ED167806

MONOGRAPHS ON CAREER EDUCATION

EXPLORING DIVISION BOY SCOUTS OF AMERICA, GIRL SCOUTS OF THE U.S.A., AND CAREER EDUCATION

by
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June 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 020 278

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1978

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402
Stock Number

Preface

During the period covering November 1977, through May 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from 10-15 participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the

series of monographs of which this is one has been prepared. The complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, so long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me, and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis, Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-America Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

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Introduction

The Exploring Division is an official part of The Boy Scouts of America. Girl Scouts of the U.S.A. (GSUSA) is a completely separate organization with no formal connections to Scouting USA. These two organizations are discussed, as resources for career education, in a single monograph for two reasons: (a) representatives from both organizations came together in the same "miniconference" thus making it difficult to credit either one specifically for some of the valuable ideas generated; and (b) both organizations have, in a generic sense, the same kinds of positive potential for serving as resources in implementing career education. It is essential at the outset that the separateness of these two organizations be emphasized. Educators wishing to use these organizations in a community career education effort must make two contacts, not just one, in their local area.

There was a time when anything with the word "scouting" associated with it was generally regarded by educators and the general public as "fun and games"—i.e., as an effort whose prime reason for existence lies in providing recreational opportunities for youth. At the same time, the Education system was commonly perceived as having little interest in or concern for helping youth learn how to make productive use of leisure time over and beyond a few-in-school programs. Both of these conditions have changed. Today, the Education system is experiencing increasing interaction with the broader community in expanding opportunities for youth far beyond those offered in school building. Similarly, the two organizations forming the topic for this monograph have expanded their goals and activities so as to include serious educational, as well as recreational, purposes. Those who still think programs associated with "scouting" have no serious potential for making positive contributions to education of today's youth are living in the "dark ages."

Part of the many ways in which the Education system is interacting more vigorously with the broader community so as to expand learning opportunities for youth is represented by career education. *Part* of the emphasis provided by the two organizations described in this monograph relates to the goals and content of career education. Relationships between these parts form the central focus of this monograph. We begin with a generic discussion of ways in which both of these organizations can make positive contributions to a total career education effort. This is followed by

sections describing examples of ways in which both organizations are now operating at the National and at the community level. The monograph concludes with a series of suggestions made by conference participants regarding ways in which the two organizations may serve as even more effective resources for career education.

Generic Contributions of Exploring Program and (GSUSA) to Career Education

There are three basic generic reasons why educators interested in implementing career education should be anxious to establish and utilize good working relationships with both the Exploring Program and with Girl Scouts of the U.S.A.

First, both of these organizations have demonstrated effectiveness in areas such as career awareness, career exploration, career decisionmaking, development of work values as part of one's system of personal values, and reduction of sex stereotyping as an obstacle to full freedom of career choice. Each of these areas is, of course, a basic part of the career education concept. Further, opportunities provided youth in these areas by these organizations are clearly over and beyond those that can be provided by the Education system acting alone. If our concerns are based on the total amount of help that can be made available to youth (rather than on how much credit educators get for helping), it seems obvious that we should be active supporters of both programs. The goals of career education will be better achieved if both the Exploring Program and Girl Scouts of the U.S.A. are strengthened.

Second, both of these organizations have special expertise in finding, organizing, motivating, managing, and utilizing community volunteers. Both are well aware of current problems associated with encouraging employed women and men to serve as volunteers as well as how to best utilize fulltime homemakers, workers and professional people in volunteer roles. Career education advocates have, from the beginning, stressed the importance of securing volunteer assistance from community members, but we haven't been very knowledgeable about how this can best be accomplished. There is much to learn from professionals in these two organizations that will help any educational system's career education efforts be more successful. We need and should take advantage of this expertise.

Third, both of these organizations are expert in devising and carrying out program activities that have high appeal to youth. Unlike the school system, no youth is "required" to attend any meeting or participate in any activity suggested by their professional or volunteer leaders. If the suggested activities are perceived by youth to represent only things that another set of adults believe would be "good" for them, they will tend to drop out. The "life blood" of these two organizations is dependent on attracting and holding youth who participate voluntarily and eagerly in the activities provided. These organizations have devoted a great deal of time and energy to acquiring the kinds of expertise required for this to happen. Educators have a great deal to learn from them.

These three generic contributions can, perhaps, be most easily illustrated by considering the changing conditions with reference to finding and using volunteers. Discussion of seminar participants related specifically to career education may be helpful illustrations here. First, they emphasized that, today, there is a great increase in the number and variety of community organizations seeking volunteers. Some way must be found to convince the potential volunteer to seek one kind of activity as opposed to another. Second, participants stressed both the problem and the potential of using the many career skills of the homemaker (budgetmaker, mechanic, etc.) for career related activities. Third, they discussed extensively problems associated with encouraging employed women to serve as volunteers. Apparently, many newly employed women feel the role of "volunteer" is something to be carried out only during daytime hours and only by women who are fulltime homemakers. The needs of career education—especially with reference to reduction of sex stereotyping cannot be met if these attitudes persist. Fourth, participants emphasized the necessity for using the "what's in it for me?" approach to securing the services of community members as volunteers. Unless some set of rewards come to the volunteer, they often cease their efforts. Finally, participants stressed the importance of showing volunteers how to do what they are being asked to do and of providing them with materials useful in doing so. Each of these problems is one faced by educators interested in using community members as volunteers.

For all of these reasons, educators interested in implementing career education should, it seems, seek to interact with and support those persons active both in the Exploring Program and in Girl Scouts of the U.S.A.

GIRL SCOUTS OF THE U.S.A. (GSUSA)

The Girl Scouts of the USA, with its National Headquarters in New York City, operates through 347 Girl Scouts Councils scattered across the Nation. Each of these Councils, in turn, is involved in establishing and providing assistance to communities wishing to establish Girl Scout troops at the local level. Girl Scouts cover first through twelfth grades, between the ages of six and seventeen. Three national magazines are published by GSUSA available to the general public as well as to members. The magazine for younger GSUSA members is called DAISY. The magazine AMERICAN GIRL is published for basically teenage girls. Both often run articles on careers. The third magazine, GIRL SCOUT LEADER serves both the volunteer and professional adults who work in Girl Scouting. The goal of GSUSA is to reach all girls.

Girl Scouts of the USA is the national organization. In a given jurisdiction, the local Girl Scout Council works with Girl Scout troops and Girl Scout troop leaders.

National GSUSA headquarters and field operations are financed, in part, through membership fees of $2.00 per year. However, local Girl Scout Council income comes from the following sources: sustaining membership, support from such organizations as the United Way, other community groups such as local Chapters of the American Legion Auxiliary, and by corporate/business sponsors and product sales. Most Girl Scout troop activities take place in weekly after-school meetings conducted by volunteers who receive their training and basic instructional materials from Girl Scout professionals employed by the local Girl Scout Council serving the area. Volunteer Girl Scout leaders have a great deal of freedom in devising and carrying out program activities that will be interesting and useful with girls.

The extent to which a "careers" emphasis is seen in any given Girl Scout troop is related to the background and interests of the volunteer leaders coupled with the expressed needs and interests of the members. The National Organization identified career education and womens' roles as two of its program priorities. In recent years, due partly to the urging of professional GSUSA leadership responding to expressed interests of GSUSA members, the "careers" emphasis in GSUSA has expanded. In this document, both the general nature of the National GSUSA thrust and several more specific career-education-like activities conducted under the

leadership of professionals in several GSUSA Councils represented at this miniconference will be described. The diversity of these efforts, as well as their obvious high quality, stand as clear examples of the potential that GSUSA holds for involvement in career education's implementation.

The National GSUSA Effort—FROM DREAMS TO REALITY

Since 1976, professional staff persons from GSUSA National Headquarters, have been developing and, with the assistance of various local Girl Scout Councils, field-testing a new career awareness/career exploration program called FROM DREAMS TO REALITY.

The FROM DREAMS TO REALITY materials were originally developed for use basically with 12- to 17-year-old girls with a heavy emphasis on reducing sex stereotyping in career choices.

There are four parts in the FROM DREAMS TO REALITY set of materials:

1 FROM DREAMS TO REALITY: ADVENTURES IN CAREERS

An activity book for girls ages 12 to 17. The book is divided into four sections, each with a special purpose:

Insights: Getting to Know You. Activities to help girls identify their interests and abilities.

Close-Ups: An Expanding World of Careers. Activities to introduce adolescents to a variety of careers.

Tryouts: Places to Visit, People to See, and Things to Do. Activities to encourage girls to explore careers in the community.

Pilots: Firsthand Experiences in the World of Work. Four in-depth career exploration activities for adolescents to choose and carry out on their own or in a group.

2 FROM DREAMS TO REALITY: CAREER CARDS

A deck of 95 carcer cards (80 printed and 15 blank) for girls ages 12 to 17. These cards are an integral part of many of the

activities in Adventures in Careers. On the front of each printed card is an interview with a career woman and an accompanying photograph. The back of the card includes more specific information about the career-job description, special qualities needed for the job, education and training requirements, salary range, places of employment, and sources for additional information.

The printed cards are color-coded to identify them with the worlds of interest in Girl Scouting, introduced in *WORLDS TO EXPLORE*, the handbook for Brownies and Juniors: World of Well-Being, World of People; World of Today and Tomorrow, World of the Arts and World of the Out-of-Doors. The 15 blank cards are for girls to use to add to the deck.

3 FROM DREAMS TO REALITY: LEADER'S GUIDE

A question-and-answer book to aid adults working with girls.

4 FROM DREAMS TO REALITY: A COUNCIL GUIDE

Suggestions for councils on ways to help or enhance FROM DREAMS TO REALITY activities going on within their jurisdiction.

Each of these activities has been designed to fit into the informal kind of learning environment that typifies GSUSA troop meetings. An example of one such activity is presented below:

JUGGLING JOBS

Imagine you are in your mid-twenties. You are married and have a two-year-old child. After two years at home, you're ready to return to full-time work. You find a job with hours from 9:00-5:00, five days a week, paying $11,000 a year. Now you will need to combine your roles as homemaker and parent with your full-time paying job.

In small groups, determine the daily household chores and activities that must be done by you and your husband on a typical working day. Your list should include at least the following items:

- Each must shower and dress.
- The dog must be walked three times a day.

- Breakfast must be prepared, served, and the kitchen cleaned.
- The baby must be fed breakfast.
- The baby must be dressed and brought to the babysitter.
- Each must travel to and from work.
- The baby must be picked up at the babysitter's.
- Dinner must be prepared, served, and the kitchen cleaned.
- The baby must be fed dinner.
- The baby must be bathed and put to sleep.
- The car must be filled up with gas.
- The home must be straightened up.
- The garbage must be taken out.

Decide who will do each chore, and how long each chore will take. (Don't forget to allow time for sleeping and time on the job.) Record the information on the following charts.

Tally the hours on each person's chart and record the totals. In a 24-hour workday, how much time remains for this working couple? Does one person have more time than the other? Or is the work evenly divided? How much time is there for the child (playing and teaching new skills)? How much time is there to do things as a couple? How much time is there to do things alone?

WIFE	
ACTIVITY	TIME
Work	8 hours
Sleep	8 hours

HUSBAND	
ACTIVITY	TIME
Work	8 hours
Sleep	8 hours

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Some of the activities relate to problems women face in career-decisionmaking. That is, they go beyond teaching decision-making skills, per se and extend to a discussion of difficulties women face in applying such skills. Some of the materials effectively link troop activities with the community so that Girl Scouts can obtain "first-hand" experiences in the world of work. Four options are suggested for girls. A Trips and Speakers project to explore career options in one of the worlds of interest; a Career internship where girls shadow someone and try out actual job situations; a Be Your Own Employer project where girls start their own business; and a Get a Job Alternative where girls share paid employment experiences with their group.

The basic idea behind the development and use of these materials is that the process of career awareness/exploration should begin with the individual, not with one or more careers. A discussion of "careers" comes after the girl has had multiple opportunities for self-assessment. The major goal is to help each girl choose the kind of lifestyle—including but not limited to employment—that would be most meaningful and satisfying to her.

GSUSA makes these materials available to local Girl Scout Councils at cost in hopes that each girl will be able to have an activity book and a deck of career cards for herself. The cost per individual is under $5.00.

Recently, Girl Scouts piloted a set of career education materials for use with younger girls. This pilot included activity cards related to self awareness, career awareness, and sex stereotyping along with 50 picture stories—10 for each of the 5 "worlds"—showing women at work.

Both the newness and the comprehensiveness of these National program materials have created some difficulties when made available to volunteer leaders of Girl Scout troops. In spite of the training materials prepared for leaders, much remains to be done before these materials realize their full potential in Girl Scout troops across the Nation. However, the fact that GSUSA National Headquarters has undertaken this project and related it directly to career education stands as clear evidence of the interest of the Girl Scouts in career education. Career education personnel in school systems desirous of using the Girl Scouts as a resource for expanding the delivery of effective career education to youth could help achieve this objective if they were to encourage their local Girl

Scout troops to use these materials. It might also be of help were such educators to offer to help show volunteer Girl Scout leaders something about use of the materials.

Career Educated Related Activities Of Selected Girl Scout Councils

The potential of the Girl Scouts for contributing positively to a community-wide career education effort is, in no way, restricted to leadership and materials coming from its National Headquarters. Each of the 347 Girl Scout Councils is staffed with a group of professional persons, many of whom have developed their own unique approaches to career education. The examples to be presented here came from these miniconference participants. Many other outstanding examples, undoubtedly, exist in various Girl Scout Councils not represented in this miniconference.

Girl Scouts of the Milwaukee Area, have devised a program entitled "Anything You Want To Be" that is clearly a career awareness effort. Concentrating on Junior Girl Scouts—primarily 4th, 5th, and 6th graders—this program tries to meet the need for providing meaningful field trips to these girls. In order to assist Girl Scout volunteer leaders in carrying out these field trips, a series of questions involved in career decisionmaking were devised and suggested for use as part of the field trip. A strong emphasis was placed on the individual in trying to help participating Girl Scouts actually make tentative career decisions—i.e., it was clearly recognized that they are too young to do so in a meaningful and appropriate manner. Instead, the use of career decisionmaking questions was designed for use in helping these youth become more aware and knowledgeable regarding various kinds of work in their community and the kinds of lifestyles held by such workers. Materials for this program have been shared with other Girl Scout Councils across the Nation.

The Girl Scout Council of the Nation's Capital, in surveying its member youth, discovered "energy" to be a topic of concern to many. As part of this perceived need to help Girl Scouts in this area learn more about energy, an ambitious effort to acquaint them with energy-related careers was initiated. Of the total program, approximately one-third is devoted to the general topic of "energy related careers." This portion of the program has involved a total of 217 community agencies—including such agencies as the AFL/CIO, the 4H Clubs, Kiwanis, Junior Achievement, etc.—as participants in efforts to help Girl Scouts learn more about energy related careers.

The local power company (Potomac Electrical Power Company) helped train volunteer Girl Scout leaders to participate in this program. A total of over 4,000 person hours of community volunteer time was expended in this program, of which only 400 person hours were represented by efforts of Girl Scout volunteer leaders alone. This is an outstanding example of a community collaborative effort in career education that saw the Girl Scouts take a leadership role in drawing a variety of kinds of community resources together in a common effort.

The Girl Scout Council of Bergen County, New Jersey has implemented the "Green Circle Program" for Girl Scouts in their area. This is basically a human relations program designed to make people sensitive to and appreciative of others who are different from themselves. As such, it contributes to reducing social bias and prejudice that tend to contribute both to stereotyping problems and to preventing good interpersonal relationships. It has obvious implications for career education. The interest of this Girl Scout Council in career education is further illustrated by the fact that they have run Career Nights for senior high school age girls--both those in Girl Scouts and those who are not.

Girl Scouts of Greater Philadelphia have undertaken an innovative and exciting career education effort which they have named CREATING OUR FUTURES: CHALLENGE AND CHANGE. The basic rationale for this program grew out of recognition that today's youth will probably change occupations several times during their adult lives. The total program includes: (a) an externship program; (b) career conferences; (c) values clarification activities; and (d) a special Summer program aimed at helping girls seeking to enter the labor market directly from high school. The most unique feature of this effort is their "externship" program that seeks to put senior high school girls together with an adult employed woman for a 1-3 day career exploratory experience who serve as role models for such girls. Some schools let girls leave classes for this experience while, in other schools, participating girls have to do so during their vacation period. This Girl Scout Council is attempting to make the subject of "careers" be as exciting as the subject of "camping" for Girl Scouts. With this emphasis, they have found a substantial increase in employed women offering to serve as volunteer Girl Scout leaders. While concerned with nontraditional jobs open to women, this is not the major focus of this program.

The Texas Girl Scout Council, located in Dallas, Texas, has participated actively in career seminars conducted jointly with the YWCA and in conducting one day career simulation conferences for high school girls concentrating on lifestyle decisions each will have [redacted] 15-25. [redacted] as part o[redacted] Scout [redacted] ES, they ha[redacted]t on a two [redacted] career [redacted] pen to Girl Sc[redacted] from all ove[redacted] Nation [redacted] tion In Fashion [redacted] gn." (NOTE: [redacted] e the [redacted] es" program of t[redacted] Girl Scouts is, in[redacted] way, [redacted] "careers" emphasis, it is a natural vehicle for inserting [redacted] emphasis into the program activities of any Girl Scout Council.)

A particularly interesting example of a career education-like emphasis undertaken by a Girl Scout Council can be seen in operations of the Appleseed Ridge Girl Scout Council in Lima, Ohio. There, as in many other Girl Scout Councils, MDTA trainees are provided Summer jobs aimed at helping the Girl Scout camps run smoothly. They discovered a very basic and real need among the MDTA trainees assigned them for vocational readiness training including the need for good work habits and development of positive attitudes toward work. Providing means of meeting these needs of MDTA trainees was considered an important activity of professional Girl Scout personnel. Helping MDTA trainees develop career potential is not an activity limited to Lima, Ohio. Seminar participants from Washington, D.C., Philadelphia, and Dallas also reported on efforts to assist MDTA trainees assigned to them in these ways. Such efforts, according to seminar participants, not only provided career assistance to the MDTA trainees but, in addition, made such trainees more effective in their work with Girl Scouts during the months of Summer camp.

Even these few examples would serve to illustrate the point that Girl Scout Councils, at least in some parts of the Nation, are already interested and involved in the design and delivery of career education implementation activities as an integral part of the total Girl Scout effort.

Increasing Education System/Girl Scout Collaborative Efforts In Career Education

Girl Scouts of the USA are dedicated to serving girls and young women whether or not such persons are active Girl Scouts. Several seminar participants expressed thoughts regarding how this goal

might better be met through closer interactions with educators involved in career education. In general, they saw three major ways in which the Girl Scouts could help a school system's career education effort including: (a) providing materials and expertise

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in which these contributions might be put into practice?

The "Green Circle" program, Girl Scout Council of Bergen County, described earlier is already moving in this direction. Girl Scout professionals there have already trained educators from 14 school systems in how to use the human relations materials from this program. These materials are made available, along with the necessary training assistance, as a service to educators from this Council.

The "Anything You Want To Be" program in Milwaukee has not yet been shared with the school system. However, it was suggested that the use of 4th and 5th grade pupils who have been through this program in helping 2nd and 3rd grade teachers in their career awareness activities would certainly be an easy and natural way of working collaboratively with the school system.

Sometimes efforts of local Girl Scout Councils to offer materials and assistance to educational systems has been met with less than enthusiastic acceptance by educators. An example can be seen in Philadelphia, Pennsylvania where a very concerted effort was made, involving mailing of several thousand invitations, to educators inviting them to participate in a one day Saturday training session concerned with the general topic of improving the status and opportunities for women in society. In spite of these massive mailings and this direct offer to be of assistance, it was reported that only three educators showed up at the Saturday training session to take advantage of this opportunity. To say this was discouraging is to make a gross understatement.

The DREAMS TO REALITY materials described earlier are, in no way, limited or restricted to use in local Girl Scout Councils. Local Girl Scout Councils are encouraged to share these materials

with educators in their communities. Further, they are urged to offer to actually come into classrooms and use these materials with pupils as part of the school system's career education effort. It would obviously be counterproductive to the goals of collaboration

EXPLORING DIVISION, BOY SCOUTS OF AMERICA

One of the precursors to the concept of career exploration in career education is represented by the Exploring Division, Boy Scouts of America. This program, initiated as a specialty program within the operations of the Boy Scouts of America, currently enrolls approximately 380,000 high school age youth including about 100,000 girls. It is a very major career education effort indeed.

To understand and appreciate the complete operations of the Exploring Program it is first essential to understand that its members are not "scouts" in the sense of being members of the Boy Scouts of America. Instead of being referred to as "Scouts," members of this program are referred to as "Explorers." Further, while most Exploring Posts place a heavy emphasis on career exploration, it is the concept of "exploring"--not simply "career exploring"--that forms the basis for the Exploring Program. That is, whether it is careers or something else that is being "explored" is not the prime criterion for establishing an Explorer Post. Rather, the basic underlying assumption is that the process of exploring the unknown is an exciting and positive way of helping the individual discover both himself/herself and the world in which we live. The six areas of "exploring" found in any Explorer Post include: (a) Vocational; (b) Personal fitness; (c) Citizenship; (d) Social; (e) Service; and (f) Outdoor. An Explorer Post whose primary purpose is career exploration is expected to cover each of these six areas at some time. Conversely, a "general interest" Explorer Post--or an "Outdoor" Exploring Post--is expected to give some attention to the topic of career education.

There are two primary vehicles for use in career exploration within this program. One is the regular Explorer Post sponsored by

an out-of-school organization and meeting in after-school hours. The second is the Career Seminar Exploring program carried out in school settings. Both of these major kinds of activities is dependent on administration of the "Student Career Interest Survey" and use

When begun in 1959, the biggest operational problem facing Scouting professionals with respect to the Exploring Program was "what *are* the career interests of youth that should be included in our career exploration efforts?" There was no easy way good answers to that question could be generated for each local community. As a result, the Exploring Program professionals at the National level decided to encourage construction and use of the "career interest survey" instrument at the local level.

While the general format for the "Student Career Interest Survey" was devised at the National level, local Exploring Program professionals were encouraged to make adaptations of this instrument that reflected, to the greatest possible degree, the occupational mix found in their community. The general idea of each is the same in that, in addition to identifying the student's name, sex, address, Grade level, and school attended, its primary purpose is to record the first, second, and third choice of career interests of the students. In addition, the student is asked to indicate one leisure time interest. To indicate his her career interest, the student simply inserts the numbers listed for the variety of occupations on this simple one page form. It is this listing of occupations, then, not the general format, that varies from community to community. For example, Gloucester Massachusetts might well include a category of occupations associated with the fishing industry whereas Garden City, Kansas may ignore that area but choose instead to have a category of occupations related to agriculture. Many of the occupational areas, of course, are similar and can be found on most of the forms used anywhere in the Nation e.g., "business," "communication," "science and engineering," "service trades," "medicine," "law and government," etc.

While specific procedures for administering and reporting results from locality to locality, the general procedure can be described as

follows: (1) Professional persons from the Exploring Program identify and make contact with a "school contact person" in each high school; (2) Using arrangements established by the "school

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Professionals from the Exploring Program use these data as indicators of possible interest in and need for establishing various kinds of Explorer Posts. By so doing, they are assured that there will be a sufficient number of students [illegible] to make an Explorer Post active and viable.

The Explorer Post Operation

All Explorer Posts are chartered by some adult organization. That organization may be, for example, a local hospital or a local plant of some industrial organization. On the other hand, it may be a local American Legion Post, a local Rotary Club, a local church, or even a local school district. Professional persons from the Exploring Program devote a great deal of the energies to interesting such organizations in chartering one or more Explorer Posts. The chartering organization receives help and suggestions from the professional Exploring person, but the actual operations of the Exploring Post are under the direct control of the sponsoring organization. The sponsoring organization is responsible for providing facilities and volunteer personnel required to operate the Post. They do not, however, pay any kind of fee to the Exploring Program for the privilege of being a "sponsoring organization." Often, contacts are made with prospective sponsoring organizations by BSA volunteers in other BSA programs. That is, this is not strictly something done only by professional persons employed in the Exploring Program.

As an example, let us consider a community where, on the Career Interest Survey, a large number of students indicated an interest in medicine. Given such results, the Executive Director of a local

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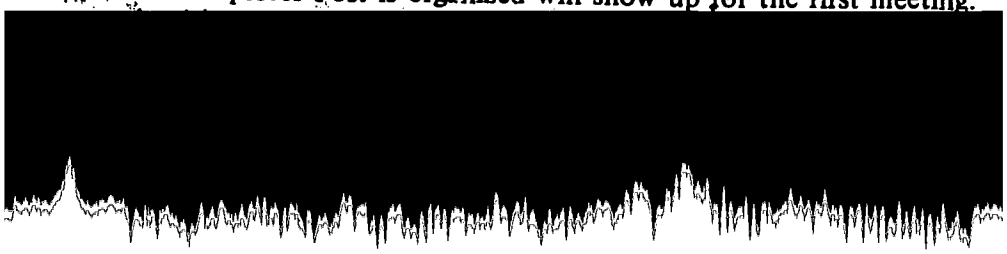
[illegible]

Because the typical Explorer Program operates at most it is necessary for Explorers to find their own way to and from the site. This has resulted in the composition of members of an Explorer Post typically being more "middle-class" than the school as a whole.

In a typical Explorer Post operation, roughly 50 percent of those youth who indicated an interest in the career area around which a new Explorer Post is organized will show up for the first meeting.



undertaken this program, with multiple variations, in several hundred junior and senior high schools.

[redacted]

held during that period to which the student is assigned. In New York City, the program operates by finding one teacher—e.g., a junior high social studies teacher—who volunteers to use one period

In a very real sense, Scouting has been involved in "career exploration" since 1911 when the merit badge program was introduced. The Exploring Program is simply a more sophisticated

4. The Exploring program format allows one volunteer to serve up to 30 youth. Career exploration carried out during the daytime hours often necessitates a 1:1 ratio between worker and

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decide for himself/herself on a desirable total lifestyle—including a career life—the goals of the Boy and Girl Scout organizations cannot be fully met. Career education represents an effort aimed at fostering the kinds of changes in Education that should make this more possible.

Both Exploring and Girl Scouts of the U.S.A. hold high potential for helping youth deal with values questions in an informal way. These include values related to self-worth, to interacting with other persons from various subcultures, and values with respect to contributions each citizen can make to society. In both Boy and Girl Scouting, work values are viewed as part of a larger system of personal values the individual is seeking to develop. This, too, is entirely consistent with the career education concept as that concept is being applied in American Education.

One of the nine basic learner outcomes for career education found in the USOE policy paper, A PRIMER FOR CAREER EDUCATION, is "helping youth make productive use of leisure time." That learner outcome will surely be better attained if educators involved in career education make every possible attempt to work collaboratively with both the Girl Scouts of the U.S.A. and the Boy Scouts of America in their career education efforts. The effective delivery of career education as a community-wide collaborative effort to help youth better prepare themselves for work—paid and unpaid—in today's society will surely be enhanced if this occurs. Boy and Girl Scouting *are* an important element in the effective delivery of career education.

APPENDIX A

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Appendix B

Issues Raised by Participants

1. How can we get educators to see us as "education" rather than "recreation?"
2. How can top policymakers in education be encouraged to support our efforts?
3. How can we get school systems to take us seriously?
4. How can our efforts be expanded to provide services for *all* children?
5. How can Scouting professionals best deal with diverse school districts, each of which operates under different policies?
6. How can we contribute best toward reduction of sex stereotyping?
7. How and what should we communicate to educators about our programs?
8. How can we make arrangements for academic credit for our efforts?
9. What should be our relationships with career education, as opposed to *all* of education?
10. How can we have national policies when both local Scouting councils and local school districts have greater autonomy?
11. How can our career education efforts be made a sustaining thing?
12. How will career education increase Scouting membership? Or will it?

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