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ABSTRACT

The guide, prepared to supplement the existing curriculum, suggests activities for teachers related to three goals: (1) Self Goal: the student developing an awareness of who he/she is and through effective decision-making what he/she can become; (2) Society Goal: the student becoming aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) World of Work Goal: the student becoming aware of the many facets of the world of work. All objectives, the eight student goals, and the activities are coded according to which major goal is emphasized. An outline of the philosophy and concepts of junior high school career education and exploratory work experience is followed by a guide for the integration of career education into any specified course. A major part of the guide consists of five major social-science related units on: Europe (Communist Bloc, Common Market, and Independent countries), Asia (China, Japan, India-Pakistan-Bangladesh, Southeast Asia, and Southwest Asia), Africa (Egypt and North Africa, Central Africa, and South Africa), Australia and Antarctic Area (South Pacific Islands and New Zealand), and North American History--Exploration and Colonization (divided into six periods). Each unit contains several career related activities, needed resources, and evaluation/outcome. Source lists for audiovisual materials, career and occupational information listed by occupational areas, and locally available field trip sites and guest speakers conclude the guide. (SA)

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CAREER EDUCATION

Learning with a Purpose

- **Career Related Activities**
- **Audio - Visual Material**
- **Sources of Career and Occupational Information**
- **Field Trip Sites and Guest Speakers**

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CAREER EDUCATION PROJECT
STATE FAIR COMMUNITY COLLEGE
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During 1973 and 1974 in five workshops, a group of teachers from three counties (Saline, Pettis, and Benton) in Central Missouri developed these activity guides. Special appreciation is expressed to all those individuals who participated in this program.

This package is only one step in the direction of developing career education curriculum. It has been revised and will continue to be reviewed and tested as an instrument for use as infusion of career education activities in middle or junior high levels of school.

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FOREWARD

This guide has been prepared to supplement the existing curriculum.

The activities presented relate to the three Career Education Goals set up by the workshop participants. They are (1) Self Goal (Self): For the student to develop an awareness of who he/she is and through effective decision-making what he/she can become; (2) Society Goal (Soc): For the student to become aware of the interrelationships of society with his/her school, community, family, work and leisure; (3) World of Work Goal (WW). For the student to become aware of the many facets of the world of work. All objectives, goals and activities included in this guide are coded as to which of the three areas they emphasize.

The activities which follow are offered as suggestions. This guide's purpose is not to tell the individual instructor what he or she must do. Rather the guide simply offers an example of what the teacher might do. It is hoped that the teacher will use these materials to infuse career education into the existing curriculum. How the instructor does this will depend upon the interests, talents, abilities and ingenuity of the specific teacher, the students and resources available.

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CAREER EDUCATION DEFINITION AND DESCRIPTION

There has been a saying used for many years that education is preparation for life. At different points in our nation's history, this point has been overlooked or overshadowed by other interests. It would seem that career education is purposely trying to once again provide this type of education.

Career development, which is a lifelong process, begins at a very early age. Even the pre-schooler does role playing. As a child enters formal education, he should continue a step known as the Awareness Stage. This usually covers pre-school through grade six. The second is the Exploration Stage, which covers the middle or junior high level. The third is the Preparation Stage. This covers a time period as long as necessary for the individual to acquire the skills and knowledge needed to enter and progress through his occupational career.

The educational climate today indicates a growing awareness on the part of increasing numbers of people that living in the most advantageous vocational niche is one of the most critical of cultural aspects to man and society. This is the climate that has given impetus to the concept of career development. The great scientific and technical advances in our country have brought about the age of automation--an age in which every person is a specialist. This is true of both the college-educated person and the worker who terminates his education with graduation from high school. Virtually every person, man or woman, college student or not, is involved in earning a living. Education, then, should provide meaningful, significant experiences designed to equip the individual for work in which he will be successful and properly challenged in accordance with his specific aptitudes, interests and total personality. In the case of these individuals who will eventually graduate from college, the function of the school is an interim step. For many others, high school may be the only formal preparation for a lifetime of work and living.

Career education says: Each individual should be led to develop his own work values after becoming fully aware of the alternatives and the impercations, rather than have them dictated.

"Career" itself is a confusing term. To us, it refers to the sum total of all the work done by a person in his lifetime. It differs from an occupation in that an occupation is a component of a career at a point in time.

Career education, then, attempts to help students understand the work ethics imposed by society; develops their work values based on their own personal interests in full awareness of society's demands; helps them become aware of the world of work and its values, prepares for, and ultimately begins and pursues a career, including the possibility of occupational change and the hope for productive use of leisure during that career.

PHILOSOPHY

The interests of the junior high student revolve around the home, school and peer group. Through a study of society, self and the world of work, these students begin to see themselves as an integral part of a working whole. Career education brings relativity to the classroom. Career education seeks to give the student a firm foundation in the basic skills of education—the ability to read, write, communicate and calculate.

CONCEPTS

1. Explore and become aware of the many kinds of careers available.
2. Realistically appraise career selections according to his present abilities and interests.
3. Understand that each person is an individual with different capabilities, needs, interests and values.
4. Recognize the value and interdependence of each job choice.
5. Realize that work in school is directly related to future job success.
6. Realize the satisfaction that should be inherent in job choices and in leisure time pursuits.
7. Realize that the cultural and social attitudes of his heritage will not necessarily limit his job choices.
8. Realize that the world is in constant change just as his own abilities, interests and aspirations change and will therefore explore many occupational possibilities during his maturation process.
9. Appreciate the responsibility he has to use his potential to contribute to the work force and to wisely use his leisure time to better the standards of cultural and recreational pursuits of his society.
10. Career preparation is not limited to a study for a specific career but necessarily includes all areas of study that broaden his mind and expand reasoning power so that he can make suitable choices in all phases of adult life.

EXPLORATORY WORK EXPERIENCE

Exploratory Work Experience is essentially a career guidance program being offered to seventh, eighth and ninth grade students in the ten participating school districts. It allows the student to observe and to "try out," in a limited way, a variety of conditions of work in one or more professional or vocational fields for the purpose of determining his suitability for such field or fields. Inasmuch as he is not expected to be productive as an employee, he receives no remuneration for participation on the exploratory program. Whatever benefits do accrue to the business in which the student is placed are usually offset by the time expended by his job supervisor (employer) in training and directing activities.

After a tentative career choice has been reached, the motivation to preserve and attain his career goal is enhanced. While involved in exploratory work experience, a participant may arrive at such a tentative career goal through a flexible process of deciding negatively as well as positively about possible careers.

Work exploration is essential to any student who plans to invest a significant amount of time and money in the preparation (continued education) for a career. It is beneficial to all students because most will find themselves at one time or another a part of the world of work, even if the position is part-time or temporary. This real experience can reduce the number of people who learn too late they chose the wrong career.

Such a program was initiated in eight of the ten participating school districts in the summer of 1974 with ninth grade students only. This program will be continued in 1974 and enlarged to incorporate eighth grade students as well as ninth grade students from the participating schools.

STUDENT LEARNING GOALS

Appreciations and Attitudes

Appreciate all forms of human endeavor and work.

Understand the impact of work in one's life and resulting need to make a meaningful career choice.

Relate attitudes and awareness to a specific or a related job.

Understand the importance of all careers and their contribution to society.

Self Awareness

Choose a career as related to interests and abilities.

Develop self-perception of abilities and interests as related to actual career requirements.

Build reality awareness perception of "where I am compared to where I want to be."

Related personal values and influence of other's values on career choice.

Decision Making

Weigh long and short range effects of different alternatives to specific problems. Apply decision-making process to study of careers. Analyze and refine previous career decisions based on counseling, work experience and all available information.

Select a career for in-depth analysis.

Educational Awareness

Identify and understand values as they relate to lifestyle.

Identify present lifestyle and conditions determining that style.

Determine a tentative personal schedule to acquire necessary and desired special skills.

Acquire special skills needed for predicted or desired lifestyle.

Career Awareness

Understand the relationships between attitudes and values and careers.

Economic Awareness

Develop the concept of management of finances (earning, spending, borrowing, savings).

Understand economic potential as related to careers, i.e., relate cost of entering a field to future expected income.

Understand the tools of business: Read and interpret tables, graphs, and charts used as a consumer.

Relate legal and financial consideration to careers in general.

Skill Awareness

Master the use of tools and processes used in research in the physical and social sciences. Understand the use of tools in selected careers. Use basic tools found in careers.

Match necessary skills and processes with selected careers.

Match individual abilities and interests with skills and processes needed in careers.

Employability Skills

Understand the social and personal relationship and their effect on employment.

Understand the skills necessary to acquire, maintain, and progress in employment.

Relate personal and social interaction skills to careers.

Develop personal and social interaction skills related to in-depth study of one career.

GENERAL GUIDE FOR INTEGRATING CAREER EDUCATION
INTO ANY SPECIFIED COURSE

Step 1

The teacher decides on the range of careers in each unit, section, or chapter

Step 2

The teacher makes a plan for introducing related careers when appropriate by the following methods:

- (a) student research into careers using reference materials
- (b) student development of occupational clusters
- (c) guest speakers
- (d) field trips
- (e) role playing
- (f) class or group discussions
- (g) written or oral reports

Step 3

The teacher should make a concentrated effort to relate the regular classroom instruction to what is needed to succeed in the working world. To be successful, a student should:

- (a) learn cooperation
- (b) understand own worth as a unique person
- (c) understand the necessary interdependence that exists in groups
- (d) think and reason abstractly and concretely
- (e) form solid analyses
- (f) form opinions and make plans creatively and realistically
- (g) approach problems systematically and realistically
- (h) achieve and experience success in his work
- (i) follow directions closely and accurately
- (j) learn to accept responsibility for himself and his work
- (k) assume the responsibility of developing good attendance habits
- (l) utilize his time effectively
- (m) develop good study habits
- (n) develop within the student an appreciation and understanding of the work ethic—there is dignity in all forms of work

SOCIAL STUDIES

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Objectives

- | | | |
|----------------|-----|---|
| Self | 1. | The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation in social sciences. |
| WW | 2. | The student will recognize that education experiences are a part of his career development. |
| Society | 3. | The student will understand the relationship between personal economics, life-style and occupational roles. |
| WW | 4. | The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state, nation and world. |
| WW | 5. | The student will explore a wide range of careers as they reflect his interest and abilities along social science lines. |
| Self | 6. | The student will analyze his abilities and interests in terms of occupational areas he may wish to enter. |
| Self | 7. | The student will explore his economic incentives offered by various occupational areas of social science. |
| Self & Society | 8. | The student will analyze how technology is used creatively to develop various products from natural resources. |
| Society | 9. | The student will become aware of the role of government and the way in which it affects his/her everyday life. |
| Society | 10. | The student will understand why and how society changes and learn to adapt with social changes. |
| Society | 11. | The student will analyze the impact of technology upon society and man which has not been beneficial. |
| WW | 12. | The student will become proficient in identifying and using resource information in making career information in making career decisions. |

- WW 13. The student will identify and analyze the characteristics of the American economy that affect job opportunity.
- WW 14. The student will identify economic trends, both past and present, and investigate their effect on job opportunities in broad occupational areas.
- Society 15. The student will examine and evaluate technology in terms of the factors which give impetus to change and development.

CAREER RELATED ACTIVITIES

- Soc 1. Compare communist system of government to our own system of government.
- Soc 2. Study how the individual would have much greater freedom of choice in the U.S. for such things as jobs, careers, personal interest, etc.
- Soc 3. Study how these countries came under communist rule.
- Soc 4. Locate the communist bloc countries
- Soc 5. Study the effects of communism upon the people of these countries.
- Soc 6. Study the works of early communist writers such as Marx, Engels, Lenin and Stalin.
- Soc 7. Compare the system in the communist bloc countries to that of China.
- Soc 8. Make a flag of all communist countries out of fabric materials.

RESOURCES

1. Texts: The Story of Our Heritage, Five Centuries in America
2. Maps of the world
Europe, United States
3. Communist Manifesto
4. Films: "Communism"
"Communist Bloc Countries"

EVALUATION/OUTCOME

1. The students will gain an understanding of the principles of communism. Also the students will learn that in a democratic society the individual has much greater choice in selecting what he wants to do with his life.

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- Soc 9. Make a large diagram of the communist form of government.
- Soc 10. Do native dances of the countries, complete with music.
- Soc 11. Make a diagram of the communist party and compare it to an American political party.

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Soc 1. Stress science, politics, industry and geography. Contrast these with the U.S.

WW 2. Encourage careers in science, politics, forestry and agriculture.

WW 3. Encourage government jobs

WW 4. Discuss farming and related jobs.

Soc 5. Have half the class write accurate news accounts of an event; then have the other students censure the reports to meet the Party's view.

Soc 6. Make a graph of the Soviet Union and show how it compares to the U.S. in area.

Soc 7. Study the diversity found in the Soviet Union because of its huge size.
 a. Study climate
 b. Types of crops grown in different areas
 c. List the different nationalities in the Soviet Union
 d. List the different nationalities in the U.S.

1. Text: Eurasia, Africa and Australia

2. May USSR

3. Films:
 a. "Soviet Union"
 b. "USSR: City of the Volga"

4. Bulletin boards displaying life in the USSR.

*Guin and Company, Chapter 13, page 257 (Europe and Soviet Union)

1. Chart showing difference of areas of USSR.

2. Describe life under communism.

3. The student will gain an understanding of the vastness of the Soviet Union and how the communist system copes with the variety found in this country.

CAREER RELATED ACTIVITIES

Soc 8. Role playing: Divide students into nobles and peasants, wear appropriate costumes and dramatize the wide gap which existed between these two groups under the czar's rule.

RESOURCES

EVALUATION/OUTCOME

GRADE LEVEL OR SUBJECT Social Studies ARFA OR UNIT OF STUDY Europe, Common Market Countries

CAREER RELATED ACTIVITIES

- Soc 1. Locate the common market countries
- Soc 2. Study the reasons why the common market was formed
- Soc 3. Discuss the various types of governments of the countries in the common market
- Soc 4. Study the role played by the common market countries in the N.A.T.O. Alliance
- Soc 5. Discuss the common market countries in relation to the world trade and their effect upon it.
- Soc 6. Study the effects which the economic policies of the common market could have on the various jobs in America.
- WW 7. Divide students into groups and make one product that could be exchanged for other goods
- Soc 8. Go to grocery store and price goods from these countries
- Soc 9. Price flowers (Benelux countries) and return and plant

RESOURCES

- 1. Western Civilization Text
- 2. History of Civilization Text
- 3. Maps of: World, Europe United States
- 4. Films: "Common Market Countries" "World Trade"

EVALUATION/OUTCOME

- 1. The students will gain an understanding of the working of the common market and the effects which its policies have in world trade. The students will learn how shifts in world trade can affect several jobs in the world of work.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Europe, The British Isles

| | CAREER RELATED ACTIVITIES | RESOURCES | EVALUATION/OUTCOME |
|-----|---|--|---|
| Soc | 1. Discuss English law as it relates to the U.S. law. | 1. Text: <u>Eurasia, Africa and Australia</u> | 1. Student participation in open class discussion on laws that are similar. |
| Soc | 2. Have students make a list of several common laws still in use today which were inherited from the English. | 2. Law pamphlets (Source: Missouri Bar Association) | 2. In a paragraph, describe how the ocean affects these Isles. |
| Soc | 3. Compare the industry and agriculture of England to that of the U.S. | 3. Science and agriculture references | |
| Soc | 4. Discuss how the ocean affects the Isles. | 4. Have class bring in newspaper clippings of current events. | |
| WW | 5. Relate these ideas to career possibilities (lawyer, engineer, meteorologist) | 5. Film, "British Trade & Industry" | |
| Soc | 6. Re-enact the defeat of the Spanish Armada | *Guin and Company, Chapter 1, page 27 (Europe and the Soviet Union | |
| Soc | 7. Trace an imaginary bus ride on a trip through London. | | |
| Soc | 8. Have the students make a list of all the countries in the world which were at one time part of the English empire. | | |

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- Soc 1. Locate the independent countries in Europe
- Soc 2. Examine the factors which kept the independent countries out of the common market and the communist bloc countries
- Soc 3. Compare their governments and economic systems to those of the U.S.
- WW 4. Study group---Explore the main occupational areas of each country and compare it to ours.
- Soc 5. Construct a Viking ship
- Soc 6. Make costumes of the time

- 1. Western Civilization Text
- 2. A History of Civilization Text
- 3. Maps of the World: Europe and United States
- 4. Films "European Countries, "Industry of Europe"

- 1. The students will acquire an understanding of how these countries differ from the rest of Europe. Also the student will gain knowledge of the main occupations of these countries.

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- Soc 1. Discuss reasons for most of China's people living in the eastern part of the country and their major occupations.
- Soc & WW 2. Discuss reasons why China has such great difficulty in communications within the country as compared to the U.S. Encourage a career in communications.
- WW 3. Discuss rising job opportunities in China today and compare these with present jobs available to U.S. citizens.
- Soc 4. Make a coolie hat
- Soc 5. Make a scale model of a sampan.
- Soc 6. Prepare a Chinese and/or Japanese dinner
- Soc 7. Construct a model of Mt. Fuji.
- Soc 8. Build a vikishaw.

- 1. Text, Fur Asia, Africa and Australia
 - 2. Films, "China and Its People" "China under Communism"
 - 3. Guest speakers
 - a. Missionaries
 - b. Diplomats
 - c. Immigrants
 - 4. Bulletin boards depicting life in China today
 - 5. Organize a field trip to a museum
- *Guin and Company, Chapter 2, page 31 (Asia)

- 1. In a paragraph, give your opinion of work for the masses under communism.
- 2. Write a report on field trip to museum.
- 3. Students will become aware of the differences in the Oriental life as compare to the Western world.

| | CAREER RELATED ACTIVITIES | RESOURCES | EVALUATION/OUTCOME |
|-----|--|--|---|
| WW | 1. Discuss the American occupation of Japan after World War II, stressing jobs introduced by the occupying forces. | 1. Text, Eurasia, Africa and Australia | 1. Students will grasp an understanding of the Japanese people and the role Japan plays in world economics. |
| WW | 2. Discuss the Japanese Imperial Movement which dominated the Pacific and the types of work that were needed to accomplish this task. | 2. Films: "Japan, East Is West" "Harvesting in Land and Sea" "Toro, Toro, Toro" | |
| Soc | 3. Discuss how climate affects the work of Japanese people | 3. Guest speakers a. Japanese American b. Japanese war bride | |
| Soc | 4. Compare American industry to the Japanese industries with possible job opportunities in industry. | 4. Bulletin boards: Students bring current articles and pictures showing job occupations in Japan. | |
| Soc | 5. Organize committees on careers in government, geography, economics. Such committees would be responsible for developing displays and bulletin boards on similar Japan and U.S. job opportunities. | 5. Prepare a map of Japan | |
| Soc | 6. Make a flag of Japan | 6. Organize a field trip to a museum. | |
| Soc | 7. Make a Japanese doll with kimono | *Guin and Company, Chapter 3, page 59 (Asia) | |
| Soc | 8. Make a pot of tea | | |
| Soc | 9. Plan an imaginary trip to Japan | | |

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

| | RESOURCE | EVALUATION/OUTCOME |
|----------|--|--|
| Soc | 1. Discuss the independence of these countries as part of a Great independence movement that has affected so much of Asia within recent years. | 1. Give an oral report on the of the activities. |
| Soc | 2. Create a mock country with a colony located in Asia and have the students devise a plan of independence. | 2. Write a paragraph describing life in a rural village. |
| WW | 3. Discuss occupations one would enter into serving as a diplomatic representative to this area. | 3. Prepare a career poster on Foreign Service |
| WW | 4. Do research on jobs one would find in this area of Asia | 4. Prepare two bulletin boards showing one of the beauty of these countries and one with unsightly pictures of the area. |
| WW & Soc | 5. Compare job opportunities of people living in this area to jobs one would find in the U.S. | *Guin and Company, Chapter 4, page 77 (Asia) |
| Soc | 6. Go without eating for a day to emphasize lack of food and overpopulation in this part of the world. | |
| WW & Soc | 7. Compare wages of people living in these areas to wages of people in the U.S. | |
| Soc | 8. Role play the caste system | |
| Soc | 9. Go seven days without killing anything | |



CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- Soc 1. Discuss the reasons for this area to be valuable in control of trade and movement of ships. Discuss possible careers in trade.
- WW 2. Discuss the possibilities of a career in the military in relation to this area.
- WW 3. For students interested in medicine, suggest a medical missionary career
- WW 4. Discuss the career of archaeology in relation to Southeast Asia.
- Soc 5. Encourage religion or philosophy in relation to missionary work
- Soc 6. Use chopsticks to eat a meal
- WW 7. Make bulletin boards depicting careers in trade
- Soc 8. Make a display of tropical products from this area

1. Text, Eurasia, Africa and Australia

2. Film showing geography of the area

3. Bring in photographs showing people at work in the tropics

4. Guest speakers:
a. Vietnam veteran
b. Medical missionary

*Guin and Company, Chapter 5, (Asia)

1. Write a report on malaria or other medical problems found in this area.

2. Choose a career suitable for the area and write a report about it.

| | CAREER RELATED ACTIVITIES | RESOURCES | EVALUATION/OUTCOME |
|-----|---|--|---|
| WW | 1. Discuss possibilities of career related work in the oil industry. | 1. Text, <u>Eurasia, Africa and Australia</u> | 1. Write a report on a religion. |
| Soc | 2. Study groups on religions (Judaism, Christianity, Islam) and discussion of various beliefs and customs. | 2. Aramco magazine | 2. Make an oral report on the need for water. |
| Soc | 3. Have students make reports on the nomadic life of the people and jobs connected with the raising of animals. | 3. Filmstrips concerning the need for water. | 3. Make a report on petroleum |
| WW | 4. Explore jobs related to agriculture, irrigation and reclamation. | 4. Films: "Middle East: Need for Water" "Religious Vocations" | |
| WW | 5. Encourage travel related careers | | |
| Soc | 6. Construct model of an oil derrick | *Guin and Company, Chapter 1, page 1 (Asia) | |
| Soc | 7. Come to class dressed in native costume | | |



CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

| | | |
|--|--|---|
| <p>Soc 1. Discuss the Egyptian civilisation, architecture, education etc.</p> | <p>1. <u>Text, Eurasia, Africa and Australia</u></p> | <p>1. Know how Egyptians contributed to our knowledge of math and science</p> |
| <p>Soc 2. Discuss modern Egypt as the United Arab Republic</p> | <p>2. Wollensak Teaching Tape "Ancient Egypt Pyramids"</p> | <p>2. Understand the Arab-Isreal conflict</p> |
| <p>Soc 3. Build models of pyramids</p> | <p>3. Filmstrips, "Jam Handy" "The Growth of the Ancient Egyptian Civilization" "Everyday Life of the Ancient Egyptians"</p> | <p>3. Demonstrate heiroglyphics.</p> |
| <p>Soc 4. Write a story using picture words</p> | <p>4. Guest speakers: Geologists on how oil fields are discovered</p> | |
| <p>Soc 5. Make a scale model desert and grow cactus and other desert plants.</p> | | |
| <p>Soc 6. Have the girls wear veils for a day</p> | | |

*Guin and Company, Chapter 1-5

GRADE LEVEL OR SUBJECT Social Studies ARFA OR UNIT OF STUDY Central Africa, Africa

| CAREER RELATED ACTIVITIES | RESOURCES | EVALUATION/OUTCOME |
|--|---|--|
| Soc 1. Discuss Stanley and Livingston | 1. Text, <u>Eurasia, Africa and Australia</u> | 1. Panel discussion on the vanishing animals of Africa |
| Soc 2. Role play the capture and sale of slaves | 2. Filmstrips, "East Africa Today, Parts 1 and 2" "East African Village Life" | 2. Knowledge of the Peace Corps and its work in Central Africa |
| WW 3. Write a play concerning professional hunters | 3. Guest speaker: Peace Corps representative | 3. Small group discussion on the humiliation an individual would experience if treated like a piece of property. |
| Soc 4. Make paper mache mask of witch doctor | | 4. Write a report on Dr. Sweitzer |
| Soc 5. Student reports on plants and animals which exist in jungle regions | | |
| Soc 6. Visit a zoo to view animals which inhabit Central Africa | | |



CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- Soc 1. Have the student study the countries of Southern Africa
- Soc 2. Investigate the way the people of the Kalahari Desert interact with their environment
- Soc 3. Problems that face the country of South Africa
- Soc 4. Study the reason why white supremacy is entrenched in the minds of white South Africans
- Soc 5. To study the Zulus and other ethnic groups of South Africa
- Soc 6. Draw your impressions of South Africa

1. Text, Eurasia, Africa and Australia, Chapters 1-5
2. Film, "The hunters"

1. The student will be able to:
 identify the countries of southern Africa given a map of said area
 describe a day in the life of a bushman
 identify the term "apartheid."

| CAREER RELATED ACTIVITIES | RESOURCES | EVALUATION/OUTCOME |
|--|--|--|
| <p>Soc 1. Study this part of the world in its entirety--looking at the people, the land itself, occupations, geography and customs and ideals of the area.</p> | <p>1. Text: <u>Living as World Neighbors</u></p> | <p>1. The students will gain a knowledge of the characteristics of this area and its people.</p> |
| <p>Soc 2. Study the climate conditions</p> | <p>2. Film, Australia: The Land Down Under</p> | |
| <p>Soc 3. Take an imaginary trip with Jacques Cousteau</p> | <p>3. Maps of Australia and Antarctica</p> | |
| <p>Soc 4. Compare the Australian cowboy to the American cowboy</p> | | |
| <p>Soc 5. Make a comparison of the unsettled West of Australia to the unsettled lands of America during the 19th century.</p> | | |
| <p>Self 6. Have the students write a report describing how they would cope with an unsettled region as a settler.</p> | | |



GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY South Pacific Islands

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

| | | |
|---|--|--|
| <p>Soc 1. Have students learn the location of the South Pacific Islands, with attention pointed to how a location is found</p> | <p>1. Text, <u>Living as World Neighbors</u></p> | <p>1. To give the student an understanding of this area of the world with a comparison between it and the U.S. A look at different peoples and occupations of the world.</p> |
| <p>Soc 2. A study of the people that live in the South Pacific area; also using a comparison between them and people in the U.S.; some emphasis on the occupations done in each area.</p> | <p>2. Film, "The South Pacific Area" "People of the Pacific"</p> | |
| <p>WW 3. The climate and geography would be covered in a way to tie in possible jobs in this field and the reason there is a need.</p> | <p>3. Filmstrips and records</p> | |
| <p>Soc 4. Make a hula skirt and wear it</p> | <p>4. Personal experience reports and souvenirs</p> | |
| <p>Soc 5. Make and wear a lei</p> | | |
| <p>Soc 6. Perform native dances in costumes with music</p> | | |
| <p>Soc 7. Have a luau</p> | | |



| CAREER RELATED ACTIVITIES | RESOURCES | EVALUATION/OUTCOME |
|--|---|--|
| <p>Soc & WW 1. Discuss similarities of these countries with the U.S.</p> | <p>1. Text: <u>Eurasia, Africa and Australia</u></p> | <p>1. Write a report on the exports of the areas</p> |
| <p>WW 2. Examine the natural resources as a basis of Australia's prosperity and job opportunities associated with these resources</p> | <p>2. Film, "Australia and New Zealand"</p> | <p>2. Write a paragraph describing the leisure activities of the area.</p> |
| <p>WW 3. Discuss the importance of the area as a food exporter, especially the wool and cattle industry. Relate these with a career in agriculture.</p> | | <p>3. Give an oral report on the cattle and sheep stations.</p> |
| <p>Soc & WW 4. Consider the seasonal differences of these countries and the U.S. Discuss recreational likenesses and differences. Consider a career in the recreation field.</p> | <p>4. Guest speaker who has visited these countries *Guin and Company, Chapter 1 (Australia) Page 1-36</p> | |
| <p>Soc 5. Make a flag of Australia</p> | | |
| <p>6. Bulletin board showing agriculture and wild life of these countries</p> | | |



GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY New Zealand

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

| | | |
|---|---|--|
| <p>Soc 1. Study of the country itself and what it has to offer and the reason why people live and visit the area</p> | <p>1. Films: "A Country-- New Zealand" "Making a Living in the Pacific"</p> | <p>1. To give the student a look at an island country in comparison to our own country and for what it is worth.</p> |
| <p>Soc 2. Have the students compare the people of New Zealand with those of the U.S.; race, creed, color, jobs done, income, etc.</p> | <p>2. Text, <u>Living as World Neighbors</u></p> | |
| <p>Soc 3. A look at the climate of the area--also comparing it with the United States</p> | <p>3. Maps of the Pacific area and comparing areas</p> | |
| <p>Soc 4. Make a salt, water and flour map</p> | | |

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY North American History (Colonization of America)

CAREER RELATED ACTIVITIES

- Soc 1. Have students study European countries and reasons for exploration
- Soc 2. Methods of transportation used and navigational instruments used and invented
- Soc 3. A study of the land of the New World and its native inhabitants (Peoples)
- Soc 4. The location of early settlements in the New World and reasons why their location at that specific point
- Soc 5. Study reasons why European settlers came to the New World
- Soc 6. Problems that the settlers encountered while settling the New World
- Soc 7. The connection or ties between the mother country and the New World
- Soc 8. Construct Pilgrim hats
- Soc 9. Make and use a dunking stool
- Soc 10. Construct a log cabin and furnishings

RESOURCES

- 1. The Story of Our Heritage Text
- 2. Text: Centures in America
- 3. Maps of the World: U.S. and European
- 4. Films, "Peoples of Europe" "Early Navigational Methods" "Colonial America"
- 5. A field trip to a location of an early settlement (depending upon location of school and energy crisis)

EVALUATION/OUTCOME

- 1. By learning a background of how this country came into being, the student will develop an attitude of why we are here; also an awareness of the democratic process, a comparison between English monarchy and a democracy.

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- Soc 1. Have students study the causes of the Revolutionary War
- Soc 2. To learn and review the mother country and the reasons why people left the European land
- Soc 3. Study the attitude of England toward the colonies during the 1760's and 1770's
- Soc 4. A review and study of the participants in the Revolutionary War
- Soc 5. Looking at the actual battles, both land and sea--looking at careers in armed service.
- Soc 6. Using role playing in re-enacting specific battles of the war
- Soc 7. A study of the reasons for victory and causes of defeat
- Soc 8. A look at the New World now as a nation
- Soc 9. Working and looking at the Constitution of the United States--then and at present
- Soc 10. Set up a mock Revolutionary War and government

1. The Story of Our Heritage

2. Centuries in America

3. Maps of the World
Different years of the U.S.

4. Films: "The Revolutionary Period"
"Battles of the Revolution"
"Famous Documentations--Making and Using"

5. Records and filmstrips

- 1. Give the students a knowledge of why our country broke away from the "protective wing" of England
- 2. To learn about the writer. laws of our country and why we want to live by them.

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

| | | |
|--|--|--|
| <p>Soc 1. A study of why the U.S. experienced "growing pains"</p> | <p>1. Films: "The Old West" "Indians of the Frontier" "Headin' Out West"</p> | <p>1. Having a look at moving west and reasons behind it.</p> |
| <p>Soc 2. Study of geographical differences "out west" a. the Great Plains to the west coast b. from the Mississippi River to the Atlantic Ocean</p> | <p>2. Role playing</p> | <p>2. A study of careers done in the late 1700's and early 1800's, comparing then and now.</p> |
| <p>Soc 3. A look at the life styles of Indians-- Plains Indians, N.W. Territory</p> | <p>3. Texts: <u>Story of Our Heritage, Five Centuries in America</u></p> | <p>3. Also jobs that spring up because of the move west.</p> |
| <p>Soc 4. Study of different types and methods of transportation and communication</p> | | |
| <p>Soc 5. Climate differences and problems created</p> | | |
| <p>Soc 6. Attitude of "other" countries toward the U.S. expansion</p> | | |
| <p>Soc 7. Men were judged by what they did, instead of who they were or what they looked like</p> | | |
| <p>Soc 8. Build a conestoga wagon</p> | | |
| <p>Soc 9. Construct a fort</p> | | |
| <p>Soc 10. Build a collection of Indian relics</p> | | |
| <p>Soc 11. Make Indian arrowheads</p> | | |

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Soc 1. A study of the careers and events leading up to the war itself. The life styles of people in the North compared with those in the South. Jobs that were done in the North and those in the South. Methods of transportation in both regions.

Soc 2. The war itself; battles, famous leaders, people behind the scenes---comparing this war with wars of today, including jobs done by armed services

Soc 3. Results of the war; how the country mended itself and got on the road to recovery. Showing the damage a war can do and how the lives of the people of one country can be hurt, ruined or totally destroyed.

WW 4. Building the country back up. Occupations that started because of all the work that had to be done

Soc 5. Make a carpet bag

Soc 6. Have a slave auction and sale

1. Texts: Five Centuries in America, Story of Our Heritage

2. Films: "The Civil War"
"Building the Nation"
"Two Really Equals One"

3. Role playing of people and events

4. Books and Films of Today: Gone With the Wind

5. Maps of Northern and Southern U.S.

1. Giving the students a look at a war between the same family--- a study in family relations and getting along with others, which is needed in jobs of today

GRADE LEVEL OR SUBJECT Social Studies ARPA OR UNIT OF STUDY North American History (Industrialization)

| CAREER RELATED ACTIVITIES | RESOURCES | EVALUATION/OUTCOME |
|--|---|--|
| Soc 1. Reasons for the growth of industry | 1. Guest speakers | 1. To make the students aware of jobs in the world of industry. |
| WW 2. Contrast industrial society, with an agricultural society--looking at jobs offered in each | 2. Field trips | 2. To see the values of natural resources and ways of conserving resources of our country. |
| WW 3. Problems of industry--growth and development of labor unions. Types of industry | 3. Textbooks | |
| Soc 4. Values and problems related to automation | 4. Philosophers | |
| Soc 5. The need for resources and the use of them, the waste, conservation methods also. | 5. Films, "Growth of American Industry" | |
| Soc 6. Build a mock assembly line | | |
| Soc 7. Make a model car (T) | | |
| Soc 8. Set up a collective bargaining session & WW | | |
| Soc 9. Let students go on strike---because of an unreasonable demand & WW | | |



GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY North American History Since 1900

CAREER RELATED ACTIVITIES

- Soc 1. A study of the role of the U.S. as a world leader
- a. Relationships with other countries
 - b. Our attitudes toward various governments and "why" we hold that attitude
- Soc 2. The learning of leaders of the U.S.--and an acting out of various administrations
- a. Political parties of each
 - b. Family life and background of each
 - c. Administration of each
 - d. Life after leaving office
- WW 3. Exploration of changes in the world of work
- a. Rural to urban (field trips)
 - b. Salaries
 - c. Automation
 - d. Transportation and communication advances
- Soc 4. Wars involving the U.S. from 1900 to present
- a. Study of military change in dress and equipment
 - b. Battle tactics used - psychological attitudes used in making decisions

RESOURCES

1. Story of Our Heritage
Chapters 19-26
Five Centuries in America, Chapters 17-24, Our Nations
Presidents, entire book
2. Role playing: Acting out of leaders, pressing to match the times.
3. Films: "Munich"
"The Cold War" "U.S. Role in NATO" "The Green Berets" "Tora-Tora-Tora" "Patton"

EVALUATION/OUTCOME

1. To learn about the U.S. and its relationship with other industrial countries since 1900. A study of leaders of the country and the "whys" of the administration. Want the students to get a feeling of the times--the changes in life styles, patterns.

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AUDIO - VISUAL MATERIAL

BEST COPY AVAILABLE

JUNIOR HIGH A-V MATERIALS

Books

Call No.

- LB
1027.5
.C37
1973
- Career Education in the Middle/Junior High School, Olympus Publishing Company. Third in the series of "how to do it" books, aimed at the junior high level. Circulation period 3 weeks. Teachers 7-12.
- Career Development Activities, Howard W. Sams and Company, Inc. A manual of suggestions for activities to be used to integrate career development activities with traditional subject matter. Instructor's guide included. Circulation period 4 weeks. Teachers 7-12.
- Occupations and Careers, Webster Division, McGraw-Hill Book Company. Textbook designed for courses in occupations or as a reference to counselors and their students. Circulation period 3 weeks. Grades 7-12.
- Manpower and Economic Education, Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education. Circulation period 3 weeks, suggested for teachers, counselors and administrators.
- LB
1027.5
E35
- Mathematics for Career Education with teacher's guide, Charles E. Merrill Publishing Company. Developed for students interested in practical mathematics. Circulation period 4 weeks, suggested for teachers of remedial classes, shop classes and union apprentice programs.
- HF
5381
.S864
- Viewing Your Career, Pendulum Press. Eight chapters covering different aspects on careers such as: choosing a location, part-time jobs, full-time jobs, labor unions, etc. Circulation period 2 weeks, suggested for teachers, counselors and administrators.
- P
90
.H36
1974
- The World of Communications: Visual Media, McKnight Publishing Company. This text is divided into readings intended to increase the students' perception by having them recognize problems. Circulation period 3 weeks, suggested for teachers, counselors and administrators.

NVGA Bibliography of Current Career Information, 1973 Edition,
National Vocational Guidance Chronicle, Division of APGA.
Contains a current career literature listing, career film
reviews and a publisher's index. Circulation period 2
weeks, suggested for students, teachers, counselors and
administrators.

HF
5381
.P43

Perspectives on Vocational Development, American Personnel and
Guidance Association. Contains five parts: introducing
vocational development (2, 3, 4) discussing vocational
development theory in the past, present and future also
special applications. Circulation period 4 weeks, suggested
for teachers, counselors and administrators.

TD
148
.C47

Clean Streets, Clean Water, Clean Air.

TH
4811
.N36

New House, New Town.

The Maturity of Vocational Attitudes in Adolescence.

T
65
.S39

Teaching Children about Technology, McKnight Publishing Company.
A three-part text to help teachers teach students about the
complexities of industry. Circulation period 2 weeks,
suggested for junior high and high school teachers.

Exploring Careers in Child Care, McKnight Publishing Company.
Prepared for use in some educational programs. Circulation
period 3 weeks, suggested for home economics teachers.

General Drafting, McKnight Publishing Company. A sample text
for beginning drafting with 75 units to give the student
a brief overview of a variety of construction techniques
dealing with mechanical and architectural drafting. Circu-
lation period 2 weeks, suggested for beginning drafting
students.

Multi-Media Storage Catalog, American Personnel and Guidance
Association. A publications program providing periodicals,
books, films and cassette tapes to order. Circulation period
1 week, suggested for teachers, counselors and administrators.

Consumer Purchasing, Consumer Education. Seven chapters showing the consumer various situations of consumer spending and explaining the when, where and why's of the money involved. Circulation period 2 weeks, suggested for grades 9-12.

Career Education Program, Volume II, Houghton Mifflin Company. This notebook consists of a sequence of detailed lesson plans accompanied by duplicating masters and transparencies to reinforce a student's knowledge and understanding of the world of work. Circulation period 3 weeks, suggested for grades 7-9.

Career Exploration and Planning, includes teacher's manual and student workbook, Houghton Mifflin Company. It approaches career development by stressing students' self-awareness and understanding of their own talents and interests. Circulation period 4 weeks, suggested for grades 8-12.

The Waiter and Waitress Training Manual, Institutions/Volume Feeding Magazine. A six-part guide for serving food in a restaurant with a quiz at the end. Circulation period 2 weeks, suggested for teachers, counselors and administrators.

Ginny the Office Assistant, McGraw-Hill Book Company.

Developing Students' Potentials

Introduction to Occupations, Instructional Materials Laboratory. This material is designed to provide guidelines for teachers helping young persons learn about decision-making in the area of occupational choice. Circulation period 3 weeks, suggested for junior high students.

Job Application and Interviews, Instructional Materials Laboratory. Divided into nine chapters which cover such areas as career opportunities, self-evaluation, job interview, tests and forms, money management, etc. Circulation period 4 weeks, suggested for teachers, counselors and administrators.

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Phil the File Clerk, McGraw-Hill Book Company.

My Career Guidebook, includes counselor's and teacher's manual, Benziger Bruce and Glencoe, Inc. A sample guidebook that contains sections devised to help the users prepare themselves for a career. Circulation period 2 weeks, suggested for high school students, teachers, counselors and administrators.

How to Get a Job, Benziger Bruce and Glencoe, Inc. This book is designed to teach a person how to hunt for the job he wants successfully. Circulation period 1 week, suggested for high school students, teachers, counselors and administrators.

HF
5381
.S865

How to Choose Your Work, Benziger Bruce and Glencoe, Inc. Divided into three parts: (1) What do you want to do? (2) What can you do? (3) Kinds of work available to you. Circulation period 1 week, suggested for high school students, teachers counselors and administrators.

The Parents' Role in Career Developments, the National Vocational Guidance Association. To enable parents to help their children find their occupational careers. Circulation period 1 week, suggested for teachers, counselors and administrators.

Guidelines for the Preparation and Evaluation of Career Information Media, National Vocational Guidance Association. A set of guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers, counselors and administrators.

Career Mathematics: Industry and the Trades, teacher's edition, Houghton Mifflin Company.

Mathematics for Daily Living, with workbook, McCormick-Mathers.

Kits

| <u>Call No.</u> | <u>Kit</u> |
|-----------------|--|
| KT CE1 | Duo-Media Career Education Kit, Career Education Associates. Cassette and photo-guide, sample copy on Physician's Assistant. Circulation period 2 weeks. Grades 7-12. |
| KT CE4 | Career Awareness Program (Featuring Popeye the Sailor), King Features Education Division. Full-color comic books covering 15 career clusters with poster, class career awareness bingo game, teaching guide. Circulation period 3-5 weeks. Grades 4-8. |

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**KT
CE23-II** **World of Work, Part II, Eye Gate. Six filmstrips with cassettes covering six areas of employment, also includes teacher's guide. Circulation period 1 week, suggested for junior high and secondary students. (Educable Mentally Retarded)**

Titles include:

**Automotive Sales Representative
Cook
Data Processing Clerk
Sheet Metal Worker - Building Trades
Medical Assistant
Real Estate Sales**

**KT
CE24** **Education for Occupations, Eye Gate. Eight filmstrips with cassettes covering eight areas of employment. Circulation period 1 week, suggested for junior high and secondary students. (EMR)**

Titles include:

**Working in a Service Station
Working in a Supermarket
Working in the Printing Industry
Working in the Food Services
Working with Business Machines
Working in Manufacturing
Working in Building Maintenance
Working in a Hospital**

**KT
CE25-A** **Career Education, Series A, Interpretive Education. Five filmstrips with cassettes and teacher's manual. A multi-media approach designed to give the student a broad, general overview of jobs in the service, factory, sales and distributive areas. Circulation period 1 week, suggested for secondary.**

Titles include:

**Introduction to Careers
Service Jobs**

**KT
CE28** **Compulearn Career Education Program, Random House. A battery-operated console used with program cards. Helps students progress through series of questions on interests, career information, etc. Includes educator guides, student guides, bibliographies, career index, console and program cards. Circulation period 3 weeks. Grades K-12.**

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Book Series

Call No.

Early Career Books, Lerner Publications Company.

S
494.5
.A4
B45
1974
Careers in Agriculture

HD
9710
.A2
B46
1974
Careers in Auto Sales and Service

LB
2832
.B46
Careers in Education

QL
50.5
.B46
1974
Careers in Animal Care

JS
155
.B45
1974
Careers with the City

S
944
.B46
1974
Careers in Construction

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Periodicals

| <u>Volume and Number</u> | <u>Name Publisher</u> |
|------------------------------|---|
| | CAREER WORLD, Curriculum Innovations, Inc. Circulation period 2 weeks, suggested for 7-12. |
| | Major topics covered: |
| I-2 Oct. 72 | Engineers and Engineering Technicians |
| I-3 Nov. 72 | Communications and Media Home Economics Careers in the Building Trades |
| I-4 Dec. 72 | Air Transportation Business and Office |
| I-5 Jan. 73 | Careers in Psychology |
| I-6 Feb. 73 | Opportunities in the Criminal Justice System Apprentice Training |
| I-8 Apr. 73 | Health Careers |
| I-9 May 73 | Oceanography Insurance Careers |
| II-5 Jan. 74 | Computer Careers and Other White Collar Jobs Electronic Technicians Tool and Die Makers |
| II-6 Mid-Feb. 74 | Working for Uncle Sam |
| II-7 Mid-March 74 | Jobs in Journalism |
| II-8 Mid-April 74 | Marketing and Distribution |
| II-9 Mid-May 74 | Agribusiness |
| March 74 | EMPHASIS, Career Education, Emphasis, Inc. Circulation period 2 weeks. Grades 9-12. Major emphasis - Careers in Allied Health Fields. |
| Mar. 74 April/May 74 | CAREER EDUCATION DIGEST, Educational Properties, Inc. |

Filmstrips

FS
CE1

Are You Looking Ahead? Eye Gate. Ten filmstrips with a teacher's manual designed to prepare students mentally, socially and emotionally for the world of work. Circulation period 1 week. Grades 7-12.

Titles include:

- Do You Like Flowers?
- Do You Like Sports?
- How About Being a Key Punch Operator?
- Do You Love Animals?
- Would You Like to Be a Cashier?
- How About Office Work?
- How About Being an Electronics Assembler?
- Would You Like Hospital Work?
- Want to Work in a Laundry?
- Would You Like to Sell?

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Posters

Call No.

- PA
CE1 Career Posters, Minnesota Department of Education. Posters showing careers in various areas related to subjects listed below and further divided according to amount of education necessary for each. (laminated to add more careers in spaces provided) Circulation period 4 weeks. Grades 6-12.
- PA
CE2 Industrial Education Careers
- PA
CE3 English Careers
- PA
CE4 Social Studies Careers
- PA
CE5 Agricultural Science Careers
- PA
CE6 Science Careers
- PA
CE7 Business Careers
- PA
CE8 Mathematics Careers
- PA
CE9 Distributive and Marketing Careers
- PA
CE10 Music Careers
- PA
CE11 Art Careers
- PA
CE12 Home Economics Careers
- PA
CE13 Physical Education and Health Careers
- PA
CE14 Foreign Language Careers
- PA
CE17 Guidance Publications Chronicle Posters. Nine different posters representing various types of work. Circulation period 4 weeks. Grades 7-12.

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If you visit the Career Education Audiovisual Library in the Learning Resource Center, you will be able to locate materials more quickly by noting the color-coded labels. All of the materials other than books and periodicals are color-coded. The color and code is as follows:

| <u>Item</u> | <u>Code</u> | <u>Color</u> |
|--|-------------|--------------|
| Kit (a combination of two or more media designed to be used as a unit) | KT | Black |
| Cassettes | CT | Red |
| Posters, Charts | PA | Orange |
| Filmstrips | FS | Green |
| Games, Puzzles | GA | Blue |
| Realia (actual objects or specimens) | RE | Brown |

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**SOURCES of CAREER and
OCCUPATIONAL INFORMATION**

SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

Accounting - For more information write:

National Society of Public Accountants
1717 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Institute of Certified
Public Accountants
666 Fifth Avenue
New York, New York 10019

Accounting Career Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, New York 10019

National Association of Accountants
505 Park Avenue
New York, New York 10022

Financial Executives Institute
50 West 44th Street
New York, New York 10036

The Institute of Internal Auditors
170 Broadway
New York, New York 10038

Advertising, Marketing, and
Public Relations - For more information
Write:

American Association of Advertising
Agencies
200 Park Avenue
New York, New York 10017

American Advertising Federation
1225 Connecticut Avenue
N.W., Washington, D.C. 20036

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

Association of Industrial Advertisers
41 East 42nd Street
New York, New York 10017

Small Business Administration
Washington, D.C. 20416

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

Service Department
Public Relations News
127 East 80th Street
New York, New York 10021

Aerospace and Aviation -
For more information write:

American Institute of Aeronautics
and Astronautics
1290 Avenue of the Americas
New York, New York 10019

Air Transport Association of America
1000 Connecticut Avenue
N.W., Washington, D.C. 20036

General Aviation Manufacturers Association
1025 Connecticut Avenue
N.W., Washington, D.C. 2-036

Agribusiness and Natural Resources -
For more information write:

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, Illinois 60068

American Society of Agricultural
Engineers
2950 Niles Road
St. Joseph, Michigan 49085

American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

The Wildlife Society, Ste. S-176
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

National Forest Products Association
1619 Massachusetts Avenue
N.W., Washington, D.C. 20036

Automotive - For more information write:

Educational Affairs Department
Ford Motor Company
The American Road
Dearborn, Michigan 48121

General Motors Corporation
Room 1-101, General Motors Building
Detroit, Michigan 48202

Architecture - For more information write:

Association of Collegiate Schools
of Architecture
1785 Massachusetts Avenue
N.W., Washington, D.C. 20036

The American Institute of Architects
1735 New York Avenue
N.W., Washington, D.C. 20006

The American Institute of Architects
1785 Massachusetts Ave. N.W.
Washington, D.C. 20036

Banking, Finance, and Investment -
For more information write:

The American Bankers Association
1120 Connecticut Avenue
N.W., Washington, D.C. 20036

Investment Counsel Association of
American, Inc.
127 East 59th Street
New York, New York 10022

National Consumer Finance Association
1000 - 16th Street
N.W., Washington, D.C. 20036

National Association of Bank Women, Inc.
National Office
111 E. Wacker Drive
Chicago, Illinois 60601

National Bankers Association
4310 Georgia Avenue N.W.
Washington, D. C. 20011

Federal Deposit Insurance Corporation
Director of Personnel
550 17th St. N.W.
Washington, D.C. 20429

Business and Office Services -
For more information write.

Administration Management Society
Publications Department
Willow Grove, Pennsylvania 19090

American Management Association
135 West 50th Street
New York, New York 10020

National Association of Purchasing
Management
11 Park Place
New York, New York 10001

National Secretaries Association
(International)
616 East 63rd Street
Kansas City, Missouri 64110

Communication and Media -
For more information write:

American Newspaper Publishers
Association Foundation
750 Third Avenue
New York, New York 10017

Sigma Delta Chi, National Professional
Journalism Society
35 East Wacker Drive
Chicago, Illinois 60601

Education Council of the Graphic
Arts, Inc.
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

Modern Language Association
60 Fifth Avenue
New York, New York 10011

American Library Association
50 East Huron Street
Chicago, Illinois 60611

National Association of Broadcasters
1771 N Street
N.W., Washington, D.C. 20036

Construction - For more information
write:

Associated Builders and Contractors, Inc
P.O. Box 698
Glen Burnie, Maryland 21061

National Association of Home Builders
1625 L Street
N.W., Washington, D.C. 20036

Data Processing and Computer -
For more information write:

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

American Federation of Information
Processing Societies, Inc.
210 Summit Avenue
Montvale, New Jersey 07645

Automation Institute of America, Inc.
760 Market Street, Suite 600
San Francisco, California 94102

Association of Computing Machinery
1133 Ave. of the Americas
New York, New York 10036

Education - For more information write:

National Education Association
1201 - 15th Street
N.W., Washington, D.C. 20036

American Federation of Teachers
1042 - 14th Street
N.W., Washington, D.C. 20005

Association for Childhood Education
International
3615 Wisconsin Avenue
N.W., Washington, D.C. 20015

The Council for Exceptional Children
Suite 900,
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

American School Counselor Association
1607 New Hampshire Avenue
N.W., Washington, D.C. 20009

U.S. Department of Health, Education
and Welfare
Office of Education
Washington, D.C.

The College Placement Council, Inc.
P.O. Box 2263
Bethlehem, Pa. 18001

Electronics - For more information write:

National Alliance of Television and
Electronics Service Association
5908 S. Troy Street
Chicago, Illinois 60629

Electronics Industries Association
2001 Eye Street
N.W., Washington, D.C. 20006

Engineering - For more information write:

Engineers' Council for Professional
Development
345 East 47th Street
New York, New York 10017

American Institute of Industrial
Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, New York 10017

American for Engineering Education
1346 Connecticut Avenue
N.W., Washington, D.C. 20036

American Institute of Chemical Engineers
345 East 47th Street
New York, New York 10017

Institute of Electrical and Electronics
Engineers, Inc.
345 47th Street
New York, New York 10017

The American Society of Mechanical
Engineers
United Engineering Center
345 East 47th Street
New York, New York 10017

The Society of Mining Engineers of AIME
345 East 47th Street
New York, New York 10017

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

Environment - For more information write:

Ecological Society of America
Department of Botany
Southern Illinois University
Carbondale, Illinois 62901

Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, Illinois 60058

Soil Conservation Society of America
7515 N.E. Ankeny Road
Ankeny, Iowa 50021

National Environmental Health
Association
1600 Pennsylvania Street
Denver, Colorado 80203

Society of American Foresters
1010 - 16th Street
N.W., Washington, D.C. 20036

The American Forestry Association
1319 - 18th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street N.W.
Washington, D.C. 20037

Interagency Board of U.S. Civil Service
Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key, Miami, Fla. 33149

U.S. Civil Service Commission
Washington, D.C. 20250

Employment Division
Office of Personnel
U.S. Dept. of Agriculture
Washington, D.C. 20250

Food Service and Processing -
For more information write:

Institute of Food Technologists
176 West Adams Street
Chicago, Illinois 60603

American Meat Institute
59 East Van Buren Street
Chicago, Illinois 60605

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

The Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, Illinois 60601

Government - For more information write:

United States Civil Service Commission
c/o Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Health and Medicine - For more information write:

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

National Health Council, Inc.
1740 Broadway
New York, New York 10019

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, Illinois 60611

American Association of Medical Assistants
200 East Ohio Street
Chicago, Illinois 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, Illinois 60610

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, Illinois 60611

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

National League for Nursing
10 Columbus Circle
New York, New York 10019

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

American Physical Therapy Association
1156 - 15th Street
N.W., Washington, D. C. 20005

Registry of Medical Technicians
P.O. Box 4872
Chicago, Illinois 60680

Hospitality and Recreation -
For more information write:

National Recreation and Park
Association
1700 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Hotel and Motel Association
Kellogg Center
East Lansing, Michigan 48823

American Association for Health
Physical Education and Recreation
1201 - 16th Street
N.W. Washington, D.C. 20036

Industry, Machine and Tool Trades -
For more information write:

The American Society for Metals
Metals Park, Ohio

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, New York 10017

Insurance Occupations -
For more information write:

National Association of Public
Insurance Adjusters
1613 Munsey Bldg.
Baltimore, Md. 21202

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Insurance Information Institute
110 William Street
New York, New York 10038

Mathematics Occupations -
For more information write:

American Mathematical Society
P.O. Box 6248
Providence, R.I. 02904

Mathematical Association of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Society for Industrial and Applied
Mathematics
33 South 17th Street
Philadelphia, Pa. 19103

Personal Services - For more information
write:

Society of American Florists
901 North Washington Street
Alexandria, Virginia 22314

Retail Jewelers of America, Inc.
1025 Vermont Avenue
N.W., Washington, D.C. 20005

Gemological Institute of America
11940 San Vicentee Blvd.
Los Angeles, California

National Society of Interior Designers
315 East 62nd Street
New York, New York 10021

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Associated Master Barbers and Beauti-
cians of America
219 Greenwich Road
Charlotte, North Carolina 28211

American Institute of Laundering
Joliet, Illinois 60434

Sales - For more information write:

National Automobile Dealers Association
2000 K Street
Washington, D.C. 20006

National Association of Real Estate
Boards
155 East Superior Street
Chicago, Illinois 60611

The National Retail Merchants Association
100 West 31st Street
New York, New York 10001

The National Association of
Wholesaler-Distributors
1725 K Street
N.W., Washington, D.C. 20006

Sales and Marketing Executive
International
Student Education Division
630 Third Avenue
New York, New York 10017

Science - For more information write:

American Astronomical Society
211 Fitz Randolph Road
Princeton, New Jersey 08540

American Institute of Biological
Sciences
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

Entomological Society of America
4603 Calvert Road
College Park, Maryland 20740

American Society for Microbiology
1913 "I" Street
N.W., Washington, D.C. 20006

American Chemical Society
1155 - 16th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street
N.W., Washington, D.C. 20036

Society of Exploration Geophysics
Box 3098
Tulsa, Oklahoma 74101

The American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Society of Horticultural
Science
615 Elm Street
St. Joseph, Mich. 49085

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

American Institute of Physics
335 East 45th Street
New York, New York 10017

Interagency Board of U.S. Civil Service
Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

Social Science Occupations -
For more information write:

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Smithsonian Institute
Washington, D.C. 20560

American Economic Association
1313 21st Avenue South
Nashville, Tenn. 37212

The Foreign Service in the Seventies
U.S. Department of State, Publication
8535
Washington, D.C. 20520 Free

Association of American Geographers
1710 16th Street, N.W.
Washington, D.C. 20009

Social Work - For more information write:

National Association of Social Workers
1425 H Street
N.W., Washington, D.C. 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinois 60605

Transportation - For more information
write:

American Trucking Association
1616 P Street
N.W., Washington, D.C. 20036

The Association of American Railroads
Public Relations Department
1920 L Street
N.W., Washington, D.C. 20006

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FIELD TRIP SITES and GUEST SPEAKERS

GUEST SPEAKER AND FIELD TRIP SITE LISTING

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---------------------------------------|-----------------------------------|------------------------|--------------|------------|------------|-------------|---------------|
| Allstate Insurance Co. | 4800 E. 63rd Kansas City, MO | John Irish | 816-333-6800 | Yes | 20 | 11-16 | No |
| Archias Floral Co. | 4th & Park Sedalia, MO | Don King | 826-4000 | Yes | 20 | K-12 | Yes |
| Attorney at Law | Warsaw, MO | Edwin F. Brady | 438-5116 | No | 0 | 0 | Possibly |
| Ault's Skelly Station | 1570 S. Odell Marshall, MO | Bob Ault | 886-6792 | Yes | 20 | 7-9 | No |
| B & E Market | 1701 S. Kentucky | Jim Dick | 826-2188 | Yes | 30 | 3-12 | No |
| Banquet Foods | 253 W. Marion St. Marshall, MO | Caton Martin | 886-3301 | Yes | 20 | 4-9 | Possibly |
| Ben's Den | 1421 S. Limit | Jack Smith | 827-2485 | No | 0 | 0 | Possibly |
| Benton County Enterprise | Warsaw, MO | Mahlon White | 438-6312 | No | 0 | 0 | Possibly |
| Benton County R-I | Cole Camp, MO | Vergil Oglevie | 668-4427 | No | 0 | 0 | Possibly |
| Benton County R-IX | Warsaw, MO | John Boise | 438-7351 | No | 0 | 8-10 | Yes |
| Bohling Grocery | Cole Camp, MO | Mr. E. G. Bohling | | No | 0 | 0 | Possibly |
| Boonslick Regional Library | 6th & Lamine | Ms. Corley | 826-6195 | Yes | 20 | K-9 | Possibly |
| Borchers & Heimsoth | Cole Camp, MO | Ervin Borchers | 668-4923 | No | 0 | 0 | Possibly |
| Bothwell Hospital Physical Therapy | Sedalia, MO | Nevin Almquist | 826-8833 | Yes | 7-15 | 7-12 | Yes |
| Bothwell Hospital | Sedalia, MO | Marie Nicholson | 826-8833 | Yes | 20 | 12-16 | No |

| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---------------------------|----------------------------------|------------------------|-----------|------------|------------|-------------|---------------|
| Breech Academy-TWA | 6300 Lamar Avenue Mission, KS | Mickey Holiday | 842-4000 | Yes | 20 | 11-16 | Yes |
| Brick Mason | RFD 3 Warsaw, MO | Lee Siavens | 438-536 | No | 0 | 0 | Possibly |
| Dala's Botique | Tipton, MO | Dala Yantz | 433-2626 | No | 0 | 0 | Yes |
| Broadway Lanes, Inc. | 2119 W. Broadway | Edith Simons | 827-0404 | Yes | Large | K-14 | Possibly |
| Broadway Car Wash | 310 W. Broadway | Dale Arms | 826-0375 | Yes | 25-30 | 1-12 | No |
| Brown, McCloskey, Buckley | 301 E. 5th St. | Mabel Glenn | 826-7373 | No | 0 | 0 | No |
| Business Mens Assurance | BMA Building Kansas City, MO | Almeta Wilcher | 753-8000 | Yes | 20 | 11-16 | No |
| Cablevision, Inc. | 600 S. Osage | Lynn Harrison | 826-0933 | Yes | 20 | 5-9 | Possibly |
| Cargill Incorporated | Marshall, MO | Jack Hartwick | 886-7473 | Yes | 20-25 | 9 | Possibly |
| Cargill Nutrena Feeds | Smithton, MO | Gene Hudiburg | 343-5319 | Yes | 10 | 7-12 | Yes |
| Classic Studio | 6th & Kentucky | E4 Brummett | 826-8888 | Yes | 5-10 | 7-12 | Yes |
| Commerce Bank | 10th & Walnut Kansas City, MO | John Wells | 234-2000 | Yes | 20 | 11-16 | No |
| Conalco | West Highway 50 | Russ Woodward | 827-1712 | Yes | 30 | 6-12 | Yes |
| Consumers Supermarket | Hancock & Broadway | Bill Smillie | 827-3190 | Yes | 15 | K-12 | Yes |
| Creasy's Insurance Agency | Warsaw, MO | Gordon Creasy | 438-5621 | No | 0 | 0 | Yes |
| C. W. Flower Co. | 219 S. Ohio | Mrs. Austin | 826-3200 | Yes | 15-20 | 11-16 | Yes |
| DeKalb Ag. Research | Marshall, MO | Don Wert | 886-7438 | Yes | 10-40 | 5-9 | Possibly |

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| NAME | ADDRESS | REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|-----------------------------|-----------------------------|-----------------|-----------|------------|---------------------|-------------|---------------|
| DeLong Dry Goods | Warsaw, MO | Mrs. DeLong | 438-5307 | No | 0 | 0 | Possibly |
| Democrat News | Marshall, MO | Jerry Arnett | 886-2233 | Yes | 25 | 7-9 | Yes |
| Dentist | Warsaw, MO | Dr. Shepardson | 438-5421 | No | 0 | 0 | No |
| Dentist | 1810 W. 11th | Dr. Robert Vit | 826-5445 | No | 0 | K-12 | No |
| Doctor of Osteopathy | 1701 S. Lafayette | Dr. Joe Bennett | 826-6633 | Yes | 5 at a time, 40 max | 7-12 | Yes |
| Duke Manufacturing | Main & Duke Road | Ivan Stuart | 827-2661 | Yes | 10 | 4-12 | No |
| Durham Chevrolet | Warsaw, MO | Cloyd Durham | 438-5133 | Yes | 10 | 8-12 | Yes |
| Estes' 66 Station | Warsaw, MO | Gary Estes | 438-6022 | No | 0 | 0 | Possibly |
| Fajen's Inc. | Warsaw, MO | Mary Wray | 438-5111 | Yes | 30 | 1-12 | Possibly |
| Farmer's Bank of Lincoln | Lincoln, MO | Karl Kroenke | 547-3311 | Yes | 12-15 | 9-12 | Possibly |
| Fire Department | Main St. & State Fair Blvd. | Ronnie Ollison | 826-9058 | Yes | 15-20 | K-12 | Yes |
| Flat Creek Vet. Hosp. | 1701 W. Main | Dr. Peacock | 827-2057 | Yes | 10-15 | K-12 | Yes |
| Bill Greer Body Shop | Main Street | Orval Burd | 827-2162 | Yes | 5 | 10-12 | No |
| Hallmark | 25th & McGee | Rose A. Lightle | 274-4667 | Yes | 20 | 11-16 | Yes |
| Heinzler Bros. Welding | Marshall, MO | Frank Heinzler | 886-7775 | Yes | 20-25 | 7-9 | No |
| Holiday Inn | 32nd & Limit | Jim Grieshaber | 826-6100 | Yes | 40-50 | 8-9 | Possibly |
| IBEW Local 814 Credit Union | 2111 W. Broadway | June Kuhlman | 826-0814 | Yes | 6 at a time | 8-12 | Possibly |

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| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|--|------------------------------|---|-----------|------------|------------|-------------|---------------|
| IGA | 2402 W. Broadway | Ralph Huff | 827-1452 | Yes | 25 | K-12 | Yes |
| Industrial Loan & Investment | 120 W. Fifth | Firman Boul | 826-4800 | Yes | 25 | 7-12 | Yes |
| Jim's Garden Center | 1000 W. Main | James L. Foster | 826-4411 | Yes | 15 | 4-9 | Possibly |
| Bob Johnson TV & Appliance | 2907 W. Broadway | Ray Thompson Harold Richardson Paul Johnson | 827-2326 | Yes | 15-20 | 7-12 | Yes |
| KDRO Radio | W. Highway 50 | Herb Brandes | 826-5005 | Yes | 15 | K-12 | Possibly |
| Kim Originals | 2500 E. Broadway | Bill Cline | 826-2500 | Yes | 15 | K-12 | Possibly |
| KMMO-KMFL | Marshall, MO | Mr. Douglas | 886-7422 | Yes | 20-25 | 7-9 | Yes |
| KMOS TV Station | 2100 W. Broadway | Stuart Gressley | 826-1651 | Yes | 15 | K-12 | Yes |
| 88.5 FM Radio | N. 65 Highway | Carl Yates | 826-1050 | Yes | 10 | K-14 | Yes |
| Lacuma Builders Inc. | 1806 W. 11th | Bob Cook | 826-0522 | No | 0 | 0 | Yes |
| Lamm, Barnett, Crawford, Barnes, Fritz Law Firm | 118 W. Fifth | Donald Barnes | 826-5428 | No | 0 | 11-12 | Yes |
| Lee's Archery Manufacturing | Route 2 | LeRoy Young | 826-6762 | Yes | 20 | 7-16 | No |
| Lincoln New Era Newspaper | Lincoln, MO | George Williams | 547-3800 | Yes | Inquire | Inquire | Possibly |
| Macy's | 1034 Main Kansas City, MO | Mrs. Cullen | 221-3737 | Yes | 20 | 11-16 | No |
| Magistrate Judge--Pettis County | 901 S. Vermont | Hazel Palmer | 826-8816 | No | 0 | 11-12 | Yes |
| Marshall Chamber of Commerce | 214 N. Lafayette | Leo Hayob | 886-7464 | No | 0 | 7-9 | Yes |

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| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|----------------------------|-------------------------------|------------------------|-----------|------------|------------|-------------|---------------|
| Pettis County Ambulance | 626 E. 5th | Joe Wasson | 826-5316 | Yes | 10-15 | 6-12 | Possibly |
| Phyllis's Beauty Shop | Cole Camp, MO | Phyllis Templeton | | No | 0 | 0 | Possibly |
| Pittsburgh Corning | 16th & Missouri Pacific Spur | Rita Keaney | 826-4660 | No | 0 | 0 | No |
| Post Office | 205 N. Lafayette Marshall, MO | Mr. Weislocker | 886-6200 | Yes | 25 | 7-9 | No |
| Post Office | 405 E. 5th | Roy Hinton | 826-8887 | Yes | 25-30 | 4-9 | Possibly |
| Ramada Inn | 3501 W. Broadway | Darrell Olsen | 826-8400 | Yes | 15 | 5-12 | Possibly |
| Reinhart Fajen, Inc. | Warsaw, MO | Eloise Atkins | 438-5111 | Yes | 20 | 11-16 | No |
| Rest Haven Retirement Home | 1800 S. Ingram | | 827-0845 | Yes | 10 | 1-9 | Possibly |
| Retail Bakery | 6th & Ohio | Mr. Mallory | 826-6920 | Yes | 20 | K-9 | Possibly |
| Rick's Body Shop | R. R. #2 | Rick Geer | 826-1157 | Yes | 25-30 | 7-12 | No |
| Rival Manufacturing Co. | 16th & Lamine | Jim Houchen | 826-6600 | Yes | 15 | 4-12 | Yes |
| Rival Manufacturing Co. | Miller's Perk Plaza | Nyra Price | 827-3860 | No | 0 | 0 | Yes |
| Scott's Jewelry | E. Highway 7 Warsaw, MO | Mr. Scott | 438-5700 | No | 0 | 0 | 0 |
| Sears | 110 W. Third | Finis Galloway | 826-6500 | Yes | 10 | 7-12 | Yes |
| Sedalia Computer Service | 210 E. 7th | Larry McRoy | 827-1990 | Yes | 10-15 | 9-12 | Yes |
| Sedalia Democrat | 700 S. Mass. | Don Keller | 826-1000 | Yes | 15 | K-16 | No |
| Sedalia Implement Co. | 2205 S. Limit | John Joy | 826-0466 | Yes | 15-25 | 7-12 | Yes |

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| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|---|---|------------------------|-----------|------------|------------|-------------|---------------|
| Marshall Floral & Greenhouse | 160 W. Summit | Juanita Dametz | 886-7177 | Yes | 20 | 7-9 | Yes |
| Marshall State School & Hospital | Marshall, MO | M. L. Daughty | 886-2202 | Yes | 30 | 12-16 | Possibly |
| Mattingly's Variety Store | 218 S. Ohio | Bill Stratton | 826-5270 | Yes | 20 | 7-12 | Yes |
| Merle Norman Cosmetics | 120 S. Ohio | Sandra Boul | 826-6430 | No | 0 | 11-16 | Yes |
| MFA Claims Adjustment Office | 2002 W. 14th | Steve Overman | 827-0670 | No | 0 | 0 | Yes |
| MFA Implement | Lincoln, MO | Clarence Frisch | 547-3318 | Possibly | Inq. | Inq. | Possibly |
| MFA Insurance | 1817 W. Broadway | Vic Ohman | 445-8441 | Yes | 20 | 11-16 | No |
| Missouri Division of E. S. | 215 E. Fifth | Bill Giles | 826-8184 | Yes | 25 | 11-12 | Yes |
| Missouri Pacific Railroad | 210 N. 13th St. St. Louis, MO | D. M Tutke | 314-2944 | Yes | Arr. | 7-12 | Possibly |
| Missouri State Bank | 917 S. Limit | William Claycomb | 826-1213 | Yes | 20-25 | 4-12 | Possibly |
| Missouri State Fair | Box 111 | Myrna Rager | 826-0570 | Yes | 30 | 3-7 | Possibly |
| Missouri Valley College | Marshall, MO | Gordon Imlay | 886-6924 | No | 0 | 9-12 | Yes |
| Model Cleaners | Warsaw, MO | Richard Kingma | 438-5831 | Yes | 20 | K-12 | No |
| Ollison's Garage | 3809 E. 12th | Keith Ollison | 826-4077 | No | 0 | 0 | Yes |
| Patricia Stephens Modeling Finishing School | 4638 Nichols Parkway Kansas City, MO | Sue Peterson | 531-5866 | Yes | 60 | 7-12 | Yes |
| Pepsi-Cola Bottling Co. | Sedalia, MO | W. C. Ream | 826-8144 | Yes | 30 | 4-9 | Possibly |

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| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|------------------------------|------------------------------|------------------------|-----------|----------------------------|------------|-------------|---------------|
| Sedalia Memorial Airport | E. Highway 50 | James Addas | 826-9796 | Yes | Small | K-14 | Possibly |
| Sedalia Police Department | 3rd & Osage | Bill Miller | 826-0214 | Yes | 10-15 | 9-12 | Yes |
| Sedalia Water Department | 111 W. 4th | C. H. Taylor | 826-1234 | Yes | 15 | K-16 | Possibly |
| Sheriff's Department | Warsaw, MO | Bob Breashears | 438-5252 | No | 0 | 0 | No |
| Paul Shinn Oil Company | RFD 3 Warsaw, MO | Paul Shinn | 438-5013 | No | 0 | 0 | No |
| Sound Shop | 1716 W. Ninth | Al Reese | 827-2223 | Yes | 20 | K-12 | Yes |
| Southwestern Bell Telephone | 220 E. 5th St. | Bob Johnson | 826-9800 | Yes | 25 | K-12 | Yes |
| State Fair Community College | 1900 Clarendon Road | Fred Davis | 826-7100 | Check with Betty Blackwell | | | |
| The Craft Shop | 318 S. Ohio | Mrs. Boatman | 827-3041 | Yes | 15-20 | 5-12 | Possibly |
| Third National Bank | 301 S. Ohio | Bob McDonald | 826-0611 | Yes | 30-40 | 6-9 | Possibly |
| Town and Country Shoes | 201 N. Missouri | Charles Rayl | 826-4490 | Yes | Small | All Y | Yes |
| Tullis Hall Dairy Co. | 541 E. 5th | Mr. Funnell | 826-3030 | Yes | 10 | 3-12 | No |
| Tygart & Arth Body Shop | 207 E. Belle Marshall, MO | Ray Arth | 886-3933 | Yes | 25 | 7-8 | Yes |
| Uritog | Warsaw, MO | Osborne McMillen | 438-5117 | Yes | Arr. | 7-12 | No |
| Veterinary | Cole Camp, MO | Dr. Taylor | 668-4523 | No | 0 | 0 | No |
| Walker Publishing Co. | 2016 W. Main | Mark Kitch | 826-8200 | Yes | 15 | 5-12 | Yes |
| Warren Grocery | Green Ridge, MO | Mr. Warren | 527-3317 | No | 0 | 0 | No |

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| NAME | ADDRESS | CONTACT REPRESENTATIVE | TELEPHONE | FIELD TRIP | GROUP SIZE | GRADE LEVEL | GUEST SPEAKER |
|--------------------------|---------------------------------|------------------------|-----------|------------|------------|-------------|---------------|
| Warsaw Auto Supply | Warsaw, MO | Stan Intclman | 438-7321 | Yes | Small | 1-14 | No |
| Warsaw Veterinary Clinic | Warsaw, MO | Dr. Rolf | 438-7333 | No | 0 | 0 | No |
| Wilken Music | Thompson Hills | Mr. Wilken | 826-9356 | Yes | 10 | 4-12 | Yes |
| Wilson's Co., Inc. | Box 340 Marshall, MO | Don Nutten | 886-5522 | Poss. | 12 | 7-12 | Possibly |
| W. K. Garage | Cole Camp, MO | Walt Weymuth | 668-4421 | Yes | 25-30 | 7-12 | Yes |
| Wood & Huston Bank | 27 North Street Marshall, MO | Mr. Mitchell | 886-5575 | Yes | 25 | 7-9 | Yes |
| Zephyr Manufacturing Co. | 400 W. 2nd St. | C. M. Huddleston | 827-0352 | Yes | 10-15 | 4-9 | Possibly |

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