours of businesses; workers visiting in the classrooms; relating occupational information to subject areas; special units of work; guest speakers and assembly programs; writing autobiographies; and interest inventories.

On the upper elementary level the order of the practices used was different, as shown in Table XII. Films and filmstrips, and pictures and posters led the list as they did on the primary level;
## TABLE XII

NUMBER AND PERCENTAGE OF SCHOOLS USING CERTAIN PRACTICES
IN FACILITATING CAREER DEVELOPMENT ACCORDING TO
PRACTICES AND GRADE LEVELS (K - 3 AND 4 - 6)

<table>
<thead>
<tr>
<th>Practices</th>
<th>K - 3*</th>
<th>Grade levels</th>
<th>4 - 6**</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools</td>
<td>Percent of Schools</td>
<td>No. of Schools</td>
<td>Percent of Schools</td>
</tr>
<tr>
<td>Exhibits and displays</td>
<td>26</td>
<td>51.0</td>
<td>28</td>
</tr>
<tr>
<td>Tours of businesses</td>
<td>23</td>
<td>45.1</td>
<td>26</td>
</tr>
<tr>
<td>Assembly programs</td>
<td>14</td>
<td>27.4</td>
<td>26</td>
</tr>
<tr>
<td>Films and filmstrips</td>
<td>30</td>
<td>58.8</td>
<td>39</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>14</td>
<td>27.4</td>
<td>29</td>
</tr>
<tr>
<td>Interest inventories</td>
<td>2</td>
<td>3.9</td>
<td>14</td>
</tr>
<tr>
<td>Relating occupational information to subject areas</td>
<td>18</td>
<td>35.3</td>
<td>29</td>
</tr>
<tr>
<td>Special units of work</td>
<td>15</td>
<td>29.4</td>
<td>26</td>
</tr>
<tr>
<td>Writing autobiographies</td>
<td>8</td>
<td>14.0</td>
<td>21</td>
</tr>
<tr>
<td>Workshops for pupils</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>Workers visiting the classroom</td>
<td>19</td>
<td>37.2</td>
<td>26</td>
</tr>
<tr>
<td>Pictures and posters</td>
<td>29</td>
<td>56.9</td>
<td>33</td>
</tr>
</tbody>
</table>

*There are 51 schools of the 57 included in the study in which counselors serve pupils in grades K - 3 or 1 - 3; these counselors serve pupils enrolled also in grades 4 and 5, or 4, 5, and 6.

**Six of the schools have counselors serving these elementary grades only: 4 and 5; 4, 5, and 6; or 6.
however, the list varied from then on as follows; relating occupational information to subject areas and having guest speakers; then using exhibits and displays. Your practices had the same percentage; tours of business, assembly programs, special units of work, and workers visiting the classroom. Less frequently used were these practices: writing autobiographies; using interest inventories; and workshops for pupils.

Although using special units of work was listed as a separate practice, many of the other practices were incorporated in these units. Norris states that "there are many methods of presenting information about occupations within a unit program, and an imaginative teacher will make use of a variety of them."67

Another source also emphasizes the value of the unit method.

"A popular method of imparting vocational information is to develop specific units of instruction in the curriculum. A unit of this type should give proper attention to the community situation, family backgrounds, and socio-economic status of the students for whom the program is intended. At all grade levels where such units are taught, concerted effort should be made to broaden the young person's familiarity with occupations, rather than stressing detailed study of one or two occupations only."68

Representative of remarks from respondents who commented on the practices are the following:

I have already in the plans for next year a very inclusive occupational study unit for grades K - 6. This would be begun and implemented by me, but adapted to the classroom climate by the individual teachers.

67 Norris, op. cit. p. 45.
I would like to have guest speakers, obtain appropriate filmstrips, and take meaningful trips to places of business.

All the practices listed in Table XII have been widely recommended by a number of educators.

Sources of Information

Ranking highest for both grade levels K - 3 and 4 - 6 were books and booklets on careers as sources of information. Table XIII shows that both the primary grades and upper elementary grades rely a great deal on posters and charts, which ranked second. At the lower grade levels the remainder of the sources were ranked in this order: file and pamphlets on occupations; biographies; commercial occupational kits; filmstrips, films and records; original plays; and newspapers, magazines, and bulletin boards. The last three source groups listed above were added to the questionnaire by respondents.

In grades 4 - 6 in addition to the two sources already mentioned that ranked first and second, these sources followed in order of their frequency in the tabulated data: biographies; file of pamphlets on occupations, commercial occupational kits; filmstrips, films, and records; the Dictionary of Occupational Titles; and original plays, newspapers, and magazines.

Table XIII shows that published materials, such as books and booklets on careers ranked highest throughout the elementary grades. In another study in which elementary school counselors were the respondents, the use of published materials also led the list of activities. 69

69 Kaback, loc. cit.
### Table XIII

**Number and Percentage of Schools in Which Pupils Use Certain Sources of Occupational Information, by Sources of Information and Grade Levels (K - 3 and 4 - 6)**

<table>
<thead>
<tr>
<th>Sources of Information</th>
<th>K - 3*</th>
<th>Percent of Schools</th>
<th>4 - 6**</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Booklets on Careers</td>
<td>29</td>
<td>56.9</td>
<td>39</td>
<td>68.4</td>
</tr>
<tr>
<td>Biographies</td>
<td>10</td>
<td>19.6</td>
<td>27</td>
<td>47.3</td>
</tr>
<tr>
<td>Commercial Occupational Kits</td>
<td>5</td>
<td>9.8</td>
<td>16</td>
<td>28.0</td>
</tr>
<tr>
<td>Posters and Charts</td>
<td>27</td>
<td>52.9</td>
<td>36</td>
<td>63.1</td>
</tr>
<tr>
<td>Dictionary of Occupational Titles</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>8.8</td>
</tr>
<tr>
<td>File of Pamphlets on Occupations</td>
<td>11</td>
<td>21.6</td>
<td>24</td>
<td>42.1</td>
</tr>
<tr>
<td>Others (specified by respondents)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrips, Films, and Records</td>
<td>4</td>
<td>7.8</td>
<td>6</td>
<td>10.5</td>
</tr>
<tr>
<td>Original Plays</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Newspapers and Magazines</td>
<td>1</td>
<td>2.0</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Bulletin Boards</td>
<td>1</td>
<td>2.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*There are 51 schools of 57 included in the study in which counselors serve pupils in grades K - 3 or 1 - 3; these counselors serve pupils enrolled also in grades 4 and 5, or 4, 5, and 6.

**Six of the schools have counselors serving these elementary grades only: 4 and 5; 4, 5, and 6; or 6.
Even though most of the respondents in the study of career development in the Virginia elementary schools checked several sources, some counselors indicated that they were not doing a great deal with this aspect of career development. One counselor stated that his priorities at this time do not include the extensive utilization of occupational information. Another wrote that he had attempted to organize and implement some sort of program involving occupational information, but he had not been too successful. He had been able to locate some appropriate materials such as career books geared to the elementary level, but he expressed the desire for any suggestions or recommendations as to the obtaining of elementary level vocational or career books. This counselor's plight is indicative of the results of Lifton's study\textsuperscript{70} in which Lifton found that there seemed to be almost no books designed for grades 3 - 6 which described the world of work. Since that time, educators, writers, and publishers have recognized a need for such material, and some appropriate books are now available.

**Interest Groups and Clubs**

Over one-half of the responding schools indicated that they help to develop avocational interests of pupils through clubs and special interest groups. Sixty-two and one-half percent of the twenty-four schools that reported their pupils as being in the low-income group sponsored interest groups and clubs. These fifteen schools accounted for thirty-two percent of the total number of schools that

\textsuperscript{70}Lifton, loc. cit.
TABLE XIV

NUMBER AND PERCENTAGE OF RESPONDING SCHOOLS HAVING INTEREST GROUPS AND CLUBS, ACCORDING TO ECONOMIC LEVEL AND GRADE LEVELS K - 6

<table>
<thead>
<tr>
<th>Economic level</th>
<th>Number and percentage of schools grouped by grades*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K - 5</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>$1,000 - $3,999</td>
<td>0</td>
</tr>
<tr>
<td>4,000 - 11,999</td>
<td>1</td>
</tr>
<tr>
<td>12,000 or more</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
</tr>
</tbody>
</table>

*Two schools in the K - 6 Group indicated that they have interest groups and clubs, but they did not indicate the economic level of the students.
responded to the questionnaire. Approximately sixty-five percent of the middle-income group indicated that they had clubs and interest groups. According to Table XIV, neither of the two schools in the high-income group offered such group activities. Eighteen schools that had grades K - 6 provided these activities for their pupils. This represents sixty percent of the number of schools in that grade-level group. Responding "yes" to this questionnaire also were twelve schools in the category of schools with grades grouped from first through the sixth grade. Those schools represented sixty percent of the schools in their grade-level group also.

According to Morris, such activities as hobby clubs, art and music clubs, and other leisure-time activities help to interest children in avocational endeavors. She says:

"By developing avocational interests, the school helps young people to plan vocationally. Through clubs or other leisure-time activities, youngsters can develop good work habits, learn to work with others, and perform tasks that are sometimes related to later jobs."

V. OBJECTIVES IN PROVIDING OCCUPATIONAL INFORMATION

Eight objectives were listed on the questionnaire and counselors were asked to check those they considered most important in providing occupational information to pupils in their schools. Table XV shows the results of the responses to this item.

The five objectives that were checked most often were the ones that have been mentioned in much of the related research as being

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71 Morris, op. cit. p. 54.
**TABLE XV**

**COUNSELORS' OBJECTIVES IN PROVIDING OCCUPATIONAL INFORMATION**
**TO STUDENTS IN GRADES K - 6**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Frequency</th>
<th>Rank* (according to frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help pupils choose a career</td>
<td>8</td>
<td>7th**</td>
</tr>
<tr>
<td>To help foster self-knowledge in relation to the world of work</td>
<td>53</td>
<td>1st</td>
</tr>
<tr>
<td>To promote vocational awareness</td>
<td>46</td>
<td>3rd</td>
</tr>
<tr>
<td>To acquaint pupils with changes that are taking place in the world of work</td>
<td>34</td>
<td>4th</td>
</tr>
<tr>
<td>To implement a facet of the curriculum</td>
<td>8</td>
<td>7th**</td>
</tr>
<tr>
<td>To provide vocational guidance for the benefit of early dropouts</td>
<td>31</td>
<td>5th</td>
</tr>
<tr>
<td>To develop attitudes of respect and appreciation for all types of useful work</td>
<td>49</td>
<td>2nd</td>
</tr>
<tr>
<td>To learn about specific occupations</td>
<td>11</td>
<td>6th</td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To raise the level of aspiration of pupils</td>
<td>1</td>
<td>8th</td>
</tr>
</tbody>
</table>

*Rank was derived from the total tabulation of respondents on questionnaire item 14. The objective having the greatest frequency was ranked as number 1 and so on.

**The two objectives that had the same frequency were given the same rank.**
desirable objectives for presenting occupational information to elementary school children. The five objectives in order of descending frequency were: to help foster self-knowledge in relation to the world of work; to develop attitudes of respect and appreciation for all types of useful work; to promote vocational awareness; to acquaint pupils with changes that are taking place in the world of work; and to provide vocational guidance for the benefit of early dropouts. The objective to learn about specific occupations ranked sixth.

Two objectives—to help pupils choose a career and to implement the facet of the curriculum were both ranked in seventh place.

These two along with the one that ranked sixth, were cited in several references used by the investigator as being undesirable. The eighth objective, that of raising the level of aspiration of pupils, was added to the list by one of the respondents.

Concerning the objective of promoting vocational awareness, one counselor made the following comment:

I feel that while an awareness of occupations is important in the elementary school, the main emphasis here should be upon helping the child discover who he is and what his abilities and limitations are so that he may use this information to better understand himself. Only when a person understands himself can he select a satisfying occupation.

Another counselor wrote:

I personally, at this time, do not see or possibly understand the great need for occupational information at the elementary level. The children have many basic needs that must be met before they can consider a future occupation or their place in the world of work. So as a counselor I try to meet these basic needs.

Despite the fact that she made this comment, this counselor checked two objectives—those that ranked first and third on the list.
VI. VIEWS ON SPECIAL TRAINING FOR ELEMENTARY SCHOOL COUNSELORS

In response to the question, "Have you had appropriate courses, in-service training, or workshops designed especially for fostering career development in the elementary school?" Sixteen counselors answered "yes"; forty answered "no"; and one did not indicate. Table XVI shows that of the forty counselors who had not had special training, twenty-six of them said they felt the need for special courses or workshops; eleven indicated that they did not feel the need for them; and three counselors failed to respond to this part of the question.

Only twenty-eight percent of the respondents indicated that they have had training designed especially for promoting career development at the elementary school level.

One counselor who responded in the affirmative to this questionnaire item said she did so even though none of her courses had the term "elementary" in their title. However, she had been allowed to focus on elementary guidance in her recent graduate classes.

Another counselor indicated that she did not feel the need of a workshop for herself because of her own work experience background. However, she felt that elementary school counselors could benefit from one properly oriented.
TABLE XVI
THE STATUS AND VIEWS OF RESPONDING COUNSELORS, BY GRADE LEVEL, ON TRAINING DESIGNED ESPECIALLY FOR FOSTERING CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>Had Special Training</th>
<th>Feel Need for Special Training*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>K - 5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>K - 6</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>1 - 6</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>4 - 6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>40</td>
</tr>
</tbody>
</table>

*Only those counselors who indicated that they had no special training for fostering career development in the elementary school answered the second part of the question concerning the need for such special training.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The problem of this study was to determine the status of career development in the elementary school as viewed by the elementary school counselors of Virginia.

A review of the related literature cited (1) some of the vocational development and vocational choice theories and their implications for practice in the elementary school; (2) a brief history of the guidance movement in the public schools of Virginia; (3) studies of career development and occupational information in elementary schools; (4) purposes of occupational information at the elementary school level; and (5) typical programs and activities for implementing career development in the elementary school.

The design of the study included an investigation to determine the status of career development at the elementary school level. In conducting this study, a questionnaire was formulated and sent to all elementary school counselors in the public schools of Virginia. The findings of the study were based on a return of ninety-two percent of the survey questionnaires.

The data obtained from the counselors who responded to the questionnaire were tabulated, and the analysis and interpretations
of these data were reported in Chapter IV of this study. In analyzing the findings, the responding schools were grouped by grades as follows:

- Group I: Grades K - 5
- Group II: Grades K - 6
- Group III: Grades 1 - 6
- Group IV: Grades 4 - 6
- Group V: Grades 6

Even though some of the counselors served grades beyond the sixth grade, data in this report were concerned only with the kindergarten through grade six.

II. CONCLUSIONS

The data derived from the tabulation of the questionnaire items and the concepts stated in the comments of the respondents seem to support the following findings:

1. Career development is prevalent in more than half the schools included in the survey.

2. The high percent of questionnaire returns and the comments made by some of the respondents indicate an interest in and/or an awareness of career development in the elementary school.

3. In most cases, the level at which career development begins in the schools of the respondents is the lowest grade level served by the counselors.

4. Organized guidance in the elementary school is still in its early stage; therefore, data on some aspects of the topic are limited.

5. School personnel other than teachers and counselors take an active part in implementing the career development program.

6. Classroom teachers and counselors are the staff members who assume the main responsibility for
fostering career development in the elementary school. They also are the school personnel who are actively involved most often in implementing the career development program in the responding schools.

7. Only a few of the responding schools have a planned systematic program for career development.

8. The majority of the counselors serve pupils whose families are on the low or the middle economic level. Approximately one-half of the schools in each income bracket include career development in the curriculum.

9. The objectives of providing occupational information as indicated by the counselors are in keeping with the thinking of several experts in the field of guidance.

10. Teachers and counselors are using many practices and activities in facilitating career development. Visual aids are used more than other aids.

III. RECOMMENDATIONS

The investigator recommends that further studies be conducted by the individual elementary schools—those without counselors as well as those with counselors. The status of career development and vocational guidance should be determined. Subsequently, existing programs may be evaluated and changed if necessary; relevant programs could be initiated where they are now nonexistent.

Further studies should be made to determine the age or grade level at which readiness for occupational information is evident.

Future surveys on career development in the elementary school may involve parents and community agencies in an effort to get a more composite picture of the problem and to bring the home, the school, and the community closer together.
Another recommendation is that changes in the organization or curriculum of the schools should not be made until a thorough study has taken place. Such study would give teachers, counselors, administrators and other school personnel a foundation for providing an effective career development program for elementary school children.

Recommendations for Providing Occupational Information

The writer has formulated a suggested sequential program for the elementary grades which may be incorporated in a social studies unit and correlated with other subject areas including language arts, music, science, art, and mathematics:

Kindergarten—The pupils learn about work activities of their immediate families. They learn also about ways that they themselves can help in the home.

First Grade—The pupils continue to discuss the kinds of work the members of their immediate families do. The work of additional members of the family may be studied. They learn also more about the different workers in the school and other places in the immediate neighborhood.

Second Grade—The pupils' knowledge about work is expanded to include community helpers who protect and serve them. They may learn, too, about businesses in their community.

Third Grade—Pupils' knowledge of the community is expanded further to include major industries, such as transportation, communication, and other main industries involved in the expanded community.

Fourth Grade—The pupils learn about the world of work with special emphasis on occupations and industries in the state and their relations to other parts of the world.
Fifth Grade— The pupils' occupational program will be extended to cover the industrial life and various occupations of our country and our neighboring countries. Many opportunities may be provided for relating pupils' previous knowledge about occupations to this unit.

Sixth Grade— The information program is broadened further to include occupations in the various countries in the western hemisphere. Occupations of the United States may be compared and contrasted with those of other countries that are studied. Pupils may be encouraged to explore more thoroughly additional occupations and job families according to their interests.

In implementing such a program in the elementary school, many persons should be involved including principals, assistant principals, teachers, counselors, curriculum specialists, librarians, and parents. Although the contributions of these persons in assisting vocational development in the elementary school often overlap, the goals of the program should be the guiding factor in organizing and administering a successful plan for career development.
BIBLIOGRAPHY
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


C. PUBLICATIONS OF STATE AND PROFESSIONAL ORGANIZATIONS


D. UNPUBLISHED MATERIALS


APPENDIX A

LETTER SENT TO THE SUPERINTENDENTS
Dear Sir:

"The Status of Career Development in the Elementary School as Viewed by Elementary School Counselors in Virginia" is the subject of a study I am conducting. This topic is of such importance in the area of elementary school guidance that your cooperation will be valuable. I should like to send the enclosed questionnaire to the counselors serving elementary schools in your school division.

There are fifty-seven elementary school counselors in the state of Virginia, and I will need responses from them in order to make the study valid. I feel that the results of this questionnaire, which I shall be happy to share with you, will be helpful in determining the place and value of career development of elementary school children. The summary of these results, which will not include any identifying data, will be used in my thesis at the University of Richmond.

If there is no objection to the survey, I will mail this questionnaire to the counselors by May 19, 1970.

Thank you for your consideration and cooperation.

Sincerely yours,

Regina N. Smith, Counselor
Mooby Elementary School
Richmond, Virginia

Enclosure
APPENDIX B

LETTERS SENT TO THE COUNSELORS
2620 Seminary Avenue
Richmond, Virginia 23220
May 13, 1970

Dear

"The Status of Career Development in the Elementary School As Viewed by Elementary School Counselors in Virginia" is the subject of a study I am conducting. As a fellow counselor, I am requesting your assistance with this study.

Your superintendent has received a copy of this questionnaire and a letter informing him of the survey. I shall appreciate your answering the questionnaire and returning it to me in the enclosed stamped, self-addressed envelope.

In order for the study to be valid, I will need the cooperation of the fifty-seven elementary school counselors in Virginia in responding to this questionnaire. If I do not receive your answer by May 25, 1970, I will contact you again. Please save us this extra correspondence by responding promptly.

The summary of these results, which will not include any identifying data, will be used in my thesis at the University of Richmond. I shall be happy to share the results with you.

will you take a few minutes now and complete this questionnaire. It is hoped that your replies will help greatly in establishing the status of career development of elementary school children.

Thank you in advance for your cooperation.

Sincerely yours,

Regina N. Smith, Counselor
Moody Elementary School

Enclosures
Dear

I am again requesting your assistance in a survey on "The Status of Career Development in the Elementary School As Viewed by Elementary School Counselors of Virginia." Your position qualifies you as one of the educators in Virginia whose responses would be invaluable.

I realize that you are very busy, but as is obvious, the survey can only be completed through the cooperation of you and other elementary school counselors of Virginia.

It is hoped that you feel that the information requested and the merits of this survey are of enough significance to justify your cooperation.

Please take a few minutes now, check your responses on the questionnaire and return the form to me in the enclosed self-addressed, stamped envelope.

Thanks for your professional cooperation.

Sincerely yours,

Regina N. Smith, Counselor
Meaby Elementary School

Enclosure
APPENDIX C

SURVEY QUESTIONNAIRE USED

IN THE STUDY
In checking answers to the following questions, please be guided by the practices and characteristics of the school in which you serve as counselor.

1. Is career development included in the curriculum of your school?  

2. Is there a systematic program for career development throughout the elementary grades (K - 6) of your school?  

3. Is there an established policy at your school as to who should assume the main responsibility for providing occupational information? If yes, please check one of the following:  
   (a) Assistant Principal  (b) Teacher  
   (c) Counselor  (d) Other (Please specify)  

4. Does your school help to develop avocational interests of pupils through clubs or special interest groups?  

5. (a) Have you had appropriate courses, in-service training, or workshops designed especially for fostering career development in the elementary school?  
   (b) If not, do you feel the need for such courses or workshops?  

6. What is the approximate number of pupils enrolled in the elementary grades (K - 6) that are included in your school?  
   (a) 200 - 599  (b) 600 - 999  (c) 1,000 - 1,599  
   (d) 1,500 or more  

7. What is the economic level of the majority of the families of your pupils?  
   (a) Low income ($1,000 - $3,999)  (b) Middle income  
   ($4,000 - $11,999)  (c) High income ($12,000 or more)  

8. How many classroom teachers are in your school?  
   (a) 6 - 19  (b) 20 - 34  (c) 35 - 49  
   (d) 50 or more
9. Place a check by all who are members of your school staff, whether full-time or part-time. (e.g., Counselor) Place an additional check if the person is actively involved in implementing the career development program. (e.g., Counselor)

Classroom Teacher  
Counselor  
Principal  
Assistant Principal  
Librarian  
School Nurse  
School-Community Coordinator  
School Social Worker or Visiting Teacher  
Others (Specify) 

10. What grades are served by you? If your school is non-graded, check the equivalent grades.

11. At what level does career development begin in your school?

12. Check sources of occupational information used by pupils.

Books and Booklets on Careers  
Biographies  
Commercial Occupational Kits  
Fliers and Charts  
Dictionary of Occupational Titles  
File of Photographs on Occupations  
Others (Please specify)  

13. Indicate by grade level the practices that are used in career development in your school.

Exhibits and Displays  
Tours of Businesses  
Assembly Programs  
Films and Filmmatography  
Guest Speakers  
Interest Inventories  
Relating occupational information to subject areas  
Social Units of Work  
Writing Autobiographies  
Workshops for Pupils  
Workshops for Parents  
Workshops in the Classroom  
Pictures and Posters  
Others (Please specify)
14. Check the objectives you consider most important in providing occupational information to pupils in your school.

- To help pupils choose a career
- To help foster self-knowledge in relation to the world of work
- To promote vocational awareness
- To acquaint pupils with changes that are taking place in the world of work
- To implement a facet of the curriculum
- To provide vocational guidance for the benefit of early dropouts
- To develop attitudes of respect and appreciation for all types of work useful to society
- To learn about specific occupations

Note: Signing your name and indicating your school will lend authenticity to this survey. Please be assured that such identifying data will not be included in any way in compiling the results.

-----------------------------------------------

[Signature] Counselor

[Signature] School

You may use the reverse of this form for comments.
VITA

Regina Norrell Smith, daughter of Regina Smith Norrell and the late Oliver Lewis Norrell, Sr., was born on August 12, 1927, in Richmond, Virginia.

She attended the public schools in Richmond and was graduated from Armstrong High School in 1942. In 1946, she was graduated with distinction from Virginia State College where she received the Bachelor of Science Degree. She began her graduate work in 1965 at the University of Richmond Summer School.

In 1948, she was married to Paul Terrell Smith of Richmond, Virginia. They are the parents of one daughter Sylvia Charmaine, who is a senior at The American University, Washington, D. C.

Beginning in 1946, Mrs. Smith has served in the following capacities: nursery school teacher and recreation instructor from 1946 to 1947; instructor at the George W. Howell Music School, 1947 to 1949; teacher in the middle grades in Louisa County Public Schools, 1953-1955; teacher of upper elementary grades in the Richmond Public Schools, 1955-1967; and elementary school guidance counselor with the Richmond School System since 1967.

She is a member of the Richmond, the Virginia, and the National Education Associations; and the Richmond and the Virginia Branches of the American Personnel and Guidance Association. Mrs. Smith is active in the Community Junior League, a local civic organization.

She is a member of Ebenezer Baptist Church in Richmond.